

GENDER/RACIAL IDEOLOGY:

- Why reduce children to their physical attributes or teach them that their skin color dictates their life prospects? Why label them as oppressors or oppressed based on these attributes?
- I'm concerned that political forces are spreading chaos and misinformation to divide parents, educators, and school communities for their own gain.
- It's harmful to encourage a child to reject their biological gender identity, both psychologically and physically.
- I'm concerned about "influencers" exploiting vulnerable students' mental health issues for political gain or profit.
- I want to fight for kids who are being used as pawns in a political agenda they can't understand.
- Girls deserve privacy and a safe space to develop without humiliation. Denying them this privacy at school is sexual harassment.
- Sex education should remain age-appropriate and respectful, as it always has been.
- Teachers must prioritize students' best interests, respecting both their privacy and parents' rights to decide when to expose children to controversial ideas. Parents have primary rights in the upbringing of children, according to established law.
- Children rely on trusted adults, especially teachers, for affirmation. Teaching ideas that conflict with their biology could increase identity confusion and anxiety which are already at crisis levels.
- Children can be cliquish and exclusive, which is why they should be taught the golden rule and encouraged to accept others as they are.
- Exposing children to graphic sexual content is unfair, as it can have lasting effects on their young, impressionable minds.
- We undermine children's mental health and future potential by replacing real academic learning with age-inappropriate teachings.
- To support their social and emotional well-being, children should be encouraged to feel loved and accepted as they are.
- It's unfair to confine children to social stereotypes as if it's not normal for girls to prefer playing with boys or for boys to prefer feminine activities.

HUMOR: (Bill Maher) "Genderfluid? Kids are fluid about everything. If kids knew what they wanted to be at age eight, the world would be filled with cowboys and princesses. I wanted to be a pirate, thank God nobody took me seriously and scheduled me for eye removal and peg leg surgery."

ROLE OF SCHOOLS:

- Schools should focus on academics, not political activism. Resources have shifted away from classrooms, and student performance, particularly among low-income and minority students, has declined. Why not return to teaching the basics and hold school boards and staff accountable for outcomes?
- The purpose of education is to teach students how to reason and think well so they're prepared for college, careers, and active citizenship – not to cultivate partisan ideologues or activists.
- To achieve equity, schools must identify the root causes of disparities and allocate resources to craft the interventions that will help each student progress.
- Students' time is our most valuable resource. That's why we must prioritize academics to prepare them for success in life and participation in democracy.
- Every student should be challenged to reach their full potential, regardless of ethnicity, gender, financial resources, or learning needs.

- Parents are the lifelong advocates for their children, responsible for their upbringing, education, care, and moral development.
- I worry that focusing on race and gender ideologies distracts from the urgent need to address declining student achievement and mental health. Less than half of students perform at grade level in math and reading, with minority students lagging even further behind.
- Teachers should foster critical thinking, not proselytize or promote a single viewpoint. They must expose students to a range of perspectives and sources.
- Bullying is unacceptable. School staff must investigate allegations and address inappropriate behavior, with parents and involved students notified promptly.
- It's tragic that school districts have strayed so far from their core mission: providing students with a quality education that prepares them to succeed in life.
- As students work to recover from pandemic-related learning losses, schools must focus on real student equity by helping them reach their highest potential.
- With declining literacy in math and reading, alongside rising anxiety, depression, and youth suicide, schools must focus on academics, not belief systems, which should be taught by parents. It's time for schools to prioritize our children's education.
- During the pandemic, teens, like many, turned to devices as their anxiety and depression grew. We must stay fact-based and compassionate, especially for troubled youth who are more prone to impulsive and dangerous behaviors. They deserve access to supportive adults and professional mental health services to help them navigate adolescence safely.
- Parents and educators should work together to ensure that library materials are appropriate for the child's age and maturity, supporting their intellectual growth without overwhelming them with content that is not suitable for their stage of development.

CLARIFYING QUESTIONS:

- For years, school systems have spent increasing amounts on controversial programs aimed at promoting equity and social-emotional learning, yet student achievement and mental health have sharply declined. Isn't it unreasonable to continue diverting scarce resources from classrooms and expect the academic and mental health crisis to improve?
- Schools should prepare students to identify as learners, readers, thinkers, and problem solvers in subjects like math and science. Why would we shift focus to non-academic identities—such as race and gender—that polarize and destabilize our youth, undermining their academic growth and emotional well-being?
- With record rates of teacher resignations and student morale at an all-time low, what evidence supports the idea that focusing on DEI/SEL is an effective educational strategy?
- Instead of encouraging teens to question their immutable characteristics, shouldn't we help them believe they are loved and accepted just as they are?
- Why would we expose children to adult concepts when they are not yet cognitively, developmentally, or emotionally prepared to understand them?
- Just as medical ethics prohibit unlicensed individuals from practicing therapy, why would we expect teachers to take on the role of therapists in the classroom?
- What educational purpose is served by surveying students about their personal identities?

SIX POWERS OF PERSUASION

