

From: Katie Gates <kt@shadgates.com>
Sent time: 12/13/2022 10:18:17 PM
To: kelli.kidwell@nhcs.net; boardmembersemail@nhcs.net; Patrick Mccarty <patrick.mccarty@nhcs.net>
Cc: Katie Davis Gates <kt@shadgates.com>; Shad Gates <shad@shadgates.com>
Subject: Does Stamped by Reynolds and Kendi support Policy 3200 from the NHCS policy guide?

Good morning Ms. Kidwell, Mr. McCarty, and NHC Board of Education members
Mr. McCarty, thank you for providing the link to [Board Policy 3210 Parental Inspection of and Objection to Instructional Materials](#). I will provide an objection letter via email to Mr. McCarty as per protocol, but would like to have understanding of how this book was allowed in our public school. I have included School Board members in case there needs to be communication between different levels of authority.

Having conducted a preliminary overview of policy for selection of Instructional Materials, I have a few questions as a follow up to my initial email sent on 12/13/22. Since Ms Kidwell's class, AP Language at Ashley High School satisfies the NCSBE graduation requirements for English III credits required, please respond in context of the NCSBE standards and NHCS Policy.

Quotations below are taken from Policy 3200 Selection of Instructional Materials. These questions will help me determine teacher accountability to policy and justification for having students read *Stamped, Racism, Antiracism, and You* by Jason Reynolds and Ibram X Kendi. I appreciate a prompt answer to the following questions or please share a phone number where I can call to glean information about how this book was approved by the NHCS Board of Education, the Principal and Ms. Kidwell according to your standards listed below. Many thanks.

- 1) Regarding Policy Code 3200, What "instructional standard" for AP Language in NC does the book *Stamped* meet in the AP Language curriculum?
- 2) How does *Stamped* "complement, enrich or extend the curriculum"?
- 3) What "Board Educational goals" are met by requiring a reading of *Stamped*?
- 4) In the teacher's opinion, will *Stamped* "stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards"?
- 5) Since *Stamped* is such a subjective, disrespectful book with many untruths, what other book or resource will the teacher utilize to present an opposing viewpoint "on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;"?
- 6) What other resources will be provided that are "representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage"?

Awaiting a timely reply. Many thanks.

Sincerely,

Katie Gates

From: Katie Gates <kt@shadgates.com>
Sent time: 12/13/2022 02:29:58 PM
To: kelli.kidwell@nhcs.net; Jill Larson <jill.larson@nhcs.net>; Peyton Chitty <peyton.chitty@nhcs.net>
Cc: boardmembersemail@nhcs.net; mary.rehbein@nc.gov; Katie Davis Gates <kt@shadgates.com>; Shad Gates <shad@shadgates.com>
Subject: Reynolds and Kendi book, Stamped, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]. This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people...to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning."
What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to.."

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

[REDACTED]. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

Katie Gates

From: Katie Gates <kt@shadgates.com>

Sent time: 12/13/2022 02:37:50 PM

To: boardmembersemail@nhcs.net

Cc: Katie Davis Gates <kt@shadgates.com>

Subject: Concerned parent about a book assigned to [REDACTED] at Ashley High School - What is the NHCS policy on Critical Race Theory in our schools?

Dear esteemed Board Members,

I just cced you all on an email I wrote to 4 faculty/staff at Ashley High School [REDACTED].

As far as I understand from the Board from my experience at monthly board meetings, CRT is not an approved curriculum topic. I recommend you take immediate action to suspend the use of Kendi and Reynold's book, *Stamped* from the AP Lang classroom of Ms Kidwell at Ashley High School. This book espouses CRT and the principles of compartmentalization of oppressors and oppressed through the lens of race. It also presents a warped view of history (which I have been studying a lot over the last year to sift through truths and untruths and as it relates to the Constitution and our Founding Fathers). There is no place for books like this in the public school classroom. I'd appreciate a reply at your earliest convenience as to what accountability guidelines exist to manage curriculum and resources in our kids' classrooms.

Many thanks,

Katie Gates

From: Katie Gates <kt@shadgates.com>
Sent time: 12/13/2022 06:03:02 PM
To: patrick.mccarty@nhcs.net
Cc: Katie Davis Gates <kt@shadgates.com>
Subject: Re: Reynolds and Kendi book, Stamped, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Mr. McCarty,

Thanks for your prompt reply. I will research that parent protocol tonight. Much obliged for the response and the link.

Katie Gates

[Sent from Yahoo Mail on Android](#)

On Tue, Dec 13, 2022 at 5:19 PM, Patrick Mccarty <patrick.mccarty@nhcs.net> wrote:

Good evening Mrs. Gates,

Ms. Larson forwarded your concern to me for my attention. The next steps for challenging instructional materials are outlined in [Board Policy 3210 Parental Inspection of and Objection to Instructional Materials](#). This policy speaks to the process for parents to follow when they are concerned about instructional materials used in the school. I've linked the policy, which includes directions for starting the Media and Instructional Appeals Process. Included in this link is the Request for Consideration of Resources form required by the policy.

Please let me know if you have any questions related to the process.

Thank you,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



On Tue, Dec 13, 2022 at 2:53 PM Jill Larson <jill.larson@nhcs.net> wrote:

Jill Larson
Assistant Principal
Eugene Ashley High School
(910) 790-2360

Begin forwarded message:

From: Katie Gates <kt@shadgates.com>
Date: December 13, 2022 at 2:30:00 PM EST
To: Jill Larson <jill.larson@nhcs.net>, kelli.kidwell@nhcs.net, Peyton Chitty <peyton.chitty@nhcs.net>
Cc: Katie Davis Gates <kt@shadgates.com>, boardmembersemail@nhcs.net, mary.rehbein@nc.gov, Shad Gates <shad@shadgates.com>
Subject: Reynolds and Kendi book, Stamped, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP
Reply-To: Katie Gates <kt@shadgates.com>

Dear Ms Larson and Kidwell and Mr Chitty,
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_____ and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. _____. This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

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More frustration to substantiate my concern.....

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The 1619 Project and CRT has no place in America and American public schools. America was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship

arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

Katie Gates

From: Patrick Mccarty <patrick.mccarty@nhcs.net>
Sent time: 12/13/2022 05:18:43 PM
To: KT@ShadGates.com <kt@shadgates.com>
Cc: Jill Larson <jill.larson@nhcs.net>; Kelli Kidwell <kelli.kidwell@nhcs.net>; Laura Herman <laura.herman@nhcs.net>; Penny Presley <penny.presley@nhcs.net>; Michelle Kornegay <michelle.kornegay@nhcs.net>
Subject: Re: Reynolds and Kendi book, Stamped, in [REDACTED] room at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Good evening Mrs. Gates,

Ms. Larson forwarded your concern to me for my attention. The next steps for challenging instructional materials are outlined in [Board Policy 3210 Parental Inspection of and Objection to Instructional Materials](#). This policy speaks to the process for parents to follow when they are concerned about instructional materials used in the school. I've linked the policy, which includes directions for starting the Media and Instructional Appeals Process. Included in this link is the Request for Consideration of Resources form required by the policy.

Please let me know if you have any questions related to the process.

