

## **A RESOLUTION OF THE BOARD OF EDUCATION OF THE CLARKE COUNTY SCHOOL DISTRICT IN RESPONSE TO THE GEORGIA STATE BOARD OF EDUCATION RESOLUTION**

In a May 20, 2021 letter, Governor Brian Kemp called upon the Georgia State Board of Education to “take immediate steps to ensure that Critical Race Theory and its dangerous ideology do not take root in our state standards or curriculum.”

In a special June 3 meeting of the Board a resolution was passed that Governor Kemp responded “with their vote today, state school board members have ensured education in the Peach State will reflect the freedom, equality, and God-give potential of each individual.”

The Clarke County School Board has neither participated in a discussion Critical Race Theory nor engaged in the development of curriculum. Indeed, it was the actions of the Governor that publicized this academic concept.

Still, the Clarke County School Board is called upon to respond to the resolution passed by the State Board of Education that we believe hinders free speech, undermines the professionalism of our teaching staff and seeks to erase aspects of the history of this nation. In response to the State Board’s resolution, the Clarke County School Board counters with the following core beliefs regarding race and the history of the United States:

1. Believes that the racial disparity in the United States and in Georgia that exists in wealth, home ownership, health/life expectancy, education, career attainment and portrayals in literature are rooted in history,
2. Affirms both the history of unequal treatment based on race and the history of efforts to end these disparities,
3. Affirms that education in Georgia should seek to establish the fundamental values of freedom, equality, and the potential of every individual,

4. Affirms that we do not blame students or families of any race for the history of inequities of the past related to wealth, home ownership, health/life expectancy, education career attainment or portrayals in literature,
5. Believes that public education in Georgia should teach (a) no one race or sex is inherently superior to another race or sex; (b) a student, by virtue of his or her race or sex is not inherently racist, sexist or oppressive whether consciously or unconsciously; (c) to the degree that such racist, sexist or oppressive ideas are present, they are a reflection of socialization rooted in history; (d) a student should not be made to feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; (e) instead, when studying the economic, political and social nature of the U.S., a student should be encourage to use of inductive reasoning (make an observation, ask a question, form a hypothesis or testable explanation, make a prediction based on the hypothesis, test the prediction with more evidence and use the results to make new hypotheses or predictions.); (f) meritocracy in the United States has never been a static concept; it has always existed within the context of legal, gender and immigrant status, access to capital and education, and the level of equal enforcement of the law; (g) the principals of liberty and equality, as embodied in the United States Constitution and subsequent legislation and court decisions, have always been defined as a series of compromises between states of large and small populations, between competing economic systems, between state and federal sovereignties, and between individual and collective rights.
6. Believes that teachers of history, civics, U.S. government and politics who chose to discuss current controversial issues of public policy or social affairs in the classroom, should strive to explore such issues from diverse and contending perspectives that are evidence based.

CLARKE COUNTY SCHOOL DISTRICT

By:

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Dr. Lakeisha Gantt, President,

Clarke County Board of Education

