

**2021 JOINT TECHNICAL CORRECTIONS**

**HB 1508**

# 2021 JOINT STANDING COMMITTEE MINUTES

## Technical Corrections Committee Pioneer Room, State Capitol

HB 1508  
11/9/2021  
PM

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to provide an effective date.

Co-Chair Weisz called the hearing to order, Vice Chair Porter, Representative Dockter, Richter, Louser, O'Brian, Roers Jones, Hanson Co-Chair J. Lee, Vice Chair Patten, Senators H. Anderson, Schaible, Dwyer, Kannianen, Vedaa, Bakke, present [5:35]

### Discussion Topics:

- Critical Race Theory
- School's curriculum, standards and guidelines
- Social equality
- Teachers training
- Racism

**Representative Kasper** introduced the bill, provided testimony and submitted an amendment 21.1078.01002 12228 [5:35]

**Senator Wobbema** provided testimony and an amendment 21.1078.01003 #12173. [6:08]

**Mathew Simon** testified in favor. [6:15]

**Jan Wangler** testified in favor. [6:18]

**Mary Tome** testified in favor [6:19]

**Andrew Varvel** provided testimony #12128, 12129, 12130 and 12131 [6:21]

**Barry Nelson**, Interim Executive Director of the North Dakota Human Rights Coalition testified in opposition. [6:27]

**Sophia Burroughs**, University of Mary student provided testimony #12118 [6:28]

**Aimee Copas**, Executive Director, NDCEL provided testimony and submitted an amendment prepared for **Senator Wobbema** #21.1078.01004 12208 [6:33]

**Additional written testimony:**

Amber Vibeto, Danette Bentle, Jacob Holter, Bridgette Odegaard, Lindsay Presteng, Member, ND Conservative Advocates, Jessica Kunz, Member, ND Conservative Advocates, Lee Duckworth, Resident, Jeffrey Kuntz, Member, Health Freedom North Dakota, Season Parlier, Michae Jurgens, Dionne Haynes, Kinsey Albrecht, Leif Peterson, Alexandria Fischer, McKenzie McCoy provided testimony in favor #11880, 11898, 11902, 11939, 11958, 11962, 11970, 11976, 12012, 12059, 12063, 12075 12102, 12120 and 12136 respectively.

Doug Sharbono, Citizen, provided testimony in favor #11911

Alida Arnegard, Member, NDCA provided testimony in favor #11914

Tanya Watterud provided testimony in favor #11931

Keana Schuler provided testimony in favor #11953

Kim Muller provided testimony in favor #11966

Jocelyn Backman provided testimony in favor #11984

Michelle Budeau, Registered Nurse, provided testimony in favor #11992

Sandra Wade provided testimony in favor #12001

Sara Williams provided testimony in favor #12008

Ray Bauer, self-employed, provided testimony in favor #12020

Trina Schweitzer provided testimony in favor #12034

Curtis Kadrmas provided testimony in favor #12083

Saje Backman provided testimony in favor #12088

Terry Peoples provided testimony in favor #12094

Dezarae O'Hanlon provided testimony in favor #12111

Kay Jarratt provided testimony in favor #12112

Andrea Leingang provided testimony in favor #12125

Carl Young, Executive Director, Family Services Network Inc. provided testimony in opposition #11883

Brandon Drees provided testimony in opposition #11945

Mark Strand, Professor, Personal provided testimony in opposition #11988

Donald Miller, Private Citizen, provided testimony in opposition #12024

Libby Skarn, ACLU of North Dakota, provided testimony in opposition #12028

Joel Dennis provided testimony in opposition #12029

Beth Postman provided testimony in opposition #12056

Anita Casey-Reed provided testimony in opposition #12093

Truman Hamburger, Chair, SAND provided testimony in opposition #12095

Adrienne Larsen provided testimony in opposition #12143

Amy Dennis provided testimony in neutral #12046

Co-Chair Weisz adjourned the hearing [6:40]

*Sheldon Wolf, Committee Clerk*



**Kasper, Jim M.**

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**From:** Clark, Jennifer S.  
**Sent:** Tuesday, November 9, 2021 1:38 PM  
**To:** Kasper, Jim M.  
**Subject:** Link to NDCC

Representative-

Here is the link to the laws you referenced, 15.1-21-01 and 15.1-21-02: <https://www.legis.nd.gov/cencode/t15-1c21.pdf>

**15.1-21-01. Elementary and middle schools - Required instruction.**

In order to be approved by the superintendent of public instruction, each public and nonpublic elementary and middle school shall provide to students instruction in:

1. English language arts, including reading, composition, creative writing, English grammar, and spelling.
2. Mathematics.
3. Social studies, including:
  - a. The United States Constitution;
  - b. United States history;
  - c. Geography;
  - d. Government; and
  - e. North Dakota studies, with an emphasis on geography, history, the federally recognized Indian tribes in the state, and agriculture of this state, in the fourth and eighth grades.
4. Science, including agriculture.
5. Physical education.
6. Health, including physiology, hygiene, disease control, and the nature and effects of alcohol, tobacco, and narcotics.

**15.1-21-02. High schools - Required units.**

1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall provide instruction in or make available to each student:
  - a. Four units of English language arts from a sequence that includes literature, composition, and speech;
  - b. Four units of mathematics, including:
    - (1) One unit of algebra II; and
    - (2) One unit for which algebra II is a prerequisite;
  - c. Four units of science, including:
    - (1) One unit of physical science; and
    - (2) One unit of biology;
  - d. Four units of social studies, including:
    - (1) One unit of world history;
    - (2) One unit of United States history, including Native American tribal history; and
    - (3) (a) One unit of problems of democracy; or  
(b) One-half unit of United States government and one-half unit of economics;
  - e. One-half unit of health;
  - f. One-half unit of physical education during each school year, provided that once every four years the unit must be a concept-based fitness class that includes instruction in the assessment, improvement, and maintenance of personal fitness;
  - g. Two units of fine arts, at least one of which must be music;
  - h. Two units of the same foreign or native American language;
  - i. One unit of an advanced placement course or one unit of a dual-credit course; and
  - j. Two units of career and technical education from a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction.
2. In addition to the requirements of subsection 1, each public and nonpublic high school shall make available to each student, at least once every two years, one-half unit of North Dakota studies, with an emphasis on the geography, history, and agriculture of this state.

Page No. 1

3. Each unit which must be made available under this section must meet or exceed the state content standards, unless a school district or governing board of a nonpublic high school has adopted a mastery framework policy and awards units based on the successful completion of the relevant portions of the North Dakota learning continuum. A mastery framework policy adopted by a school district or governing board of a nonpublic high school must identify the portions of the North Dakota learning continuum which must be mastered for a student to attain units necessary for high school graduation under section 15.1-21-02.2.
4. For purposes of this section, unless the context otherwise requires, "make available" means that:
  - a. Each public high school and nonpublic high school shall allow students to select units over the course of a high school career from a list that includes at least those required by this section;
  - b. If a student selects a unit from the list required by this section, the public high school or the nonpublic high school shall provide the unit to the student; and
  - c. The unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
5. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
6. If in order to meet the minimum requirements of this section a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
  - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
  - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family.
7. The requirements of this section do not apply to alternative high schools or alternative high school education programs.
8. The requirements of subdivisions a and b of subsection 4 do not apply to the North



## Testimony in support of HB1508

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### Examples of Critical Race Theory (and indoctrination of liberal ideologies) experienced by my children in Fargo Public Schools

- At Ben Franklin Middle School during 2020-2021 and 2021-2022 school year:
  - One of my daughter's 6th grade teachers asked the class "What is a White Supremacist?" And a student answered, "Someone who voted for Donald Trump?" And the teacher responded, "yes....(pause) but not everyone who voted for Donald Trump is a White Supremacist." Is that okay in school from a teacher?
  - On the day of the George Floyd verdict, an announcement was made to the entire school actually using the name of "George Floyd" with something about respecting everyone's opinions on the day of the verdict. I see no reason at all why the George Floyd verdict had any place being in our schools in any form and when I called to talk to the principal about it I was told that they were required to specifically read that announcement by the Fargo Public School District Office.
  - The day of the George Floyd verdict is also when I learned that Fargo Public Schools had created a new position called Director of Equity and Inclusion and hired Tamara Uselman. I am not against equity, equality or inclusion by definition nor are my children and nor are most children, but CRT is everywhere in our great nation—you can no longer listen to any news report without hearing people be called out based upon the color of their skin....I believe this is part of an attempt to divide us. This is happening right now in our schools in Fargo. According to my "white privileged" kids, Fargo Public Schools are doing the opposite of what they should be doing. They have said that they have never thought anything of the differences between them and their friends and classmates of other races, but now they feel like they are being taught in a way that highlights the differences (in a negative lens) and creates division where there was previously none.
  - Last spring my 6th grader came home and said, "The school is filled with gay pride flags and shirts." Black Lives Matter flags and shirts also abound at the school.
  - The principal of our school has also had his pronouns listed as part of his signature block on his email for about two school years now. "him/his"—why?
  - I also attended some informational sessions several years ago to learn more about Common Core as it was being considered and why it should be opposed. I would think that if a committee was formed and took the time to review and compare the

Monday, November 8, 2021

curriculum from pre-Common Core times to now, they would find that what kids are being taught in ND now is very different and that CRT is built into the curriculum. Of equal importance would be to look not only at what is being taught, but also what is no longer being taught, such as history as it happened factually along with celebrating American Greatness. I don't believe that change is bad, but from experiencing ND public education as a student and now experiencing it as a parent, it is obvious to me that we are not headed in the right direction as it concerns our kids' education. It has become much harder as a parent to see or know what our kids are being taught simply based upon the fact that there are no easily accessible text books anymore. I have a son who is a Freshman in college, a 10th grader, and a 7th grader, so I have been part of the Fargo Public School system for many years now and I also went through the same school system. Since Common Core was being considered (and rebranded and implemented under the name Smarter Balance) education in ND has changed considerably and not all for the better.

- At Fargo North High School during 2020-2021 and 2021-2022 school year:
  - The George Floyd announcement was also made there.
  - My daughter's 9th grade English class (last year) read the novel Dear Martin, which was all about creating division through the lens of race and racial injustice. There was rape and drug use and an off duty police officer shooting a black boy because his music was too loud, as well as a general negative view of law enforcement. This book was also just recently written and was all about race and why white kids are bad and black kids are deprived. What happened to reading classical literature?
  - My 10th Grade daughter's Western Civ class took a survey in class to see how they fit onto a grid of economic and social issues. She had me take the survey at home on her computer and I was appalled at the statements that the kids read and then had to determine whether they Strongly Agreed, Agreed, Disagreed or Strongly Disagreed. Examples of the content included statements about 1) two consenting adults of the same sex doing whatever they want in the privacy of their bedroom, 2) pornography is okay as long as they are consenting adults, 3) marijuana, and more that I cannot recall at this point. Not sure why they need to know where they fall on the grid, but I did not appreciate these topics being part of a survey of my daughter. It seems to me that topics such as these being part of a school assignment in class, has a way of "normalizing" things that I don't believe should be made to seem "normal" for my teenaged daughter or any kids.



Monday, November 8, 2021

- This fall my daughter's Latin teacher spent an entire class period (and more) telling the kids that they should not be selfish (like lots of their parents are) and just get vaccinated for COVID. This is not an example of CRT really, but it is certainly worth mentioning, as it provides an example of our public education system pushing a liberal agenda on to our kids regarding a personal/family medical decision. In addition, this teacher tells the kids that if their mask falls below their nose, that they are not a decent human being, like he is and they don't care about other people. This should not even be a conversation in a classroom.
- I am not sure when this changed, but kids who have to do detention, now have a choice of when they want to do it (basically whenever it is convenient or desirable for them to do it) so long as it is done by the end of a semester or the end of the school year. I'm pretty sure this is not teaching kids who earn detention any life lessons or doing anything to change the behavior, nor does it help them to make better decisions or respect authority. My daughter told me that some kids have 40 hours of detention built up and they never do it.