Thank you,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



On Tue, Dec 13, 2022 at 2:53 PM Jill Larson <jill.larson@nhcs.net> wrote:

Jill Larson
Assistant Principal
Eugene Ashley High School
(910) 790-2360

Begin forwarded message:

From: Katie Gates <kt@shadgates.com>
Date: December 13, 2022 at 2:30:00 PM EST
To: Jill Larson <jill.larson@nhcs.net>, kelli.kidwell@nhcs.net, Peyton Chitty <peyton.chitty@nhcs.net>
Cc: Katie Davis Gates <kt@shadgates.com>, boardmembersemail@nhcs.net, mary.rehbein@nc.gov, Shad Gates <shad@shadgates.com>
Subject: Reynolds and Kendi book, Stamped, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP
Reply-To: Katie Gates <kt@shadgates.com>

Dear Ms Larson and Kidwell and Mr Chitty,
I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern

about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]. This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning."

What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to..".

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

[REDACTED]. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. America was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashley faculty and staff. Many thanks.

Katie Gates

From: Katie Gates <kt@shadgates.com>
Sent time: 12/14/2022 11:30:41 AM
To: Patrick Mccarty <patrick.mccarty@nhcs.net>
Cc: Katie Davis Gates <kt@shadgates.com>; Shad Gates <shad@shadgates.com>
Subject: Objection letter in response to parent protocol in "Board Policy 3210 Parental Inspection of and Objection to Instructional Material"

Dear Principal McCarty,

Mr. McCarty, please consider this email as my objection to the use of the instructional material "*Stamped, Racism, Antiracism, and You* by Jason Reynolds and Ibram X Kendi" in Ms. Kidwell's AP Lang class at Ashley High School.

I write to you today as a concerned parent. [REDACTED]

B. Parental Objection to Materials

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The school media and technology advisory committee shall review the objection.

[REDACTED]

The NHCS Policy 3200 letter b. "the process for selecting materials" states the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive, and well-balanced is considered. Somebody please explain how the following text from *Stamped* Chapter 2 page 13 that presents a flippant view of the Bible and a lie about Noah, his son "Ham being a hypersexual" and saying that God willed his descendants to be "dark and disgusting" can be in a book that is considered compliant with the preceding guideline? That text is blasphemous. It is a lie disguised as a truth. [REDACTED]

This book, *Stamped*, is generally rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

Here's are some examples from my cursory overview of the 1st couple chapters I glanced at the morning of 12/13/22. Here's a few telling quotes directly from the book in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence.... The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning." What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't relate to.."

"In Best's whimsical interpretation of the book of Genesis, Noah orders his White sons not to have sex with their wives on the ark, and then tells them that the first born child after the flood would inherit the earth. When the evil, tyrannical, and hypersexual Ham (goes HAM and) has sex on the ark, God wills that Ham's descendants will be dark and disgusting, and the whole world will look at them as symbols of trouble. Simply put, Ham's kids would be Black and bad, ultimately making Black....bad. Curse theory would become the anchor of what would justify American slavery" THIS IS LUDICROUS AND INAPPROPRIATE! Genesis 6-9 in the Bible makes no mention of this.

Generally these above quotes from the 1st 2 chapters are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda?

More frustration to substantiate my concern...

[REDACTED] Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

In conclusion,

1) I feel this book is inappropriate for all public school students, in particular those in AP Lang at AHS and it is not compliant with Policy 3200 guidelines for supplementary materials in NHCS policy guide (I am awaiting a response on answers to my compliance and policy questions from a previous email and awaiting the supplementary book list from the State ELA representatives on recommended texts).

2) The content of this book is biased, subjectively interpreted with intent to deceive, twist truth, and promote an inherently Marxist ideology disguised as Critical Race Theory (CRT).

3) This book represents an affront to our family's faith and values and makes a mockery of the Bible and US History. People can read this book outside school all they want. This book does not represent moral standards or content one would expect from an AP level Lang class based on standards and historical precedent in our public education system.

4) I ask that the material be recalled and another more appropriate resource selected.

5) I request that reading of this book cease immediately for the benefit of the class [REDACTED]
[REDACTED].
[REDACTED].

Please let me know if you have questions and please keep me updated on the progress of this objection review. [REDACTED]. I expect to hear from you prior. Many thanks Mr. McCarty. I hope this has painted a better picture for you about the inappropriate content of this book and that you know CRT is being taught at your school when the School Board has consistently said NHC Schools don't espouse or teach CRT.

*With concern and gratitude for your efforts to protect [REDACTED],
Katie Gates*

From: Kelli Kidwell <kelli.kidwell@nhcs.net>
Sent time: 12/14/2022 06:27:44 PM
To: Katie Gates <kt@shadgates.com>; Patrick Mccarty <patrick.mccarty@nhcs.net>
Subject: Re: Reynolds and Kendi book, *Stamped*, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Hello Ms. Gates,

Thank you for bringing your concerns to my attention. [REDACTED]

Thanks,

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

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[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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More frustration to substantiate my concern.....

[REDACTED]. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

Katie Gates

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Kelli Kidwell (she/her) MA, NBCT

[English, Ashley High School](#)

(910) 790-2360 x70371

visit my website: <https://kellikidwell.wixsite.com/kidwell>

"A person who won't read has no advantage over a person who can't read." (Mark Twain)

From: Josie Barnhart <josie.barnhart@nhcs.net>

Sent time: 12/15/2022 01:48:30 PM

To: Katie Gates <kt@shadgates.com>

Subject: Re: Reynolds and Kendi book, *Stamped*, [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Thank you for expressing your concerns for your child. As I read this email the question that comes to mind is what state level objectives did this book cover?

I appreciate you making the board aware and please reach out to your child's teacher, principal, or even our curriculum coordinators to discuss why or why not this was approved.

Josie

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]

[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning." What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to.."

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

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teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

Katie Gates

--

Josie Barnhart
New Hanover County Schools Board of Education Member

From: Josie Barnhart <josie.barnhart@nhcs.net>

Sent time: 12/15/2022 01:49:10 PM

To: Katie Gates <kt@shadgates.com>

Subject: Re: Concerned parent about a book assigned to my daughter at Ashley High School - What is the NHCS policy on Critical Race Theory in our schools?

Thank you for your email and I will discuss this with fellow board members.

On Tue, Dec 13, 2022 at 2:37 PM Katie Gates <kt@shadgates.com> wrote:

Dear esteemed Board Members,

I just cced you all on an email I wrote to 4 faculty/staff at Ashley High School [REDACTED].

As far as I understand from the Board from my experience at monthly board meetings, CRT is not an approved curriculum topic. I recommend you take immediate action to suspend the use of Kendi and Reynold's book, *Stamped* from the AP Lang classroom of Ms Kidwell at Ashley High School. This book espouses CRT and the principles of compartmentalization of oppressors and oppressed through the lens of race. It also presents a warped view of history (which I have been studying a lot over the last year to sift through truths and untruths and as it relates to the Constitution and our Founding Fathers). There is no place for books like this in the public school classroom. I'd appreciate a reply at your earliest convenience as to what accountability guidelines exist to manage curriculum and resources in our kids' classrooms.

