

Resolution for Using Identity-Based (Race/Ethnicity) Course Materials

WHEREAS, under Policy IJ, the Natick School Committee is responsible for ensuring that instructional materials:

- Present a **balanced view** of international, national, and local issues—past, present, and future; and
- Provide an effective basic education for **all students**, free from discrimination based on race, age, color, religion, national origin, sex, physical disability, gender identity, or sexual orientation;

WHEREAS, under Policy IMB, the Natick School Committee is responsible for ensuring that instructional materials around social and controversial issues “can be examined in an atmosphere free from emotion and prejudice” and:

- The teachers' right to introduce controversial issues in classroom presentations **does not include the right of advocacy**. Teachers must refrain from using their positions to express partisan points of view; and
- The approach to discussion of these issues in the classroom must be **objective and scholarly** with minimum emphasis on opinion and maximum emphasis on intelligent analysis; and
- Teachers must ensure that the **reasoned arguments of all sides of an issue are given equal presentation** and emphasis in classroom discussions;

WHEREAS, Natick Public Schools uses curricular resources and course materials related to “white privilege,” “white saviorism,” and “oppressor” concepts in the context of current day systemic racism and social justice in the United States that rely predominantly on biased, prejudicial, and ideological perspectives and sources, resulting classroom instruction that lacks balance and does not reflect the complexity or diversity of views on these social and controversial issues;

WHEREAS, deep concerns about the content and tone of these materials have been raised by community members, parents and the federal government;

WHEREAS, there **IS evidence** that biased, ideological, and prejudicial “white privilege,” “white saviorism” and systemic racism materials are being used in Natick classrooms, particularly Natick High School in a course titled “Identity in America: Diversity, Equity, and Social Justice”;

WHEREAS, such ideological, one-sided portrayals risk fostering racism, prejudice, division and misunderstanding and could contribute to bias, including negative stereotyping of white students, any student who is perceived as white or “white adjacent” (including Jewish and Asian students), and students of color;

WHEREAS, unfair and unbalanced portrayals of whites, Jews, and people of color have historically contributed to and have the potential to continue to lead to the rise and exacerbation of radicalism, racism, antisemitism, tribalism, division and stigmatization of educators, students and families who hold different views;

WHEREAS, the use of materials that do not reflect multiple perspectives may conflict with Natick Public Schools' commitment to inclusive, respectful, and fact-based instruction;

WHEREAS, the Natick School Committee deeply values and respects the expertise, judgment, and dedication of our educators and administrators, and affirms our confidence in their ability to thoughtfully engage with complex instructional materials while fostering inclusive, respectful, and balanced learning environments for all students;

WHEREAS, our schools must remain safe and welcoming environments for all students, including white, Jewish, Asian, and students of color and support their right to learn without fear of discrimination or exclusion;

WHEREAS, under Policies IJ, IJM and KEC, the School Committee provides a process by which any instructional material deemed "questionable" may be formally reviewed by the Superintendent for alignment with student interests, with decisions appealable to the School Committee;

BE IT RESOLVED that the Natick School Committee strongly encourages district staff to continue to critically review and exercise caution when considering the use of any curriculum and instructional materials resources, including those related to "white privilege," "white saviorism," "white supremacy," decolonization, oppression, and systemic racism.

BE IT FURTHER RESOLVED that the Natick School Committee reaffirms its commitment to instructional materials that align with district policies—including policies IJ, IJJ, IJM, KEC, and IMB, which states that educational content must provide an effective, inclusive education free from discrimination based on race, color, religion, national origin, sex, gender identity, sexual orientation, or disability; and that when teaching social and controversial issues, teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.

BE IT FURTHER RESOLVED that the Natick School Committee urges continued adherence to federal guidelines, including those outlined by the U.S. Department of Education Office for Civil Rights in its May 25, 2023 letter, which affirms schools' obligation under Title VI of the Civil Rights Act of 1964 to ensure that all students have access to a learning environment free from discrimination based on shared ancestry or ethnic characteristics; and including the federal government's January 29, 2025 "Ending Radical Indoctrination in K-12 Schooling" Executive Order that states practices that compel innocent children to adopt identities as either victims or oppressors solely based on their skin color and other immutable characteristics erode critical thinking and sow division, confusion, and distrust; and demanding acquiescence to subversive and harmful "white privilege" or "unconscious bias" ideologies promotes racial discrimination and violates longstanding anti-discrimination civil rights law in many cases.