In summary, I wish I had more time to remember additional specific examples, because they do exist. The things described herein are from my children's eyes. They surely don't remember to tell me everything and I would imagine that sometimes they think things are okay when I wouldn't due to how they are being educated, so they may not even mention it.

I would like for our great State of North Dakota to keep our North Dakota values in place and stand for what is right rather than just going along with the national trends. By highlighting differences between children based upon the color of their skin rather than focusing on the content of each persons' character and teaching kids that everyone has an equal opportunity to succeed in life through hard work and making good decisions, they are effectively creating inequality, division and disclusion. Please keep CRT out of North Dakota and out of our schools. Thank you.

**Amendment Prepared for Representative Jim Kasper**

21.1078.01000

Sixty-seventh  
Legislative Assembly  
of North Dakota

**BILL NO.**

Introduced by

Representative Kasper

(Approved by the Delayed Bills Committee)

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to provide an effective date.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1.** A new section to chapter 15.1 21 of the North Dakota Century Code is created and enacted as follows:

**Curriculum - Critical race theory - Prohibited.**

Each school district and public school shall ensure instruction of its curriculum is factual and objective and aligned to the state content standards. A school district or public school may not include instruction relating to critical race theory in any portion of the district's required curriculum under sections 15.1-21-01 or 15.1-21-02, or any other curriculum offered by the district or school. For purposes of this section, "critical race theory" means the theory that racism is not merely the product of individual bias or prejudice, but that racism is systemically embedded in American society and the American legal system to facilitate racial inequality. The superintendent of public instruction shallmay adopt rules to govern this section.

**SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the secretary of state.



## Suggested Amendment to CRT Bill

Aimee Copas <DrAimee.Copas1@ndcel.org>

Fri 11/5/2021 10:17 AM

To: Kasper, Jim M. <jkasper@nd.gov>

\*\*\*\*\* **CAUTION:** This email originated from an outside source. Do not click links or open attachments unless you know they are safe. \*\*\*\*\*

Dear Honorable Representative Kasper,

Thank you for the opportunity to visit this morning about the bill submitted to the delayed bills committee regarding critical race theory. As mentioned in our conversation, should the delayed bills committee choose to push forward policy bills to the technical corrections committee, we wanted you to know that the language you have in your bill is well written, and gives a good concise definition of critical race theory. If given the technical corrections committee for a hearing, our organization would not oppose your bill as written, however, we would offer some language that could potentially strengthen the bill with just a couple very minor adjustments to the bill, allowing us to be even more supportive as it in the amended form it is better for our schools and students. Please see the attachment for the suggested amendment.

Description of amendment and rationale:

1. The addition of the alignment to the ND Content Standards would provide to the legislature an additional checks and balances of what is taught in schools enabling NDDPI to help ensure through standards that this additional level of protection is in place. School boards choose curriculum and teachers build their lessons to ensure that the standards as outlined by the ND standards are the key ideas taught in a course. In order to ensure that the student is given clear and precise instructions, it becomes necessary to align instruction with standards.

The ND Legislature has wisely tasked the state superintendent of public instruction to supervise the development of content standards. In ND, these are written in partnership with our best K12 teachers. Our standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets.


Aligning content to standards ensures that what is taught is **factual** and **objective**. It helps enable and ensures our educators factually teach about our amazing country from its foundations. For educators truth is of utmost importance. Our standards help ensure that.

2. Changing the “shall” to a “may” in the last line regarding administrative rules allows the department to be responsive, however, there may not be a need for the rules process for this bill as the language is effective and succinct, so no need to expend resources if it is not needed, but that permissiveness is in place if we find the need in the future.

Again, than you for visiting and I hope we can continue to work together in the future in the best interest of our students in all of our ND schools.

Sincerely,

Aimee Copas

*Dr. Aimee Copas*  
*North Dakota Council of Educational Leaders*  
*Executive Director*  
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*701-258-3022 office*  
*605-228-3804 mobile*  
@aimeecopas



**HOUSE BILL NO. 1508**

Introduced by

Representatives Kasper, Becker, B. Koppelman, Meier, Rohr, D. Ruby

Senators Myrdal, Wanzek

(Approved by the Delayed Bills Committee)

- 1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota  
2 Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to  
3 provide an effective date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

- 5 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7 **Curriculum - Critical race theory - Prohibited.**

- 8 Each school district and public school shall ensure instruction of its curriculum is factual  
9 and, objective, and aligned to the state content standards developed by the superintendent of  
10 public instruction. A school district or public school may not include instruction relating to critical  
11 race theory in any portion of the district's required curriculum under sections 15.1-21-01 or  
12 15.1-21-02, or any other curriculum offered by the district or school. For purposes of this  
13 section, "critical race theory" means the theory that racism is not merely the product of  
14 individual bias or prejudice, but that racism is systemically embedded in American society and  
15 the American legal system to facilitate racial inequality. The superintendent of public instruction  
16 shall may adopt rules to govern this section.

- 17 **SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the  
18 secretary of state.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 8, replace the second "and" with an underscored comma

Page 1, line 9, after "objective" insert ", and aligned to the state content standards developed  
by the superintendent of public instruction"

Page 1, line 15, replace "shall" with "may"

Renumber accordingly

Amendment 21.1078.0100

Chairman Weisz, Chairman Lee and members of the Joint Technical Corrections Committee

I am Senator Mike Wobbema from District 24

I have submitted my testimony and the requested amendment and supporting information online.

There is no question that questionable issues relating to what is taught in the classrooms in these United States of America, and in North Dakota in particular have reached a pitch that we have not seen before. The attempts to rewrite history and who we are have been taken to an extreme length. Of critical importance is the level that this re-write is being pushed into the public school system.

Representative Kasper introduced this bill to address the dangerous discussion in our public school system of critical race theory. I request that you consider this bill favorably, but also favorably consider amendment 21.1078.01003 that inserts a further restriction to the training of our educators in this material.

It should come as no surprise that if our school system presents information to our teachers in any type of training or informational sessions, that the information presented will be received at implied approval of the information, and that it will therefore find it introduced into the classroom. I believe that we need to further insulate our children from this information as best we can, and request this amendment be adopted as a way to keep this from reaching our public school system in the first place.

I will stand for any questions.

21.1078.01003  
Title.

Prepared by the Legislative Council staff for  
Senator Wobbema  
November 9, 2021

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 2, after "of" insert ", and professional development training in,"

Page 1, line 7, after "**Curriculum**" insert "**and training**"

Page 1, after line 7 insert "1."

Page 1, after line 15, insert:

"2. A school district or public school may not require a teacher or any other individual employed by the school district or school to participate in diversity or bias training or professional development providing or implying an individual is intrinsically prejudiced against another individual on the basis of the individual's membership of a particular ethnicity, gender, sex, or other protected class."

Renumber accordingly



Introduced by

Representatives Kasper, Becker, B. Koppelman, Meier, Rohr, D. Ruby

Senators Myrdal, Wanzek

(Approved by the Delayed Bills Committee)

1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota  
2 Century Code, relating to prohibiting the teaching of and professional development training in  
3 critical race theory in public schools; and to provide an effective date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7 **Curriculum and training - Critical race theory - Prohibited.**

8 1. Each school district and public school shall ensure instruction of its curriculum is  
9 factual and objective. A school district or public school may not include instruction  
10 relating to critical race theory in any portion of the district's required curriculum under  
11 sections 15.1-21-01 or 15.1-21-02, or any other curriculum offered by the district or  
12 school. For purposes of this section, "critical race theory" means the theory that racism  
13 is not merely the product of individual bias or prejudice, but that racism is systemically  
14 embedded in American society and the American legal system to facilitate racial  
15 inequality. The superintendent of public instruction shall adopt rules to govern this  
16 section.  
17 2. A school district or public school may not require a teacher or any other individual  
18 employed by the school district or school to participate in diversity or bias training or  
19 professional development providing or implying an individual is intrinsically prejudiced  
20 against another individual on the basis of the individual's membership of a particular  
21 ethnicity, gender, sex, or other protected class.

22 **SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the  
23 secretary of state.



**Hope-Page and Valley City Public Schools**  
Monday, January 18, 2021  
Education In-Service Day



## **Diversity, Equity, and Inclusion**

**8:30am- Welcome and Introductions**

**8:45am- Both Sides of the Story and the Five E's**

Keynote Speaker- Dr. Sandy Womack Jr.

**9:45am- Break and Transition**

**10:00am- Diversity at VCHS- Perspectives of Students and Knowing our "Why"**

Presenter- Mrs. Angela Van Bruggen

**10:30am- Breakout Session #1**

- ☐ **Inclusive Language (Elementary)**
  - Presenter- Sharayah Robinson- Green Dot Etc.
- ☐ **Sticks and Stones: Implicit Biases, Microaggressions, and Stereotypes (Secondary)**
  - Presenter- Andrew Montoya- National Education Association

**11:30am- Small Group Discussion (Assigned)**

**12:30pm- Lunch (on your own)**

**1:30pm- Breakout Session #2**

- ☐ **Inclusive Language (Secondary)**
  - Presenter- Sharayah Robinson- Green Dot
- ☐ **Sticks and Stones: Implicit Biases, Microaggressions, and Stereotypes (Elementary)**
  - Presenter- Andrew Montoya- NEA

**2:30pm- Break and Transition**

**2:45pm- Small Group Discussion (Assigned)**

**3:30pm- Concluding Remarks, Future Action, and In-Service Evaluation**

# Building Cultural Competence:

## Practical Tools for Valley City Public School Staff

We love our students here in Valley City. Without a doubt, every teacher in our district wants every one of our students to feel loved, valued, & accepted for who they are. However, we are all products of our own backgrounds and identities. Our life experiences have shaped who we are and how we do our jobs. There is nothing wrong with that, but the reality is, we are working with students' whose life experiences may be radically different from our own. And to be effective teachers of all students, we owe those students, whether they are from a different race, religion, sexual orientation, or socioeconomic status, our recognition, our respect, and our understanding. It benefits not only our diverse students, but all students, that we strive to teach with cultural competence in Valley City Public Schools.

### WHAT IS CULTURAL COMPETENCE?

Cultural competence is the ability to understand and interact effectively with people from other cultures. Culturally responsive teaching, or cultural intelligence in education, helps create a learning environment that is engaging and accessible to a broader range of students.

### WHY DOES IT MATTER IN VALLEY CITY, ND?

With 13% of our district identifying as a non-white racial group, we need to make sure ALL students' identities feel included and valued in our school culture.

Valley City Public School's Demographics

	Jefferson	Washington	Jr High	High School	District
American Indian/Alaska Native	10	6	5	9	30
Asian	4	1	3	4	12
Native Hawaiian/Pacific Islander	1	0	1	1	3
Hispanic	5	15	5	9	34
Black	19	11	4	11	45
White	264	197	165	315	941
Two or more races	7	4	3	4	18
Non-White Total	46- 15%	37- 16%	21- 11%	38- 11%	142- 13%



In addition to this demographic data, we have increasing numbers of students in our district that identify as Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ).

In November 2020, all diverse students in grades 7-12 were given the opportunity to answer a survey to describe their experience at Valley City Public Schools. They were asked to describe experiences they've had that made them feel both included and excluded by VCPS teachers and staff, as well as their peers. [THIS 5-MINUTE VIDEO](#) shares those students' experiences, as well as advice they would give their educators to help them feel more included and supported.

## **SELF ASSESSMENT OF YOUR CULTURAL COMPETENCE:**

The first step to growing your cultural competence is evaluating where you are right now. [CLICK HERE](#) to self-assess your own level of cultural competence. The quiz will generate a score for you, but more important than that number is that you take note of which items you feel comfortable with and which ones made you question yourself. Those are the areas where you could experience growth as a culturally competent educator.