Many thanks,

Katie Gates

--

Josie Barnhart

New Hanover County Schools Board of Education Member

From: Katie Gates <kt@shadgates.com>

Sent time: 12/15/2022 01:20:32 AM

To: Patrick Mccarty <patrick.mccarty@nhcs.net>; Kelli Kidwell <kelli.kidwell@nhcs.net>

Cc: Shad Gates <shad@shadgates.com>; Katie Davis Gates <kt@shadgates.com>

Subject: [REDACTED] reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200

Ms Kidwell and Mr McCarty,

[REDACTED]

[REDACTED]

In addition, I would still like a reply to my other email which relates to criteria for choosing supplementary materials in Policy 3200 from NHCS, and how "Stamped" met those particular criteria I had highlighted. Since the NCDPI "defers to PSUs to carefully analyze the texts they are considering for each grade by examining the qualitative, quantitative, and reader and task measures of texts to ensure students are exposed to increasingly complex text as they work toward career and college readiness", I'm going to need some information on how you selected "Stamped" as required reading. Many thanks.

*For God & Country,
Katie Gates*

On Wednesday, December 14, 2022 at 06:28:02 PM EST, Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

Hello Ms. Gates,

Thank you for bringing your concerns to my attention. [REDACTED]

[REDACTED]

Thanks,

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

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"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning." What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to..".

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More frustration to substantiate my concern.....

[REDACTED] Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

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I'm open to correspondence and would like immediate follow up with my concern from the Ashley faculty and staff. Many thanks.

Katie Gates

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"A person who won't read has no advantage over a person who can't read." (Mark Twain)

From: Katie Gates <kt@shadgates.com>
Sent time: 12/15/2022 12:31:23 PM
To: Kelli Kidwell <kelli.kidwell@nhcs.net>; Patrick McCarty <patrick.mccarty@nhcs.net>
Subject: Re: [REDACTED] and reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200

Thank you Mr McCarty!

For God & Country!
Katie Gates

On Thursday, December 15, 2022 at 11:31:50 AM EST, Patrick McCarty <patrick.mccarty@nhcs.net> wrote:

Ms. Gates,
[REDACTED]

You will receive a response to your earlier email by the end of the day. Thank you for your patience.

Regards,

Patrick McCarty
Principal
Eugene Ashley High School
P: 910-790-2360 ext. 70454



On Thu, Dec 15, 2022 at 8:27 AM Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

[REDACTED]

work for that text. We will be finished with Stamped by the time exams start on January 13.

On Thu, Dec 15, 2022 at 1:20 AM Katie Gates <kt@shadgates.com> wrote:

Ms Kidwell and Mr McCarty,
[REDACTED]

In addition, I would still like a reply to my other email which relates to criteria for choosing supplementary materials in Policy 3200 from NHCS, and how "Stamped" met those particular criteria I had highlighted. Since the NCDPI "defers to PSUs to carefully analyze the texts they are considering for each grade by examining the qualitative, quantitative, and reader and task measures of texts to ensure students are exposed to increasingly complex text as they work toward career and college readiness", I'm going to need some information on how you selected "Stamped" as required reading. Many thanks.

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Thanks,

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[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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From: Katie Gates <kt@shadgates.com>
Sent time: 12/15/2022 12:53:16 PM
To: Patrick Mccarty <patrick.mccarty@nhcs.net>; Kelli Kidwell <kelli.kidwell@nhcs.net>
Cc: Lo Dewalt <lo.dewalt@nhcs.net>; Penny Presley <penny.presley@nhcs.net>
Subject: Re: [REDACTED] and reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200

Ms. Kidwell,
Thank you for responding in a timely manner. I will look forward to reading through your thorough reply.

For God & Country!
Katie Gates

On Thursday, December 15, 2022 at 12:35:19 PM EST, Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

Ms. Gates,
Please find an attached document which addresses various concerns you voiced and explains the rationale behind the choice of text.

On Thu, Dec 15, 2022 at 11:31 AM Patrick Mccarty <patrick.mccarty@nhcs.net> wrote:

Ms. Gates,

[REDACTED]

You will receive a response to your earlier email by the end of the day. Thank you for your patience.

Regards,

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On Thu, Dec 15, 2022 at 8:27 AM Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

[REDACTED]

On Thu, Dec 15, 2022 at 1:20 AM Katie Gates <kt@shadgates.com> wrote:

Ms Kidwell and Mr McCarty,

[REDACTED]

In addition, I would still like a reply to my other email which relates to criteria for choosing supplementary materials in Policy 3200 from NHCS, and how "Stamped" met those particular criteria I had highlighted. Since the NCDPI "defers to PSUs to carefully analyze the texts they are considering for each grade by examining the qualitative, quantitative, and reader and task measures of texts to ensure students are exposed to increasingly complex text as they work toward career and college readiness", I'm going to need some information on how you selected "Stamped" as required reading. Many thanks.

For God & Country,
Katie Gates

On Wednesday, December 14, 2022 at 06:28:02 PM EST, Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

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More frustration to substantiate my concern.....

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From: Kelli Kidwell <kelli.kidwell@nhcs.net>

Sent time: 12/15/2022 08:27:13 AM

To: Katie Gates <kt@shadgates.com>; Patrick Mccarty <patrick.mccarty@nhcs.net>

Subject: Re: [REDACTED] and reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200

[REDACTED]

On Thu, Dec 15, 2022 at 1:20 AM Katie Gates <kt@shadgates.com> wrote:

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[REDACTED]

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What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to.."

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

[REDACTED] teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. America was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashley faculty and staff. Many thanks.

Katie Gates

—
Kelli Kidwell (she/her) MA, NBCT

[English, Ashley High School](#)

(910) 790-2360 x70371

visit my website: <https://kellikidwell.wixsite.com/kidwell>

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From: Kelli Kidwell <kelli.kidwell@nhcs.net>
Sent time: 12/15/2022 12:35:00 PM
To: Patrick McCarty <patrick.mccarty@nhcs.net>; Katie Gates <kt@shadgates.com>
Cc: Lo Dewalt <lo.dewalt@nhcs.net>; Penny Presley <penny.presley@nhcs.net>
Subject: Re: [REDACTED] and reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200
Attachments: parent letter stamped.docx

Ms. Gates,

Please find an attached document which addresses various concerns you voiced and explains the rationale behind the choice of text.

On Thu, Dec 15, 2022 at 11:31 AM Patrick McCarty <patrick.mccarty@nhcs.net> wrote:

Ms. Gates,

[REDACTED]

You will receive a response to your earlier email by the end of the day. Thank you for your patience.

Regards,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



On Thu, Dec 15, 2022 at 8:27 AM Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

[REDACTED]

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Ms Kidwell and Mr McCarty,

[REDACTED]

[REDACTED]

In addition, I would still like a reply to my other email which relates to criteria for choosing supplementary materials in Policy 3200 from NHCS, and how "*Stamped*" met those particular criteria I had highlighted. Since the NCDPI "defers to PSUs to carefully analyze the texts they are considering for each grade by examining the qualitative, quantitative, and reader and task measures of texts to ensure students are exposed to increasingly complex text as they work toward career and college readiness", I'm going to need some information on how you selected "*Stamped*" as required reading. Many thanks.

For God & Country,
Katie Gates

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Hello Ms. Gates,

Thank you for bringing your concerns to my attention. [REDACTED]

Thanks,

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]

[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED]

[REDACTED] and here's a few telling quotes in italics:

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Ms. Gates,

Thank you as a parent for taking interest in your child's education. I know that you earnestly want what is best for your child and her education. Our interests align in this, and I welcome your right to ask that your daughter have an alternative assignment if that is what you would prefer.

