

Indoctrination and CRT Examples in Arkansas and Gov. Sanders Administration Actions

Issue: The Fayetteville School District asked students what their “gender or gender identity” is in a cultural climate survey. They also conspired to keep children’s “gender identity” secret from parents and included grammatically biologically incorrect pronouns like “they/them/theirs” as an option for students to select.

The left screenshot shows a digital survey form with the following visible text:

- 11th Grade
- 12th Grade
- I prefer not to answer
- What is your gender or gender identity? *
- Your answer
- What is your race or ethnicity? *
- Your answer
- I like school. *
- ☐ Strongly Disagree
- ☐ Somewhat Disagree

The right screenshot shows a printed survey form with a table for pronoun preferences:

Pronoun Preference (ex: He/him/his, She/her/hers, They/them/theirs):	
May I use these pronouns in front of the class	<input checked="" type="radio"/> Yes <input type="radio"/> No
May I use these pronouns when I contact home?	<input checked="" type="radio"/> Yes <input type="radio"/> No
May I use these pronouns in front of other teachers?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Would you like me to follow up with you in a private conversation about your pronouns?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Response: The Arkansas Department of Education reached out to the district to notify them that these questions were in violation of Governor Sanders’ Executive Order banning indoctrination. The district promised to remove gender theory from classroom materials and assured the Department that it would not hide a child’s “gender identity” from parents.


Issue: A team from Arkansas State University delivered a presentation to teachers at the North Little Rock High School. The program contained the following divisive materials, in violation of the Governor’s Executive Order:

- The program instructed participants to “acknowledge that [they] harbor unconscious biases.”
- It asked teachers to host conversations in their classrooms around “systemic racism.”
- It included [this video](#) from David Jones Media justifying looting during the 2020 Black Lives Matter riots and highlighting the offensive phrase “ACAB” (All Cops Are Bastards).
 - The host said things like:
 - “If the social contract is broken, why the [expletive] do I give a [expletive] about burning the [expletive] Football Hall of Fame, about burning a [expletive] Target.”
 - “As far as I’m concerned, they can burn this [expletive] to the ground.”
 - “They are lucky that what black people are looking for is equality and not revenge.”
- It positively highlighted actions taken to appease leftists in the wake of the 2020 Black Lives Matter riots, including removing police departments from schools, removing historical monuments, and renaming brands like Aunt Jemima syrup.
- It belittled the police and called for “accountability” for the police officers who keep North Little Rock teachers and students safe.
- It encouraged educators to curtail disciplinary policies if they disproportionately affect students of a certain background, with no regard for the effectiveness of the disciplinary policies.

Response: The Arkansas Department of Education contacted both Arkansas State University and the North Little Rock School District. Both promised to revise their internal approval process for teacher training materials and to end the dissemination of divisive content.

Issue: Code.org, which Arkansas uses to train teachers for AP Computer Science Principles courses, included instruction materials that asked teachers to address their “unconscious biases” and craft an “equity framework.” These encouraged teachers to first and foremost look at students through the lens of race, and gave credence to the false notion that there are more than two genders.

Article




“Unconscious Bias: When Good Intentions are not Enough”

[\[LINK\]](#)

Directions


Read the article and identify a passage or idea that feels most significant to you. You may want to identify a backup passage if you'd like.

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Individual Reflection


Choose one of the three prompts below to journal about. You will not be asked to share these reflections with anyone, they are just for you.

- Are there biases that you have that you are currently aware of? How did you become aware of it?
- Has anyone ever suggested that you might be biased? What was your reaction in the moment to that suggestion? What is your reaction now to that suggestion?
- What biases are you concerned you might have but not be aware of? Why?

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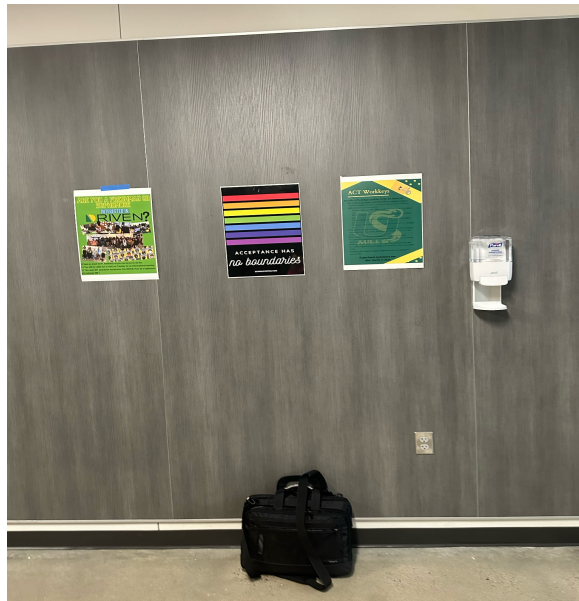
Add to your Map

- Ability:** A condition that impacts a person's ability to engage in or perform activities.
- Age:** The length of time a person has lived.
- Ethnicity:** A social group that shares a common and distinctive culture, religion, language, etc.
- Gender:** The internal sense of being a woman, man, neither, both or another gender.
- Nationality:** The country where one was born. Sometimes refers to the country in which one has citizenship.
- Race:** Socially or politically-constructed categories used to classify groups of people, often based on physical characteristics.
- Socioeconomic status:** A place within the social hierarchy based on factors, like education, income and occupation.
- Sexual orientation:** The direction of one's attraction.
- Religion:** A system of guiding principles, practices, and behaviors, often involving worship.