Another option for you to self-assess is to go through the following checklist and think about your growth areas:

- ☐ **Are you aware of your own cultural bias and behavior?** In order to be open to other cultures, we need to have an understanding of our own culture and how it has affected us. You're constantly immersed in your own culture, and it's easy to become numb to how it's affecting your behavior as an educator. Understand what makes your culture unique, so you can also appreciate the differences in others.
- ☐ **Are you ready to challenge any assumptions or stereotypes that you may hold?** Are you aware of the assumptions you may hold about people from other cultures or ? Let go of any stereotypes you may have been holding and encourage an open mind for yourself and your students. This is not an instant process, but consistency is key and will pay off in the long run.
- ☐ **Can you acknowledge how culture impacts the daily life and activities of students?** Your hobbies, daily routine, preferred entertainment, job - there's an endless list of things that culture affects every day. Are you accepting and willing to learn to understand how a student that recently immigrated from another country seems to be struggling with the school routine? Bear in mind that a student's culture can affect their everyday life, through religious commitments or simply their daily schedule. Although you may not understand or be aware, it's important to recognize that a student may be used to spending their day differently.
- ☐ **Can you understand how cultural norms influence communication?** Did you know that in Japan, direct eye contact is seen as a sign of disrespect? Or that sitting cross-legged is considered offensive in Ghana and Turkey? Students from different cultures communicate in many different ways and it's important to acknowledge that some forms of communication may be very different from yours. Rather than perceiving these negatively, use these cultural differences as a learning opportunity rather than passing judgment.



- ☐ **Do you make an effort to learn about other cultures?** You cannot become culturally competent if you don't learn about other cultures. Ask questions and be open to hearing stories rather than making assumptions. This is a perfect opportunity for students to teach you something, in turn!
- ☐ **Can you effectively intervene when you see a student behaving in a discriminatory manner?** Teachers must be able to identify when conversations in the classroom have taken a wrong turn, and be able to defuse the situation. As someone in a leadership role in the classroom, teachers should quickly address derogatory comments and use the situation as a teachable moment for their students.
- ☐ **Are your teaching styles adaptable to students of different cultures?** Are your lessons structured to be understood by students of many cultures? Now more than ever, teachers will likely be teaching students from many different nationalities and cultures. Does it seem like students in your class who are relatively new to the country are struggling with grasping concepts? Teaching styles that may be easy to follow for one student may be totally foreign to another.
- ☐ **Do you allow for communication between you and your students' families?** Family can obviously have a huge impact on a child's behavior and interactions with others. Establish open communication with families and educate them on what their child will be doing in school, and take this as a chance to learn from them as well.

Remember, cultural competence is a continually-evolving practice and is something you continue to learn over the entirety of your teaching career. Cultural competency in schools is more than achievable, and the change starts with teachers who want to make their classroom a welcoming place for all students.

## **5 PRACTICES TO INCREASE CULTURAL COMPETENCE IN YOUR CLASSROOM:**

### **1. ASSESS YOUR OWN BEHAVIOR.**

- **Take a self-assessment.** If you haven't used the two options above, go back and see where you place yourself on the continuum of cultural competence.
- **Recognize your own biases.** Take time to learn about your own culture and whether that influences your biases. Then consider, if you had a child that was of a minority religious or ethnic group in their classroom, how would you want their identity to be honored by the classroom teacher and school? Does that perspective-taking change your thinking?

### **2. GET TO KNOW YOUR STUDENTS.**

- **Find out each of your students' cultural backgrounds.** As part of your first day/week of school "Getting to know you" forms, in addition to questions about their favorite sports, pets, etc., include questions about their race, ethnicity, language(s), & religion. Be clear that asking these questions allows students to share their cultural identities with you so you can honor what makes them special and recognize holidays and events that are important to them and their families.

- **Ask about and explore students' cultures.** If possible, talk with the student one-on-one to get to know their background without doing it in front of the entire class. It will be time well-spent. Knowing and understanding the backgrounds of all of your students allows you to build connections between what you are teaching in school and what students experience outside of school.

### 3. **MAKE YOUR CLASSROOM A JUDGMENT-FREE ZONE.**

- **Encourage and model respectful behavior.** If a student is disrespectful in any way, intervene and immediately address the situation. Students will follow the lead of teachers to know what behavior and language is acceptable and so we must be intentional and use inclusive terminology when describing ethnic, racial, or LGBT groups. For a guide to inclusive terminology from the Gay Lesbian Alliance Against Defamation (GLAAD), click [HERE](#).
- **Consider displaying a Safe Space sticker, poster, or desktop wallpaper in your classroom.** This communicates to LGBT students that you are an ally and have taken the time to educate yourself about the LGBT community and want to be inclusive. The Gay, Lesbian and Straight Education Network (GLSEN) provides a [SAFE SPACES KIT](#) that provides information for teachers on how to be an effective ally to your LGBT students. For a Space Space desktop wallpaper for display on your classroom TV, click [HERE](#).
- **Emphasize that while there are many ways we are different, there are also many ways we share an identity.** Encourage students to remember that we are all Americans, we are all in the same grade/class, that we may look or act different, but we are a family of HiLiners.
- **Encourage students to approach differences with curiosity and kindness, not suspicion.** Being different does not mean being wrong, it is an opportunity to share new experiences. Allow students to bring in items or food that can teach their classmates about their unique culture. Be sure to encourage perspective-taking – saying “That food is disgusting!” can sound judging and hurtful, but we all have different preferences, especially when it comes to food.
- **Respond to generalizations and stereotypes.** Share counter-examples to encourage critical thinking and point out that not everyone in their own race/ethnic/religious group acts or believes the same. As a class, an investigation into the background of that stereotype may be an authentic learning experience.

### 4. **ADAPT YOUR TEACHING PRACTICES.**

- **Maintain a growth mindset for all students.** Maintain the same high academic standards for all students. and demonstrate your belief that they can achieve those standards, regardless of their diverse ethnic or socioeconomic background.
- **Explicitly teach the expectations of your classroom.** Different cultures or socioeconomic levels may value different things than the white middle class that tends to determine academic standards and procedures in our school, and if students are not given the tools to succeed in that framework, they will struggle. No matter the age level, don't assume all of your students were taught the same strategies for success.



## 5. TEACH FOR ALL CULTURES.

- **Welcome students into your classroom as a place that is also theirs by including representations of all students and their cultures.** For example, If you include any religious holidays on the class calendar, include the holidays of all students in your classroom. It's not about being politically correct; when students see their own experience represented and recognized in their classroom, students see that their identity is valued.
- **Allow your students to be cultural experts.** It is ok for you to not know everything about every culture. But don't be afraid to ask questions, and then step back and let your students share their life experiences. What an engaging experience to learn from their peer-experts!
- **Ensure that your teaching is authentic.** Culturally-responsive teaching doesn't mean teaching about Martin Luther King Jr. on Martin Luther King Day. That is important, but there are opportunities throughout the year to bring in diverse perspectives in a more authentic way. Consider ways you can represent more cultures not by adding "one more thing" to your curriculum, but for example, by reading stories/novels from different perspectives or world regions, particularly if you have students with those backgrounds who will see their identity validated.

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Hi [REDACTED],

Thank you again for meeting with me a few weeks ago. I have always appreciated that you are a superintendent who is willing to hear out his staff. At the end of the meeting you said you would be interested in knowing what I thought after the training so here it is! I too would be curious to hear if you have additional thoughts, rebuttals, or solutions to what I am writing.

**Dr. Sandy Womack Jr.**

First, I find it ironic that they are pushing to hear both sides of the story but throughout the training I really only felt as if one was addressed. They spoke as if their opinions were what everyone holds to believe as truth. I will address this more throughout this letter.

Dr. Womack Jr. stressed more than once that MLK did what he did under the guise of love. Which I believe to be his motivation. However, going forward with that is not a universal truth for every person because love has so many different meanings. What is love? It has been so watered down in our culture today... people can love coffee, they can love the free samples at Costco, they can love their spouse. But what does it mean to love? Here is what I have come to know what love is...

1 Corinthians 13:4-6 Love is patient and kind, love does not envy or boast, it is not arrogant or rude. It does not insist on its own way, it is not irritable or resentful, it does not rejoice at wrongdoing, but rejoices with the truth.

Culturally speaking, the term "you do you" seems to be what love is. You do whatever makes you feel good and I will love and accept you for it. But what if what you are doing is wrong or harmful to yourself? Would you not step up and try to help that person out of love? I think most people would say absolutely. Again, referencing the verse, it says that love does not rejoice at wrongdoing but rejoices in the truth. But what is truth? That is the next question that needs to be answered because it seems that truth is relative to circumstances, feelings, and experience. There is nothing that is concrete anymore. I believe the foundation for truth comes from the Bible. People may disagree, but it seems to have done this country pretty well until we started to stray from the common sense it has given us.

Going back to Dr. Womack Jr.'s presentation he seemed to push the single idea that African American's are not succeeding because they do not see themselves anywhere in history as being successful other than in areas which are athletics, entertainers, and civil rights leaders. That could be an issue, but there are a lot more other stressing issues. Let's look at the family units and the structure of a family that does not include both a mother and a father. This has affected the African American population. Let's look at how much black on black violence there is within their own communities. And as far as systemic racism, I do not believe that to be true. Why do people come to America, because of the idea of equal opportunity? The system is not designed to work against specific people, thankfully rules like that have been abolished. That is not to say that there are not bad people within the system who are prideful and think themselves better than others, but as far as the entire system, I do not see evidence of that. --- I think Candace Owen's has an interested and truthful point of view in this article: <https://www.newsfromtheperimeter.com/home/2020/9/8/candace-owens-dismantles-the-big-lie-of-systemic-racism-says-white-guilt-is-allowing-people-to-act-like-toddlers>

If we are lacking some history, I do believe that should change. I believe history is important because it shows us where we came from and how we got here. In my opinion, I think it is sad to see how history is being destroyed in today's culture because it does not fit the narrative of what people want to hear today. We learn from history, it does not matter if it is good or bad, we can still learn from it. Speaking to history, I think it is



important to remember that what unites us is the fact that we are American. History is history and important whether it is done by African Americans, Caucasian Americans or whomever else. I think we are separating ourselves more by making the distinctions. Instead, we should just promote the American history and unite under that. This is a link to a video that actually does talk about the importance of American history and how school curriculum does not do justice in promoting the awesome heritage that we should be united under. <https://youtu.be/ltBca4NMmis> This is truly a great listen, so I would encourage you to watch it. And like Dr. Womack Jr. said, we need both sides of the story and I think it fits perfectly with his topic.

**Sharayah Robinson**

This presentation was extremely one-sided and not just in my opinion, I will give sufficient examples of what I mean.

I am going to start with her ‘Fast Facts’ and pose questions as I go along that illustrate that she is imposing ‘her truth’ in this area to fit the narrative that supports their side rather than giving evidence for both.

- 1. Many students are LGBTQIA+: Some studies say that over half of GenZ youth do not identify as completely straight.

First, I would like to know what studies? You can find just about anything now that supports your idea. In addition, it says ‘some studies’ well what do the other studies say? The next question is, why is this happening in the GenZ generation? What changed? Could it possibly be that this lifestyle of LGBTQ is occurring more because it is being pushed or normalized more in the media and entertainment industry? Has it become a thing because of its influence and popularity?

- 2. They aren’t too young to know: The median age that someone comes out as LGBTQIA+ is 12 years old.

What studies show that they aren’t too young? There are reasons we don’t let people drink until they are 21 and that is because their brain is still developing. There are reasons we have to teach and tell kids to eat their vegetables and about good hygiene because they don’t make good decisions for themselves yet. They really do just act on desire. Reason and critical thinking skills in the brain are still being developed.

Does anyone think it is a coincidence that at this age a lot of kids are going through puberty and other changes that may make them question or struggle with things and that might just be a phase after they are done with puberty. We all have that ‘awkward’ stage. So really tell me who and how did they decide that they aren’t too young to decide. If they choose to transition to a different sex and take both puberty blockers and hormones at the same time, do they know that they will become sterile? How does a 12 year old know if they want to have kids or not?

The next bias assumption that the presenter made is that we have all thrown science out the window. For example, she referred to that when a child is born they are assigned a gender. “Sex is DETERMINED it is not ASSIGNED at fertilization by whether or not you have that Y chromosome.”

