

REFOCUS LATIN

August 24, 2021

- A large and growing group of Latin parents has met several times in person over the past several months to discuss concerns about the current vision and trajectory of the school.
- The group has used “REFOCUS Latin” as a namesake, as the fundamental issue is Latin’s drift from its founding principles—a soundly based traditional education teaching students to be ‘masters of their own ideas’—which we believe have brought generations of outstanding families in partnership with the school to educate the next generation of servant leaders.
- We believe the founding principles have been fundamental to the school’s success as a premier, independent co-educational institution in the Charlotte region.

Refocus Latin Themes

Holding to High Standards

Mission	Confirm the foundational principles supporting a Mission based upon the stated core values and beliefs. We must hold fast to what is true and double down on what made the school successful for five decades.
Governance & Leadership	Board and Head of School must provide strong leadership in face of rapidly shifting cultural winds. Latin is not a shared governance school. Board stays out of day-to-day but holds Head of School accountable for controversial policies, behavior of faculty, students and curriculum. Rethink DEI emphasis of the Strategic Plan. Protect the school's principles and core beliefs.
Teaching & Learning	Confirm Meritocracy. Confirm developmental appropriateness for all curriculum and readings. Focus on optimizing the learning and growth opportunities for students seeking knowledge based on objective truth.
Stakeholder Communications & Relationships	Collaborate with parents to further the school's mission within the context of founding principles and core beliefs. Be proactive and transparent with communicating what is influencing and being taught to our children. Set a high bar and collaborate with all stakeholders when making changes to school policies and curriculum.
Resources & Support Systems	Focus professional development on teachers' specific areas of expertise. Confirm a moral community culture focused on all children's emotional, social and cognitive development – with full community buy-in.
Go Hawks!	We are all Latin Families. We are all Americans. We are all HAWKS!

From our Founders' vision in 1970 to create an inclusive school where academic excellence is encouraged, leadership is cultivated, liberal arts are valued, and phonics-based reading is essential, Latin has educated thousands of students in the importance of learning, citizenship, service to others, hard work, and **Honor Above All**.

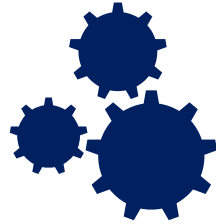
Safe for Children to Express Themselves & Learn



Freedom of Expression

Students Known as Individuals

Relationships are Key



Encourage, Support and Care for Students

Partners with Parents



Moral Community

Counter-balance Contemporary Culture

Keep Children Appropriately Young

Academic Excellence & Highly Skilled Teachers



"Foundation of the School"

We Value Diversity & Inclusion



Welcoming & Supportive

Accepts and Honors All People

CLS's mission it to encourage individual development and civility in our students by inspiring them to learn, by encouraging them to serve others, and by offering them many growth promoting opportunities.

Our Core Values

Honor Above All

Charlotte Latin embraces the development of personal honor as a lifelong pursuit in the building of character. Adherence to the Honor Code is required from all members of the School community. We honor one another and our personal gifts and accomplishments.

Commitment to Excellence

The quest for excellence that has characterized Charlotte Latin since its founding extends to all aspects of school life and is viewed as the effort to do one's best and to seek to improve continually. This quest embodies the boundless spirit that characterizes our school community, and it is grounded in our commitment to create an exceptional environment for teaching and learning.

Leadership

Charlotte Latin encourages the development of leadership as a lifelong characteristic of our students and adheres to the concept of service to others (servant leadership) as the ideal model that best meets the needs of our school community, our nation, and the world.

Respect for Oneself and Others

Respect is the foundation of the Charlotte Latin School community. We celebrate differences that include diverse people, cultures, and perspectives.

Personal Responsibility

Each person at Charlotte Latin is accountable for his or her actions. We all share responsibility for the welfare of the greater School community.

Moral Courage

Charlotte Latin leads by example and our members are willing to do what is right and true through the courage of their convictions in spite of possible consequences or the opinions of others. Morally courageous people are willing to admit their mistakes, to address injustice, and to uphold the principle of "Honor Above All."

Our Beliefs

Learning

Everyone can learn and is encouraged to learn through as many opportunities as the School can provide.

Honor

Honor is one of the most fundamental values and upholding the Honor Code is a valued tradition.

Individual

All students have unique talents and capabilities and have something to give to the community.

Faculty Excellence

Faculty and staff are encouraged to continue their studies and their professional growth with the aid of staff development funds.

Parents

Parents are an active and important part of the life of the School.

Manners

All students will act in a manner consistent with the customs and courtesies of the School and the School Community.

Improvement

The School continues to review and update its programs in all areas.

Teacher/Student Relationships

Teachers interact with students in a way that develops healthy relationships in a professional manner.

Campus Atmosphere

The general campus – through its gardens, its statuary, and its buildings – promotes an atmosphere of peace and harmony.

Leadership Supports these Beliefs

The leadership of the School shall be carried out in an atmosphere that encourages and supports these beliefs.

