



SCOTT ALLEN

REPRESENTATIVE • 97TH ASSEMBLY DISTRICT

What is your child being taught in school?

Earlier this spring, a parent contacted me regarding a week-long calendar event in her child's school, the subject: Black Lives Matter. The themes: restorative justice; diversity and globalism; queer affirming, transgender affirming, and collective value; intergenerational black families, and black villages; black women and unapologetically black.

To see for myself, I submitted a public records request to two school districts, Milwaukee and Madison. Madison Public Schools responded, and the records produced are revealing. Milwaukee claims they have nothing.

[The materials](#), also accessible via the National Education Association website, includes curriculum for elementary, middle, and high school. Activities include everything from roundtable discussions to active participation in a staged protest.

Are the sentiments of unity and equality truly reflected in the curriculum being used to teach your student? Or does this curriculum foster greater division? Is the purpose of this curriculum to help us better get along with each other or is it intended to create a generational divide based on traditional values?

Are parents informed about this curriculum and are they consenting?

Parents, do you know what your school district has planned for their Black Lives Matter curriculum?



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Earlier this year, a parent contacted me regarding a week-long calendar event in her child's school on Black Lives Matter. Concerned about some of the viewpoints, I submitted an open records request, and discovered what educators are really teaching our children in public schools.

In the [materials](#) provided by the Black Lives Matter Organization to the Madison Public Schools, one of the guiding principles is restorative justice, described as "Intentionally build and nurture a beloved community that is bonded together through a beautiful struggle that is restorative, not depleting."

As part of the BLM curriculum, students are encouraged to stage a protest for one of their weekly activities. The photo below, taken by a Kenosha photographer, shows the damage done by recent protests in Wisconsin. Is staging a protest how we should be teaching young, impressionable students to exercise their right to free speech?

Real restorative justice, as more commonly defined, is "a system of criminal justice which focuses on the rehabilitation of offenders through reconciliation with victims and the community at large. "Healing and reconciliation" is not the burning of people's businesses and homes.

There is no doubt in my mind that we need more communities to practice proper restorative justice in Wisconsin. " I look forward to listening and partaking in these discussions on the Speaker's Task Force on Criminal Justice that was announced last month.

Black lives do matter. However, Americans, and our school children, should not be forced to stand with an organization that actively seeks to divide us, one which encourages protests rather than peaceful communication, undermine American identity, indoctrinate our children and in reality hurts the lives of Black Americans in Wisconsin, and the United States.



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What is your child learning about families?

Earlier this year, a concerned constituent contacted my office regarding new subject matter at her child's school. Following an open records request and a thorough examination of the materials, it is fair to say that some questions should be asked. Parents, have you asked what your child is learning in school recently?

If your school is teaching the Black Lives Matter (BLM) [curriculum](#) for public schools then your child may be learning about Black Villages.

"Black Villages," according to BLM, is defined as a "disrupt[ion of] the western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another, especially our children, to the degree that mothers, parents, and children are comfortable."

Being a single parent is one of the toughest jobs imaginable. As individuals and a community, it is a worthy goal to support these families. If the curriculum is teaching us to be tolerant of all viewpoints, why is it simultaneously a goal to "disrupt the western-prescribed nuclear family structure"? There is well-supported research that demonstrates the fact that children born into stable families, with parents present in their lives, are the least likely to suffer from poverty.

Poverty among married black families been in the single digits since 1994.¹ Poverty for single-parent black families has averaged over twenty percent for black fathers² and over thirty-five percent for black mothers.³ If we care about black lives, shouldn't we be encouraging pathways to success?

According to data from the National Center for Education Statistics, "Children living in married-couple households had the lowest poverty rate (8%). This pattern was generally observed across most racial/ethnic groups."

Social Scientist Charles Murray observed that "men and women who get married, stay married, and have children within marriage are more likely to be in, and to stay in, the middle or upper

¹Duffin, Published by Erin, and Sep 18. "Poverty Rate of Black Married-Couple Families U.S. 2019." *Statista*, 18 Sept. 2020, <https://www.statista.com/statistics/205097/percentage-of-poor-black-married-couple-families-in-the-us/>.