She pushes the word ASSIGNED because “if you can convince people that if their sex or sex of their child was merely assigned at birth then it is more plausible that sex could be reassigned later in life.”

Another bias assumption was that everyone believes that there are more than two sexes. Science says otherwise. “There are only two sexes, male or female. If you are conceived with a Y chromosome you will develop into a male. Every cell in your body has that Y chromosome: brain, skin, muscle, heart, the immune cells. In fact we know that there are at least 6,500 genetic differences between males and females that impact every cell of the body, every organ system, even how we visually perceive things, how we can hear, how we can process emotions. These biochemical differences, differences at the cellular level matter. They matter in terms of diagnosis, in terms of outcome.

Male Genetic & Biological Composition	Female Genetic & Biological Composition
---------------------------------------	-----------------------------------------



35% greater heart size than female 15-25% greater aerobic capacity 40% greater upper body strength 13% greater bone density Larger muscle fibers	Greater flexibility Increased fine motor skills Greater endurance.
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These differences cannot be erased no matter how many hormones one takes or surgeries they have.”

A lot of the facts written above come from this documentary. Again, I would encourage you to watch it. I will tell you that it comes from a biblical world view but even if you leave the Bible out of it, the science, facts, and the testimonials of individuals who lived the LGBTQ+ life but have since left have undeniable truth in them. <https://inhisimage.movie> (p.s. the website will ask you to put in an e-mail to watch the free documentary, if you don't want to get any random junk mail (although I don't believe I have received any yet) you can always use my e-mail to gain access --- [REDACTED])

The final thing that seems to need debunking is when she stated that intersex people are as common as red haired individuals as a fact. I would be interested to know where she got her data and also how she is defining intersex. Here is what I found:

“Intersex or better defined as Disorder of Sex Development: Rare congenital disorders, all associated with reduced fertility, in which either infant genitalia are ambiguous in appearance or an individual's sexual appearance fails to match what would be expected given the person's sex chromosomes. The estimated incidence of DSD ranges from .02% to 1.7% of the general population depending upon how rigorously researchers define intersex conditions.”

Then I found that red-haired individuals are about 1-2% of the population. So yes, she was within the range but again only just giving evidence that fits her cause. For example, if you read the last line of the definition provided above it states: “depending upon how rigorously researchers define intersex conditions”, so her definition of intersex people must be on the broad end thus giving her a higher percentage and helping her case. However, an accurate definition of Intersex would show that less than .02% of the general population are TRULY classified as intersex according to the Journal of Sex Research.

Another quote from the documentary that I gave a link to that I think is important.

“Why don't we help our students understand why they feel this way? Why they think this way? Psychology is real. Some children misperceive family dynamics that makes them believe their biological sex causes them to be unsafe or unloved. Or in other cases there is sexual abuse going on. It needs to be investigated.”

Yes, I think it does need to be investigated before we blindly accept something that can change their life in such a drastic way. In addition: “80-95% of gender dysphoric children who go through puberty without hormones eventually become comfortable with their bodies.” Journal of Sexual Medicine

More than the other two, I believe that only facts that side with her case were presented in her session. The last thing that I will say on the matter will again reference equity. It is not possible to have equal outcomes only equal opportunities. If we strive for equal outcomes something will be taken away from the perceived group of power to be given to the perceived minority group. My example for this was her request for pronouns. My belief is that God created man and woman and he gave you that biology at birth. He designed you. So in someone asking me to call them a he when they are actually a she is to deny my God, his power, his authority, his sovereignty over creation and to deny my beliefs. So I have to deny myself in order to affirm

someone else's beliefs? Why do my beliefs get denied and theirs do not? Why is one being held above the other?

### **Andrew Montoya**

By this time my brain was honestly fried, frustrated, and overworked so I do not have a lot to say on it. The main thing that I heard was implicit bias which I don't agree with either. I think we all have our sins and most of it is caused by pride or selfishness. With implicit bias I mainly thought it was a nice way to say that white people are racist. Is that what he meant, I don't think so but I think that is what a lot of people think especially when you say that you subconsciously hold an idea about someone because of your experiences.

### **Conclusion**

I know this was a lot to read, so if you took the time to read it thank you! If you took the time to read and read/watch the resources, I will say thank you again as I know your time is needed in a lot of areas. However, if we are sticking to the theme at the beginning of seeing both sides then I think it is important. As teachers, we are not to withhold viewpoints from our students, and I think the same should be for our teachers. We all know that we signed up to be lifelong learners and this is one of those areas where we need to gather all the facts from all sides and critically think through the information to find our conclusion.

In our meeting you asked why I care about this subject? I care about it for two reason. I have watched so many kids, kids that I have counseled at camp, kids that I have taught and seen grow up, kids that I have coached be influenced by a world view and the current culture. Several of these kids I have grown to know on a more personal level and have watched as the current culture presents something as norm and it sucks them in. In the end it isn't what they expected and then they are left in a worse state. Girls who thought having sex with their boyfriend would make them worth something (idea promoted by culture), getting drunk and underage drinking is the thing to do (again promoted by culture in movies and media) only to get caught and miss out on sports or in one situation in life because of a driving accident. I am tired of things being normalized and promoted. As teachers, we are asked to care for our students, to look out for them, to advocate for them when the truth is not being presented. This is what love is, not rejoicing in the wrong but the truth (going back to the verse at the beginning.) I love and have a passion for our youth. The second reason is that I love God. If you love something you give it your time, your energy, and your devotion. I believe what the Bible says to be true and as a believer I am called to stand by it.

Thank you again Josh for your time, and I would like to know any thoughts you have whether that is through e-mail or in person again.

Here is a courtesy copy of a column that I submitted to the Bismarck Tribune on October 24, 2021. It was never published. "Critical Race Theory" deserves ridicule, not censorship. –AV–

# *Critical Witchcraft Theory: An Introduction*

*(A 700 word column with a Halloween Theme)*

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Despite the recent popularity of the Harry Potter franchise, public schools should never subject students to witch hunts or shame them into collective guilt over Systemic Sorcery that they have never practiced themselves.

Critical Witchcraft Theory is a tool for understanding the role of Systemic Sorcery in modern society, therefore providing a theoretical framework for how Systemic Sorcery controls our lives. Some people would say that if you oppose Critical Witchcraft Theory, then you obviously don't understand what it is. Others regard it to be glorified witch hunt. With rising concern in our society about Critical Witchcraft Theory, let's consider what it actually is.



Critical Witchcraft Theory (CWT) has ten tenets:

1. Witchcraft is a social construct which ensures continued social domination by Witches over Muggles. Witchcraft ensures Witch Privilege for people with Witchness, which consists of unearned privileges conferring authority, exclusivity, legitimacy, and preferential treatment from police.
2. Witchcraft is endemic to American society. Witchcraft is dominant in our thinking, interactions, systems, practices, and institutions. Inequality and unfair advantages which privilege Witches over Muggles are regarded as natural, inevitable, and unchangeable. Equal opportunity cannot possibly exist with the same rights under the law, because Witch Privilege ensures that the ideas of meritocracy and objectivity exist merely to camouflage the self-interest, power, and privilege of Witches.
3. Critical Witchcraft Theory probes the intersectionality of Witchcraft with racism, sexism, classism, ableism, homophobia, and other forms of oppression. Any education that does not interrogate and challenge Witchness is inadequate, given how overwhelmingly powerful Witches are.
4. The only legitimate knowledge is the lived experience of Muggles, who are solely capable of understanding, analyzing, and teaching about their magical subordination to Witch Privilege. The personal stories of Muggles are the only meaningful narratives in Critical Witchcraft Theory, as opposed the standard and objective knowledge created by Witch Privilege.
5. Critical Witchcraft Theory exposes interest convergence against Witchcraft and works to empower Muggles by eliminating Witchcraft. Diversity means more Muggles. Equity means preference for Muggles. Inclusion means that Muggles are in charge so that they can feel comfortable in a society dominated by Systemic Sorcery.
6. Witches must be allies, and preferably co-conspirators, to Muggles. Allies exist to get used up and thrown away, left behind to die a horrible death

because their names have gotten put onto a death list and then provided to their worst enemies – to get hunted down at their enemies' leisure. Witches must take insane risks to advance the interests of Muggles. If an ally co-conspirator Witch gets thrown to the wolves, that is called reparations.

7. Witches often subconsciously practice Witchcraft without knowing it. This subconscious Witchcraft subjects Muggles to magical microaggressions. Only properly trained Muggles are able to smell out Witches to ensure that their subconscious magical microaggressions are eliminated, by forcing Witches to submissively participate in mandatory reeducation seminars.

8. Whenever people accused of being Witches refuse to check to their Witch Privilege, that is Witch Fragility. They must get reeducated. Reeducation is also necessary for opponents of Critical Witchcraft Theory because they either don't understand what it is or oppose teaching children about actual American history which features the central role of Witchcraft.

9. Anybody who does not actively oppose Witchcraft must in fact be a Witch. There is no such thing as being neutral about Witchcraft. There is only Witchcraft and Anti-Witchcraft. Witches are born with Witch Privilege which is conferred by Witchness, so only Witches are capable of creating Institutional Sorcery, Systemic Sorcery, and Collective Sorcery. Only Muggles are capable of fully comprehending this truth.

10. To promote virtue and prevent vice, the United States must adopt an Anti-Witchcraft Amendment to establish a Department of Anti-Witchcraft, which would have the obligation to nullifying any law which credentialed scholars of Critical Witchcraft Theory deem as instituting Systemic Sorcery.

Now, I'm not saying that Witchcraft doesn't exist. Witchcraft, like Racism, is a social construct that clearly exerts power over the imaginations of people in the halls of power. So, I will leave it up to the reader to decide whether Critical Witchcraft Theory is useful tool for understanding the effects of Systemic Sorcery on our society or whether it is a glorified witch hunt.

# HOUSE BILL NO. 5097

June 23, 2021, Introduced by Reps. Beeler, Fink, Allor, Damoose, Outman, Carra, Slagh, Hoitenga, Yaroach, Bollin and Maddock and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
by amending section 1278 (MCL 380.1278), as amended by 2016 PA 170.

**THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1       Sec. 1278. (1) In addition to the requirements for  
2       accreditation under section 1280 specified in that section, if the  
3       board of a school district wants all of the schools of the school  
4       district to be accredited under section 1280, the board shall  
5       provide to all pupils attending public school in the district a

1 core academic curriculum in compliance with subsection (3) in each  
2 of the curricular areas specified in the state board recommended  
3 model core academic curriculum content standards developed under  
4 subsection (2). The state board model core academic curriculum  
5 content standards ~~shall~~**must** encompass academic and cognitive  
6 instruction only, **and must not, in any way, include the promotion**  
7 **of any form of race or gender stereotyping or anything that could**  
8 **be understood as implicit race or gender stereotyping.** For purposes  
9 of this section, the state board model core academic curriculum  
10 content standards ~~shall~~**must** not include attitudes, beliefs, or  
11 value systems that are not essential in the legal, economic, and  
12 social structure of our society and to the personal and social  
13 responsibility of citizens of our society.

14 (2) Recommended model core academic curriculum content  
15 standards ~~shall~~**must** be developed and periodically updated by the  
16 state board, ~~shall~~**must** be in the form of knowledge and skill  
17 content standards that are recommended as state standards for  
18 adoption by public schools in local curriculum formulation and  
19 adoption, and ~~shall~~**must** be distributed to each school district in  
20 the state. The recommended model core academic curriculum content  
21 standards ~~shall~~**must** set forth desired learning objectives in math,  
22 science, reading, history, geography, economics, American  
23 government, and writing for all children at each stage of schooling  
24 and be based upon the "Michigan K-12 Program Standards of Quality"  
25 to ensure that high academic standards, academic skills, and  
26 academic subject matters are built into the instructional goals of  
27 all school districts for all children. The state board shall ensure  
28 that the recommended model core academic curriculum content  
29 standards for history for grades 8 to 12 include learning

1 objectives concerning genocide, including, but not limited to, the  
2 Holocaust and the Armenian Genocide. The state board also shall  
3 ensure that the state assessment program and the Michigan merit  
4 examination are based on the state recommended model core  
5 curriculum content standards, are testing only for proficiency in  
6 basic and advanced academic skills and academic subject matter, and  
7 are not used to measure pupils' values or attitudes.