Founding Principles of Charlotte Latin School (as put into official policy in 1974)

To provide a basis for the governance of CLS in accord with the intentions of the founders, the following statement of principles is provided:

CLS was founded as an independent co-educational institution designed to meet the challenge of providing a soundly based traditional education for those young people who will assume the responsibility of leadership in their generation.

As such, it is the purpose of Charlotte Latin to provide its students an environment conducive to learning:

- to build in its students a foundation in the fundamental principles and usages of the traditional disciplines necessary to their full development as scholars and effective citizens;
- to produce students who are masters of their own language and of their own ideas;
- to instill in its students a knowledge of and respect for the unique values of western civilization--a recognition of moral and spiritual values; a regard for freedom and its essential corollary, capitalism; a respect for the individual; a sense of self esteem; the concept that property rights are the only basis for the existence of any human right--;
- to convey to its students a knowledge of their own century and of the principal forces and events which have shaped it, thus to develop in them the ability to comprehend better the forces and events that will affect their world now and tomorrow;
- to provide access to a knowledge of the ways in which political and economic systems work, and the means to influence these, thus building in its students the will and knowledge necessary to affect wisely their own times.

Enduring Values

Honor, Dignity, Courtesy, Knowledge, Self, Patriotism

Charlotte Latin believes that there are values which endure, and that those who may wisely lead must exemplify these: **Honor, Dignity, Courtesy, Knowledge, Self, Patriotism**; and that the espousal of these values is both a proper and a necessary element of the process of education.

Beyond the objectives of knowledge, Charlotte Latin believes that those correlative values may best be instilled through the example, in personal contacts with the students, of the faculty, of other students, and of all of those who work together to bring to fulfillment the programs of the school.

Enduring Values

Parent Partnership

“We’re also looking toward a situation where parents want to be actively involved in the education of their children. Thus, they would have the opportunity to express themselves on matters of personnel and curriculum.”

- Frank Thies, Founding Board Chairman, in announcing Charlotte Latin to the *Charlotte Observer* upon the school’s founding on January 21, 1970

Real Concerns

And why we have them

Topic	Concern	What you've told or shown us...	Source
Founding Principles	Redefining Founding Principles as Diversity, Equity and Inclusion.	"The principles of diversity, equity, and inclusion are foundational for the Board and they will lead our thinking in the development of our next strategic plan, the preparation for which is happening now."	June 2020 Board letter
School Founding	Allowing false narrative of CLS as a "white flight school" to persist. Faculty and young alumni have cited videos as evidence that school was founded as racist/segregationist institution. Furthermore, demonstrates an erosion of Honor Above All .	"After much consideration, we decided not to make edits. We did not see editing the video in the best interest of the school for a variety of reasons, many of which we shared with you at our meeting on Wednesday, July 29."	Email from Administration and Board to Founding Trustee Children, August 2020
Faculty Professional Development	Professional development of faculty with politically controversial material, including anti-White, anti-United States, anti-law enforcement will carry over to the classroom and influence teaching and school culture.	"Also, read <u>The Hate U Give</u> in Lower School; addresses police brutality. About to launch a new series on Anti-Racism . This past year (2019-2020) we read <u>White Fragility</u> and for the upcoming school year, we will read <u>How To Be An Anti-Racist</u> ."	Video Series on Race, Video 4, June 2020
Politics in the School	Replacing school traditions grounded in American values with politically extremist and anti-nuclear family values.	<p>Ceasing ecumenical prayer prior to gatherings, including coaches with their team</p> <p>Ceasing traditional holiday decorations</p> <p>Celebrating rainbow flag (spectrum of sexuality)</p> <p>Supporting Black Lives Matter</p>	<p>Administration, Aug. 2019</p> <p>Administration Dec. 2019</p> <p>Displayed in classrooms</p> <p>Displayed in classrooms and June 2020 Board letter</p>

Real Concerns

And why we have them

Topic	Concern	What you've told or shown us...	Source
Campus Atmosphere	School increasingly virtue signaling and displaying politically controversial artwork.	Intentional framing and displaying of a painting declaring "god is dead," a classroom painting featuring a severed, bloody pig's head on a police officer's body and bathroom signs printed with trans ideology text.	Offensive artwork and politicized bathroom signs intentionally and prominently displayed on campus.
Student Manners	Groups of students embracing Anti-White, Anti-Male, Anti-Straight, Anti-Religious, Anti-Police ideologies and are communicating highly sexualized, racist ways, providing litmus tests to their peers and ostracizing children that do not adhere to their ideologies.	Students at Latin are ostracizing other students for failing ideological litmus tests and threatening to ostracize students if they don't ostracize the originally ostracized student. Social media interaction is political, pornographic and bullying.	Example is 9 th grade students reporting to parents and sharing group texts and social media.
Student Reading	Study of canonical works being replaced by single-point-view stories that contain angry, crass, pornographic and anti-American messages. Lacking age appropriateness. Defining identities by race.	A Narrative of Racial Grievances: <u>Perfect Mexican Daughter</u> , Erika Sanchez <u>Between the World and Me</u> , Ta-Nehisi Coates <u>Born a Crime</u> , Trevor Noah	Summer Reading Lists
Parent Partnership	Deterioration of parent/school partnership. A lack of transparency and openness, in some cases, to meet with parents that is eroding trust.	Parents expressing concerns to administration and being dismissed as "only ones who have that concern" and shifting the burden to parents to complain about major actions (and making challenging to discuss the complaints) rather than collaborating with parents prior to taking actions.	Parent Testimonial

