

PROGRESS REPORT

June 8, 2022



Students First

Working with Parents to Increase Transparency



ERIC SCHMITT
MISSOURI ATTORNEY GENERAL

Missouri Attorney General Eric Schmitt launched The Students First Initiative in March 2022 to empower parents and bring transparency back to Missouri's schools. Since the launch of the initiative, parents from across the state have voiced their concerns to the Missouri Attorney General's Office. These concerns range from harmful policies and administrative overreach to objectionable curriculum.

The aim of the initiative is to identify and eliminate these objectionable practices, ensuring that our children receive the best possible education. Contained in this packet are some examples of objectionable curriculum, policies and practices already identified by the Students First Initiative and other research.

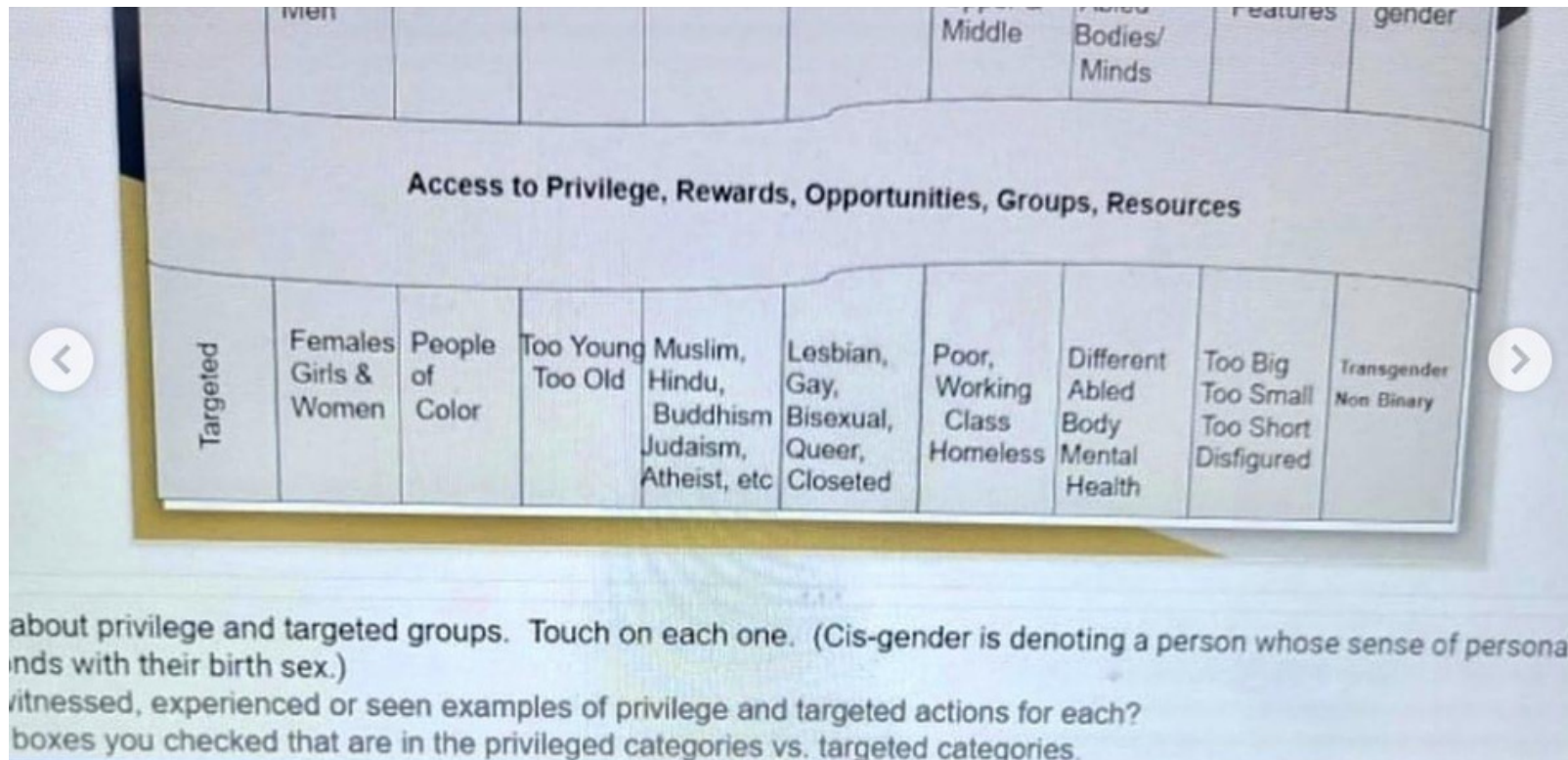


A parent from **Park Hill Elementary School | Platte County**

"This school posted a picture of their teacher training on Facebook that was later removed which states, '**exposing privileged students**'."