² Duffin, Published by Erin, and Sep 18. "Poverty Rate of Black Single Fathers U.S. 2019." *Statista*, 18 Sept. 2020, <https://www.statista.com/statistics/205104/percentage-of-poor-black-families-with-a-male-householder-in-the-us/>.

³ Duffin, Published by Erin, and Sep 18. "Poverty Rate of Black Single Mothers U.S. 2019." *Statista*, 18 Sept. 2020, <https://www.statista.com/statistics/205114/percentage-of-poor-black-families-with-a-female-householder-in-the-us/>.



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class.”⁴ Nicholas Zill testified before Congress during the Clinton era that 45% of children living in single-parent families lived in poverty, versus just 8% of children in married-couple families.

Recent research cited by the U.S. Health and Human Services (HHS) affirms the efficacy of married-couple families. “[Ninety-five] percent of millennials who married first are not poor, compared to 72 percent who had children first.”⁵ Additionally, “71 percent who married before having children made it into the middle or higher end of the income distribution by the time they are age 28-34. By comparison, only 41 percent of millennials from lower-income families who had children first made it into the middle or higher end of the distribution when they reached ages 28-34.”⁶

Experts have been discussing the impact of “adverse childhood experiences,”⁷ or “ACEs” in early childhood development. The term is used to describe all types of abuse, neglect, and other traumatic experiences occurring to individuals under age 18. Among the most severe and most common is the disappearance of a parent, just behind physical abuse and substance abuse. By actively supporting the disruption of families, the Black Lives Matter curriculum is normalizing unnecessary trauma into a child’s life, and perpetuating the cycle of poverty.

Everyone knows that sometimes marriages and relationships just don’t work out, and no one should be criticized for that. We as a society should consistently encourage the regular presence of both parents in a child’s life, actively engaging with them to promote education, growth and success.

With Wisconsin falling behind other states in educational outcomes, should we devote time in the classroom to perpetuate a debunked radical ideology that destroys the family?

⁴ “Are 'Family Values' Outdated?” *The New York Times*, The New York Times, <http://www.nytimes.com/roomfordebate/2012/04/24/are-family-values-outdated/stronger-families-stronger-societies>.

⁵ “Research Shows Importance of ‘Success Sequence.’” *Administration for Children and Families*, <https://www.acf.hhs.gov/blog/2017/06/research-shows-importance-of-success-sequence>.

⁶ “Research Shows Importance of ‘Success Sequence.’” *Administration for Children and Families*, <https://www.acf.hhs.gov/blog/2017/06/research-shows-importance-of-success-sequence>.

⁷ “Averse Childhood Experiences: looking at how ACEs affect our lives & society.” *Centers for Disease Control and Prevention Infographic*, 22 Feb 2013. https://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html.



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Is your child truly empathetic?

Parents, how would you feel if public schools were teaching your kids right-wing or left-wing ideologies? What if they were teaching your kids values that were inconsistent with what you would teach them?

Several months ago, a constituent contacted my office regarding curriculum used to teach about racism and discrimination. We conducted an open records request, and Madison Public Schools responded with these [materials](#). Backed by the Black Lives Matter (BLM) movement the materials were produced and distributed by groups such as the Southern Poverty Law Center and the National Education Association (NEA).

Instructors are equipped with a variety of methods to utilize, such as emotional stress, shock, or desensitization, isolation, cross-examining pre-existing values, stripping the individual of normal defenses, and rewards. It's a system designed not for teaching analytical methods or concrete facts, but for brainwashing.⁸

Day One focuses on "Restorative Justice, Empathy and Loving Engagement." The materials recommend using cross examination techniques and stripping individual students of their emotional defense in classroom discussions. The worksheets claim to be "raising awareness" and "addressing tough topics." Interestingly, this method forces a child into emotional isolation, serves to undermine that child's individuality and contribution.

This day of introduction describes the principle of "empathy" as "engaging comrades with the intent to learn about and connect with their contexts." Comrades? In our vernacular, "comrade" is used to greet fellow socialists and communists. This isn't a right-wing conspiracy theory--it's the third definition provided by Oxford in a Google search.⁹ Why does BLM utilize the language of the communist party?