Campus Atmosphere

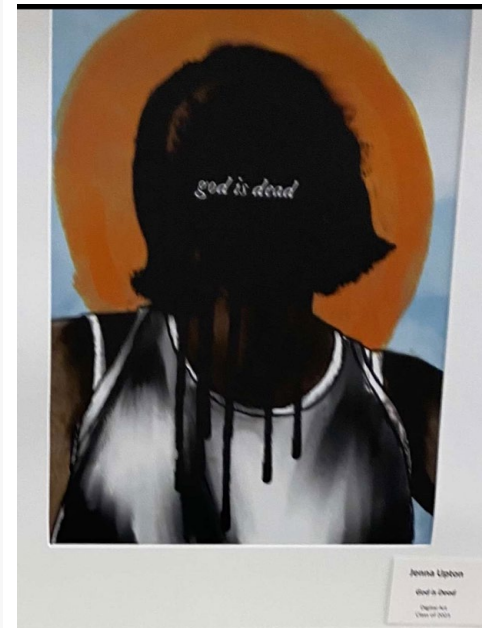
Bathroom Signs

Intentionally political verbiage below unisex icons on inconsistent campus signage posted in LS, MS and US



Campus and Student Art

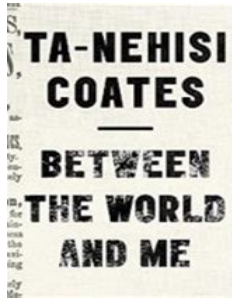
"god is dead" art prominently displayed in Horne PAC
Severed, bloody pig's head on police officer with "identity tag" ACAB (*All Cops are Bastards*) in classroom



Student Summer Reading and Academic Culture

Political and Sexual Book Selections

Select Student Summer Reading Examples

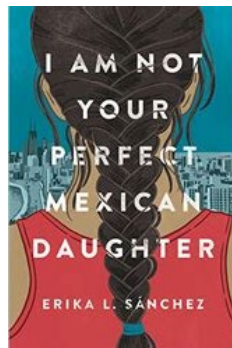


Rising 12th Graders:

Here is what I would like to you to know: In America it is traditional to destroy the black body – *it is heritage*.

Rising 9th Graders:

The main character uses drugs to get high, uses the ‘F’ word constantly, takes the Lord’s name in vain consistently, assumes her Republican teacher is racist and gets drunk. The main character’s best friend tells her she “needs to have her pussy shaved before thinking about having sex with her boyfriend.”



Developmentally Inappropriate Content

Select Lower School Teacher Selections



Welcome Letter from 3rd Grade Teacher:
One boy wears a purse and the other has a tee-shirt emblazoned with the Greek letter pi, which is a reference to polyamory [polyamory describes sexual relationships with multiple partners at the same time].



4th Grade Reading:
Uses the “n” word spelled out.

Effective Learning

Considering Developmental Stage when Planning Curriculum is Best Practice

Developmentally appropriate curriculum does not mean easier, but rather suited for a child's particular stage of learning.

- Children learn best when they are in positive environments in which they can use their own developmental level of emotional, social, and cognitive skills to interpret and form opinions on topics.

If curriculum material is not developmentally appropriate for the student, the benefits of such material disappear.

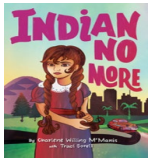
- Without background knowledge and the emotional and cognitive skills present to actually comprehend materials, the author's (or teacher's) intended meaning will likely be lost or misinterpreted.
- A student using learned knowledge (including their own experiences) to reach a conclusion is much more effective than a student being told to think a certain way without a frame of reference.

Curriculum researched for developmental appropriateness at each level

Learning goals across all areas of development (social, emotional, cognitive growth)

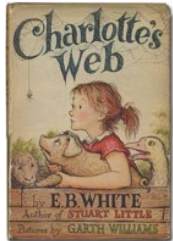
Caption: **Inappropriate**
Appropriate

Lower School



- **Uses “n” word spelled out (4th grade)**

- Bad word “tucked” away, heard on bus by 4th graders
- Pity not empathy, pitying another race is not the goal
- Also includes smoking and drinking

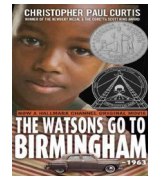


- **Canonical book not read**

- Themes of friendship, empathy, growing up, love of life and dealing with death
- Realism written by a female author with sensitivity, warmth, humor and intelligence

