

Thank you for taking the time and consideration to read my testimony. To oppose SB 683 is not to deny or minimize historical abuses that consequentially impact Black Americans. It is possible to acknowledge and commit to undoing the harms of racism while raising objections to how this bill proposes that work be carried forth. Equating opposition to this bill with ambivalence towards racism is neither appropriate nor honest. Many highly respected Black scholars and intellectuals—such as Thomas Sowell, John McWhorter, Coleman Hughes, and Glenn Loury, to name but a few—are challenge the emerging meme that America is fundamentally racist and the anti-racist ideology to counter it. The approaches we take to reckoning with our past must be healing, not divisive. That is not happening in the classroom. It is becoming hostile, no surprise, as white culture has been named the scapegoat for all disparity. Is anyone asking how SB 683 could go drastically wrong? What are the unintended outcomes?

In just five years, the educational landscape has changed drastically in respect to the topics of equity and racism, and they currently reside at the forefront of our national and academic debates. Oregon classrooms are replete with lessons addressing our country's failures to live up to the principles set forward in our founding documents. In fact, the conversation on racism has moved forward \*because\* of our founding documents, not in spite of them— we must give credit where credit is due. The incremental progress unfolding can be attributed to arguments resting upon the very founding SB 683 attacks.

Finally, more than ever, parents have eyes and ears on their children's classrooms as statewide pandemic closures have moved public spaces into private homes. Growing concern over children falling behind has parents nearly desperate to compensate for academic losses, and they are increasingly looking for solutions outside public education. It is in this setting that SB 683 makes its debut. It is necessary to consider how receptive Oregonians will be to more demands on instructional time by lawmakers.

I close on a personal note. Many of my friends and neighbors are leaving Oregon for other states. You will see a drop in numbers in our public schools. Families need their public institutions to work for their children, and sadly, many are showing us that Oregon is not working for them.