Please note the explanation that appears on the syllabus discussed at the beginning of the school year. It is on my website [here](#). It says: "Content/Disclaimer on Controversial Material
As the AP Program engages students in college-level work, the AP Language and Composition course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Language and Composition requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material."

I must clarify a few areas where there was misunderstanding:

1. Students were not asked or required to purchase a book. They were told it was an optional purchase. There is a class set of books that cannot leave the classroom. Therefore, if students want more time or would prefer to write in the books, they must procure their own copy.
2. The book does not suggest that the colonies began in the 1400s. The book begins with the history of European colonialism in the 1400s in Europe as they began to spread out and mentions the Puritans arriving to the colonies in the 1600s and the founding of Jamestown in 1607. It further delineates their respective motivations in those colonies—the former being for religious reasons (purifying the English church) and the latter being for economic reasons (growing a labor-intensive crop of tobacco to make money). Incidentally, it also mentions the Mennonite colonists who were anti-slavery from the beginning because they fled religious persecution in Germany and wanted all people in the new land to have freedom from such. In Plymouth, there were not specific laws dealing with African slavery. Many of the Puritans were too poor when they arrived to own slaves. However, if Puritans had even passed a law prohibiting slavery, that would be specific to the Boston area and not the 13 colonies (or Jamestown) as a whole. Therefore, such a law does not negate the information outlined in the text. You have mentioned several times your concern with the factual accuracy of the book. [Here](#) is the list of sources that substantiate the factual claims in the text and show it is objective, rather than subjective information, if you would like to verify.
3. Marxist theory is not overly useful in understanding this book since it focuses on class and social standing. This economic and social theory does not precisely deal with race. *Stamped* does touch on economics, in that slavery provided economic benefits to slave holders, but the thrust is to look at the black experience in America from its inception. In academics, using such theories as lenses to view texts allows a deeper and more nuanced understanding. Being able to view a subject from multiple angles and perspectives is necessary, even when those perspectives are unsettling or ones with which we disagree.

In fact, reading a text that does not align with our beliefs allows us to refine and clarify what we believe.

4. Critical Race Theory (CRT) is a concept I just heard of a few years ago when I started working on my doctorate. It is mostly a legal framework used to analyze laws and government. It seems to have become a catch-all for any conversation that deals with race. But be assured, I have not learned enough about CRT to begin teaching it to AP students, nor has any teacher I have worked with in the over two decades I have been teaching. However, I do think it is vital for high school students to delve into difficult topics like race and religion.
5. The whole point of this text is to view a perspective that differs from one's own. White people, black people, Latino people, indigenous people, and Asian people in America all have very different experiences and views. We cannot be myopic in our understanding of "The American experience." This is a book by black authors speaking of their black experience in America; neither of us have had that experience. Therefore, this book allows us vicarious access to their unique view. The quotation from which the title comes is from Mississippi senator, turned president of the Confederacy, Jefferson Davis in 1860: "We recognize the fact of the inferiority stamped upon that race of men by the Creator, and from the cradle to the grave, our Government, as a civil institution, marks that inferiority [...] This Government was not founded by negroes nor for negroes [but] by white men for white men." So, while you are concerned your child may feel maligned by something in this text, other children will feel understood and validated in their experiences for the first time.
6. Most importantly, a person who loves anything or anyone can love whole-heartedly and still see flaws and areas for growth. The human experience involves moments of greatness and creativity, foibles and catastrophic machinations, as well as magnanimousness and selfishness. We learn about the great inventions like the printing press and cell phones that improve lives, as well as holocausts, genocides, and wars that destroy them. You harkened to a classic education as an ideal for American schools; the Greeks, if anything, were famous for debate and disagreement believing that both were necessary for democracy. To foster debate and disagreement, one must consider various perspectives and points of view.

As far as outlining the standards addressed by *Stamped*, here are some resources:

1. The College Board provides its stance on Academic integrity and intellectual freedom [here](#). I would highlight the following: bolded text provides particularly pertinent information:
 - **"AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses."
 - **"AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology."

- **“AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. **AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students’ abilities to assess the credibility of sources, draw conclusions, and make up their own minds.”**
- **AP courses foster an open-minded approach to the histories and cultures of different peoples.** The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
- **AP is a choice for parents and students.** Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. **Parents do not define which college-level topics are suitable within AP courses;** AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

Most importantly, AP states: **“AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the [work] as a whole.**

2. The College Board provides [this](#) Course and Exam description for Advanced Placement Language and composition. Everything we read in class allows us to analyze the rhetorical choices writers make to communicate a message and impact an audience. Specifically, we are using the text to identify and explain claims and evidence within an argument; describe the line of reasoning and explain whether it supports an argument’s overarching thesis; explain how the organization of a text creates unity and coherence and reflects a line of reasoning; recognize and explain methods of development to accomplish a purpose; strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
3. The state of North Carolina provides [this](#) Standard Course of Study for English Language Arts. Though AP Language and Composition is not designed to directly cover the NCSCOS for ELA, there is much overlap, which is why students can receive English 3 credit. This text specifically allows for all 9 information reading standards to be addressed, including **RI 11.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **RI 11.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI 11.8** Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy. **RI 11.9** Analyze foundational U.S. and/or

British documents of historical and literary significance for their themes, purposes, and rhetorical features. **RI 11.10** By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time.

4. In AP Language and Composition, students have read the founding documents, many inaugural addresses and speeches by American presidents and representatives, a Nobel prize speech by a Pakistani girl, and speeches by white and black women fighting for the right to vote. As the year progresses, we will also read texts concerning the Holocaust, examples of parody, satire, and humor. I will continue to expose students to a variety of texts and many schools of thought with opportunities to use multiple lenses to examine them allowing students to experience the many cultures, religions, ethnicities, and races that are a part of America.

I am a trained educator who has worked in this field almost a quarter century. I take my job seriously and know I have a great responsibility in educating young people. I do not make curriculum decisions lightly but weigh out the potential benefits of each choice.

Sincerely,

Kelli Kidwell

From: Patrick Mccarty <patrick.mccarty@nhcs.net>
Sent time: 12/15/2022 11:31:10 AM
To: Kelli Kidwell <kelli.kidwell@nhcs.net>
Cc: Katie Gates <kt@shadgates.com>
Subject: Re: [REDACTED] and reminder to respond to previous email on criteria by which "Stamped" was chosen relative to NHCS Policy 3200

Ms. Gates,

[REDACTED] w [REDACTED]
[REDACTED]

You will receive a response to your earlier email by the end of the day. Thank you for your patience.

Regards,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



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[REDACTED]

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Katie Gates

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[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

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More frustration to substantiate my concern.....

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From: Patrick McCarty <patrick.mccarty@nhcs.net>
Sent time: 12/15/2022 05:49:22 PM
To: Katie Gates <kt@shadgates.com>
Cc: Shad Gates <shad@shadgates.com>; Laura Herman <laura.herman@nhcs.net>; Penny Presley <penny.presley@nhcs.net>; Lo Dewalt <lo.dewalt@nhcs.net>
Subject: Re: Objection letter in response to parent protocol in "Board Policy 3210 Parental Inspection of and Objection to Instructional Material"

Mrs. Gates,

I have received your objection to the use of *Stamped* and will use this email as your request to have this resource enter the Media and Instructional Appeals Process. I will keep you informed of our progress. If you have any questions, please let me know.