Develop Self Esteem, Manners, First Principles

Middle School



- **Racial issues before 6th grade prior to studying civil rights era**

- Take away is white people are “Bad” and black people are “Victims”
- Birmingham is bad
- Foreword of book says today is moral equivalent of 1960s and supports Black Lives Matter



- **Studying Civil Rights Era is an important part of U.S. History and appropriate for 7th grade +**

- A book such as The Watsons go to Birmingham is most effectively studied in conjunction with or following an analytical study of the historical period

Develop Analytical Skills, Learn Civics, Study Early U.S. History (Founding Documents)

Upper School



- **Critical Race Theory before 12th grade**

- Unpatriotic: United States is deemed irredeemably racist
- Ideological and Angry: single point of view
- Ignores arc of history



- **Addresses country's history of slavery, redemption and growth**

- Puts a biography in historical context, provides multiple perspectives on challenging issues (e.g., reparations)
- Provides themes of redemption and optimism for the future as characters and society grow

Apply Skills, Rigorous Study of History, Principled Debate

Examples using Reading Selections

Real Concerns

And why we have them

Topic	Concern	What you've told or shown us...	Source
School Governance	Latin's tradition of strong, principled leadership from Head of School, in partnership with the board and the parent community, is evolving into a shared governance structure.	"When parents have raised concerns (on curriculum, for example), the head of school defers to faculty...the faculty states they are "trained educators who know what's best your child"... Parents Council (and Board), "it's incumbent on you to trust the administration"	Parent testimonials
Politicized Science / Anti-Objectivity	Concern regarding critical race theory and deconstructionist agenda oriented toward critiquing and changing reality. Latin has always focused on understanding and explaining reality.	Upper School Chemistry teacher asking students for their gender pronoun identification (they/them etc.) identifier on first day of class. When parent asked administration about this, Dean of Students confirmed there was not a policy but is deferring to DEI Office for policy clarification.	Upper School Chemistry Class, Aug 2021
DEI is Ideological, Not Inclusive	DEI places "truth" not in external reality but solely inside the perspective of minorities, because DEI doctrine states that "white" people are "uncomfortable talking about race" - but only the perspective of minorities who agree with the chosen agenda can provide such "truth."	A volunteer DEI Parents Council liaison was terminated from her role by the Assistant Head of School by email before starting the new year. "Because people at Latin were uncomfortable in talking about race, I banned black people from attending the first class."	Former parent liaison to the Office of Diversity and Inclusion Video Series on Race, Video 4, June 2020
Standards	The weighting of DEI and Critical Theory on a "culturally responsive education" eventually erodes the quality of student, quality of curriculum, quality of teacher and the academic rigor at the school.	In many classes, teaching and class materials are substantially weighted to cultural references that have nothing to do with most, if not all, of the students in the classroom. Canonical reading is dissipating. Admissions is weighting diversity over academic excellence, particularly in US.	Parent, Faculty and Student testimony

Real Concerns

And why we have them

Topic	Concern	What you've told or shown us...	Source
Meritocracy	Latin moving away from education meritocracy in line with progressive concepts of restorative justice and equity.	<u>Grading for Equity</u> was faculty summer reading Emphasis on DEI faculty professional development rather than subject matter expertise Substantive shift to DEI infused curriculum	Faculty
Significant Decision Making	A change of the school's culture by effecting significant change through hasty pronouncements and bureaucratic tinkering, thereby abandoning meaningful discussion with parents to authentically understand the merit and implications of such actions.	Bathroom signs with ideological language Inconsistent treatment of tuition payment/deferral, refusal to meet with parent group on vaccine/mask issue, divisive senior lunch policy Ceased longstanding tradition of gifts to teachers	Administrative Pronouncements and Actions
Independent School and Strategic Plan	Strategic plan and accreditation process will be used to "transform" the school in a manner that is inconsistent with its founding principles. School moving with the cultural winds rather than steadfast independence based on enduring values.	The SAIS announced that it is planning to make "anti-racist" policies a key part of their training. Featured Leadership + Design Case Study: "the curriculum will systematically integrate issues of equity and social justice"	SAIS press release Leadership + Design Website
Transparency of Faculty DEI and Treatment of Faculty	Lack of transparency on the political nature of faculty DEI meetings. Faculty members bullying other faculty members that do not adhere to or understand their post-modern, critical theory-based views of the world.	As an example, middle school DEI faculty committee and Head of Middle School bullied long-time faculty member for sharing content of DEI meeting with other members of the Latin community – framing incident as "trauma," "rocking the entire MS," "breaking code of honor"	Multiple former and current faculty members

