



The Honorable Glenn Grothman  
1427 Longworth House Office Building  
Washington, DC, 20515

Dear Representative Grothman,

You recently introduced legislation, the *“Ending Critical Race Theory in D.C. Public Schools Act,”* that would address the content of curriculum and instruction in DC Public Schools (DCPS) and public charter schools. In your press release you state, *“The CRT curriculum that ‘enlightened’ educators are regurgitating teaches our children hate – to hate each other and hate their country.”* This is quite simply untrue. DC schools are not teaching CRT, a theoretical framework rarely introduced to students before graduate school. The D.C. State Board of Education is united in its vehement opposition to the proposed legislation and request that you immediately withdraw the legislation and issue an apology to the residents of the District of Columbia.

The State Board is committed to ensuring that every student in the District has the opportunity to learn the full, unvarnished history of our nation and world. The story of the United States must be told in all its complexity, including the promise of our democracy and the work still needed to fully realize our vision for a just and equitable nation.

Students deserve “windows and mirrors” in social studies and across the curriculum, to see themselves and their peers reflected in class content and to learn about a full range of cultures and history. As the state of Wisconsin notes in its own social studies standards, it is vital for students to be “critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected”<sup>1</sup> and to “analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.”<sup>2</sup>

Frankly, we should have the expectation from our schools that they teach our full American history, no matter how difficult it may be to do so. The State Board has recently committed to revised social studies standards which clearly address various forms of institutional and structural violence throughout American history, such as racism, white supremacy, antisemitism, classism and sexism, as well as those forms of institutional and structural violence that are intersectional (i.e., class, race and gender).

The US has deep, lasting roots in racism and white supremacy and the impact of white supremacy has affected all races and groups of people—even those who identify as white. With an anti-racist framing, all District students will be more aware of the role of policy and history in shaping current racial and economic inequities.

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<sup>1</sup> Wisconsin Social Studies Standards, Behavioral Sciences, Grades 9-12

<sup>2</sup> Wisconsin Social Studies Standards, SS.BH1.b.m





It is far beyond time to rebuild our country to reflect the strength and vibrancy of its diversity. We invite you to join us in this work. If you decline, we expect you will respect our statutory authority to set the learning standards for what District students in our public schools should learn, just as the Wisconsin Department of Public Instruction is able to do for the children of Wisconsin.

Sincerely,

*The D.C. State Board of Education is an independent agency within the Government of the District of Columbia that advises the Office of the State Superintendent of Education (OSSE), the District's state education agency. The State Board is made up of nine elected representatives, each representing their respective wards, with one member representing D.C. at large, and two appointed student representatives. The State Board approves statewide education policies and sets academic standards, while OSSE oversees education within the District and manages federal education funding. More information about the State Board can be found at [sboe.dc.gov](http://sboe.dc.gov).*