The curriculum also attempts to address a principle that is described as "intergenerational," with the phrase "cultivating an intergenerational and communal network free from ageism." Communal network? Per Oxford, communal items or places are shared by all members of a community and are for common use. Is cultivating a communal network the first step towards abdicating ownership. Is this another sign of communist influence on the BLM curriculum? The activities seem to be influencing other ideals rather than quite simply educating children about racism in society.

Sharing and generosity are important American virtues and so is American individualism. The real question is: are parents aware of the values being taught in our public schools today? Do parents endorse the BLM curriculum?

⁸ "Classroom Brainwashing." *Inside American Education: the Decline, the Deception, the Dogmas*, by Thomas Sowell, Free Press, 2003, pp. 34–69.

⁹https://www.google.com/search?q=comrade&rlz=1C1GCEA_enUS861US861&oq=comrade&aqs=chrome..69i57.837j0j1&sourceid=chrome&ie=UTF-8



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And what about empathy? How have we seen BLM exhibit empathy in the last several months? Think back to August when a BLM activist, under the cover of protesting injustice, beat a 72 year old Kenosha resident for protecting a business amidst the riots. Do you recall the activists who harassed business patrons in Washington DC? Let me jog your memory - after the shooting of Jacob Blake, protestors bullied several citizens eating out at a restaurant, and over Labor Day weekend elderly diners were harassed by BLM protestors in Pittsburgh. Why is it acceptable to beat someone in the name of justice? Or scream at a couple who are minding their own business? And how is that acting empathetically to someone's life and personal context?

Is BLM empathy only a one way street?

If parents want the schools to teach empathy, perhaps they might look for more credible authors on the subject.



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Let's Talk

Parents, imagine a classroom where a teacher, in a position of power, made a student feel guilty in front of others, just because of the color of her skin?

Is it the role or responsibility of public education to provide racial sensitivity training?

Based on a constituent inquiry my office conducted an open records request, and Madison Public Schools responded with these [materials](#). The materials have been produced by several organizations, and are distributed by the National Education Association (NEA).

Parents often assume their students are being educated effectively. The primary focus is traditionally on the basics of arithmetics, language arts, science, and history. In academic circles, however, the focus is often on "*affective education*," which is about developing student belief systems, emotions, and attitudes.

There are certainly areas where this could be seen as a scholarly benefit, such as in encouraging self-esteem through effort and accomplishment. Notably, however, it has always been a sacred purview of the parents to instill religious, philosophical, or political beliefs. As Thomas Sowell noted in *Inside American Education*, we have made a faulty assumption: that racism flows from homes into the schools, rather than from the school into our homes.

Having conversations about race in a multi-ethnic society like the United States may provide value to society. The real questions relate to the content of those conversations. Many programs on racial sensitivity are designed to make the white participants feel guilty, or to declare bedrock institutions as inherently racist, and by default, if you support the institution, you are declared a racist as well.

In a [pamphlet](#) titled "Let's Talk," (created by the Southern Poverty Law Center) educators are encouraged to reduce prejudice, and improve intergroup relations. However, as illustrated on [Page 19](#) of "Let's Talk", educators are encouraged to follow a chart to promote emotional safety in the classroom during difficult conversations. The strategy to deal with "guilt" instructs educators to "make sure that students are realistic in accepting responsibility primarily for their own actions and future efforts, even **while considering the broader past actions of their identity groups**". If there is "confusion or denial," teachers are trained to redirect students to "questions anchored in class content," because the student is operating from a "place of misinformation or ignorance."

Who is guilty? Who is confused? What does it mean to "accept responsibility while considering broader past actions"? How does reminding a student of their identity groups past actions create a space of emotional safety? Slavery, Jim Crow, Segregation? Are these the broader past actions that the Southern Poverty Law Center is hinting at? What responsibility do they want students to accept? Haven't the students learned about these actions in their history classes?