A parent from **Rockwood | St. Louis County**

“Not only, (do they) want an exorbitant amount of money (to fulfil a sunshine request) for a slide presentation that is already created and should be easily accessible, they’re clearly instructing teachers to violate the rights of others. Please see the screenshot of the slide of the '**privilege chart**'. It’s clear they’re **discriminating against 'protected classes'**.”



A parent from Warrenton High School | Warren County

"The class (11th grade AP Language Arts) was instructed to complete the Race Implicit Association Test (IAT). The website's own landing page states, '**Note: This site is designed for adults aged 18 or older.**'

This was not district approved curriculum and that the link was removed.

I was assured disciplinary action would be taken against the teacher responsible for the assignment, and the curriculum for this class will be reviewed regularly going forward."



Preliminary Information

On the next page you'll be asked to select an Implicit Association Test (IAT) from a list of possible topics. We will also ask you (optionally) to report your attitudes or beliefs about these topics and provide some information about yourself.

We ask these questions because the IAT can be more valuable if you also describe your own self-understanding of the attitude or stereotype that the IAT measures. We would also like to compare differences between people and groups.

Note: This site is designed for adults, aged 18 or older.

Data Privacy: Data exchanged with this site are protected by SSL encryption. Project Implicit uses the same secure hypertext transfer protocol (HTTPS) that banks use to securely transfer credit card information. This provides strong security for data transfer to and from our website. IP addresses are routinely recorded, but are completely confidential. We make the anonymous data collected on the Project Implicit Demonstration website publicly available. You can find more information on our [Data Privacy page](#).

Important disclaimer: In reporting to you results of any IAT test that you take, we will mention possible interpretations that have a basis in research done (at the University of Washington, University of Virginia, Harvard University, and Yale University) with these tests. However, these Universities, as well as the individual researchers who have contributed to this site, make no claim for the validity of these suggested interpretations. If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further. You may prefer to examine [general information about the IAT](#) before deciding whether or not to proceed.

If you have questions about the study, please contact Project Implicit at questions@projectimplicit.net. To obtain more information about the study, ask questions about the research procedures, express concerns about your participation, or report illness, injury or other problems, please contact:

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Website for Research Participants: <https://research.virginia.edu/research-participants>

I am aware of the possibility of encountering interpretations of my IAT test performance with which I may not agree. Knowing this, I wish to proceed

What we've heard from parents...

A parent from Liberty School District | Clay County

"My son had his Bible at school and was reciting John 3:16 before school and was punished with a 10 day OSS suspension as he was told his actions were harassing to non-believers.

Today there are protests at the high schools... How is it they can have these protests that are disruptive between class periods and my son can't recite one Bible verse before school? Another student was suspended for shouting 'God is good'. My son has constitutional rights that have been violated and I have been trying to work with the school district... I am getting nowhere. Is there anyone who is willing to stand up for the rights of our students?"

A parent from Niangua R-V School District | Webster County

"We used to have a portion of the school board meeting that was open to public comment. We have a new superintendent, and under him, there is no open comment session. **If you wish to address the school board, you have to meet with the superintendent privately.** He will assess your comment to determine whether or not it should go before the school board. (This) does not engender trust or open communication.

In addition to this, while board meetings are on the district calendar, they are not announced and parents are not actively encouraged to attend.

I would sure like to see more transparency and partnership with the community."

What we've heard from parents...

A parent from Wentzville School District | St. Charles County

"(A) teacher gave my **4th grader a bunch of political propaganda** before the General Election in 2020. It was an Anti-Trump smear campaign.

The smear campaign included attempts to normalize illegal immigrants and claimed that Republicans are racist jerks that don't care about "the people" and ignore the climate and pandemic "science".

Wentzville School District regularly spends hundreds of thousands of dollars each year on professional development workshops, training materials and books that feature "equity" woke firms such as Core Collaborative and the Southern Poverty Law Center.

They continue to push CRT propaganda down the kids' throats."

A parent from Nixa School District | Christian County

"Teaching kids about sex and identities is NOT appropriate. Can we just teach young children to raise their hand in class, not pee in their pants, how to share and play nice, tie their shoes, know which foot is left and right, and how to read and do a little math? Is that too much to ask? **Let them be kids!!**"

A parent from Wentzville School District | St. Charles County

"I do not want Wentzville School District teachers talking to my kids about sexuality, sexual identity, gender identity, etc. That is **MY place as a parent**, not the schools job. They need to focus on educating the core subjects and increasing academic proficiency."