8 (3) The board of each school district, considering academic  
9 curricular objectives defined and recommended ~~pursuant to~~ **under**  
10 subsection (2), shall do both of the following:

11 (a) Establish a core academic curriculum for its pupils at the  
12 elementary, middle, and secondary school levels. The core academic  
13 curriculum ~~shall~~ **must** define academic objectives to be achieved by  
14 all pupils and ~~shall~~ **must** be based upon the school district's  
15 educational mission, long-range pupil goals, and pupil performance  
16 objectives. The core academic curriculum may vary from the model  
17 core academic curriculum content standards recommended by the state  
18 board ~~pursuant to~~ **under** subsection (2). **However, the core academic**  
19 **curriculum must not, in any way, include the promotion of any form**  
20 **of race or gender stereotyping or anything that could be understood**  
21 **as implicit race or gender stereotyping.**

22 (b) After consulting with teachers and school building  
23 administrators, determine the aligned instructional program for  
24 delivering the core academic curriculum and identify the courses  
25 and programs in which the core academic curriculum will be taught.

26 (4) The board may supplement the core academic curriculum by  
27 providing instruction through additional classes and programs.

28 (5) For all pupils, the subjects or courses, and the delivery  
29 of those including special assistance, that constitute the

1 curriculum the pupils engage in ~~shall~~**must** assure the pupils have a  
2 realistic opportunity to learn all subjects and courses required by  
3 the district's core academic curriculum. A subject or course  
4 required by the core academic curriculum ~~pursuant to~~**under**  
5 subsection (3) ~~shall~~**must** be provided to all pupils in the school  
6 district by a school district, a consortium of school districts, or  
7 a consortium of 1 or more school districts and 1 or more  
8 intermediate school districts.

9 (6) To the extent practicable, the state board may adopt or  
10 develop academic objective-oriented high standards for knowledge  
11 and life skills, and a recommended core academic curriculum, for  
12 special education pupils for whom it may not be realistic or  
13 desirable to expect achievement of initial mastery of the state  
14 board recommended model core academic content standards objectives  
15 or of a high school diploma.

16 (7) The state board shall make available to all nonpublic  
17 schools in this state, as a resource for their consideration, the  
18 model core academic curriculum content standards developed for  
19 public schools ~~pursuant to~~**under** subsection (2) for the purpose of  
20 assisting the governing body of a nonpublic school in developing  
21 its core academic curriculum.

22 (8) Excluding special education pupils, pupils having a  
23 learning disability, and pupils with extenuating circumstances as  
24 determined by school officials, a pupil who does not score  
25 satisfactorily on the ~~fourth or seventh~~ grade **4 or 7** state  
26 assessment program reading test ~~shall~~**must** be provided special  
27 assistance reasonably expected to enable the pupil to bring his or  
28 her reading skills to grade level within 12 months.

29 (9) Any course that would have been considered a nonessential

elective course under *Snyder v Charlotte School Dist*, 421 Mich 517 (1984), on April 13, 1990 ~~shall~~**must** continue to be offered to resident pupils of nonpublic schools on a shared time basis.

(10) As used in this section: 7

(a) "Armenian Genocide", "genocide", and "Holocaust" mean those terms as defined in section 1168.

(b) "Race or gender stereotyping" means a set of statements, beliefs, or ideas that conform wholly or in part with the following general or particular statements:

(i) That all individuals comprising a racial or ethnic group or gender hold a collective quality or belief.

(ii) That individuals act in certain ways or hold certain opinions because of their race or gender.

(iii) That individuals are born racist or sexist by accident of their race or gender.

(iv) That individuals bear collective guilt for historical wrongs committed by their race or gender.

(v) That cultural norms or practices of a racial or ethnic group or gender are flawed and must be eliminated or changed to conform with those of another racial or ethnic group or gender.

(vi) That racism is inherent in individuals from a particular race or ethnic group or that sexism is inherent in individuals from a particular gender.

(vii) That a racial or ethnic group or gender is in need of deconstruction, elimination, or criticism.

(viii) That the actions of individuals serve as an indictment against the race or gender of those individuals.

## Reference Quotes concerning the definition of “Critical Race Theory”

From Critical Race Theory (Third Edition): An Introduction, by Richard Delgado and Jean Stefancic (New York: NYU Press, 2017), page 3.

“The critical race theory (CRT) movement is a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power. The movement considers many of the same issues that conventional civil rights and ethnic studies discourses take up, but places them in a broader perspective that includes economics, history, context, group- and self-interest, and even feelings and the unconscious. Unlike traditional civil rights, which embraces incrementalism and step-by-step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law.

Although CRT began as a movement in the law, it has rapidly spread beyond that discipline. Today, many in the field of education consider themselves critical race theorists who use CRT’s ideas to understand issues of school discipline and hierarchy, tracking, controversies over curriculum and history, and IQ and achievement testing. Political scientists ponder voting strategies coined by critical race theorists. Ethnic studies courses often include a unit on critical race theory, and American studies departments teach material on critical white students developed by CRT writers. Unlike some academic disciplines, critical race theory contains an activist dimension. It not only tries to understand our social situation, but to change it.”

From *Scott v. Sandford (Dred Scott Decision)*, written by Roger B. Taney in 1857

“They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold, and treated as an ordinary article of merchandise and traffic, whenever a profit could be made by it. This opinion was at that time fixed and universal in the civilized portion of the white race.”



[from Tara J. Yosso and Corina Benavides Lopez, "Counterspaces in a Hostile Place: A Critical Theory Analysis of Campus Culture Centers", in Lori D. Patton (ed.), "Higher Education: Perspectives on Identity, Theory and Practice" (Sterling VA: Stylus Publishing, 2010), 85-86.]

"CRT exhibits five tenets:

1. The *intercentricity* of race and racism with other forms of subordination: CRT starts from the premise that race and racism are central, endemic, permanent, and fundamental part of defining and explaining how U.S. society functions (Bell, 1992; Russell, 1993), CRT acknowledges the inextricable layers of racial subordination based on race as well as on gender, class, immigration status, surname, phenotype, accent, and sexuality (e.g., Crenshaw, 1989, 1991; Valdes, 1998).
2. The challenge to dominant ideology: CRT challenges White privilege and refutes claims of objectivity, meritocracy, color blindness, race neutrality, and equal opportunity that institutions of higher education make to camouflage the self-interest, power, and privilege of dominant groups (e.g., Calmore, 1992; Solórzano, 1997).
3. The commitment to social justice: CRT's social and racial justice research agenda exposes the "interest convergence" of civil rights gains in education (Bell, 1987) and works toward the elimination of racism, sexism, and poverty, as well as the empowerment of People of Color and other subordinated groups (e.g., Freire, 1970, 1973; Solórzano & Delgado Bernal, 2001).
4. The centrality of experiential knowledge: CRT recognizes the experiential knowledge of People of Color as legitimate, appropriate forms of data, and critical to understanding, analyzing, and teaching about racial subordination (e.g., Delgado Bernal, 2002).
5. The transdisciplinary perspective: CRT extends beyond disciplinary boundaries to analyze race and racism within both historical and contemporary contexts (e.g., Calmore, 1997; Delgado, 1984, 1992; Gutiérrez-Jones, 2001; Harris, 1993; Olivas, 1990)."

**Written Outline for Remarks against House Bill 1508**  
**Joint Technical Corrections Committee**  
**Pioneer Room**

Andrew Alexis Varvel

November 9, 2021

*Chairman Weisz, Madame Chairman Larson and  
Members of the Joint Technical Corrections Committee:*

My name is Andrew Alexis Varvel. I live in Bismarck. I am here to testify in opposition against HB 1508. I am also strongly opposed to a dogma of uncritical racism often called “Critical Race Theory”. At heart, my opposition against this bill is not strategic, but tactical. If brevity were the soul of wit, my remarks would be devoid of wit. Here is an outline of my testimony.

1. This bill is a road paved with good intentions. It is flawed.
2. This bill says “may not include instruction relating to”

Students *should* have instruction *relating to*

Nazism	Communism	Eugenics
Critical Race Theory	Other discarded lies of totalitarianism	

3. HB 1508, as written, would ban “Woke Racism” by John McWhorter

Any teaching *about* CRT would naturally need to include critics of its dogma, including books written by Thomas Sowell and John McWhorter.

4. CRT is far from the only problem in the world of “wokeness”.

There is also “diversity, equity, and inclusion” and various other forms of institutional racism that get promoted in the name of “wokeness”.

5. This bill's definition of CRT limits it to “institutional racism”

As written, HB 1508 would merely ban the concept of “institutional racism” coined by Stokely Carmichael while slapping the label “Critical Race Theory” onto it. In reality, CRT is far more of a subversive, revolutionary, and totalitarian religion than the definition proposed in this bill would suggest.

6. It would be wiser to use language from Michigan's HB 5097

Michigan's bill would ban racial and gender stereotyping. Legislators are encouraged to read this bill in its entirety. Not only should we ban stereotyping, but also ban scapegoating on the basis of race or sex.

7. Racism for the express legal purpose of facilitating racial inequality very much existed in the United States, as illustrated by the *Dred Scott Decision*.

However, the United States fought an entire civil war over this issue, leading to the triumph of the Union and the passage of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments. The Civil Rights Movement also reformed American society one century later. “Critical race theory” refuses to accept very real progress in American society since 1857, and it basically amounts to a rehash of the long discredited ideal of “The White Man's Burden”. As such, CRT promotes a fatalism designed to discourage any thought of progress. It's regressive.

*For students to be able to learn how toxic CRT is, they must not be shielded from knowing about its existence. Rather, students should learn about witch hunts throughout time, of which “Critical Race Theory” is far from the first.*

So, please give HB 1508 (as written) a DO NOT PASS recommendation.  
Thank you. I'm open for questions.

Andrew Alexis Varvel  
Bismarck, ND 58503

mr.a.alexis.varvel@gmail.com

2630 Commons Avenue  
701-255-6639

Opposition, HB1508

Joint Technical Corrections Committee

November 9<sup>th</sup>, 2021

Hello, my name is Sophia Burroughs, and I am a student at the University of Mary, in my senior year of receiving my bachelor's in social work. I have been a practicing Catholic all my life, raised with a deep intellectual faith and love of God. I am writing in opposition to HB1508, and I would like to speak as a member of the greater Christian community who would be in support of racial equality and the history lessons that are needed to achieve this.

While I recognize that not all members of the Christian community submit themselves under the guidance of the Vatican, there is a larger wave of faith that follows what trickles down from such high places. We here in *Gaudium et Spes* (The Church in the Modern World) which was a papal encyclical published in 1965, that Christians are called to,

**“Work untiringly to the end that fundamental economic and political decisions are taken, nationally and internationally, which will ensure the recognition and implementation everywhere of everyone’s right to human and civil culture in harmony with personal dignity, without distinction of race, sex, nation, religion, or social circumstances.”**

Racism is contrary to the belief of any Christian. This we can all agree, but to believe that the only path forward is to forget our past is not the opinion of leaders of the Christian faith. In fact, it is the belief that we owe accountability to our past.

I will cite as well from the voice of The US Catholic Bishops in 1979 that,

**“The structures of our society are subtly racist... The sin [of racism] is social in nature in that each of us, in varying degrees is responsible. All of us in some measures are accomplices.”**

My last and final source to be cited will be from the voice of Patrick Saint-Jean a Priest and well-respected author in the church. He speaks about his personal support towards critical race theory.