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How does reminding students to accept responsibility for their identity groups foster diversity? If anything, this effort pits student groups against one another due to no fault of their own. Rather than utilizing valuable classroom time to teach students about the great achievements of African American's in America's history as well as the efforts undertaken on behalf of black Americans by many other races, the NEA and BLM efforts are perpetuating ideas that do nothing to move America forward during a time where we need it most. Rather than teaching diversity or tolerance, are they instead teaching division and demonization?

In my experience these kinds of conversations are sophisticated and are best suited for college age students or adults. To challenge teens and preteens who inherently are struggling with their own identity issues with these kinds of psychological techniques is simply to go beyond the purview of K-12 public education.

Do we really want BLM and public school educators messing with children's belief systems, self-identity emotions, and attitudes?

What is your child being taught in school?



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Biology or Political Ideology?

One of the documents enclosed in the [materials](#) used by Madison Public Schools in the 2019-2020 school year is an Action Planner for Black Lives Matter at schools week. On Wednesday, the [theme](#) is “Queer Affirming, Transgender Affirming, and Collective Value.”

This information was obtained through an open records request by my office which was prompted by a constituent inquiry. The materials have been produced by several organizations, and are distributed by the National Education Association (NEA).

Impossible to miss among the teaching materials is the provided artwork, which you can view below. Prominently featured in each of the posters is the raised fist. This symbol, which has been used for decades is often associated with worker solidarity or black power. The juxtaposition of this symbol with gender and sexuality is a blatant attempt to unite political factions.

This past summer, the raised fist was used in protests across America. In one infamous scene, dozens of “peaceful protesters” surrounded a female restaurant patron and demanded she raise her fist in solidarity.¹⁰

The first poster features Malcolm Shanks, a self-described “Black, queer, anti-colonial gender-bender, socialist, etc.” You can see a Twitter post of his below. Among his works are “[Decolonizing Gender: a curriculum](#),”¹¹ coauthored with Khari Jackson. Shanks believes “gender binary” is just an “instrument of colonialism for 500” years, rather than a function of having XY or XX chromosomes as you may have been taught in your biology class.

The second poster features Ky Peterson. Peterson, a young Black transgender man, was tragically knocked unconscious and sexually assaulted. Waking up, Peterson shot and killed his attacker in self-defense. Believing he would be mistreated by the police, Peterson apparently moved his attacker’s body to prevent law enforcement from discovering his involvement. He was later convicted of involuntary manslaughter and sentenced to 20 years in prison.¹²

The final poster is a series of raised fists, and labeled “Collective Value.”

Discussions of this topic are very personal, and should most often be taking place with a parent, relative, trusted guardian or pediatrician, a therapist, or a religious counselor guiding the conversation.

¹⁰ Guzman, Joseph. “Viral Videos Show Protesters Demanding DC Restaurant Patrons Raise Fists in Solidarity.” TheHill, 26 Aug. 2020, thehill.com/changing-america/respect/513646-viral-videos-show-protesters-demanding-dc-restaurant-patrons-raise.

¹¹ This “curriculum” was not provided by MMSD as part of the records request, and there is no indication it is used by MMSD.

¹² Brydum, Sunnive, and Mitch Kellaway. “This Black Trans Man Is in Prison for Killing His Rapist.” Advocate.com. Last modified April 8, 2015. <https://www.advocate.com/politics/transgender/2015/04/08/black-trans-man-prison-killing-his-rapist>.



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Parents, who should be teaching your child about gender and sexuality? Are your pupils going to get a scientific view, or a political viewpoint? What does gender and sexuality have to do with racism? And will studying these things improve student educational outcomes in measured areas?

More importantly, parents are you aware of this curriculum being taught to your children?



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Globalism? Or Global Failure?

A guiding principle revered by the Black Lives Matter organization is globalism. Written as “we see ourselves as part of the global Black family, and we are aware of the different ways we are impacted or privileged as Black people who exist in different parts of the world”.

For years, American public and private schools have lagged behind the rest of the world in reading, math and science proficiency scores.^{13,14} The United States has consistency ranked behind countries such as South Korea, Singapore and Canada, and all the while our education establishment has been controlled by the liberal elite.