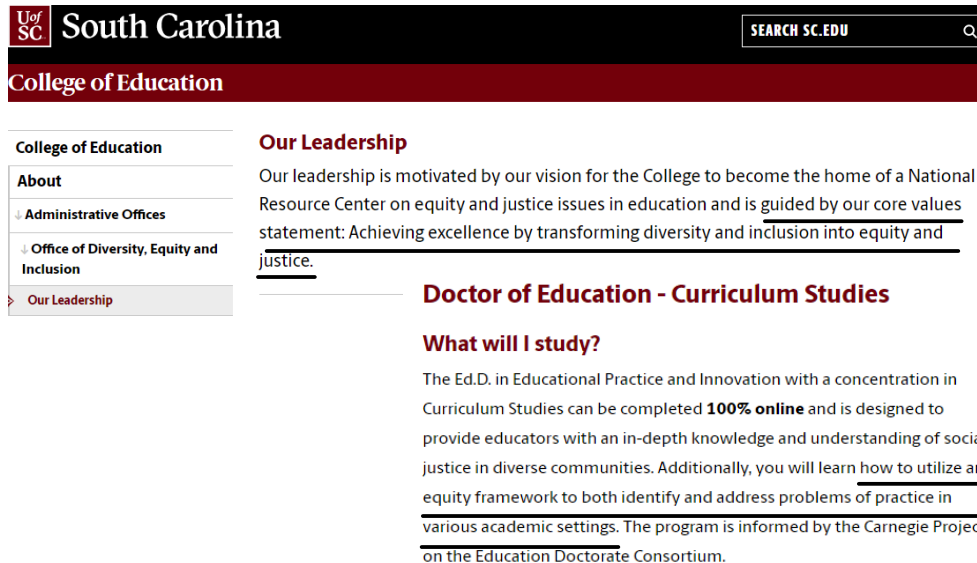
Concern: Critical theory has become the school's central tenet

Assistant Head of School for K-12 Curriculum and Instruction, Equity, and Strategic Initiatives

Educational Background

Emphasis on Social Justice and Educational Equity

Assistant Head of School for K-12 curriculum earned an M.Ed., in Divergent Learning (special needs learning for children who fail to thrive in traditional settings) and Ed.D. at the in Curriculum and Instruction with an emphasis on diversity, inclusion, and culturally responsive pedagogy.



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College of Education

College of Education

About

Administrative Offices

Office of Diversity, Equity and Inclusion

Our Leadership

Our Leadership

Our leadership is motivated by our vision for the College to become the home of a National Resource Center on equity and justice issues in education and is guided by our core values statement: Achieving excellence by transforming diversity and inclusion into equity and justice.

Doctor of Education - Curriculum Studies

What will I study?

The Ed.D. in Educational Practice and Innovation with a concentration in Curriculum Studies can be completed **100% online** and is designed to provide educators with an in-depth knowledge and understanding of social justice in diverse communities. Additionally, you will learn how to utilize an equity framework to both identify and address problems of practice in various academic settings. The program is informed by the Carnegie Project on the Education Doctorate Consortium.

Background right for the job?

Hired position for essential duties without a Search

K-12 Curriculum and Instruction

- Is it not highly unusual for an individual to be hired for K-12 curriculum?
- Does DEI and Social Justice background and training create a “hammer” that makes every grade level a “nail” ?

Equity

- Is equity racial preferences?
- Is equity meritocracy?
- Is equity deconstruction / dismantling existing school culture?
- Is equity intersectionality?
- Is equity preferential treatment?

Strategic Initiatives

- Are the principles of diversity, equity, and inclusion leading our thinking in the development of our next strategic plan?

Parents have found Asst. Head of School to be neither easily accessible nor an active part of after school campus life

June 2020 Message from CLS Board and Video Series on Race School Grossly Misrepresented the Latin's History and Signaled Future Intentions

ReFocus Latin on Removing...

Letter from Board Chairs

- Highly Political, Controversial Letter full of “Buzz Words”
 - Black Lives Matter
 - Affirmation of identity as anti-racist academic institution
 - Committed to creating a culture of “equity”
- Explicitly states “the principles of diversity, equity and inclusion are foundational for the Board and **will lead our thinking in the development of our next strategic plan**”

Why this is a problem:

- Latin's Board Leadership publicly aligns with a political organization and an ideology that is inconsistent the school's core values, beliefs and founding principles
- Exploited current events, young alumni to set the school towards politics of the day

Political and Ideological Agendas

Video on History of CLS by Administration

- Provided some context of the time school was founded (and convolutedly attempted to link the founding to other periods of history) but completely ignored actual facts
 - Did not cite *Charlotte Observer* article of founding
 - Did not interview living founding families, former board members or former Head of School
 - Did not reference Latin 50th Year materials ([Latin Translations](#))
- School defined as racists/segregationist without offering any evidence

Why this is a problem:

- Troubling evidence of a departure from “Honor Above All”
- Latin is an academic institution, and this is propaganda
 - Presenter is a PhD who knows how to do proper research and has ignored readily available facts
- Discrediting the school's foundation used as rationale to “Reform” the school based on a race-based agenda

ReFocus on the Successful History of the School

Situation

- Assistant Head of School poses as an “expert” on the topic of Latin’s founding, uses real historical facts/context that are not in dispute, adds a bit of her own opinion, and uses racial rhetoric to define the founding of the school, “and so we have Charlotte Latin.”
- The school is defined as having been founded on racial/segregationist principles all without offering a single piece of evidence to support the claim.
- In a fait accompli, Head of School accepts Assistant Head of School’s version of events, and the “truth” is decided upon with no discussion and no evidence ever presented.