Regards,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



On Wed, Dec 14, 2022 at 11:30 AM Katie Gates <kt@shadgates.com> wrote:

Dear Principal McCarty,

Mr. McCarty, please consider this email as my objection to the use of the instructional material "*Stamped, Racism, Antiracism, and You* by Jason Reynolds and Ibram X Kendi" in Ms. Kidwell's AP Lang class at Ashley High School.

I write to you today as a concerned parent. [REDACTED]

B. Parental Objection to Materials

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The school media and technology advisory committee shall review the objection.

[REDACTED]

The NHCS Policy 3200 letter b. "the process for selecting materials" states the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive, and well-balanced is considered. Somebody please explain how the following text from *Stamped* Chapter 2 page 13 that presents a flippant view of the Bible and a lie about Noah, his son "Ham being a hypersexual" and saying that God willed his descendants to be "dark and disgusting" can be in a book that is considered compliant with the preceding guideline? That text is blasphemous. It is a lie disguised as a truth. [REDACTED]

This book, *Stamped*, is generally rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]

[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

Here's are some examples from my cursory overview of the 1st couple chapters I glanced at the morning of 12/13/22. Here's a few telling quotes directly from the book in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning." What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't relate to.."

"In Best's whimsical interpretation of the book of Genesis, Noah orders his White sons not to have sex with their wives on the ark, and then tells them that the first born child after the flood would inherit the earth. When the evil, tyrannical, and hypersexual Ham (goes HAM and) has sex on the ark, God wills that Ham's descendants will be dark and disgusting, and the whole world will look at them as symbols of trouble. Simply put, Ham's kids would be Black and bad, ultimately making Black....bad. Curse theory would become the anchor of what would justify American slavery" THIS IS LUDICROUS AND INAPPROPRIATE! Genesis 6-9 in the Bible makes no mention of this.

Generally these above quotes from the 1st 2 chapters are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda?

More frustration to substantiate my concern...

[REDACTED] Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

In conclusion,

1) I feel this book is inappropriate for all public school students, in particular those in AP Lang at AHS and it is not compliant with Policy 3200 guidelines for supplementary materials in NHCS policy guide (I am awaiting a response on answers to my compliance and policy questions from a previous email and awaiting the supplementary book list from the State ELA representatives on recommended texts).

2) The content of this book is biased, subjectively interpreted with intent to deceive, twist truth, and promote an inherently Marxist ideology disguised as Critical Race Theory (CRT).

3) This book represents an affront to our family's faith and values and makes a mockery of the Bible and US History. People can read this book outside school all they want. This book does not represent moral standards or content one would expect from an AP level Lang class based on standards and historical precedent in our public education system.

4) I ask that the material be recalled and another more appropriate resource selected.

5) I request that reading of this book cease immediately for the benefit of the class [REDACTED]
[REDACTED]
[REDACTED]

Please let me know if you have questions and please keep me updated on the progress of this objection review.
[REDACTED] I expect to hear from you prior. Many

thanks Mr. McCarty. I hope this has painted a better picture for you about the inappropriate content of this book and that you know CRT is being taught at your school when the School Board has consistently said NHC Schools don't espouse or teach CRT.

With concern and gratitude for your efforts to protect [REDACTED],
Katie Gates

From: Josie Barnhart <josie.barnhart@nhcs.net>

Sent time: 12/19/2022 02:14:15 PM

To: Katie Gates <kt@shadgates.com>

Subject: Re: Reynolds and Kendi book, Stamped, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Thank you for following up and glad to hear about [REDACTED]. Please let me know how the school documented the concern of assignment.

On Mon, Dec 19, 2022 at 10:04 AM Katie Gates <kt@shadgates.com> wrote:

Ms. Barnhart,

Thanks for your response. I have been in touch with NC DPI about curriculum options and standards. They defer to local PSUs. [REDACTED]

[REDACTED] I will be back in touch with my concerns as [REDACTED], this inappropriate content is still utilized for all [REDACTED] other classmates. That concerns me.

Thanks again for your concern and for your help. Have a great day.

For God & Country!
Katie Gates

On Thursday, December 15, 2022 at 01:48:57 PM EST, Josie Barnhart <josie.barnhart@nhcs.net> wrote:

Thank you for expressing your concerns for your child. As I read this email the question that comes to mind is what state level objectives did this book cover?

I appreciate you making the board aware and please reach out to your child's teacher, principal, or even our curriculum coordinators to discuss why or why not this was approved.

Josie

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]

[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning."

What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to.."

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

[REDACTED]. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

[Katie Gates](#)

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Josie Barnhart
New Hanover County Schools Board of Education Member

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Josie Barnhart
New Hanover County Schools Board of Education Member

From: Katie Gates <kt@shadgates.com>

Sent time: 12/19/2022 10:04:45 AM

To: Josie Barnhart <josie.barnhart@nhcs.net>

Subject: Re: Reynolds and Kendi book, *Stamped*, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Ms. Barnhart,

Thanks for your response. I have been in touch with NC DPI about curriculum options and standards. They defer to local PSUs. [REDACTED]

[REDACTED] I will be back in touch with my concerns as [REDACTED], this inappropriate content is still utilized for all [REDACTED] other classmates. That concerns me.

Thanks again for your concern and for your help. Have a great day.

For God & Country!
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On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

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"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning." What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to..".

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

[REDACTED]. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

[Katie Gates](#)

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Josie Barnhart
New Hanover County Schools Board of Education Member

From: Pat Bradford <pat.bradford@nhcs.net>

Sent time: 12/19/2022 05:11:01 PM

To: Katie Gates <kt@shadgates.com>

Subject: Re: Concerned parent about a book assigned to [REDACTED] at Ashley High School - What is the NHCS policy on Critical Race Theory in our schools?

Ms. Gates, Please send us (all) excerpts of materials you are speaking about in this email? Thank you.

Pat Bradford

New Hanover County Board of Education



PUBLIC RECORDS LAW NOTICE: Please be advised that e-mails and attachments sent from this e-mail address, as well as e-mails, replies and attachments sent to this e-mail address may be "public records" under North Carolina Public Records Law, NCGS Chapter 132. All "public records" are subject to disclosure to the media and the public.

On Tue, Dec 13, 2022 at 2:37 PM Katie Gates <kt@shadgates.com> wrote:

Dear esteemed Board Members,

I just cced you all on an email I wrote to 4 faculty/staff at Ashley High School [REDACTED].

As far as I understand from the Board from my experience at monthly board meetings, CRT is not an approved curriculum topic. I recommend you take immediate action to suspend the use of Kendi and Reynold's book, *Stamped* from the AP Lang classroom of Ms Kidwell at Ashley High School. This book espouses CRT and the principles of compartmentalization of oppressors and oppressed through the lens of race. It also presents a warped view of history (which I have been studying a lot over the last year to sift through truths and untruths and as it relates to the Constitution and our Founding Fathers). There is no place for books like this in the public school classroom. I'd appreciate a reply at your earliest convenience as to what accountability guidelines exist to manage curriculum and resources in our kids' classrooms.