Survey used in 8th Grade History | Rockwood | St. Louis County

“Parents became concerned when their 8th graders took a survey with questions on **race and sexual orientation**. Kids as young as 13 years old answered these questions.”

Political Typology Quiz

Question 4 of 17

Which of the following statements comes closest to your view?

Racial discrimination is the main reason why many black people can't get ahead these days

Black people who can't get ahead in this country are mostly responsible for their own condition

NEXT

Question 10 of 17

Which of the following statements comes closest to your view?

Poor people today have it easy because they can get government benefits without doing anything in return

Poor people have hard lives because government benefits don't go far enough to help them live decently

NEXT

Question 6 of 17

Which of the following statements comes closest to your view?

Homosexuality should be accepted by society

Homosexuality should be discouraged by society

NEXT

GO BACK TO PREVIOUS QUESTION

Teacher Training | Rockwood | St. Louis County

“Witnessing Whiteness”

“...for people who identify as white...uncover and explore the impact of our racial identity and the operation of racism in our lives and communities...learn the history of invention of whiteness...operation of white supremacy in us and the US.”

The screenshot shows a web page for an event titled "Witnessing Whiteness" on the Rockwood School District website. The page is part of a "wisdom where" platform. The header includes navigation links for Home, Events, Contact Us, Admin, and Logon. The Rockwood School District logo is prominently displayed with the tagline "We do whatever it takes to ensure all students realize their potential" and "Professional Learning". The event details section includes a description, target audience, and a table of session dates. The session is currently full.

solutionwhere.com/www/Aspx/Public/Search/ShowCourse.aspx?courseNum=5910&cid=50&pCid=0

Please Logon | Logon
Lost Password

Home Events Contact Us Admin Logon

Rockwood School District
We do whatever it takes to ensure all students realize their potential
Professional Learning

Events
Locations

Event Details

Witnessing Whiteness
Witnessing Whiteness groups are for people who identify as white to come together to uncover and explore the impact of our white racial identity and the operation of racism in our lives and communities. Participants learn the history of invention of whiteness and the myth of white superiority, and the operation of white supremacy in us and the US. The work draws on the book "Witnessing Whiteness: The need to talk about race and how to do it" by Shelly Tochluk.

Target Audience
Cohort specified

Share This [Tweet](#) [Share](#)

Start Date	Time	Days	Location	Session Title	Status
06/08/2021	4:00 PM-6:00 PM	10	Zoom	16714	FULL

1 Page size: 50 1 items in 1 pages

Instructor Led Sessions
(To Register, or for more information,click on a start date.)

[Return to Search Results](#)

Teacher Training | Eureka High School

Tools for Culturally Relevant Teaching (by Subject Area)

Math

Select topics that are relevant to the racial and cultural composition of your students and the communities in which they live. Once you've determined a topic, write it up as an open-ended focus question that students will work toward answering.

Gather background information (what specific data points can students explore?)

Identify math skills and connect them to standards.

Determine the final work product. An inclusive classroom will collaborate with special education teachers to assist in scaffolded or modified versions of the final product. Give options!

[Bringing a Culturally Responsive Lens to Math Class](#)

Science

Deal directly with controversial subjects and give them context.

Think about how science has historically been done by for mem. How has this shaped the field? How might a discussion about this change the way we do/view Science?

Example: While genetics education might start with Gregor Mendel, communities like the Native Americans have been doing experiments on corn for thousands of years but didn't write down their findings because they followed an oral tradition. How might a Native student who brings this prior knowledge into the classroom then respond to a teacher who posits Mendel as the founder of genetics?

Included were suggestions to:

- Deal **“directly with racism, sexism and homophobia”** in their science and math classes.
- Challenges teachers to think of ways to **“infuse issues of social justice”** into class.
- **“Use stop and frisk statistics”** in math problems

Social Studies

Social studies' emphasis on inquiry also provides unique opportunities to move toward CRT. Inquiry-based practice, with its focus on student-centered questioning, sustained investigation, and informed action deepens responsive practice and connects with core CRT practices.

Questioning routines in inquiry allow culturally and linguistically diverse students to take ownership of information processing

From parent:

“Note: CRT in this case stands for Culturally Relevant Teaching, as opposed to Critical Race Theory. But, the topic matter and messages are similar.”

A parent from Wentzville School District | **St. Charles County**

“My son was made to do a **privilege walk** in his US History class. The children were taken to the common area of the school and told to line up side by side and close their eyes. His teacher then read aloud 30 questions. Several student chose not to participate. My son felt he had no choice but to participate because he is trying to maintain his grade in the class. He told me after school that it was embarrassing and very inappropriate. At the end of the walk my son’s best friend opened his eyes and saw that he was in front of group and said, “wow, I feel privileged.” The teacher responded to him with “yes, because you’re a white male.”