Recommendation

Public and permanent recantation of the video and explicit, lasting efforts to set the record the straight by those responsible for the video. Establish an annual opportunity to discuss the founding of Latin and use the transcript of the video as an educational opportunity to recognize propoganda.

Reason #1

Honor Above All

- The portrayal of Latin’s history is patently false and is being repeated
 - False history referenced in MS DEI Learning Group through Latin Alum’s article, *Reconciling Your School’s Racist History*
 - Referenced during student MLK Day Assembly by alum

Reason #2

50 Years of Excellence

- The video was made only one year after celebrating with great joy and sense of accomplishment the 50th anniversary of the school’s founding

Reason #3

False pretense for “Transformational Change”

- The history video is propoganda in its worst form
- Charlotte Latin held true to founding principles for 50 years with incredible results and does not need to be transformed due to ideological, political agendas

Reason #4

Insulting and Hurtful to countless families who built Latin

- The video is a smear to the families whose time, sweat and monetary sacrifices built the school

ReFocus on the Parent Partnership

Situation

- There are parents at Latin that are upset by the direction of the school and feel increasingly silenced with their concerns.
- BIG decisions on policy, curriculum and culture are being made at the school with insufficient parent collaboration.

Recommendation

Similar to Latin's process leading to the change of math curriculum, establish a series of parent and other stakeholder forums to discuss any significant changes to school policy, curriculum or communications prior to implementation.

Reason #1

Dismissive Attitude of Administration

- Many parents report feeling "dismissed" after expressing concerns to administration
- Shifting of responsibility from Administration to collaborate with parents before making a major decision to burdening parents with having to actively protest a decision – in large numbers – to have a significant change overturned

Reason #2

Erosion of Trust in School Leadership

- Several changes, made swiftly and with little or no input from the broader parent community, have been actuated by passionate groups of staff, faculty and other parents that are averse to the rights of other School community members, particularly parents and students, that are equally passionate with their view (ex: signage, tuition reimbursement)

Reason #3

Lack of Accountability at Any Level of School Governance

- Messaging from Board Members:
"the Board does not get involved in the operations of the school"
- Messaging from Head of School:
"I don't get involved in book choices; the great thing about an independent school is that teachers can set their own curriculum"

Reason #4

Parents should not accept "Blind Trust" and should have a Voice

- Faculty have told parents that, "As educators, we know what's best for your children."
- Parents Council is currently not a willing forum for parents to voice concerns and discuss school issues
 - "it is incumbent on all of us to trust leadership and also those who chose the leadership"

ReFocus School Leadership

Situation

- Current Board and Administrative leadership has explicitly stated that the principles of diversity, equity and inclusion are foundational to the Board and will lead thinking and development of strategic plan
- School's values and beliefs are being challenged by controversial definitions of DEI
- Cultural winds in our nation are shifting rapidly and the administration is responding rapidly without consideration for how changes impact ALL families.

Recommendation

In partnership with the Board and Parent community, Head of School to be the moral and academic leader of the school. Discontinue the Office of Diversity, Equity and Inclusion. Board to take an active role in confirming adherence to school's established beliefs, values and mission.

Reason #1

DEI has inserted itself as the school's moral authority

- A separate set of DEI values is counter to a healthy school community – everyone needs to buy-in to these initiatives rather than passing along the agenda to DEI
- The school has strong values since its inception that are being challenged by controversial definitions of diversity, equity and inclusion.

Reason #2

Politicization of the School

- Black Lives Matter, Affirmation of "identity" as "anti-racist" academic institution, Committed to creating a culture of "equity"
- Deference to outside organizations (SAIS, NAIS, Leadership + Design, Black at Latin) that are increasingly political and ideological
- Politically structured surveys, interviews, divisive policies

Reason #3

Exclusion and Dismissiveness of Alternative Points-of-View

- Several individuals have connected and shared that administration's response to their concerns was that "they were the only ones who had that concern."

Reason #4

Decision Making

- Hasty pronouncements and bureaucratic tinkering have replaced thoughtful debate and consideration of all stakeholders
- Instead of soliciting feedback prior to a major decision, decisions are being made and feedback only considered based on quantity of complaints – shifting the burden from school leadership to families

ReFocus on Classic Latin Education

Situation

- Latin's traditional education, particularly in English and History, is incrementally being replaced
- Former Head of DEI has been placed in charge of all curriculum, an unusual arrangement in any event, but particularly based on educational and career focused substantially on DEI and social justice
- Administration has told parents that teachers oversee their own curriculum, an unacceptable policy

Recommendation

Head of School is accountable to the Board for curriculum choices and teacher training. Establish an Ethical Literacy Working Group to secure a place for canonical works and traditions of western, classical education and make room for additional perspectives that depict society's challenges, redemptions and reasons for optimism.