Many thanks,

Katie Gates

From: Pat Bradford <pat.bradford@nhcs.net>

Sent time: 12/19/2022 05:13:48 PM

To: Katie Gates <kt@shadgates.com>

Subject: Re: Reynolds and Kendi book, *Stamped*, in [REDACTED] at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

Ignore my previous re: examples please. This is horrifying.

Pat Bradford

New Hanover County Board of Education



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[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

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I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics.

Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

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I'm open to correspondence and would like immediate follow up with my concern from the Ashely faculty and staff. Many thanks.

Katie Gates

From: Katie Gates <kt@shadgates.com>
Sent time: 12/20/2022 09:41:25 PM
To: Patrick Mccarty <patrick.mccarty@nhcs.net>; Kelli Kidwell <kelli.kidwell@nhcs.net>
Cc: pat.bradford@nhcs.net; Lo Dewalt <lo.dewalt@nhcs.net>; Penny Presley <penny.presley@nhcs.net>; Katie Davis Gates <kt@shadgates.com>; Josie Barnhart <josie.barnhart@nhcs.net>; Shad Gates <shad@shadgates.com>
Subject: follow up on your response regarding the book "Stamped, Racism, Antiracism and You" within the AP curriculum.
Attachments: parent letter stamped.docx

Ms. Kidwell,

Thank you for your response to my concerns and for taking the time to include explanations and citations concerning the AP standards from the college board and your syllabus disclaimer. I'm sorry about the delay in returning your correspondence. I have been ill. My responses are listed below.

I agree with you that debate and healthy discussion were core to the beliefs of the Greeks. Debate, discussion, logical discourse and respect were foundational concepts in our country. I agree with you that exploring alternate viewpoints is a good thing and makes us more secure in our beliefs and open minded to learning new things. You had mentioned the importance of alternative viewpoints. I'm so glad you support that. Please provide a list of resources you are using to provide alternative viewpoints in your class discussion that counter the narrative of systemic racism in America presented in the book, "Stamped, Racism, Antiracism and You" by Reynolds and Kendi, viewpoints that would add to the discussion and development of critical thinking skills for mature readers in your classroom.

My overarching concerns about "Stamped" are:

- 1) the authors' disrespect and seeming intolerance for any belief system outside their own and it reads with a sarcastic, critical tone, which is ironic because that same intolerance and racism they are commenting on, they are perpetuating against racists or white supremacists of today.
- 2) they espouse an ideology based in Marxist concepts (social and economic) and Critical Theory ,
- 3) and from parts I have read show evidence of skewing of history based on sources that offer only subjective viewpoints.

An example for my 3rd point would be On Page 13 of Chapter 2 Puritan Power where Kendi/Reynolds mention English travel write George Best's curse theory, where the authors state *"And what did Best use to prove this theory? Only one of the most irrefutable books of the time: the Bible. In Best's Whimsical interpretation of the book of Genesis, Noah orders his White sons not to have sex with their wives on the ark, and then tells them that the first child born after the flood would inherit the earth. When the evil, tyrannical, and hypersexual Ham (goes HAM and) has sex on the ark, God wills that Ham's descendants will be dark and disgusting, and the whole world will look at them as symbols of trouble. Simply put, Ham's kids would be black and bad, ultimately making Black...bad. Curse theory would become the anchor of what would justify American slavery."* Let's see in Genesis 6:9-8:22 it mentions Noah has 3 sons, Shem, Ham, and Japeth, everything in the world was corrupt so they built the ark and brought a flood. It talked about Noah being on board with his sons and their wives and animals. In chapter 8:16 God says leave the boat, all of you, you and your wife, and your sons and their wives. Release the animals. They sacrificed burnt offerings and there ends the story. So the ludicrous reference in "Stamped" is erroneous, misleading and with contempt for Christian principles that our nation was founded on, and that has made it so great for 235 years.

On pages 16-17 in Chapter 2 Puritan Power, the authors write, *"Because of their miraculous journey's across the raging ocean, especially Richard Mather's, they believed they were a chosen people. Special in the eyes of God. Puritan Superiority.*

According to the Puritans, they were better than: 1) Native Americans 2) Anglican (English) people who weren't Puritans. 3) Everyone who wasn't a Puritan 4) Especially the African people" There is no citation there to a source. I'm not a history student but if in fact that is a fact, then cite it, otherwise it's leading innuendo.

On page 3 they state, *"Three words to describe the people we'll be exploring: Segregationists, Assimilationist, Antiracists. There are serious definitions to these things, but I'm going to give you mine." Segregationists are haters. Like real haters. People who hate you for not being like them. Assimilationists are people like you, but only with quotation marks. Like... "like" you. Meaning they "like" you because you are like them. And then here are antiracists. They love you because they are like you."* Categorizing people and creating division and animosity by fostering hatred for those non conformists or those different than you falls under social Marxism and Critical Theory. Plus, note the author says in the 3rd sentence *"there are serious definitions, but I'll give you mine"*. So is this book an exposition of their opinion or commentary on history?

The following are numbered responses to your statements from your letter to me.

1) When your syllabus says texts with an asterisk are STRONGLY recommended for purchasing, does not seem very optional to your students as you had mentioned. Perhaps clarify that in more detail in the future.

Course Content:

Main Texts:

- *Narrative of the Life of Frederick Douglass, An American Slave, Frederick Douglass**
- *The Red Badge of Courage, Stephen Crane**
- *Blood Done Sign My Name, Timothy B. Tyson**
- *Man's Search for Meaning, Viktor E. Frankl**

- *The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives*, Dashka Slater*
- *Stamped: A Remix* Reynolds and Kendi*

* denotes STRONGLY recommended for purchasing

2) Regarding the man stealing law of the northern colonies that prevented slavery in Plymouth and the north, here is the historical reference for you.

Massachusetts also receives distinction for passing potentially the earliest anti-slavery law in the American colonies within the 1641 enactment of the Massachusetts Body of Liberties. The tenth capital crime in that legal code stated that, "if any man stealeth a man or mankind, he shall surely be put to death. Ex. xxi.16."

From Francis Bowen, editor, *Documents of the Constitution of England and America, from Magna Carta to the Federal Constitution of 1789*, (Cambridge: John Bartlett, 1854), 72.

However William Blackstone, famous British Lawyer, author and influencer of the American Founding Fathers describes man-stealing as, "the forcible abduction or stealing away of a man, woman, or child, from their own country, and sending them into another." Going further to say, "this is unquestionably a very heinous crime, as it robs the king of his subjects, banishes a man from his country, and may in its consequences be productive of the most cruel and disagreeable hardships."