I feel like this is definitely CRT and has **no place in our school**. All this does is divide our children.”

STEPPING FORWARD

- If one or both of your parents graduated from college, take one step forward.
- If you ever attended a private school or a summer camp growing up, take one step forward.
- If you were told by your parents that you were beautiful, smart, or successful, take one step forward.
- If you have immediate family members who are doctors, lawyers, or work in any degree-required profession, take one step forward.
- If you studied the history and culture of your ethnic ancestors in elementary and secondary school, take one step forward.
- If you grew up with people of color or working class people who were servants, maids, gardeners, or babysitters in your home, take one step forward.
- If you or your family never had to move due to financial inabilities, take one step forward.
- If you almost always see members of your race, sexual orientation, religion, and class widely represented on television, in the newspaper, and the media in a positive manner, take one step forward.
- If you were to walk into a business and asked to speak to the person “in charge” you will see a person of your race, take one step forward.
- If you almost always feel comfortable with people knowing your sexual orientation, take one step forward.
- If you feel certain that you will not be followed, harassed, or watched under close surveillance while shopping, take one step forward.


STEPPING BACK

- If you are going to be the first person in your immediate family to graduate from college, take one step back.
- If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability, take one step back.
- If you have ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability and felt uncomfortable, take one step back.
- If you or someone you know has ever been mistrusted or accused of lying, stealing, or cheating without sufficient evidence, take one step back.
- If you were ashamed or embarrassed of your clothes, house, or car and wished to change it to avoid being judged or teased, take one step back.
- If you have ever been hesitant to speak to avoid being ridiculed because of your accent or speech impediment, take one step back.
- If you never worry about crime, drugs, rape, or any other violence threats in your neighborhood, take one step forward.
- If you have ever skipped a meal or went away from a meal hungry because there was not enough money to buy food, take one back.
- If anyone in your immediate family has ever served time in a state or federal penitentiary, take one step back.
- If anyone in your immediate family has ever been addicted to drugs or alcohol, take one step back.

Student Assignment | Fox C-6

Students were required to provide their results to the teacher, making them aware of where each student falls on the **political spectrum**.