Reason #1

Developmentally and Ethically Appropriate Curriculum

- Curriculum must be thoroughly researched as developmentally appropriate for each grade level
- Several examples of books prescribed to students are crass, pornographic, angry and anti-western civilization (e.g., Indian No More, Your Perfect Mexican Daughter, Between the World and Me)

Reason #2

Meritocracy

- Grading for Equity as summer faculty reading
- DEI goals superseding optimizing evaluations for admitting most qualified students and hiring most qualified faculty

Reason #3

Teacher Training

- Course content inconsistent with ethics and values of the school
 - Anti-American / Western Civ
 - Anti-White / Intersectionality
 - Anti-Law Enforcement
- Examples of school sponsored professional development that is political (Racial Literacy Classes, NAIS Conferences)

Reason #4

Classical Education with Thoughtful Supplementation

- Replacement of canonical works with single point-of-view works that leave little room for interpretation or debate of the texts
- Find room for diverse perspectives, address challenges and reactions to challenges in history – but teach principles and seek objective truth.

ReFocus on a Positive School Culture

Situation

- There are stakeholders that have observed school’s culture turning notably negative in the last year
- Identity politics promote divisiveness

Recommendation

Focus curriculum on civilization’s positive contributions and overcoming of challenges instead of nihilism. Establish a policy forbidding coercive political speech (including cancel culture and identity politics) from school community members. Reaffirm the Statement on Religious and Cultural Diversity (approved by the Board early 2000s). Establish Community Working Group to combat child/adolescent sexuality and politicization.

Reason #1

Politicization of Childhood

- Curriculum must be thoroughly researched as developmentally appropriate for each grade level
- Teachers are displaying political symbols and propaganda in their classrooms
- DEI is separating students based on immutable traits and gender identities instead of uniting students as Americans and Hawks

Reason #2

Sexualization of Childhood

- Culture of litmus tests for gender and sexual identity
- Culture of highly sexualized social media
- Transgender issues introduced to the school, including bathroom signs in the lower school
- Asking students to provide their gender/sexual identities

Reason #3

Independent School

- School seems to have voluntarily given up its independence
- Too much influence (hiding behind) ideological and political organizations
 - NAIS / Black at Latin
 - Various identity – oriented Alliance groups
 - Political faculty

Reason #4

Replacing American Customs and Values with “Wokeism”

- Removal of invocation prior to sports and other large gatherings
- Removal of Christmas trees but acceptance of symbols such as the Rainbow Flag and Black Lives Matter
- Replacing National anthem with black national anthem
- 6th grade citizenship class – Woke, a Young Poet’s Call to Justice

Enduring Values

“...values which endure, and those that may wisely lead must exemplify these values...”

Honor

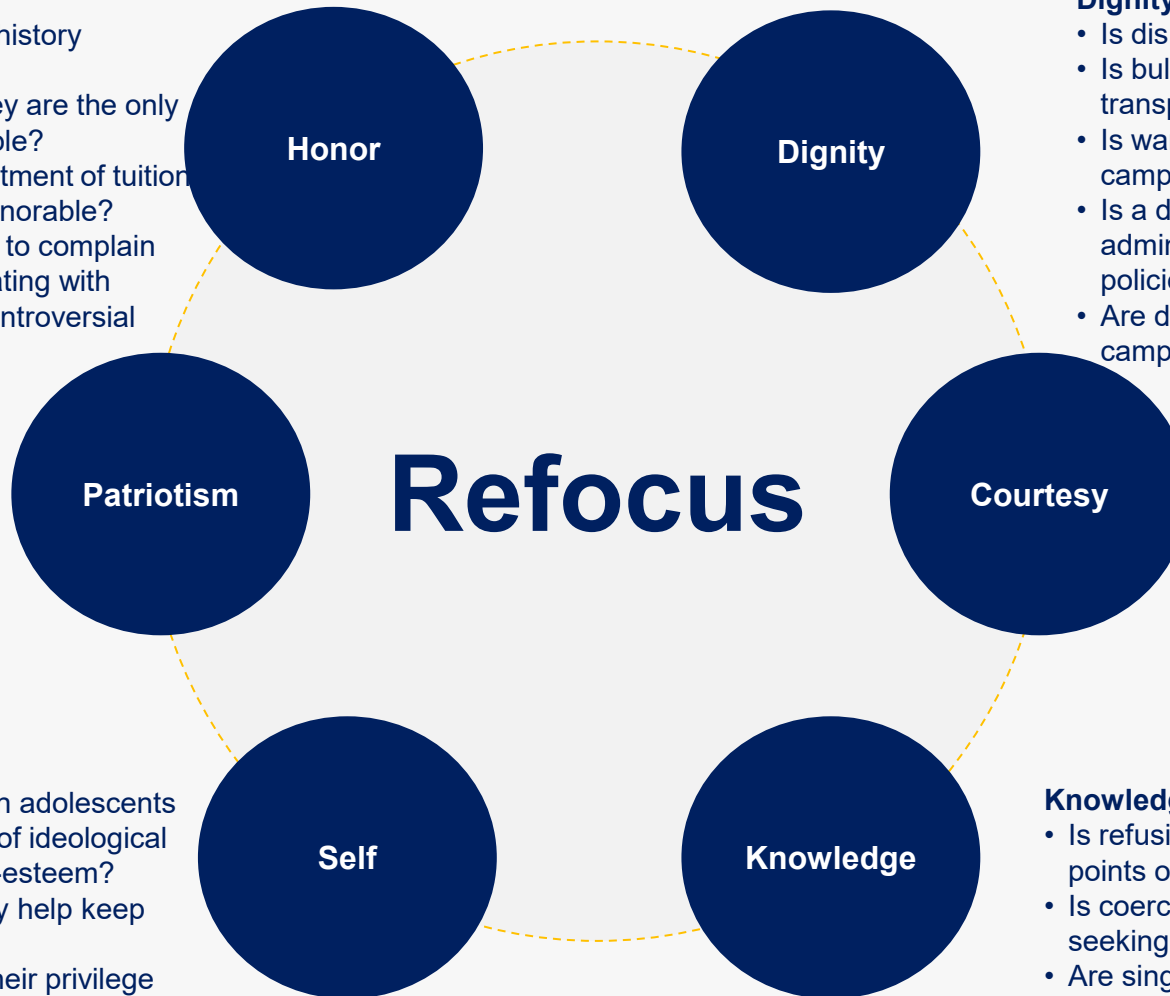
- Is misrepresenting the school's history honorable?
- Is telling multiple people that they are the only ones to have a concern honorable?
- Is preferential / inconsistent treatment of tuition deferments or non-payments honorable?
- Is putting the burden on parents to complain about policy instead of collaborating with parents to discuss potentially controversial policy honorable?

