
From: Sarah Dockins
Sent: Thursday, April 21, 2022 5:24 PM
To: Public Comments
Subject: [EXTERNAL] What the health

I want to know why my eighth grader is being shown a well-known propaganda video called what the health in his eighth grade ELA class at Marce Herz?

This film has been clearly documented as being a propagandist video. I do not feel that this is appropriate to show. I was never asked permission for my child to see this video.. Telling my eighth grader that one egg is equivalent to smoking five cigarettes a day?

Oh I asked him if this was an example of propaganda, and he said no it was not. It was being shown as fact. I really hope he is misinformed!

I would appreciate if the School district would let me know if this is part of the curriculum.

Thank you
Sarah Dockins

Sent from my iPhone
Sarah Dockins

From: Sarah Dockins
Sent: Tuesday, April 26, 2022 8:51 AM
To: Public Comments
Subject: [EXTERNAL] What the Health

Good morning. I had previously emailed in regards to a movie that was shown to my eighth grade son called "what the health" at Marcie Herz. The following day the ELA teacher did come forward and tell the children that this is an example of bias. I apologize for my hastiness in sending an email. However, he did not tell the students about this ahead of time (according to my 8th grader ♦♦").

I did have to explain to my child in depth why this is an example of bias. He was absolutely and completely panicked after watching. It was a good lesson learned how you can have experts and doctors come up with testimony, and the information look very convincing, but it's not solid.

Sarah Dockins

Sent from my iPhone Sarah Dockins

From: Ken Thomas
Sent: Tuesday, April 26, 2022 12:23 PM
To: Public Comments
Subject: [EXTERNAL] Curriculum Concerns

Good Afternoon,

We have heard a lot about CRT "disinformation" for some time now, including statements from the candidates for Superintendent. The statements are condescending and directly question the intelligence of parents and community members regarding their understanding of CRT. The NAACP's definition of CRT :

"Critical Race Theory, or CRT, is an academic and legal framework that denotes that systemic racism is part of American society — from education and housing to employment and healthcare. Critical Race Theory recognizes that racism is more than the result of individual bias and prejudice. It is embedded in laws, policies, and institutions that uphold and reproduce racial inequalities. According to CRT, societal issues like Black Americans' higher mortality rate, outsized exposure to police violence, the school-to-prison pipeline, denial of affordable housing, and the rates of the death of Black women in childbirth are not unrelated anomalies. CRT holds that racism was not and has never been eradicated from our laws, policies, or institutions, and is still woven into the fabric of their existence."

This is where most community members' understanding of CRT comes from, the NAACP. Unless you deem the NAACP as a source of "misinformation", I would ask that the Board recognize that when the public speaks of CRT, they are NOT "misinformed". Each time the "misinformation" statement is made, you share your personal opinion that can not be factually supported. YOU, the Board, are the source of misinformation by continuing to make this statement. The concerns about SEL go hand in hand with CRT. The general shift, nationwide, of District's SEL instruction to include topics like social justice, political issues, and racism along with bolstering diversity, equity, and inclusion efforts is alarming. In reading some of these new, refocused SEL curricula, there is just cause for many to see SEL as a Trojan horse for critical race theory.

Now to the curriculum concern. Recently Jhone Ebert, our Nevada State Superintendent, along with Angie Taylor and other WCSO staff has stated, "We do not teach CRT". This is not true. Every time a teacher speaks of systematic racism, dismantling structural inequities, white privilege, revisionist history, redistribution of power, and seeks to identify students based on the color of their skin as oppressors or oppressed in an attempt to shame or make the "oppressors" feel guilty about their skin color...THAT IS CRT! A recent response from the Detroit Public School System (see complete video link below) regarding the banning of CRT clearly admits to intentionally embedding CRT into the curriculum:

"Our curriculum is deeply using CRT, especially in social studies but you'll find it in English Language Arts and the other disciplines. We are very intentional in creating curriculum, infusing materials, and embedding CRT within our curriculum as stated by many speakers today because students need to understand the truth of history, understand the history of this country to better understand who they are and the injustices that have occurred in this country". <https://rumble.com/v11xo5m-detroit-public-schools-superintendent-crt-is-deeply-embedded-in-our-curricu.html>