[REDACTED] Government and Politics

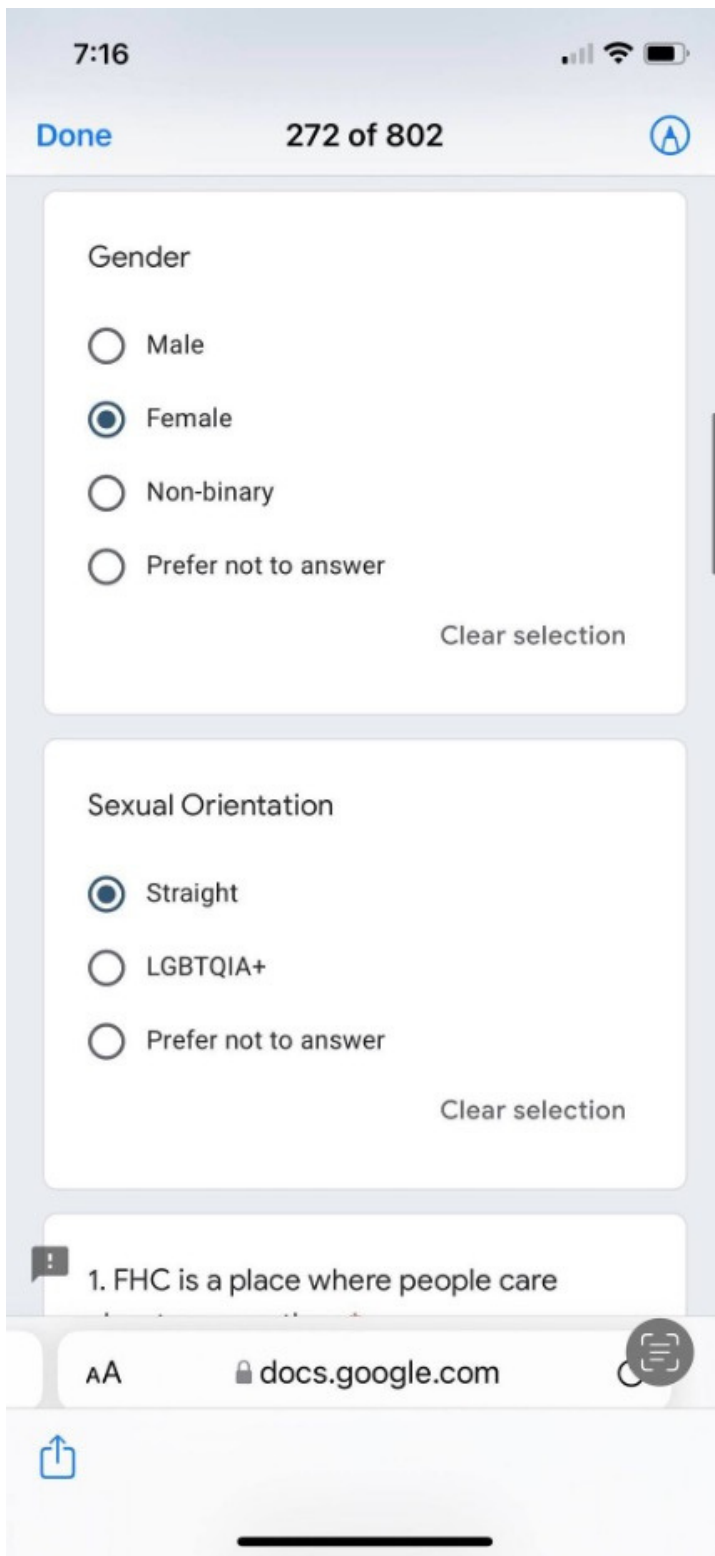


ASSIGNMENT

Political Ideology Activity

Take the quiz on isidewith.com. Click Quiz- take the political party quiz. When done, take a screenshot of the results page that shows ideologies. (it is towards the bottom, you will have to scroll down quite a bit.) You are looking for where it shows your dot on the political spectrum. Attach the screenshot to the untitled document below and submit it to me through Google Classroom. Don't share it with me. Just click turn it in. **MAKE SURE YOU TITLE THE DOCUMENT WITH YOUR NAME!!!!**

Posted Aug 30 by **[REDACTED]**



A parent from Francis Howell Central

"This is a photo of a few of the questions on a survey given to students at Francis Howell Central High School. Both my Senior and Freshman students got this survey. This needs to end NOW!"

Student Reading Assignment in Hickman High School | **Boone County**

Student Reading Assessment... [Request edit access](#) [Share](#) [Sign](#)

Tools Help

Prompt Options:

1) Critical Lens

- Use a critical lens to analyze this novel. This type of analysis is based on the critical theories of literary analysis, which use a particular lens through which to consider a text. For example, using a feminist lens would mean examining how a text uses and comments on facets of gender identity, traditional femininity/masculinity, androgyny, sexual identity or orientation, or other issues tied to gender. Using a Marxist lens would mean examining how a text uses and comments on class, wealth, etc. Your analysis will include providing evidence and commentary on at least one critical lens within the novel.
 - *How do you see facets of gender identity (see above for additional topics within this lens) play a role in the book's central ideas or conflict?*
 - *How does money, economics, status, wealth, capitalism, etc. play a role in the book's central ideas or conflict?*
 - *How does race or ethnicity play a role in the book's central ideas or conflict?*
 - *How do systems of power (government, legal/judicial system, law enforcement, authority figures, laws or rules to regulate order or conformity) play a role in the book's central ideas or conflict?*

Materials found through Sunshine Requests Ladue School District | **St. Louis County**

The Drawbridge

-As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife:
"Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young Baroness grew lonely, and despite her husband's warning, decided to visit her lover who lived in the country side nearby.

The castle was located on an island in a wide, fast flowing river, with a drawbridge linking the island to the land at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought, and ordered her servants to lower the drawbridge and leave it down until she returned. After spending several pleasant hours with her lover, the Baroness returned to the drawbridge--only to find it blocked by a gateman wildly waving a long and cruel knife.

"Do not attempt to cross the bridge, Baroness, or I will kill you," he raved.

Fearing for her life, the Baroness returned to her lover and asked him to help.
"Our relationship is only a romantic one," he said, "I will not help."

The Baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five Marks."

"But I have no money with me!" the Baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

Her fear growing, the Baroness ran crying to the home of a friend, and after explaining the situation, begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the gateman.

The Drawbridge

Examining the story through the architecture of oppression:

The Baron - dominant group

The Baroness -targeted group

The Gateman - structures that hold in place the dominant power - military, police, government agencies

The Lover -seductions that cause people to behave differently.

The friend - family/peer groups/ associates

The Boatman - economy

Slide from School Board Seminar
Ladue School District | **St. Louis
County**

Cycle of Oppression/Socialization