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Response: The Arkansas Department of Education reached out to Code.org and received assurance that teaching materials are open source and could be adapted to reflect Arkansas’ ban on indoctrination in school.

Issue: The Pulaski County Special School District allowed teachers to hang divisive materials in their classrooms, including the pride flag. This politicized symbol gives students the impression that only one outlook on gender and sexuality is acceptable in schools. The district also posted pride month messages on elementary school marquees and on social media.



Pulaski County Special School District

June 1 · 🌐

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June is Pride Month. This month we reflect on the progress of the LGBTQI+ community in the continued fight for equality and inclusion. [#pcssdproud](#) [#equityandexcellence](#)

Be proud.

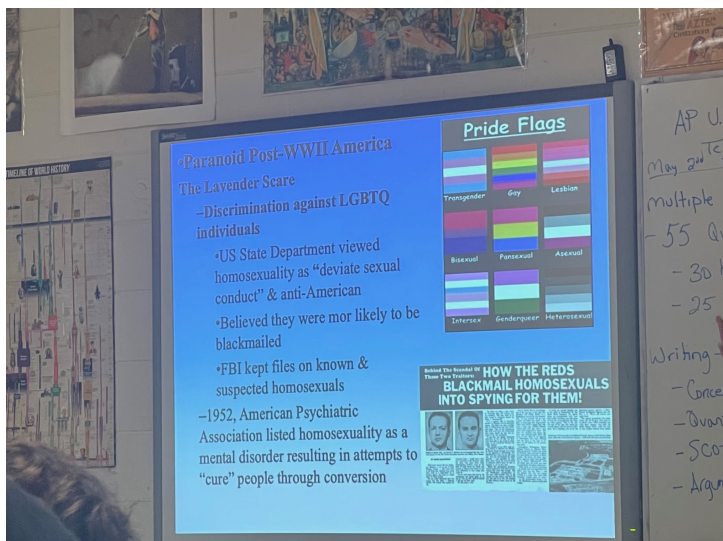


119

25 shares

Response: ADE contacted the district to share concerns and bring attention to the issue. The secretary also met with the superintendent and local legislative delegation in regard to the marquees. The district agreed to review its policies.

Issue: The Lakeside School District included teaching materials that highlighted groups like the "Genderqueer." The district also shared the "Sex, Gender and Society" document during a puberty talk with children in the fourth-grade.



Sex, Gender & Society

Let's start with a few definitions:

Biological sex: Your biological sex is based on the genitals you're born with and the chromosomes you have. At birth, most people are either male or female.

Gender identity: This is about how you feel and how you think about yourself when it comes to gender. Everyone's gender identity is unique to them and should be respected.

Gender roles and stereotyping: These are socially constructed – they relate to characteristics and behaviors that are typically thought to go alongside a person's biological sex. They can often stereotype girls & boys. You might have started to notice that people expect you to look, act or behave in a certain way just because you're a girl. We call this stereotyping.

Don't let society limit you!
Your biological sex shouldn't define what you can or can't do – and stereotyping someone because of their gender, or thinking that someone is better or worse because of their gender, can be very harmful. Remember – you don't have to let these norms limit you. Girls can be strong, play the sports they want and speak up. Stay strong and believe that you can achieve anything!

You're great, just the way you are
We are all different and that's what makes us beautiful. Imagine if we all looked the same – how boring would that be? If someone teases you about how you look, try and ignore it. There is no right or wrong way to look. Instead, try and focus on staying healthy & happy, be proud of your uniqueness and be supportive of those around you.

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Response: ADE contacted the superintendent to discuss these issues. The superintendent said the district would review materials.

Issue: At Fayetteville Public Schools, a [survey](#), titled "Cultural Competency Continuum: Knowledge, Behaviors, and Dispositions for Educators," was given out during a required teacher-led professional development training.

- In the Analyze and Align section, participants were asked if they reject "any privileges that come with white racial identity" and if they "advocate for cultural competency and social justice effectively and professionally."
- The Apply and Act section asked the participants if they regularly examine data about the gender, race, ethnicity and language of their students to "monitor and manage equitable access and support

services." It also asked if they allow students to raise the awareness of teachers "by questioning bias assumptions or behaviors observed in our school environment."

- In the "Awaken and Assess" participants were asked if they are aware of their own privileges, stereotypes, and biases.
- The survey asked if participants are "brave equity warriors."

Response: The Arkansas Department of Education reached out to Fayetteville Public Schools. FPS Superintendent John L. Colbert responded with a letter:

- "Based on this guidance," Fayetteville Public Schools "will ensure this survey is not further disseminated," Colbert wrote. He said all future professional development materials will be reviewed to ensure compliance.