

Gunnison Watershed School District (RE-1J) RESOLUTION

RESOLUTION RECOGNIZING THE EQUALITY AND RIGHTS OF ALL PERSONS AND PROHIBITING GROUP IDENTITY-BASED DISCRIMINATION AND PEDAGOGY THAT ARE CONTRARY TO THAT INTENT

WHEREAS, Racism is broadly defined as “different races possess distinct characteristics, abilities, qualities, moral value, or moral propensities”.

WHEREAS, Group identity-based discrimination (e.g. racism, sexism, etc.) has no place in American society, and especially not in the Gunnison Watershed School District (RE-1J);

WHEREAS, nothing in this resolution shall require any staff member to violate federal or state law;

WHEREAS, the laws of the United States of America and the State of Colorado do not require that principles of Group Identity-Based Discrimination be taught in public schools (grades K-12);

WHEREAS, the School Board is responsible for acquiring reliable information from responsible sources which will enable it to make the best possible decisions about the scope and nature of the educational program. The Board is responsible for requiring appraisal of the results of the educational program (from “Gunnison Watershed School District - Policy Manual”);

WHEREAS, Public Education, properly designed, includes age-appropriate, critical thinking about the history, economics, institutions, philosophies, etc. which comprise the American experience, including pertinent instruction regarding the founding ideals of our nation as well as the history of racism and inequality in America;

WHEREAS, Parents have a fundamental right to direct the upbringing, education and care of their children. Parents have an investment in our children’s right to an education free from racial, ethnic, and sex discrimination;

WHEREAS, This policy does *NOT* object to, and strongly encourages, the teaching of important historical events that have shaped our society (e.g., African slave trade, Civil rights movement, Jim Crow laws). However, there is a need to emphasize

historical events according to their importance and impact. For example, curricula that present race as having consistently more importance than economic, legal, technological, and geographical considerations would be as unacceptable as curricula that ignored the importance of race altogether;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. District leaders and staff shall not promote nor shall they direct or otherwise compel a teacher, administrator, or student personally to affirm, adopt, or adhere to Group Identity-Based Discrimination in RE-1J's classroom curricula.
2. Schools/Administrators/Curriculum Directors/Educators shall not allocate public funds to contract with, hire, or otherwise engage outside consultants and trainers for purposes of teaching or applying principles of Group Identity-Based Discrimination and/or pedagogy to students and/or employees of RE-1J.
3. Teachers/administrators who directly or indirectly teach elements of Group Identity-Based Discrimination that are contrary to the fundamental principle of equal protection of all persons under the law will be held accountable.
4. RE-1J will make potential Professional Development Courses for staff/employees open to public review and feedback at least 45 days prior to the school Professional Development days.
5. Teachers/Classrooms will not directly/indirectly teach elements of the 1619 project, nor use any of the Pulitzer Center's 1619 Project study materials.
6. RE-1J will not use principles of Group Identity-Based Discrimination as a curriculum for classroom instruction or staff professional development. With this statement, RE-1J reiterates that:
 - a. Moral recompense and moral atonement are important and defining characteristics of the American experience, and should be taught where relevant.
 - b. Racism or Antiracism may make discrimination worse, not better, especially if defined as racial prejudice plus power, a concept that is often used to argue that (i) only individuals classified as "white" or any other "skin color" people can be racist because only "white" or any other "skin color" people control society and (ii) individuals in ethnic minorities cannot be racist because they do not control society.
 - c. These specific elements are prohibited:
 - i. The teaching that the United States or the state is "fundamentally and irredeemably racist or sexist".

- ii.* The use of group identity-based explanations, combined with the assignment of moral value, moral character, moral worth, or moral propensities to each of those group identities as the primary explainer of historical, economic, social, or institutional outcomes.
- iii.* The assignment of moral responsibility or moral culpability to individuals of a specific group identity, because of their group identity, where there is no direct relationship between the individual and the execution of moral wrongdoing.
- iv.* Assignments such as “oppressor vs oppressed”, “privileged vs disadvantaged”, etc., to group identities that can discourage students from committing a high-degree of effort to solving problems by convincing them that immutable characteristics preclude success and that immutable characteristics are the primary determinant of outcomes. This undermines individual agency, especially when a high-degree of effort is required for problem solving. In other words, individuals should not feel disempowered because of race, ethnicity, or sex.
- v.* That an individual, by virtue of his or her race, ethnicity, or sex, bears responsibility for actions committed in the past or present by other members of the same race, ethnicity, or sex.
- vi.* The assignment of individuals or groups of students to participate in class or complete assignments based on their racial or ethnic identity.
- vii.* That race is the most important identity (Race Essentialism).
- viii.* The assertion that group identity is consistently more important to individual outcomes than individual identity.

EXAMPLES:

- Curricula that claims group identity is the primary determinant in outcomes, removing the agency and the responsibility of the individual, which are crucial prerequisites for overcoming difficulties students will face during their lifetime in their pursuit of happiness.
- Curricula that claims group identities, especially those based on immutable characteristics such as race, be classified into “oppressors vs oppressed” or “privileged vs disadvantaged” as a prerequisite for understanding curriculum.
- Curricula that claims the moral value or moral state of an individual is determined by immutable characteristics such as race. Instead, moral challenges transcend concepts like race, and afflict humans broadly and generally.
- Examples of curricula that violate one or more of these principles are Critical Race Theory and Diversity, Equity and Inclusion Training.

ADOPTED THIS _____ day of November, 2021

Board Secretary

Board President
Gunnison Watershed School District RE-1J