**“Instead of seeing CRT as a threat to the Catholic faith, we should recognize it as a powerful lens for examining who we are, both as Christians and as Americans. It sheds light on our divided nation, allowing us to see the historical factors that shaped who we are today. It helps identify what is admirable and dishonorable in our nation, and it gives a map to follow as we seek to build a better nation for ourselves and for our children.”**

Part of today's discussion is whether we should teach personal responsibility to the crimes committed by those who came before us, but as Christians we teach this every day. One of the earliest lessons we learn is that of Adam and Eve, our mother and father in Christianity who

committed a sin that effected the rest of human history. I have by nature of my faith inherited the weight of their decisions. I have to live my life different because of the sins of others.

This bill requires that information only be factual, but the facts are that our history in America includes racism. I urge the committee, that if they are voting on behalf of a Christian population, that they vote in opposition to HB1508.

Sophia Burroughs

Student in the Department of Behavioral Sciences at the University of Mary

109 Burleigh Ave Bismarck, ND 58504

21.1078.01004  
Title.

Prepared by the Legislative Council staff for  
Senator Wobbema  
November 9, 2021

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 2, after "of" insert ", and professional development training in,"

Page 1, line 7, after "Curriculum" insert "and training"

Page 1, after line 7 insert "1."

Page 1, line 8, replace the second "and" with an underscored comma

Page 1, line 9, after "objective" insert ", and aligned to the state content standards developed by the superintendent of public instruction"

Page 1, line 15, replace "shall" with "may"

Page 1, after line 15, insert:

- "2. A school district or public school may not require a teacher or any other individual employed by the school district or school to participate in training, orientation, or therapy relating to the topics of ethnicity, gender, sexuality, or current events which is not factual or historically accurate, and which is not essential to the course learning objectives, as determined by the school district or school. However, a school district or school may require a teacher or individual employed by the school district to participate in training, orientation, or therapy relating to:
- a. Recognizing, preventing, reporting, and responding to alleged discrimination and harassment;
  - b. Issues related to title IX of the Education Amendments of 1972 [Pub. L. 92-318; 20 U.S.C. 1681 et seq.];
  - c. The health curriculum of the school district or school;
  - d. Issues related to alleged sexual abuse; and
  - e. Instructional strategies for all students and student needs, including understanding and reporting student data in all demographic subgroups."

Renumber accordingly

Introduced by

Representatives Kasper, Becker, B. Koppelman, Meier, Rohr, D. Ruby

Senators Myrdal, Wanzek

(Approved by the Delayed Bills Committee)

- 1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota  
2 Century Code, relating to prohibiting the teaching of and professional development training in  
3 critical race theory in public schools; and to provide an effective date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7 **Curriculum and training - Critical race theory - Prohibited.**

- 8 1. Each school district and public school shall ensure instruction of its curriculum is  
9 factual ~~and~~ objective, and aligned to the state content standards developed by the  
10 superintendent of public instruction. A school district or public school may not include  
11 instruction relating to critical race theory in any portion of the district's required  
12 curriculum under sections 15.1-21-01 or 15.1-21-02, or any other curriculum offered by  
13 the district or school. For purposes of this section, "critical race theory" means the  
14 theory that racism is not merely the product of individual bias or prejudice, but that  
15 racism is systemically embedded in American society and the American legal system  
16 to facilitate racial inequality. The superintendent of public instruction ~~shall~~ may adopt  
17 rules to govern this section.
- 18 2. A school district or public school may not require a teacher or any other individual  
19 employed by the school district or school to participate in training, orientation, or  
20 therapy relating to the topics of ethnicity, gender, sexuality, or current events which is  
21 not factual or historically accurate, and which is not essential to the course learning  
22 objectives, as determined by the school district or school. However, a school district or  
23 school may require a teacher or individual employed by the school district to  
24 participate in training, orientation, or therapy relating to:

- 1 a. Recognizing, preventing, reporting, and responding to alleged discrimination and
- 2 harassment;
- 3 b. Issues related to title IX of the Education Amendments of 1972 [Pub. L. 92-318;
- 4 20 U.S.C. 1681 et seq.];
- 5 c. The health curriculum of the school district or school;
- 6 d. Issues related to alleged sexual abuse; and
- 7 e. Instructional strategies for all students and student needs, including
- 8 understanding and reporting student data in all demographic subgroups.

9 **SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the  
10 secretary of state.



Members of the Joint Technical Corrections Committee:

**Please support and pass HB 1508.**

Why is this bill needed?

- The prevailing narrative of racial grievance has been corrupting the education of American history and the humanities for many decades, but has accelerated dangerously over the past year and a half. The most damaging effects of such instruction fall on lower income minority children, who are implicitly told that they are helpless victims with no power or agency to shape their own futures while other students are told they are oppressors simply because of the color of their skin. The tenets of Critical Race Theory are incredibly divisive and damaging, particularly to young children.
- Teaching history through the single lens of race relations is a danger to our country as it leads to a hatred of America and a strong motivation to tear down our system of government. Also - we should consider the consequences of focusing so much of our energy on social issues while less than half of our students are proficient in reading, math, and science. Please take the time to read the following article.

[As US Schools Prioritize Diversity Over Merit, China Is Becoming the World's STEM Leader](#)

Thank you for your leadership and service to our state.

**Do Pass Testimony  
of Doug Sharbono, citizen of North Dakota  
on HB1508  
in 2021 Special Session, Sixty-seventh Legislative Assembly of ND**

Dear Chairs Lee and Weisz and members of the Joint Technical Corrections Committee,

I am writing as a citizen and believe HB1508 is good legislation and ask for a "Do Pass" on it.

Although Critical Race Theory is not officially in the curriculum of our local school district, many elements of it are already present. News media claims this claim is without evidence. We recently completed a Boy Scout Trip to the Black Hills. During the course of our hike when we climbed Black Elk Peak, my son was explaining to other scouts what he learned at school. We white people had apparently stolen the Black Hills from the native tribes.

This kind of polarizing teaching is unnecessary and untrue and is at the core of CRT. I didn't steal the black hills, nor did my ancestors. HB1508 will assist in preventing some of these misunderstandings and untruths.

Please do pass HB1508 for the benefit of our citizens in North Dakota. It will assist in reversing the discrimination CRT has thrust upon society.

Thank you,

Doug Sharbono  
1708 9<sup>th</sup> St S  
Fargo, ND 58103

Dear Honorable Members of the Joint Technical Corrections Committee,

Good afternoon! Thank you so much for taking the time to review my testimony. My name is Alida Arnegard.

Please definitely do pass HB 1508. This bill would prohibit the teaching of Critical Race Theory in our N.D. Public Schools.

I believe this bill is very important because C.R.T. is a theory (and an unproven one at that!) and the premise of it is flawed to begin with. Please keep this out of our classrooms. I believe, as an educator myself, that this is an extremely divisive and dangerous curriculum. It actually encourages race-based stereotyping.

We need to focus on Reading, Writing and Arithmetic, not CRT or race-based generalizations that are often untrue, and unflattering.

I believe C.R.T. teaching in schools will, unfortunately, alienate parents from children as well and further divide us.

Thank you for all you do for our great state! Again, please support this wonderfully crafted HB1508!

Thank you,

Alida Arnegard  
Member of  
North Dakota Conservative Advocates

# 11931

Please support HB 1508 prohibiting the teaching of Critical Race Theory as defined in North Dakota's schools.

Thank you,  
Tanya Watterud  
Minot ND



# 11953

Hello,

I am writing in support of prohibiting the teaching of the critical race theory in public schools and I would like this to be effective immediately. I have attended more than one recent school board meeting in Bismarck and to my surprise one of the parents did play a link from the Bismarck Public School which did promote critical race theory. The school board did not comment on the link which was played but I want you to know that it is being promoted in ND schools. This is not teaching that I support, or think is best for our children. I am strongly opposed to this teaching and strongly you to support what the parent in ND wants which is to prohibit the teaching of critical race theory.

Keana Schuler  
2433 Atlas Drive  
Bismarck ND, 58503

# 11966

I am asking you to support this bill. We do not need to change the history of our country and this is inaccurate curriculum.

Dear Joint Technical Corrections Committee:

I am writing in SUPPORT of HB 1508 Relating to prohibiting the teaching of critical race theory in public schools; and to provide an effective date.

Teachers need to stick to teaching their subject matter and not Ideologies.

Thank you for all your hard work and for your time.

Jocelyn Backman

District 13

I am in support of HB 1508. I believe as a parent, it is my duty to teach my children about social issues such as racism. I believe the things taught in school need to be factual and objective. If public schools cannot include teachings on religion, CRT should not be in our school system either. We need to focus on core subjects where we already lack qualified educators and our children are struggling as a result.



# 12001

Hello Senators and Representatives,

I hope you vote yes for all of these bills. They are very important to me.

Critical Race Theory is a terrible concept to be teaching and will further divide us as people. I do not want discrimination taught to my grandkids who are just starting school. I think this should be put into law because even though DPI is in charge of the school, they are not providing rules against teaching these theories. I have actually been shown some proof from other parents that Critical Race Theory has been introduced to kids in the early grades.

Thank you,  
Sandra Wade  
1102 Bouyer Pl  
Lincoln, ND 58504

# 12008

I am in support of the passing of HB 1508.

In Support of:

HB 1508

HB 1510

HB 1511

HB 3049

# 12034

Members of the Technical Corrections committee

**Please pass HR1508**

Thank you for being proactive in keeping the teaching or future teaching of Critical Race Theory curriculum out of our schools. We are not a racist country. We are a country that loves freedom. Have we made some mistakes? Have we said and acted out in UN- Christian ways? YES. CRT is a propaganda curriculum that teaches our kids to be ashamed of who they are, what color skin they have or nationality they were born with. This is not acceptable. Our kids need to be taught to be patriots, to love freedom and all peoples. We need to learn from the mistakes of the past not dwell on them.

Thank you.

Trina Schweitzer

Moffit,ND



Members of the Joint Technical Corrections Committee: Please support and pass HB 1508.

Why is this bill needed?

As I have listened to the current administration narrative of critical race theory I am appalled at the effects it is having at dividing our country. Our children are our future leaders. To be taught in all levels of education that it is not individual responsibility for their own path in life but all must rise at the same level together would limit those with abilities and talents through hard work to achieve the best person they can be. This is the American Dream. Our children need to be taught our history and how we have overcome many adversities and not the seemingly Marxist agenda. It has no place in our schools.

Please pass this bill.

Dear Legislators of ND,

I am writing this testimony on behalf of HB 1508, HB 1510, HB 1511, and HCR 3049.

HB 1508-I am currently in support of prohibiting the teaching of critical race theory, I do not believe on these liberal ideals being pushed off on our children, just like I disagree with several sexual education perspectives being pushed. As a parent, it is my job to educate my children how I see fit, and I already feel that liberals are pushing their agenda through the public school system.

HB 1510-I am currently feeling very discriminated against for not getting the vaccine not only from employers in my area, but also from several doctors who are pushing this vaccine on me. I feel like I have lost my freedom of choice, and speech. I have had people comment nasty things on social media about me as a professional simply because of my beliefs in freedom of choice. As a person who has been infected and recovered from covid, I see no need for being forced into a vaccination that has no real approval or research, especially for pregnant women like myself.

HB 1511-This ties into my response to HB 1510, again, as a person who has already been infected and recovered from covid I do not feel the need to be vaccinated. I am fed up with employers, doctors, even my own patients that feel they have a right to my protected health information, or worse yet, feel as if they can impose a forced vaccination which still does not stand up to reinfection like my antibodies do.

HCR 3049- As a person that works with families everyday as a career, I find it troubling that parents right to decide for their children when it comes to ANYTHING is at risk. Parents have the right to make the decision for their children until they are adults and can make the decisions for themselves. This is in regard to aspects such as schooling, vaccinations, and overall health decisions. This is what parents are supposed to do...one could argue that it is their jobs. We are forcing kids to wear masks that affect their overall learning, social skills, and mental health with no regards to these things because "at least they won't get covid" or forcing children to get vaccinated so they can attend school (a vaccine that has no backing until the year 2023, but that doesn't matter to big companies or pharmaceuticals as long as they are making money).

