

Twitter Thread by Christopher F. Rufo ■■



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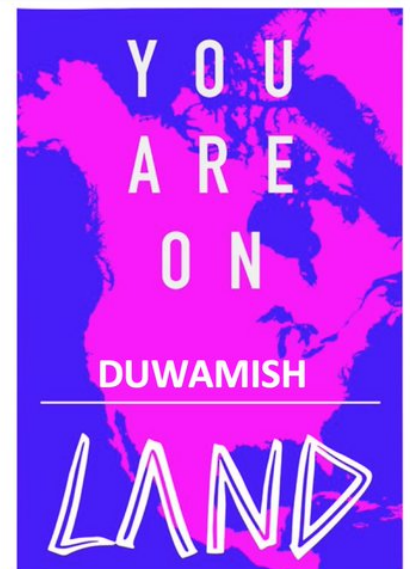
SCOOP: Seattle Public Schools tells teachers that the education system is guilty of “spirit murder” against black children and that white teachers must “bankrupt [their] privilege in acknowledgement of [their] thieved inheritance.”

Let's review the whistleblower documents.■

The trainers begin by claiming that teachers are colonizers of Native American "ancestral lands" and that “the United States was built off the stolen labor of kidnapped and enslaved Black people’s work, which created the profits that created our nation.”

ʔusuxʷtxʷ čəł tiit ʔal tə dišəʔ čəł
ti ʔaciłtalbixʷ swatixʷtəd
ʔə tə dʒixʷ ʔaciłtalbixʷ

We would like to acknowledge
that we are on the ancestral lands
and traditional territories of the
Puget Sound Coast Salish People



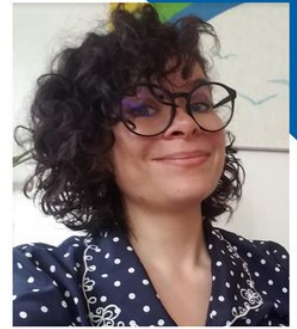
“THERE HAVE ALWAYS BEEN INDIGENOUS PEOPLES IN THE SPACES WE CALL HOME, -
AND THERE ALWAYS WILL BE.”

-KANYON SAYERS-ROODS, A MUTSUN OHLONE ACTIVIST

The participants identify themselves by both gender pronouns and race labels. While it has become commonplace in academia to use gender pronoun identifiers, this is perhaps the first example of an institution creating the expectation for explicit race-labeling in the workplace.

Creative Team...

- **Laura Lehni**- She/her pronouns, White, Partnership Committee Co-Chair, Ballard High School
- **Veronica Pugh** – She/her pronouns. African-American, Arbor Heights Elementary
- **Nichole Coates** – She/her pronouns, Black (half Black and half White), Department of Racial Equity Advancement (DREA)
- **Ray Morales** – He/Him, Mexican, Cleveland High School
- **Flordelrio Correa** – She/her, Chicana, Interagency Gray Wolves- My ancestors guide me.
- **Brandon Salter** – He/Him, White, Greenwood Elementary



The trainers tell white teachers that they "must commit to the journey" of anti-whiteness, even if their "lizard-brain" makes them "afraid that [they] will have to talk about sensitive issues such as race, racism, classism, sexism, or any kind of 'ism.'"

"You can never take yourself out of the equation. You must commit to the journey. This means that we each much do the 'inside-out' work required: developing the right mindset, engaging in self-reflection, checking our implicit biases, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions with students."

Zaretta Hammond, *Culturally Responsive Teaching and the Brain*



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The central message is that white teachers must recognize that they "are assigned considerable power and privilege" because of their "possession of white skin." To atone for this guilt, they must "bankrupt [their] privilege in acknowledgement of [their] thieved inheritance."

BALANCING POWER

- We need to be mindful about power and privilege in racial relationships.
- Whiteness, the centrality of whiteness and the possession of white skin are assigned considerable power and privilege in our society.
- **The group that has the greatest power or privilege ultimately has the greatest responsibility to a relationship.**
- **Reflection and self-interrogation are critical.**
- **Self In Relationship to Other (SIRO)**
 - If you experience marginalization, part of your responsibility is to take care of yourself, practice self-empathy and centering the importance of your feelings.

Race Inside and Outside the Therapy Room, Dr. Kenneth Hardy

Next, the teachers hold a discussion about “spirit murder,” which, according to Dr. Bettina Love, is the concept that Americans schools “murder the souls of Black children every day through systemic, institutionalized, anti-Black, state-sanctioned violence.”

Building Community

- Spirit Murder
- Black Excellence
- Focus on social justice in the classroom



The goal of this program is to transform public schools into activist organizations. At the end, teachers must explain how they will practice “anti-racist pedagogy,” address “current social justice movements taking place,” and become “anti-racist outside the classroom.”

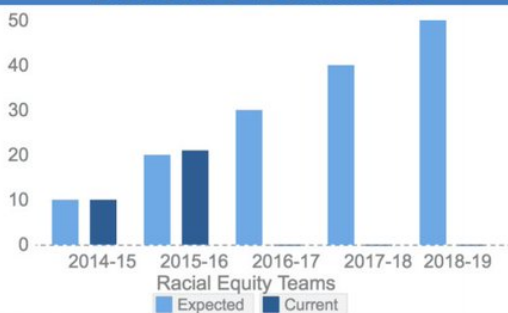
To know who YOU are is at the of SEL

- How are you anti-racist outside the classroom?
- In what ways are you practicing anti-racist pedagogy?
- What are some community orgs and resources supporting your students?
- How do you talk about the current social justice movements taking place?
- With one or two of your identities in mind, what triggers you?
- How are you vulnerable with your students?
- What are you willing to sacrifice to ensure student voices are heard?



In recent years, the district has expanded its Department of Racial Equity Advancement and deployed “racial equity teams” in dozens of schools. The stated goal is to “advance educational racial equity,” but in practice, this program often serves to enforce an ideological agenda.

Transforming Attitudes, Beliefs & Behaviors



SMART Goal #2: MTSS-B (School-Based E-Teams)

- In alignment with the District's Ensuring Educational & Racial Equity (Policy #0030), the Strategic Plan, and the Superintendent's SMART Goal 2: Multi-tiered Systems of Support B (Transforming Attitudes, Beliefs and Belonging), the Dept. of Equity & Race Relations has implemented 21 School-based Racial Equity Team.

SPS/SEA School Racial Equity Teams

Phase I

Olympic Hills Elementary
Wing Luke Elementary
John Muir Elementary
Rainier View Elementary
Thurgood Marshall Elem.
South Shore PreK-8
Chief Sealth Int'l HS
Nathan Hale HS
Seattle World School
Interagency

Phase II

John Stanford Int'l School
Bailey Gatzert Elementary
Sacajawea Elementary
Leschi Elementary
Denny Int'l MS
Washington MS
Aki Kurose MS
Rainier Beach HS
Ballard HS
West Seattle HS
Cleveland HS

Seattle Public Schools likes to claim they are “teaching tolerance,” but in truth, they are teaching hate.

Read my full analysis in the New York Post: <https://t.co/QO10qtzsfv>

P.S. I'll be releasing a series of investigative reports on "wokeness in K-12 schools" over the next three months. To support this work, please consider making a \$5 or \$10 monthly contribution here.

<https://t.co/GpeTTG6wV4>