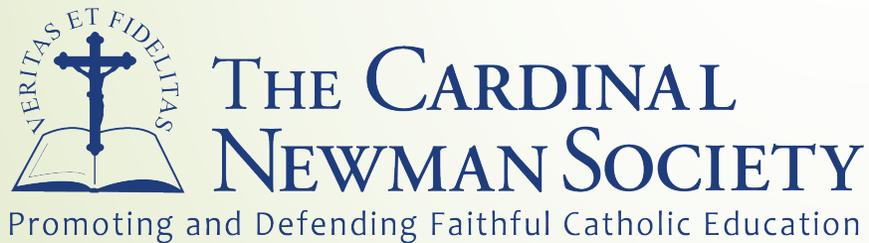
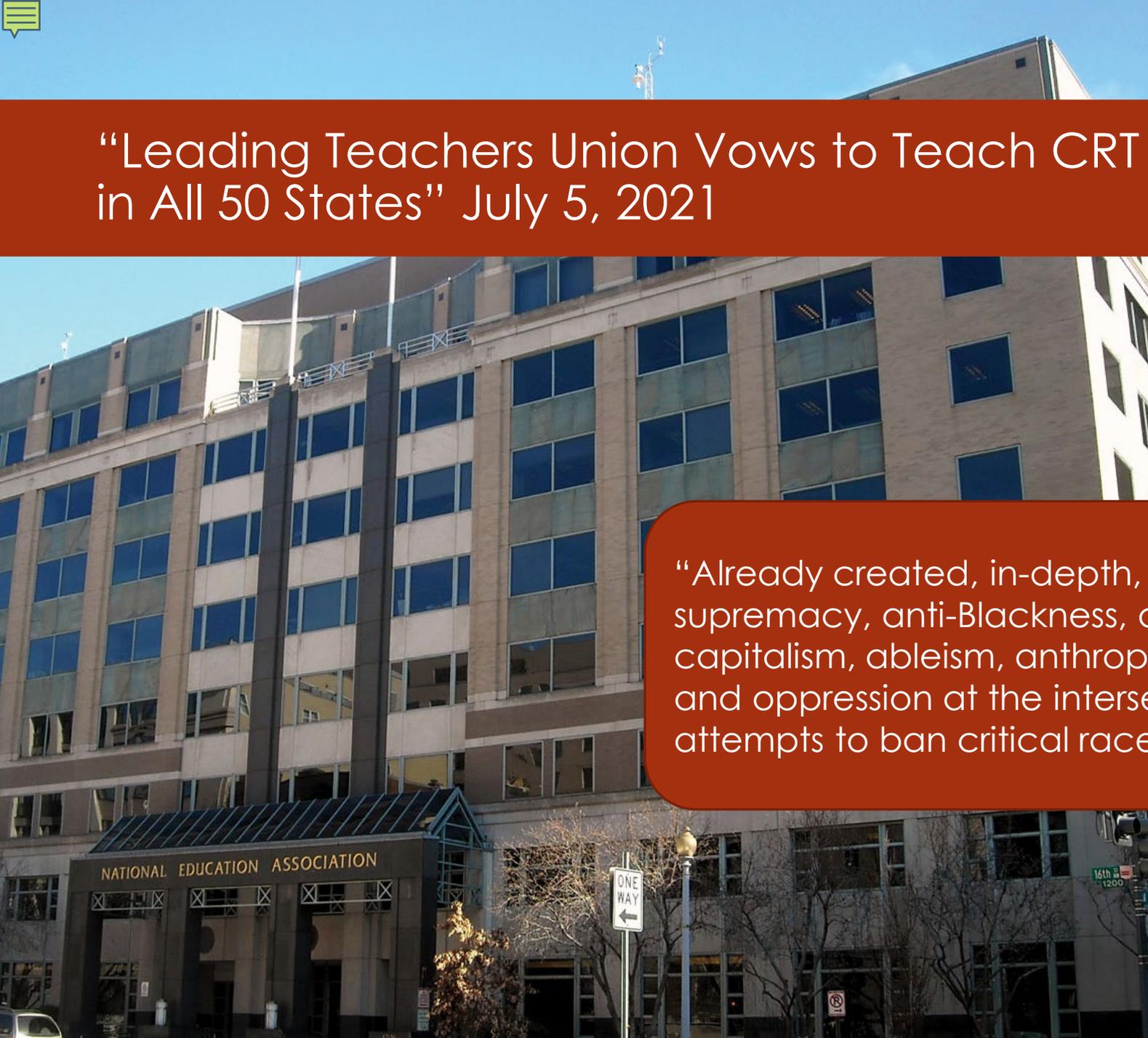


# Critical Race Theory and Catholic Schools: Programs of Concern and Some Ways to Respond.



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“Leading Teachers Union Vows to Teach CRT  
in All 50 States” July 5, 2021

- And on Wed. July 7<sup>th</sup> this was scrubbed from their website.