From: William Blackstone, *Commentaries on the Laws of England* (London: A. Strahan and W. Woodfall, 1795), 4.218-219

Just an aside you might want to share with your class to provide a balanced perspective on slavery and systemic oppression and slavery in America. Slavery was a world culture, not just an American phenomenon. America was one of the 1st nations to ban the slave trade and abolish slavery. "I learned this and want to share that "throughout the nearly 400 years of the trans-Atlantic slave trade 12,521,337 Africans were taken to be slaves around the world. Only a small minority of that number ever embarked to the areas that would become the United States—305,326 in particular, totaling 2.4%. For comparison, Spain and her territories received 1,061,524 slaves during that same period representing nearly 8.5%, and France only barely received more with 11% (1,381,404). Next was Great Britain with 3,259,441 slaves taken from Africa, meaning that over one quarter (26%) of all slaves sourced from the African continent were intended for English lands. That, however, pales in comparison to Portugal and Brazil, where 5,848,266 enslaved humans were shipped—nearly 47% of the total number. Even the Netherlands had more stake in the trans-Atlantic slave trade than America did, themselves accounting for 554,336 and 4.4%.

From "Trans-Atlantic Slave Trade – Estimates," Slave Voyages, <https://www.slavevoyages.org/assessment/estimates> (accessed December 6, 2019)

3) You had mentioned "Being able to view a subject from multiple angles and perspectives is necessary, even when those perspectives are unsettling or ones with which we disagree. In fact, reading a text that does not align with our beliefs allows us to refine and clarify what we believe." I agree with your notions, but if you will present this biased viewpoint on American history, what other texts are you presenting with an alternative viewpoint so that students have exposure from multiple viewpoints by which they can refine their beliefs and develop critical thinking skills and when do they learn about actual history for the better and the worse based on primary sources or from same era authors? In NHCS Policy 3210 it mentions presenting an opposing viewpoint "on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;"? As mentioned above, please share opposing viewpoints/texts you are using in class discussions

4) CRT defined

By The Editors of Encyclopaedia Britannica Last Updated: Nov 14, 2022. Critical Theory, Marxist-inspired movement in social and political philosophy originally associated with the work of the Frankfurt School. Drawing particularly on the thought of Karl Marx and Sigmund Freud, critical theorists maintain that a primary goal of philosophy is to understand and to help overcome the social structures through which people are dominated and oppressed.

Here's some information I've pulled on Mr Kendi. "Regarding CRT and Marxism which Kendi espouses, Kendi is a leading "scholar" in the realm of critical race theory, which – to borrow his own words – holds that present and future racism against white people is acceptable in light of racism perpetrated against black people in the past. "The life of racism cannot be separated from the life of capitalism," he says. "In order to truly be antiracist, you also have to truly be anti-capitalist." Kendi is an open advocate for race-based discrimination, arguing that "the only remedy to past discrimination is present discrimination." Even worse, he has proposed a federal "Department of Antiracism," unaccountable to voters or legislators, with the power to suppress "racist ideas" and veto, nullify or abolish any law at any level of government not deemed "antiracist" — a policy that verges on the totalitarian. His work has inspired a movement that strains to find racism in everything, that demonizes white people as oppressors, and that cites black people as victims." These beliefs manifest in the writing of "*Stamped*". Do these discussions of Kendi's perspectives and statements come up in discussion at all so you are educating your students on the roots of his ideology?

5) You had stated, "We cannot be myopic in our understanding of "The American experience." This is a book by black authors speaking of their black experience in America; neither of us have had that experience. Therefore, this book allows us vicarious access to their unique view". Yes Kendi is a black author and he feels a certain way, but his interpretation of history doesn't make it correct. He claims it's "not a history book", or not that type of history book. It contains history. This is a present book. To me that means he's using a present perspective as his lens by which he views history." That prose is hyper confusing anyway. I do believe there are many flaws in America's history. As humans we are flawed. But overall, the United States is the most unique nation on earth that secured liberties for all people. Our Constitution is the longest standing Constitution in the world at 235 years. This country was not founded on racism or racist ideals. That is not to say that atrocities and evil things didn't happen in US history, but it should be taught from an unbiased perspective. I believe you can look at Woodrow Wilson as a KKK member and draw conclusions about certain figures in history who were very racist but isolated incidents do not comprise a history. So while I think it is valuable to understand his perspective that white supremacy and black victimization and oppression exist, it is not a book that should be used to teach history from such a biased perspective. How are you going about making that distinction about someone's perspective vs what is history in your classroom?

delines that state that parents don't dictate curriculum. [REDACTED] My goals is to see how your choice of "*Stamped*" fits [REDACTED] and AP guidelines allow the teacher or PSU to decide on specific texts. As a teacher I imagine it is quite a challenge to choose books for your students and it takes a lot of work, so please share some insights so I know there is accountability to the guidelines starting with the county Policy 3210

In conclusion, and regarding NHCS Policy Code 3210, would you mind addressing:

1) How does *Stamped* "complement, enrich or extend the curriculum"?

2) In the teacher's opinion, will *Stamped* "stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards"?

3) What other resources will be provided that are "representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage"?

Ms. Kidwell, I realize the AP guidelines state and you highlighted that parent's have no say in curriculum and texts for AP classes, so that is why I'm including a couple of school board members on this email, so that perhaps it can be a topic for discussion in the curriculum committee. I recall junior year literature being about American Literature and History. Perhaps students can be introduced to real history and writers from a given era that have 1st hand experience in it as opposed to modern day activists giving their perspective, opinions, and commentary on history in an AP Language and Composition Class? Are you covering any Whitman, Thoreau, Frederick Douglass, Harriet Beecher Stowe, Dickinson, Longfellow Emerson, Hawthorne etc for a balanced perspective? I did not see those texts on your syllabus.

Thanks for your time and sharing your perspective. The more we begin to understand the manner in which you are presenting alternative viewpoints to "*Stamped*" so that students are presented with ideas an evidence of differing viewpoints, the more it will help us as parents understand your text selection. I acknowledge that correspondence and justification for me takes time on your part. I am grateful for your engagement and efforts.

For God & Country!
Katie Gates

On Thursday, December 15, 2022 at 12:35:19 PM EST, Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

Ms. Gates,
Please find an attached document which addresses various concerns you voiced and explains the rationale behind the choice of text.

On Thu, Dec 15, 2022 at 11:31 AM Patrick McCarty <patrick.mccarty@nhcs.net> wrote:

Ms. Gates,

[REDACTED]

You will receive a response to your earlier email by the end of the day. Thank you for your patience.

Regards,

Patrick McCarty

Principal

Eugene Ashley High School

P: 910-790-2360 ext. 70454



On Thu, Dec 15, 2022 at 8:27 AM Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

[REDACTED]

On Thu, Dec 15, 2022 at 1:20 AM Katie Gates <kt@shadgates.com> wrote:

Ms Kidwell and Mr McCarty,

[REDACTED]

[REDACTED]

In addition, I would still like a reply to my other email which relates to criteria for choosing supplementary materials in Policy 3200 from NHCS, and how "Stamped" met those particular criteria I had highlighted. Since the NCDPI "defers to PSUs to carefully analyze the texts they are considering for each grade by examining the qualitative, quantitative, and reader and task measures of texts to ensure students are exposed to increasingly complex text as they work toward career and college readiness", I'm going to need some information on how you selected "Stamped" as required reading. Many thanks.

For God & Country,
Katie Gates

On Wednesday, December 14, 2022 at 06:28:02 PM EST, Kelli Kidwell <kelli.kidwell@nhcs.net> wrote:

Hello Ms. Gates,
Thank you for bringing your concerns to my attention. [REDACTED]

Thanks,

On Tue, Dec 13, 2022 at 2:30 PM Katie Gates <kt@shadgates.com> wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. [REDACTED]

[REDACTED] and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. [REDACTED]

[REDACTED] This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning [REDACTED] and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the

beginning."