ACCOMPANYING INFORMATION

District policies:

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4910/nps/4729228/I_section_of_policy_manual.pdf

- IJ - instructional materials
- IJJ - instructional materials selection and adoption
- IJM - special interest materials selection and adoption
- KEC - public complaints about the curriculum or instructional materials
- IMB - teaching controversial issues

Examples of Natick High School “Identity in America” course materials:

Identity in Society **Key Terms Glossary**

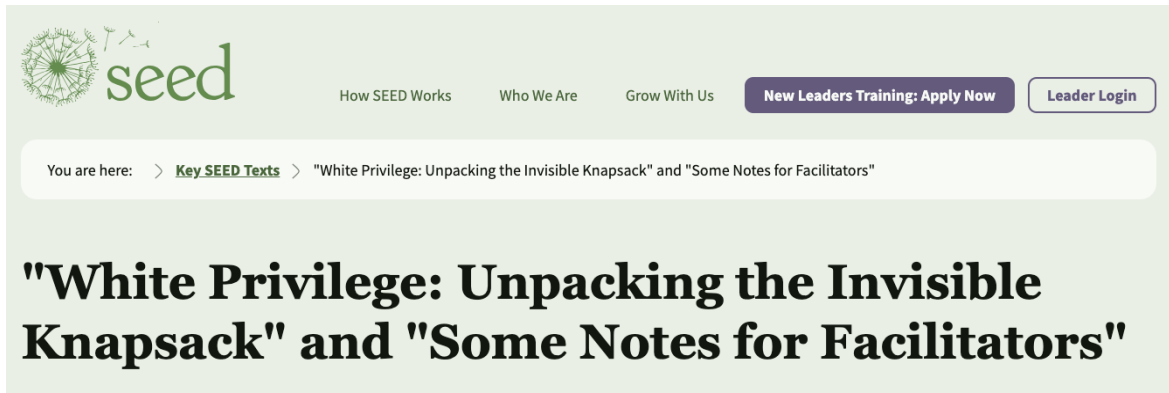
As a class, you will create a glossary of working definitions of key terms for our course of study. We will add to this during the semester.

Directions: Each group will closely read the source(s) given and create a working definition and example for the assigned term(s). (If you choose to consult an additional source, link it in the box.) This must be a **collective effort**. For groups with more than one term or source to review, you may begin by dividing and conquering, but you **MUST** discuss and explain all findings as a group, so that any one member of the group can explain as well as the others

Semester 2 Terms

Term / Source	Working definition	Example(s)
Implicit bias aka hidden bias, unconscious bias Teaching Tolerance		-
Structural/Systemic Racism Institutionalized Racism ABC News Health Affairs Huffington Post		
Eugenics Nature.com Excerpts from The New Yorker		

White Privilege Teaching Tolerance Unpacking the Invisible Knapsack		
White Saviorism		-



I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was “meant” to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Describing white privilege makes one newly accountable. As we in Women’s Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about white privilege must ask, “Having described it, what will I do to lessen or end it?”

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive.

I began to understand why we are justly seen as oppressive, even when we don’t see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

Magazine Feature

WHAT IS WHITE PRIVILEGE, REALLY?

Recognizing white privilege begins with truly understanding the term itself.

BY CORY COLLINS
ISSUE 60, FALL 2018

So, what can I do once I recognize my white privilege?

Beyond recognition, white people can use their white privilege in a way that is beneficial to all people. Here's how.*

Don't take it personally or use discomfort as an excuse to disengage.

Feelings of guilt or defensiveness are common responses, but ultimately, they're counterproductive. Rather than centering your own feelings of discomfort, center the feelings of people of color in evaluating what to do with this information. If your instinct is telling you it's more comfortable to retreat or reassure yourself that you are not racist, think instead, *What actions can I take to help?*

Learn when to listen, when to amplify and when to speak up.

When people of color speak to their experiences of oppression, it's important for white people not to dominate the conversation or question those experiences. You can use your privilege to amplify those voices. Share the work and perspectives of people of color on social media. Credit colleagues of color for ideas. This not only helps marginalized people reach that audience but also helps spread their message from the source, rather than through the lens of a white person.