“Already created, in-depth, study that critiques empire, white supremacy, anti-Blackness, anti-indigeneity, racism, patriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society” and “oppose attempts to ban critical race theory and/or The 1619 Project.”



Sample location of Catholic Schools

# Common Catholic School Response

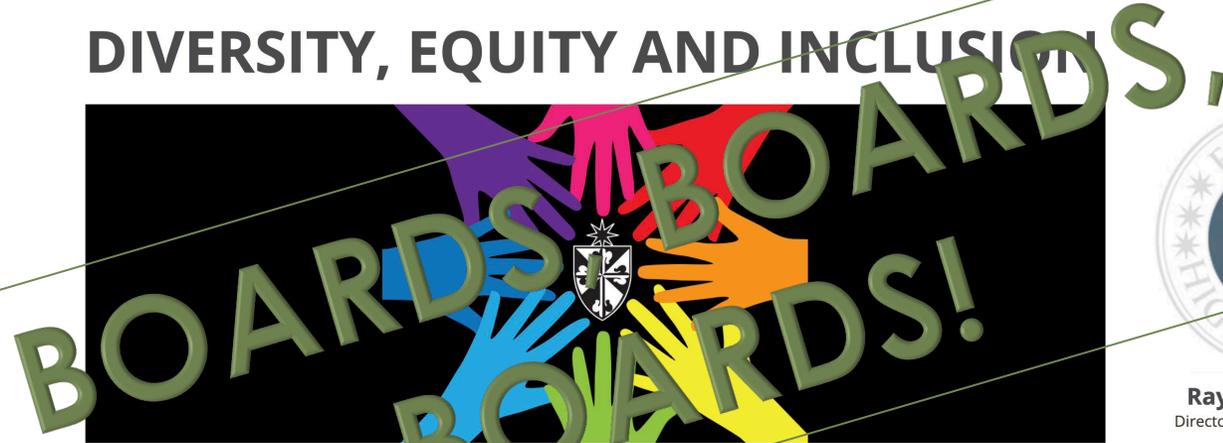


**FENWICK HIGH SCHOOL**  
A Dominican Catholic College Preparatory School Established 1929

CALENDAR SUPPORT BLOG

About Admissions Academics Athletics Student Life Alumni Friar Shop

## DIVERSITY, EQUITY AND INCLUSION



Fenwick continually promotes inclusion for all our students. Please click the [link](#) and contact any moderator if you are seeking to join a club. *Inclusion is Fenwick!*

### STATEMENT

Diversity, Equity and Inclusion are pillars of our society. To celebrate this and cultivate harmony and respect for all students, educators must nurture diversity, equity and inclusion as a foundation for the high school experience. As an institution, we must cultivate these principals across the entire Fenwick community. Students enter their Fenwick experience carrying an assortment of beliefs. This may include racial and cultural prejudices, lack of understanding of other cultures, way of life or ability to relate to the experiences that others live. The Fenwick Community can help combat prejudice and racial discord by supporting the positive initiatives that promote understanding, diversity, equity and inclusion among students, their families, and ultimately instilling respect for all peoples. Fenwick will be bold in our actions. Fenwick will lead in this initiative.

### FENWICK COMMUNITY: IN THE NEWS

Catching up with young alumni Akya Baker and Noah Shaar from the Class of 2019 and '18, respectively.

**Raymond Moland**  
Director of Diversity, Equity and Inclusion  
ext. 309  
E-MAIL

A STATEMENT FROM RAYMOND





# Catholic Schools and Programs/ Resources of Concern



Black Lives Matter at School – Queer and Trans Affirming; Disruption of the Western-prescribed nuclear family structure.