Here is a final statement I would like to leave here, for legislators, governors, and senators alike...don't forget who you work for. WE THE PEOPLE. I pray that you listen to our words, hear our thoughts and vote accordingly since you were chosen to REPRESENT US.

Thanks,  
Saje Backman

Critical Race Theory (CRT) is one of the Cynical Marxist Theories that activist scholars have used to make everything about race, gender, and ideology. And has no place in a civilized, logical thinking society. It is apart of the 1960s Post Modernism movement of French Accademia, a way of thinking about reality that disregards Objective Truth and meaning. In the 1980s Post-Modernist thought produced Critical Theory that supplies most the Social Justice Movement with its ideas. This radical skepticism denies your ability to know anything and tries to redefine truth through a Cultural Lens, trading Objective Truth for Subjective Truth and most recently the idea of My Truth or Your Truth. The Bible speaks of such ideas and a time when they will become prevalent in 2 Timothy 4:3-4. For a time is coming when people will no longer listen to sound and wholesome teaching. They will follow their own desires and will look for teachers who will tell them whatever their itching ears want to hear. They will reject the truth and chase after myths.

CRT unravels the idea of merit-based advancements and helps fuel the victimhood mentality becoming prevalent today by automatically identifying oppressor and oppressed by no fault of the individual. And is simply a tool to divide the Nation by placing judgement on skin color and not content of character.

We must protect our innocent children from these divisive ideas. And in doing so protecting the Sovereignty of our Country for future generations.

Please reject CRT

Members of the Joint Technical Corrections Committee:

I agree with what is stated below. I grew up poor with no running water or electricity. 20 years ago, I was on welfare and a single mom. I have lived in low income housing. None of this was due to the color of my skin. I am white. Martin Luther King Jr. once said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." By focusing on color, we are only staying trapped in what men like Mr. Luther fought against. I judge people by their character and we should build up our children's character to reflect what we want our country to stand for. Do we want our country to stand for perseverance or apathy? Do we want our country to stand for unity or division? Do we want our country to stand for love or hate?

Please support and pass HB 1508.

Why is this bill needed?

- The prevailing narrative of racial grievance has been corrupting the education of American history and the humanities for many decades, but has accelerated dangerously over the past year and a half. The most damaging effects of such instruction fall on lower income minority children, who are implicitly told that they are helpless victims with no power or agency to shape their own futures while other students are told they are oppressors simply because of the color of their skin. The tenets of Critical Race Theory are incredibly divisive and damaging, particularly to young children.

- Teaching history through the single lens of race relations is a danger to our country as it leads to a hatred of America and a strong motivation to tear down our system of government. Also - we should consider the consequences of focusing so much of our energy on social issues while less than half of our students are proficient in reading, math, and science. Please take the time to read the following article.

As US Schools Prioritize Diversity Over Merit, China Is Becoming the World's STEM Leader

Thank you for your leadership and service to our state.

Sincerely,  
Dezarae O'Hanlon  
651-328-0342  
3080 Bernell Drive  
Bismarck, ND 58503

# 12112

November 9, 2021

TO: ND Legislators

RE: HB 1508

As a citizen of North Dakota, I am in support of HB 1508 and I encourage you to vote to pass this bill.

Critical Race Theory SHOULD NOT be taught in any North Dakota school as it has in its roots an end-goal of erasing our true American history and how our great nation under God was founded.

Thank you for your service to our great state,

Kay Jarratt



# 12125

I am writing in support of HB 1508. Please prohibit teaching of critical race theory.

Thank you

Andrea Leingang

Carl Young  
Family Services Network Inc.  
Executive Director  
Lobbyist Badge Number 136  
Bismarck, ND 58504  
7012143152  
[carl@familyservices.network](mailto:carl@familyservices.network)

November 8, 2021

Chair Weisz, Chair Lee, Members of the Committee.

I am here today to speak in opposition to HB 1508.

As the parent of an African-American, I have tried to follow the argument surrounding Critical Race Theory. In a search, I found literally 100's of links where each had a varied definition of what exactly Critical Race Theory is.

I found this statement which is attributed to Kimberlé Crenshaw, one of three pioneers in the academic discipline and a

Put simply, according to Crenshaw, who coined the term intersectionality, which refers to how different forms of discrimination (such as sexism and racism) can overlap and compound each other, critical race theory is a way to talk openly about how America's history has had an effect on our society and institutions today.

She also states:

What is going on today is about racial justice. "This hysteria is just that. It has nothing to do with a legal theory that has been around for decades, and that you may never have heard of until now," Crenshaw said. "If you marched last year in the wake of George Floyd's murder, if you have a Black Lives Matter sign on your lawn or a bumper sticker on your car, if you had diversity training at your job and now you understand how you can do better, then you support racial justice."

It is my understanding that Critical Race Theory is not being taught in our classrooms. Why are we making an issue of it now?

Before we start to mandate via legislative direction what can't be taught in the classroom, let us correct the root cause of racism in our cities, counties, and state. Let us start there with racial justice. Where we are all truly equal in the eyes of the law, regardless of race.

Respectfully,

Carl Young

<https://news.columbia.edu/news/what-critical-race-theory-and-why-everyone-talking-about-it-0>

11-9-21

I oppose the prohibition of Critical Race Theory in classrooms. This topic has gotten way too wrapped up in divisive national politics, and there is too much misinformation all around.

There is nothing wrong with teaching about historical racism in this country, and how its effects continue to reverberate into today. Yes, slavery is prohibited now. Yes, we passed civil rights in the 60's. But what happened back then continues to affect us now, just like building a highway 80 years ago in a community continues to affect how modern day people get around. Nobody is getting called a racist, it's just the way it is. History affects the future.

Brandon Drees

## HB 1508 Critical Race Theory

I am opposed to HB 1508 for two reasons:

(1) If the legislature determines what can and cannot be taught in North Dakota schools, where will it end? The local school board is responsible for these decisions, not the legislature. Furthermore, should the legislature dictate that something cannot be taught, where will it end? Will they also forbid the teaching of evolution, or the Holocaust, or crimes committed against American Indians, as a desire to impose a biased and non-scientific viewpoint on our young people? Let the youth of North Dakota breath freely in the air of intellectual inquiry and learning, and not be indoctrinated by

(2) Critical race theory is not being taught in North Dakota schools, so this bill is making something out of nothing. Does the bill imply that teachers cannot teach about historical racism and it's impact on American society today? If so, I consider this bill more than bad, it is also dangerous.

Please vote down HB 1508.

Mark A. Strand

2208 25<sup>th</sup> Ave South, Fargo, ND

**In Regard to Critical Race Theory HB 1508**

I oppose the bill because it is unnecessary and because it is too vague.

This theory is a complex academic theory that might be discussed in academic circles and academic research but is not anything that would be discussed in detail in public schools anyway.

Secondly, the bill would be useless unless it defines what you are against discussion of. Shall race never be discussed in schools at all? Shall race only be broached in certain terms? It would be completely inappropriate to prohibit discussion of racial issues in schools at all.



November 9, 2021

Dear Chairpersons Weisz and Lee and Members of the Joint Technical Corrections Committee:

I write today on behalf of the ACLU of North Dakota to express our strong opposition to HB 1508, legislation that purports to ban “instruction relation to critical race theory” in public schools. If implemented, this bill would undoubtedly censor discussions about race in schools, severely chill the speech of school employees, and deny young people the right to receive an equitable education.

We urge you to vote **do not pass** on HB 1508.

Using legislation like HB 1508 to prevent discussion about race and racism is an affront to free speech, a value and a right that should be held in the highest regard. The ability to discuss and debate ideas, even those that some find uncomfortable, is a crucial part of our democracy. The First Amendment protects the right to share ideas, including the right of listeners to receive information and knowledge. In K-12 education, bills like HB 1508 overstep the state government’s legitimate authority by imposing curriculum restrictions that should remain with local districts and imposing classroom censorship. Instead of encouraging learning, this bill will effectively gag educators and students alike from talking about issues of the most profound national and personal importance—such as the impact of systemic racism in our society. Simply put, this is a blatant attempt to suppress speech about race that some may disfavor.

Per its terms, this bill would prohibit any curriculum or discussion of critical race theory, which it defines as “the theory that racism is not merely the product of individual bias or prejudice, but that racism is systemically embedded in American society and the American legal system to facilitate racial inequality.” This is clear and unambiguous censorship. Additionally, the bill would undermine free speech in even more insidious ways. By clearly targeting discussions relating to critical race theory—a theory which many struggle to understand as it is a high-level academic framework which emerged amongst legal scholars in the 1970s—it is natural that many will interpret a ban on “critical race theory” to mean a ban on discussing or raising issues of race in the classroom at all. This ambiguity will inevitably lead to a chilling effect on speech, which will create an environment in which teachers across North Dakota fear mentioning race in any context. In an environment such as this, how is a history teacher supposed to discuss slavery, the civil rights era, or teach high school students about the history of redlining,<sup>1</sup> an explicitly systemic policy initiative that purposefully segregated housing? The intentional creation of an environment such as this via HB 1508 would deeply undermine the ability of teachers to teach and the right of students to learn.

Further, banning conversations about race in schools risks creating or maintaining educational environments that are harmful to students of color. Every student deserves access to culturally relevant teaching, equitable resources, and a safe learning environment in which they can engage in open and honest dialogue about America’s history. All students benefit from the opportunity to learn and talk about the history and culture of marginalized communities. In fact, studies have shown that equitable education can increase greater cultural understanding that builds empathy,

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<sup>1</sup> <https://www.nytimes.com/2021/08/17/realestate/what-is-redlining.html>



P.O. Box 1190  
 Fargo, ND 58107  
[aclund.org](http://aclund.org)

fosters greater connection among the entire school community, and can actually improve academic performance.

Additionally, researchers and educators recognize<sup>2</sup> that a school-wide approach involving education and training is necessary to combat harassment and bullying on the basis of race and gender. Laws banning conversations about race jeopardize this important work. Further, research has demonstrated that general anti-bullying policies and programs are not nearly as effective at combating bias-based bullying as policies and programs that explicitly name protected characteristics such as race.

Classroom censorship has no place in North Dakota. We urge you to protect free speech, robust discussion, and the right of students to learn in an equitable environment. Please vote do not pass on HB 1508.



P.O. Box 1190  
Fargo, ND 58107  
aclund.org

Sincerely,

A handwritten signature in black ink, appearing to read "Libby Skarin".

Libby Skarin  
Campaigns Director  
ACLU of North Dakota  
eskarin@aclu.org

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<sup>2</sup> <https://www.apa.org/advocacy/interpersonal-violence/bullying-school-climate>

# 12029

Critical race theory has no place in our schools. It is a toxic set of beliefs that encourages racism, divides people, and is not part of history. We will avoid enrolling our child to any school that teaches critical race theory.

Thank you,  
Joel Dennis  
701-340-3197

I am a professional librarian who has lived and worked in the state of North Dakota for 32 years. I realize that many North Dakotans rightly prize their freedoms. I prize them, too. One of the most precious freedoms to me is the freedom to read – regardless of topic or whether someone else might be offended by what I, as an individual, choose to read.

Free people read and learn freely. One of the emerging tactics of those who oppose any form of what they fear might be related to critical race theory (which frequently has nothing to do with a graduate-level legal interpretive theory), is blacklisting books for children and teens. This is antithetical to the principles on which our country was founded. Authors have the right to speak and to be read. Students need to be able to read freely to learn the truth and facts of our nation's history, even when those facts are not easy to face.

It is a fact that the US Constitution at first viewed black individuals as being only 3/5 human.

It is a fact that the GI Bill benefits were largely unavailable to black veterans due to the lack of Federal enforcement, state-based Jim Crow laws, and private bank redlining practices.

It is a fact that the majority of people of color are the targets of racist words and acts before age 10—the very ages that this bill seeks to ban any teaching regarding racism.

It is a fact that many of the indigenous peoples in our region were deprived of their land—already greatly reduced from the original reservation boundaries—through fraud and theft in the allotment system.