Patriotism

- Are authors and teachers that disparage the country patriotic?
- Is playing the black national anthem instead of the National Anthem in a 4th grade program patriotic?

Self

- Is a culture of forcing identity on adolescents healthy for the self? Is culture of ideological litmus tests healthy for the self-esteem?
- Do books with graphic sexuality help keep children young?
- Does telling white children of their privilege and racism healthy for self esteem?



Dignity

- Is dismissing parent concerns respectful?
- Is bullying a faculty member for being transparent on faculty activities respectful?
- Is wanting to hide faculty activities on campus respectful?
- Is a disregard for families leaving because of administration implementing controversial policies respectful?
- Are divisive policies, such as the recent off-campus lunch policy for seniors, respectful?

Courtesy

- Is dismissing parent concerns courteous?
- Is bullying by faculty members to other faculty members courteous?
- Is telling parents that they must blindly trust faculty, administration and the board courteous?
- Is it courteous to ignore a letter from a former Board chair?

Knowledge

- Is refusing to hear other experts' or parents' points of view seeking knowledge?
- Is coercion instead of balanced debate seeking knowledge?
- Are single points of view books seeking knowledge?

Summary of Requests

We ask that the Administration and the Board...

Set the Record Straight on the School's History

A community functions best when truth and the adherence to a standard of truth binds us all together. When the community no longer knows what is true, the fabric that binds us is loosened and eventually separated. This separation sows the seeds of distrust and our sense of trust and faith in each other and our collective future as a functioning community is at risk.

Provide Active Leadership

Board and Head of School must provide strong leadership in face of rapidly shifting cultural winds. Latin is not a shared governance school. Board holds Head of School accountable for controversial policies, behavior of faculty and curriculum. Head of School holds faculty and students accountable. Revisit Strategic Plan. Vigilantly protect the school's soul. Do good.

Affirm Commitment to Meritocracy

Grading for equity and seeking equitable outcomes is not meritocracy. Focus on optimizing the learning and growth opportunities for students seeking knowledge based on objective truth. Reward hard work and intellect.

Get Extreme Theories and Politics Out of the School

Remove critical theory and the influence of critical theory from the school. It is divisive, nihilistic and does not seek objective truth. Institute a policy to prohibit promotion of specific political and ideological positions. Balance political positions and promote diverse perspectives in Upper School academic discussions. Establish Ethical and Classical Curriculum Review Committee.

Provide Forums for Parent Discussions and Communication

Provide open and transparent forums for substantive debate and discussion regarding what the school is planning and the direction that it is going. Discuss any potential significant changes with a proper consideration of contrasting views and the potential impact of such decisions.

AFFIRM FOUNDING PRINCIPLES and Reference them Often

We believe the founding principles have been fundamental to the school's success as a premier, independent co-educational institution in the Charlotte region. Every new policy, change to curriculum, personnel hire/review, etc. should be viewed through the lens of Charlotte Latin's Founding Principles, Beliefs and Enduring Values. Go Hawks!

Thanks for your attention!

REFOCUS Latin