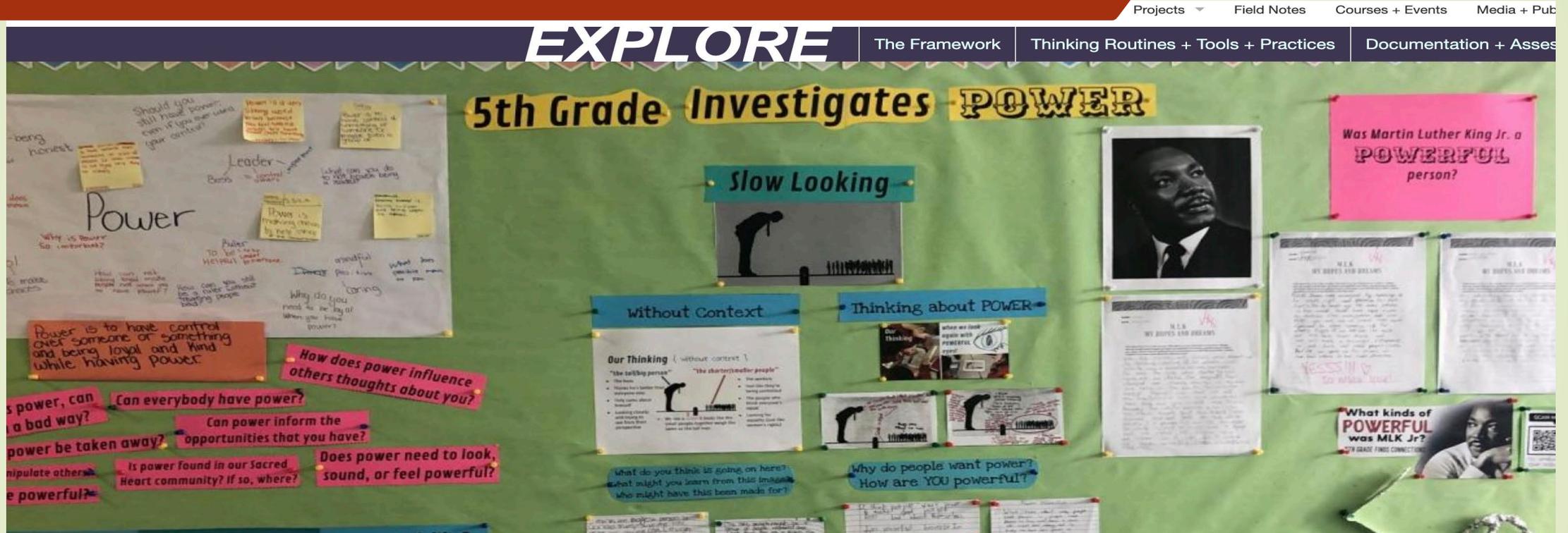
LiberatED – Liberatory Consciousness Training – Critical Theory

Achieve 3000 – provides Culturally and Historically Responsive literacy which advocates for social activism.

Learning for Justice – formerly Teaching tolerance (Project of Southern Poverty Law Center)

RISE program created by DePaul Univ. Dept of Ed.

# JusticeXDesign – used by Washington D.C. Title I Catholic School



## JusticexDesign: Developing a Sensitivity to Designed Injustices

Banner image courtesy of Agnes Gómez and her 5th grade students at Sacred Heart School (School year: 2019-2020).

Agency by Design and JusticexDesign (JxD) extend great appreciation to Jaime Chao Mignano for being a thought partner in conceiving of the JxD project as well as to JxD Origin Educators for their invaluable contributions to this work: Agnes Gómez, Angélica Guerrero, Anne Leflot, Ashley Beck, Gerald D. Smith Jr., María Fernanda García, Mark Perkins,

# Sample of resource from Equity Collaborative



<b>Oppression</b>	<b>Privilege</b>
<b>Women</b>	<b>Men</b>
<b>Children</b>	<b>Adults</b>
<b>People of Color</b>	<b>White People</b>
<b>Non-Christian</b>	<b>Christian</b>
<b>Lesbian/Gay/Bisexual/Queer/Trans</b>	<b>Heterosexual</b>
<b>Gender Non-conforming</b>	<b>Gender Conforming</b>
<b>45 Years and Older</b>	<b>25-45 Years Old</b>
<b>Immigrant</b>	<b>U.S. Born</b>
<b>Working Class/Poor Background</b>	<b>Owning/Middle Class Background</b>
<b>Disabled</b>	<b>Temporarily Able-Bodied</b>
<b>Not College Educated or Parents Not College Educated</b>	<b>College Educated or Parents College Educated</b>
<b>Single Parent or Raised by a Single Parent</b>	<b>Two Parent Family or Raised in a Two Parent Family</b>
<b>Adopted or Foster Child</b>	<b>Not Adopted or Foster Child</b>
<b>English as a Second Language</b>	<b>English as a Primary Language</b>
<b>"Fat"</b>	<b>"Average" or "Thin"</b>
<b>Darker Complexioned People of the Same Race</b>	<b>Lighter Complexioned People of the Same Race</b>