Children and teens deserve to know the truth and full scope of the story of our country and of ALL of its inhabitants. To do this, they need to be able to read widely and from a multitude of perspectives. This legislation, if not openly eliminating the freedom to read, has a chilling effect on our young citizen's ability to read, learn, and discover for themselves.

Free people read freely. Preserve that freedom for our students.

Sincerely,

Beth E. Postema

902 7 ST S

Fargo, ND 58103

Thank you to the committee for hearing the testimony of everyone involved.

My name is Anita Casey-Reed, and I am a parent who lives in Bismarck. I think that the bill to prohibit the teaching of critical race theory in public schools is misguided, and therefore should not be passed. First, Critical Race Theory is a framework used in legal studies, not in K-12 history, so this seems to be a law without applicable use. Second, if such a bill is to be considered by the legislature, then it should be given time and consideration in a standard session, not in a special session designated to discuss redistricting for the next decade, and to discuss the use of COVID relief funds. Third, if this bill is attempting to prohibit the teaching of history that includes instances of racism in our nation's past, I think it is micromanaging in a way that borders on censorship, and as such should not pass.

Thank you for your consideration, and for your hard work on behalf of the citizens of this state.



Truman L Hamburger  
Student advocates of North Dakota (SAND)  
Testimony on HB 1508  
Joint Technical Corrections Committee  
Tuesday November 9th

**RE: Testimony in Opposition of HB 1508**

Dear Honorable Senators and Representatives of the Joint Technical Corrections Committee:

I urge a DO NOT PASS recommendation on HB 1508.

My Name is Truman Hamburger, and I am a senior at Dickinson High School and wholeheartedly disagree with what you say but would die for your right to say it. I urge you to uphold the ingrained American value of free speech. The first amendment states: "Congress shall make no law... prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press;..." and while you may have opinions on the validity of critical race theory that is negligent of the fact you are constitutionally bound to uphold our free speech, something that you cannot do if you mean to pass this bill prohibiting the teaching of critical race theory in public schools.

Do not pass this bill. It is a danger to the first Amendment and solves a fake problem. Also, it is inherently racist, as it pushes fake and whitewashed history.

I am submitting testimony for HB 1508.

I am not in favor of teaching critical race theory in public schools. I am in favor of teaching equality and tolerance for ALL. I just don't feel this is the proper approach. Yes, humans have made horrific mistakes in the past, to say the least, in regards to treatment of different races, religions, ethnicities, etc. But to educate our young, highly influential children and teens via critical race theory further divides our races, places blame on innocent individuals and separates us more than we already are. We need to approach this not from a place of negativity and blame, rather, from a place of love, compassion for all and understanding that we all have a deeply human, raw desire to be loved and respected.

Please do not allow the teaching of critical race theory in our public schools. We can find a better, more unified, compassionate way.

# 2021 JOINT STANDING COMMITTEE MINUTES

## Technical Corrections Committee Pioneer Room, State Capitol

HB 1508  
11/10/2021  
AM

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to provide an effective date.

Co-Chair J. Lee called the hearing to order, Vice Chair Patten, Senators H. Anderson, Schaible, Dwyer, Kannianen, Vedaa, Bakke, Co-Chair Weisz, Vice Chair Porter, Representative Dockter, Richter, Louser, O'Brian, Roers Jones, Hanson present [9:29]

### Discussion Topics:

- Teacher professional development
- Private school requirements
- Censorship
- Interim studies
- Curriculum theory

**Representative Weisz** moved **Senator Wobbema's** amendment 21.1078.01004 #12208 [9:30]

**Representative Dockter** seconds  
Motion carries by voice vote

**Representative Hanson** moved to add on page 1, line 8 and 10 of 21.1078.01004 "and non-public schools" [9:38]

**Senator Bakke** seconds  
Motion fails by voice vote

**Representative Weisz** moved DO Pass as Amended [9:43]  
**Representative Porter** seconds

Senators	Vote
Chair Judy Lee	N
Vice Chair Dale Patten	Y
Senator Howard Anderson	Y
Senator Donald Schaible	Y
Senator Michael Dwyer	Y
Senator Jordon Kannianen	Y

Senator Shawn Vedaa	Y
Senator JoNell Bakke	N
Chair Robin Weisz	Y
Vice Chair Todd Porter	Y
Representative Jason Dockter	Y
Representative David Richter	N
Representative Scott Louser	Y
Representative Emily O'Brien	N
Representative Shannon Roers Jones	N
Representative Karla Rose Hanson	N

Motion fails  
Senators 6-2  
Representatives 4-4

Co-Chair J. Lee adjourned the hearing [9:55]

*Sheldon Wolf, Committee Clerk*



21.1078.01004  
Title.

Prepared by the Legislative Council staff for  
Senator Wobbema  
November 9, 2021

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 2, after "of" insert ", and professional development training in,"

Page 1, line 7, after "Curriculum" insert "and training"

Page 1, after line 7 insert "1."

Page 1, line 8, replace the second "and" with an underscored comma

Page 1, line 9, after "objective" insert ", and aligned to the state content standards developed by the superintendent of public instruction"

Page 1, line 15, replace "shall" with "may"

Page 1, after line 15, insert:

- "2. A school district or public school may not require a teacher or any other individual employed by the school district or school to participate in training, orientation, or therapy relating to the topics of ethnicity, gender, sexuality, or current events which is not factual or historically accurate, and which is not essential to the course learning objectives, as determined by the school district or school. However, a school district or school may require a teacher or individual employed by the school district to participate in training, orientation, or therapy relating to:
- a. Recognizing, preventing, reporting, and responding to alleged discrimination and harassment;
  - b. Issues related to title IX of the Education Amendments of 1972 [Pub. L. 92-318; 20 U.S.C. 1681 et seq.];
  - c. The health curriculum of the school district or school;
  - d. Issues related to alleged sexual abuse; and
  - e. Instructional strategies for all students and student needs, including understanding and reporting student data in all demographic subgroups."

Renumber accordingly

Introduced by

Representatives Kasper, Becker, B. Koppelman, Meier, Rohr, D. Ruby

Senators Myrdal, Wanzek

(Approved by the Delayed Bills Committee)

- 1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota  
2 Century Code, relating to prohibiting the teaching of and professional development training in  
3 critical race theory in public schools; and to provide an effective date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7 **Curriculum and training - Critical race theory - Prohibited.**

- 8 1. Each school district and public school shall ensure instruction of its curriculum is  
9 factual ~~and~~ objective, and aligned to the state content standards developed by the  
10 superintendent of public instruction. A school district or public school may not include  
11 instruction relating to critical race theory in any portion of the district's required  
12 curriculum under sections 15.1-21-01 or 15.1-21-02, or any other curriculum offered by  
13 the district or school. For purposes of this section, "critical race theory" means the  
14 theory that racism is not merely the product of individual bias or prejudice, but that  
15 racism is systemically embedded in American society and the American legal system  
16 to facilitate racial inequality. The superintendent of public instruction ~~shall~~ may adopt  
17 rules to govern this section.
- 18 2. A school district or public school may not require a teacher or any other individual  
19 employed by the school district or school to participate in training, orientation, or  
20 therapy relating to the topics of ethnicity, gender, sexuality, or current events which is  
21 not factual or historically accurate, and which is not essential to the course learning  
22 objectives, as determined by the school district or school. However, a school district or  
23 school may require a teacher or individual employed by the school district to  
24 participate in training, orientation, or therapy relating to:

- 1 a. Recognizing, preventing, reporting, and responding to alleged discrimination and
- 2 harassment;
- 3 b. Issues related to title IX of the Education Amendments of 1972 [Pub. L. 92-318;
- 4 20 U.S.C. 1681 et seq.];
- 5 c. The health curriculum of the school district or school;
- 6 d. Issues related to alleged sexual abuse; and
- 7 e. Instructional strategies for all students and student needs, including
- 8 understanding and reporting student data in all demographic subgroups.

9 **SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the  
10 secretary of state.

# 2021 JOINT STANDING COMMITTEE MINUTES

## Technical Corrections Committee Pioneer Room, State Capitol

HB 1508  
11/10/2021  
PM

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to provide an effective date.

Co-Chair J. Lee called the hearing to order, Vice Chair Patten, Senators H. Anderson, Schaible, Dwyer, Kannianen, Vedaa, Bakke, Co-Chair Weisz, Vice Chair Porter, Representative Dockter, Richter, Louser, O'Brian, Roers Jones, Hanson present [3:05]

### Discussion Topics:

- Factual and objective content standards
- Critical race theory

**Representative Weisz** moved to reconsider actions to adopt amendment 21.1078.01004 [3:07]

**Representative Louser** seconds

Motion passed by voice vote

**Representative Weisz** submitted and moved amendment 21.078.01005 #12209 [3:08]

**Senator Louser** seconds

Motion passed by voice vote

**Representative Roers Jones** moved that the bill be modified to have the Legislative Management consider critical race theory as a study during the interim. [3:14].

**Senator Bakke** seconds

Motion failed by voice vote

**Representative Weisz** moved DO PASS as Amended [3:20]

**Representative Lousee** seconds

Senators	Vote
Chair Judy Lee	N
Vice Chair Dale Patten	Y
Senator Howard Anderson	Y
Senator Donald Schaible	Y
Senator Michael Dwyer	Y
Senator Jordon Kannianen	Y
Senator Shawn Vedaa	Y

Senator JoNell Bakke	N
Chair Robin Weisz	Y
Vice Chair Todd Porter	Y
Representative Jason Dockter	Y
Representative David Richter	Y
Representative Scott Louser	Y
Representative Emily O'Brien	Y
Representative Shannon Roers Jones	N
Representative Karla Rose Hanson	N

Motion passes 12-4-0  
Senate Schaible and Representative Louser will carry

Co-Chair Lee adjourned the hearing [3:22]

*Sheldon Wolf, Committee Clerk*

De 11/10/21  
/stl

21.1078.01005  
Title.02000

Prepared by the Legislative Council staff for  
Representative Kasper  
November 10, 2021

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 8, replace the second "and" with an underscored comma

Page 1, line 9, after "objective" insert ", and aligned to the kindergarten through grade twelve  
state content standards"

Page 1, after line 12 insert "learned"

Page 1, line 15, replace "shall" with "may"

Renumber accordingly



**REPORT OF STANDING COMMITTEE**

**HB 1508: Joint Technical Corrections Committee (Rep. Weisz, Co-Chairman)**  
recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends  
**DO PASS** (12 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING). HB 1508 was placed  
on the Sixth order on the calendar.

Page 1, line 8, replace the second "and" with an underscored comma

Page 1, line 9, after "objective" insert ", and aligned to the kindergarten through grade twelve  
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Page 1, after line 12 insert "learned"

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Renumber accordingly

**REPORT OF STANDING COMMITTEE**

**HB 1508: Joint Technical Corrections Committee (Sen. Lee, Co-Chairman)**  
recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends  
**DO PASS** (12 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING). HB 1508 was placed  
on the Sixth order on the calendar.

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Renumber accordingly

Introduced by

Representatives Kasper, Becker, B. Koppelman, Meier, Rohr, D. Ruby

Senators Myrdal, Wanzek

(Approved by the Delayed Bills Committee)

1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota  
2 Century Code, relating to prohibiting the teaching of critical race theory in public schools; and to  
3 provide an effective date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7 **Curriculum - Critical race theory - Prohibited.**

8 Each school district and public school shall ensure instruction of its curriculum is factual  
9 and, objective, and aligned to the kindergarten through grade twelve state content standards. A  
10 school district or public school may not include instruction relating to critical race theory in any  
11 portion of the district's required curriculum under sections 15.1-21-01 or 15.1-21-02, or any  
12 other curriculum offered by the district or school. For purposes of this section, "critical race  
13 theory" means the theory that racism is not merely the product of learned individual bias or  
14 prejudice, but that racism is systemically embedded in American society and the American legal  
15 system to facilitate racial inequality. The superintendent of public instruction shallmay adopt  
16 rules to govern this section.

17 **SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the  
18 secretary of state.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1508

Page 1, line 8, replace the second "and" with an underscored comma

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Renumber accordingly