RESEARCH ARTICLE | HEALTH EQUITY

[HEALTH AFFAIRS](#) > [VOL. 41, NO. 2](#): RACISM & HEALTH
OVERVIEW

Systemic And Structural Racism: Definitions, Examples, Health Damages, And Approaches To Dismantling

Changing White Attitudes

One widely encountered approach to addressing racism attempts to change the discriminatory attitudes of White people toward people of color, typically through workshops or organizational retreats. Because widely prevalent, entrenched beliefs and attitudes underpin systemic racism, making White people more aware of biases and the harms they inflict may be helpful; furthermore, awareness building may be important for building broad public support for antiracism initiatives. However, because this approach typically focuses on interpersonal racism (overt incidents between individuals) without directly addressing underlying systems or structures, it may most appropriately be an adjunct to rather than a substitute for efforts explicitly targeting systems and structures. Awareness should include understanding by White people of how they have benefited from systemic racism and what they have to gain from living in a more just society.

https://www.huffpost.com/entry/10-signs-of-institutionalized-racism-and-the-rhetoric_b_593bff26e4b014ae8c69e0cc

HUFFPOST

NEWS POLITICS ENTERTAINMENT LIFE PERSONAL VOICES SHOPPING GAMES

ⓘ This article is more than 8 years old. See today's top stories [here](#).

10 Signs Of Institutionalized Racism And The Rhetoric Of 'Greatness'

10 Signs Of Institutionalized Racism And The Rhetoric Of 'Greatness'



By Robin L. Hughes, Contributor

Associate Professor, Indiana School of Education, Indianapolis

Jun 10, 2017, 10:46 AM EDT | Updated Jun 10, 2017

Better Search

How are the roots of structural and institutionalized racism formed? It's subtle. It seems normal. It seems innocent. That is the way that institutionalized racism works; it is rooted in the core of one's everyday existence yet it is easy to detect if we just look and assess.

1. If you live in the United States and you have never been around anyone or very few people of color, you may just be a part of a structurally racist system. [You might also claim that some of your best friends are, but if you have to count, then there is still a problem]

Again, since racism is so deeply embedded in our culture, we cannot assume that those who benefit from a powerful system of privilege built on race will somehow learn to see or even want to see inequity and institutionalized systems of racism overnight. Yet, what messages do we send to younger human beings when everyone who resides in the neighborhood, attends school and other events, goes to the grocery store, or even attends worship service (which is by the way, the most segregated day of the week) is the same. Harrowing as it might seem (at least I think so), never exposing young folks to difference — any kind of difference — perpetuates the madness of institutionalized racism. However, if we think about it, and we truly want to end racism, then the first step is to recognize that we have a problem.



https://www.instagram.com/reel/DDussnARC_d/?utm_source=ig_web_copy_link



thevenutecguy • [Follow](#)



Original audio



thevenutecguy Carry a Starbucks coffee if you're black. Then white people will not be afraid of you. 🤔😏

32w



haithemelzabri this is gold!!

30w Reply



chocolatecoveredmo Too bad this is true. Funny but sadly relevant. 🤔

32w 1 like Reply



23 likes

December 18, 2024

[Log in](#) to like or comment.

U.S.Department of Education, Discrimination Based on Shared Ancestry or Ethnic Characteristics:

<https://www.ed.gov/laws-and-policy/civil-rights-laws/race-color-and-national-origin-discrimination/race-color-and-national-origin-discrimination-key-issues/retaliation-race-color-and-national-0>

Federal government's Executive Order:

<https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-indoctrination-in-k-12-schooling/>

Section 1. Purpose and Policy. Parents trust America's schools to provide their children with a rigorous education and to instill a patriotic admiration for our incredible Nation and the values for which we stand.

In recent years, however, parents have witnessed schools indoctrinate their children in radical, anti-American ideologies while deliberately blocking parental oversight. Such an environment operates as an echo chamber, in which students are forced to accept these ideologies without question or critical examination. In many cases, innocent children are compelled to adopt identities as either victims or oppressors solely based on their skin color and other immutable characteristics. In other instances, young men and women are made to question whether they were born in the wrong body and whether to view their parents and their reality as enemies to be blamed. These practices not only erode critical thinking but also sow division, confusion, and distrust, which undermine the very foundations of personal identity and family unity.

Imprinting anti-American, subversive, harmful, and false ideologies on our Nation's children not only violates longstanding anti-discrimination civil rights law in many cases, but usurps basic parental authority. For example, steering students toward surgical and chemical mutilation without parental consent or involvement or allowing males access to private spaces designated for females may contravene Federal laws that protect parental rights, including the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA), and sex-based equality and opportunity, including Title IX of the Education Amendments of 1972 (Title IX). Similarly, demanding acquiescence to "White Privilege" or "unconscious bias," actually promotes racial discrimination and undermines national unity.