What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to..".

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

████████████████████ Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. America was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashley faculty and staff. Many thanks.

Katie Gates

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Kelli Kidwell (she/her) MA, NBCT
[English, Ashley High School](#)
(910) 790-2360 x70371
visit my website: <https://kellikidwell.wixsite.com/kidwell>

"A person who won't read has no advantage over a person who can't read." (Mark Twain)

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Ms. Gates,

Thank you as a parent for taking interest in your child's education. I know that you earnestly want what is best for your child and her education. Our interests align in this, and I welcome your right to ask that your daughter have an alternative assignment if that is what you would prefer.

Please note the explanation that appears on the syllabus discussed at the beginning of the school year. It is on my website [here](#). It says: "Content/Disclaimer on Controversial Material
As the AP Program engages students in college-level work, the AP Language and Composition course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Language and Composition requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material."

I must clarify a few areas where there was misunderstanding:

1. Students were not asked or required to purchase a book. They were told it was an optional purchase. There is a class set of books that cannot leave the classroom. Therefore, if students want more time or would prefer to write in the books, they must procure their own copy.
2. The book does not suggest that the colonies began in the 1400s. The book begins with the history of European colonialism in the 1400s in Europe as they began to spread out and mentions the Puritans arriving to the colonies in the 1600s and the founding of Jamestown in 1607. It further delineates their respective motivations in those colonies—the former being for religious reasons (purifying the English church) and the latter being for economic reasons (growing a labor-intensive crop of tobacco to make money). Incidentally, it also mentions the Mennonite colonists who were anti-slavery from the beginning because they fled religious persecution in Germany and wanted all people in the new land to have freedom from such. In Plymouth, there were not specific laws dealing with African slavery. Many of the Puritans were too poor when they arrived to own slaves. However, if Puritans had even passed a law prohibiting slavery, that would be specific to the Boston area and not the 13 colonies (or Jamestown) as a whole. Therefore, such a law does not negate the information outlined in the text. You have mentioned several times your concern with the factual accuracy of the book. [Here](#) is the list of sources that substantiate the factual claims in the text and show it is objective, rather than subjective information, if you would like to verify.
3. Marxist theory is not overly useful in understanding this book since it focuses on class and social standing. This economic and social theory does not precisely deal with race. *Stamped* does touch on economics, in that slavery provided economic benefits to slave holders, but the thrust is to look at the black experience in America from its inception. In academics, using such theories as lenses to view texts allows a deeper and more nuanced understanding. Being able to view a subject from multiple angles and perspectives is necessary, even when those perspectives are unsettling or ones with which we disagree.

In fact, reading a text that does not align with our beliefs allows us to refine and clarify what we believe.

4. Critical Race Theory (CRT) is a concept I just heard of a few years ago when I started working on my doctorate. It is mostly a legal framework used to analyze laws and government. It seems to have become a catch-all for any conversation that deals with race. But be assured, I have not learned enough about CRT to begin teaching it to AP students, nor has any teacher I have worked with in the over two decades I have been teaching. However, I do think it is vital for high school students to delve into difficult topics like race and religion.
5. The whole point of this text is to view a perspective that differs from one's own. White people, black people, Latino people, indigenous people, and Asian people in America all have very different experiences and views. We cannot be myopic in our understanding of "The American experience." This is a book by black authors speaking of their black experience in America; neither of us have had that experience. Therefore, this book allows us vicarious access to their unique view. The quotation from which the title comes is from Mississippi senator, turned president of the Confederacy, Jefferson Davis in 1860: "We recognize the fact of the inferiority stamped upon that race of men by the Creator, and from the cradle to the grave, our Government, as a civil institution, marks that inferiority [...] This Government was not founded by negroes nor for negroes [but] by white men for white men." So, while you are concerned your child may feel maligned by something in this text, other children will feel understood and validated in their experiences for the first time.
6. Most importantly, a person who loves anything or anyone can love whole-heartedly and still see flaws and areas for growth. The human experience involves moments of greatness and creativity, foibles and catastrophic machinations, as well as magnanimousness and selfishness. We learn about the great inventions like the printing press and cell phones that improve lives, as well as holocausts, genocides, and wars that destroy them. You harkened to a classic education as an ideal for American schools; the Greeks, if anything, were famous for debate and disagreement believing that both were necessary for democracy. To foster debate and disagreement, one must consider various perspectives and points of view.

As far as outlining the standards addressed by *Stamped*, here are some resources:

1. The College Board provides its stance on Academic integrity and intellectual freedom [here](#). I would highlight the following: bolded text provides particularly pertinent information:
 - **"AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses."
 - **"AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology."

- **“AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. **AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students’ abilities to assess the credibility of sources, draw conclusions, and make up their own minds.”**
- **AP courses foster an open-minded approach to the histories and cultures of different peoples.** The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
- **AP is a choice for parents and students.** Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. **Parents do not define which college-level topics are suitable within AP courses;** AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

Most importantly, AP states: **“AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the [work] as a whole.**

2. The College Board provides [this](#) Course and Exam description for Advanced Placement Language and composition. Everything we read in class allows us to analyze the rhetorical choices writers make to communicate a message and impact an audience. Specifically, we are using the text to identify and explain claims and evidence within an argument; describe the line of reasoning and explain whether it supports an argument’s overarching thesis; explain how the organization of a text creates unity and coherence and reflects a line of reasoning; recognize and explain methods of development to accomplish a purpose; strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
3. The state of North Carolina provides [this](#) Standard Course of Study for English Language Arts. Though AP Language and Composition is not designed to directly cover the NCSCOS for ELA, there is much overlap, which is why students can receive English 3 credit. This text specifically allows for all 9 information reading standards to be addressed, including **RI 11.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **RI 11.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI 11.8** Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy. **RI 11.9** Analyze foundational U.S. and/or

British documents of historical and literary significance for their themes, purposes, and rhetorical features. **RI 11.10** By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time.

4. In AP Language and Composition, students have read the founding documents, many inaugural addresses and speeches by American presidents and representatives, a Nobel prize speech by a Pakistani girl, and speeches by white and black women fighting for the right to vote. As the year progresses, we will also read texts concerning the Holocaust, examples of parody, satire, and humor. I will continue to expose students to a variety of texts and many schools of thought with opportunities to use multiple lenses to examine them allowing students to experience the many cultures, religions, ethnicities, and races that are a part of America.

I am a trained educator who has worked in this field almost a quarter century. I take my job seriously and know I have a great responsibility in educating young people. I do not make curriculum decisions lightly but weigh out the potential benefits of each choice.

Sincerely,

Kelli Kidwell

From: Penny Presley <penny.presley@nhcs.net>

Sent time: 12/20/2022 09:41:34 PM

To: kt@shadgates.com

Subject: Out of Office Re: follow up on your response regarding the book "Stamped, Racism, Antiracism and You" within the AP curriculum.

Hello and thank you for your email. I am out of the office for the winter break and will return on Tuesday, January 3, 2023. I look forward to responding to you when I return. Have a great day.

--

Penny Presley

Executive Director of School Support, Secondary

[New Hanover County Schools](#)

6410 Carolina Beach Road

P: 910.254.4200