Over time a once purposeful system designed to provide knowledge and tangible skill sets has taken on a far more social and cultural role.¹⁵ American public schools and educators have, to a significant degree, become tools, used not for the purposes of advancing the abilities of our students, but for re-designing social norms and perhaps radicalizing younger generations. According to the Foundation for Economic Education, the cultural agenda is “an unavoidable, and perhaps insurmountable, failure of government-run education”.¹⁶

Parents, do you really want a government agenda steering your child into a predetermined social mold and globalist world view?

The American ethic has been distinctly individualistic. This is evident in the language of our founding documents with concepts revealed such as natural laws, individual relationships with our Creator who alone can bestow inalienable rights such as liberty, and that government power ought to be limited to guard against tyranny. One might be hard-pressed to find the ideals of globalism articulated by any of our founders.

Yet today, our educational institutions and leaders, perhaps ashamed by American exceptionalism, are indoctrinating our students, at taxpayers expense, to believe that we need to be more concerned with the welfare of the global community than our own economic growth and success. These values-based

¹³ Moriah Balingit, Andrew Van Dam. “U.S. Students Continue to Lag behind Peers in East Asia and Europe in Reading, Math and Science, Exams Show.” *The Washington Post*, WP Company, 5 Dec. 2019, www.washingtonpost.com/local/education/us-students-continue-to-lag-behind-peers-in-east-asia-and-europe-in-reading-math-and-science-exams-show/2019/12/02/e9e3b37c-153d-11ea-9110-3b34ce1d92b1_story.html

¹⁴ DeSilver, Drew. “U.S. Academic Achievement Lags That of Many Other Countries.” *Pew Research Center*, Pew Research Center, 21 Aug. 2020, www.pewresearch.org/fact-tank/2017/02/15/u-s-students-internationally-math-science/.

¹⁵ Hood, John. “The Failure of American Public Education: John Hood.” *FEE Freeman Article*, Foundation for Economic Education, 1 Feb. 1993, fee.org/articles/the-failure-of-american-public-education/.

¹⁶ Hood, John. “The Failure of American Public Education: John Hood.” *FEE Freeman Article*, Foundation for Economic Education, 1 Feb. 1993, fee.org/articles/the-failure-of-american-public-education/.



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conversations may not even be part of elected school board agendas, but rather are being pushed into our schools by educational bureaucrats.

For so much discussion about privilege, it appears that children in the United States are much less privileged than the rest of the world when it comes to early and elementary education. We continue to sink funding into the education system with dismal results compared to our global competitors. It is clear that US school systems need to focus more on math and science rather than social ideologies.

We might have taken our eye off the ball. While liberal education elites have steered us to globalism, we have fallen behind in the academic pursuits that matter most. We need to engage in our students' curriculum to get us back on track. Parent-steered education is a good place to start.

Parents, you need to know what your child is learning in school.



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Unapologetically Unifying

Black History Month has been celebrated during the month of February annually since 1976. It is a disservice to not honor black history and culture every month of the year. Our regular K-12 curriculum should include contributions made by black Americans in all fields: business, literature, music, math, science, civics, and government, and not limit it to a single month. It is time to come together, celebrate American accomplishments, and appreciate the diversity of the American experience.

Black is beautiful. Let's celebrate black culture, honor the black experience, and restore America. Restoration is the act of returning something to a former owner, place, or condition. In today's cultural context it is about going out of our way to refresh our values and build relationships. It is about purposeful celebration, providing support on an individual and community-wide level, and that each individual is worthy of respect.

Celebrating black lives, contrary to what political groups or the media might suggest, is a concept independent of the political organization, Black Lives Matter (BLM), which advocates a socialist agenda for America. The BLM in schools curriculum clearly expresses the ideals of communism.

For example, in a prompt for middle and high school students surrounding the BLM principles, a teacher is guided to ask the question "Have you encountered anyone critical of the Black Lives Matter movement or responds in a negative, defensive way?" The implication is that if you are critical of BLM or its efforts, then, somehow, you do not respect black people. And how appropriate is it to ask students to expose their political beliefs? What if they prefer to keep them to themselves?