As the Superintendent's Task Force on Supplemental Curriculum learns how our Nevada Academic Content Standards are structured and learn how to use and understand our adopted K-5 ELA materials, the community's expectation (via the Benchmark Supplemental Curriculum Survey and many public comments) is very clear. The focus should always be on instruction that is factual and objective. The material and

instruction should never suppress or distort historical events. The presentation of materials should be presented by teachers who serve as facilitators for student discussion; they should never share their personal views or attempt to indoctrinate or persuade students to a particular point of view. I, along with many stakeholders, believe in American Exceptionalism and take an unwavering stance on teaching American History in its entirety - the good and the bad. We have never advocated hiding or covering up any part of our Nation's history. A Nation that ignores its historical faults is doomed to repeat them.

Every student should have equal opportunity to high-quality, standards-based instruction. I believe that is something we all agree on. I would urge the task force as they are taking a deep dive into our instructional materials, they also look closely at the corresponding assessments. These assessments are designed to provide teachers with data that clearly shows each student's degree of mastery. These assessments and course requirements should never be watered down to ensure "equal outcomes". The Constitution, as amended, gives all Americans equal opportunity; however, this does not guarantee equal outcomes. CRT concentrates power to equalize outcomes, regardless of who earned what. CRT denies the idea that hard work pays off. You must believe, rather, that your skin color defines your ability to succeed. This is another tenant of CRT that should be outright rejected and never be the lens upon which our students' mastery of content is based.

In closing, as we continue to engage in the decisions that impact our children's education, we all must do a better job of listening and supporting all claims with evidence. We must agree to speak truth and never intentionally mislead with false information. If the Board's true intent is to receive input from all stakeholders in a respectful manner, I would urge the Board and all WCSD staff to:

- 1) Acknowledge the very real concern that staff, parents, and community members have about CRT being taught in our Washoe County schools.
- 2) Acknowledge that our understanding of Critical Race Theory directly aligns with NAACP's definition.
- 3) Stop making the statement that community members, parents, and staff who question CRT are "misinformed".
- 4) Acknowledge that many hold a strong belief in American Exceptionalism and unwavering stance on teaching American History in its entirety - the good and the bad.

Respectfully,
K. Thomas

<https://rumble.com/v11xo5m-detroit-public-schools-superintendent-crt-is-deeply-embedded-in-our-curricu.html>

<https://www.hollandsentinel.com/story/opinion/letters/2021/08/14/letter-critical-race-theory-disgrace/8124819002/>

<https://www.naacpldf.org/critical-race-theory-faq>

From: Shelley Buchanan
Sent: Tuesday, April 26, 2022 12:42 PM
To: Public Comments
Subject: [EXTERNAL] regular board meeting april 26 2022 agenda item 2.05

RE: WCSD Board Meeting 04/26/2022, Agenda Item 2.05

The district states that class size mandated student teacher ratios cannot be achieved “due to available *financial support* and the *general nature* of student attendance variations from school to school and grade by grade.” Why then did the school district recently report to the Washoe County Planning Commission regarding the proposed 574 additional residences on Galena Parkway that “the school district anticipates no conflicts with the ability to accommodate students possibly generated by this project”?

I live in this area and for the second week now, my son has not had bus transportation to school. How can the district possibly state that additional growth in this area will have no impact on schools when we cannot even run our schools sufficiently with the current number of students?

I have written my board representatives and the superintendent regarding the failure of the district to adequately communicate to the county the need for growth regulation. The district cannot expect the state and taxpayers alone to make up for the budgetary strains caused by poor local planning decisions. State funding for additional teachers is just part of the puzzle. Schools overwhelmed by rapid unsustainable growth are a definite factor, but the district fails to mention this in school board meetings.

Before relying on WC-1 funds and capital improvements to justify future growth, the district must report to the county the negative impact development has on our staffing levels, not just on the ability to build more schools.

Shelley Buchanan