The principle of Unapologetically Black, content of Black Lives Matter education material, culminates the ideals, goals, and justification the organization uses to indoctrinate our children. Unapologetically Black has a "kid-friendly" definition, written as "the affirmation that Black Lives Matter and that our love, and desire for justice and freedom are prerequisites for wanting that for others. These principles are the blueprint for healing and do not include nor do they support ignoring or sanitizing the ugliness and discomfort that comes with dealing with race and anti-race issues."

Blueprint for healing? These principles, culminated together, are a blueprint for destruction and anarchy. On October 7, vandalism by supporters of the Black Lives Matter movement again took place. This time in Wauwatosa, WI.¹⁷ Rather than choosing to engage in peaceful, fruitful discussion, the BLM movement continues to place blame and perpetuate violence. On October 26th the streets of Philadelphia again exploded in violence and looting. The BLM movement is intentionally confrontational.

It does not seem to be about uniting Americans for the cause of racial cohesiveness. Just yesterday, Oct 28th, a group of Jewish men standing in solidarity with BLM protesters in Philadelphia were verbally

¹⁷ Pilarski, Karen. "Wauwatosa Community Unites To Clean Up After Unrest." *Wauwatosa, WI Patch*, Patch, 8 Oct. 2020, patch.com/wisconsin/wauwatosa/wauwatosa-community-unites-clean-after-unrest.



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harassed and violently chased away.¹⁸ A true movement for unification would welcome all colors and creeds to march together.

BLM's protests are not about people getting along, they are about fueling the passions of people to create a social revolution. Supporters of BLM's left-wing communist ideology continue to cause destruction both in the physical sense as well as destruction of the connectivity that many civil rights activists, such as Martin Luther King, Rosa Parks, James Farmer and Roy Wilkins, have worked so hard to create.

During this pivotal time in our state and nation's history, it is prudent to recall the actions and ideologies of 20th century Civil Rights activists. During the height of the Civil Rights Movement in the 1960s, many leaders were practitioners of nonviolent civil disobedience as practiced by Gandhi.¹⁹ Many also pursued legislative activism, actively opposing the militancy that was represented by the Black Power movement,²⁰ a militancy that continues to be represented by the raised fist icon used in BLM curriculum materials.

The BLM organization is about much more than race relations in American today. BLM actively promotes a socialist agenda to our children as an attempt to indoctrinate the next generation of leaders. Parents, we cannot let our children's minds be led down the path of socialism, a path that ultimately leads to poverty, government dependence, and economic depression. As Abraham Lincoln once said: "America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves."

In today's world, there are many people who are ready and willing to learn, understand and talk about racial issues. Discussions of race do not have to be ugly and divisive. There are many beautiful things that can come to fruition from a productive discussion on race. Many of the people who want to learn more about race may well have been turned off by the many BLM protests and riots across the nation. Our colleagues, neighbors, and friends may well have been privileged from birth but do genuinely care about racial fairness.

We can lift up and celebrate blackness without condemning whiteness. We can have conversations about race without guilt or shame being critical elements of the conversation. We can and should

¹⁸ Brown, Lee. "BLM Mob Violently Chases Jewish Men Showing 'Solidarity' at Philadelphia Protest." *New York Post*, New York Post, 29 Oct. 2020, nypost.com/2020/10/29/blm-mob-violently-chases-jewish-men-at-philadelphia-protest/.

¹⁹ Severo, Richard. "James Farmer, Civil Rights Giant In the 50's and 60's, Is Dead at 79." *The New York Times*, The New York Times, 10 July 1999, www.nytimes.com/1999/07/10/us/james-farmer-civil-rights-giant-in-the-50-s-and-60-s-is-dead-at-79.html.

²⁰ "NAACP History: Roy Wilkins." *NAACP*, www.naacp.org/naACP-history-roy-wilkins/.



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acknowledge our past without reliving it. We can aim for the higher ground to which Martin Luther King, Jr.'s dream calls us.

We must not, however, allow Dr. King's dream to be hijacked by socialists who need oppression to fuel their movement.

Is your children's school teaching an ideology? Not sure? Start asking some questions.