# Culturally Responsive Teaching

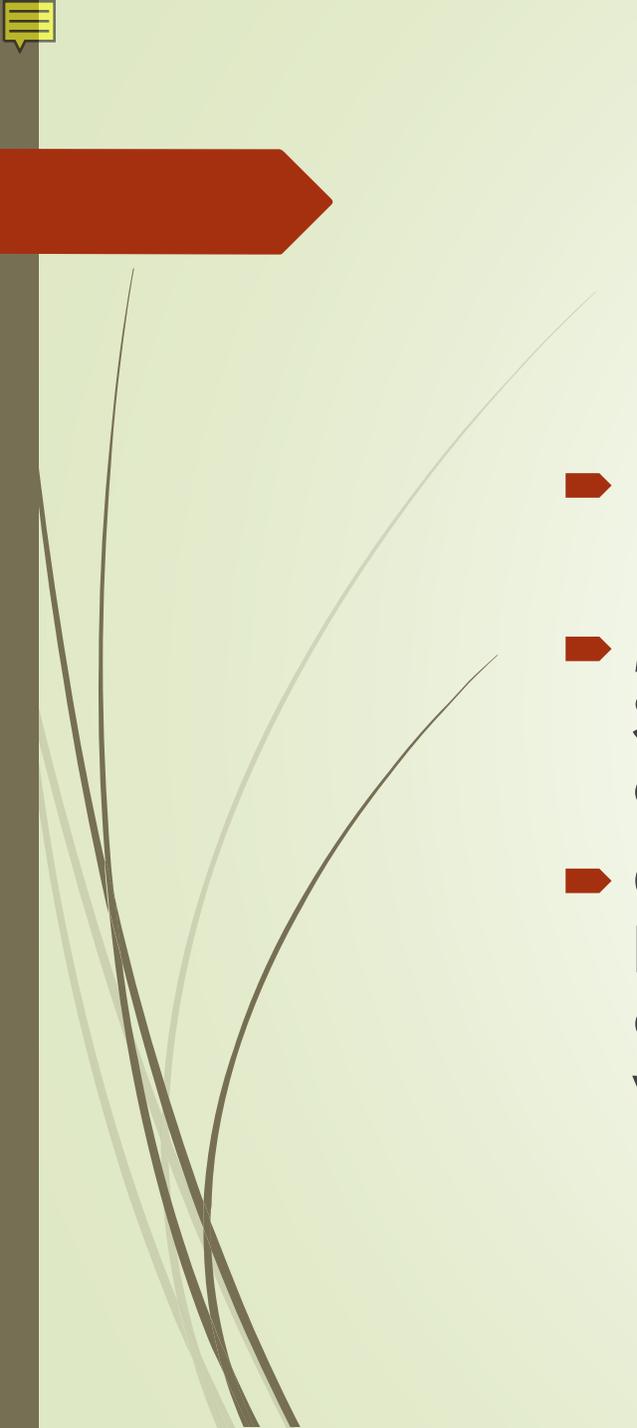
- Focuses primarily on African-American students.
- Steps for teaching in a culturally responsive way begin with recognizing and changing your **personal** bias.
- Recognizing and changing **system** bias – beginning with the school.
- Evaluate **history and literature textbooks** and materials to include materials relevant to African Americans.
- Then, must **find and correct real-world problems**, especially injustices.
- Students see themselves as primarily **change agents**.

# How are these new DEI Boards and approaches working for Catholic Schools?

The screenshot shows the Loyola Academy website. The top navigation bar includes 'LOYOLA ACADEMY', a menu icon, and links for 'Admissions', 'About Us', 'Academics', 'Athletics', 'Student Life', 'News & Media', and 'Giving'. Below this is a banner for 'Confronting Racism' with a small yellow square icon. A secondary navigation bar contains links for 'President's Page', 'Strategic Vision', 'Mission & Identity', 'Faith Formation', 'School Culture', 'Pray With Us', and 'Directions & Transportation'. A 'Contact Us' link is centered below. The main content area features a text block and a video player.

The text block reads: "The Jesuit tradition calls us to participate and engage in respectful dialogue and to listen with ears of compassion. Loyola Academy is committed to engaging in important and ongoing conversations with students, faculty, staff, alumni and other community members around ways to build a welcoming, accepting school culture and climate in which all members feel a genuine sense of belonging. With the support of the Loyola Academy Board of Trustees and administration, we will commit the time, attention, and resources necessary to sustain focus on several key pathways for healing:"

The video player shows Mr. Charlie Heintz, Principal, speaking. The video title is 'Mr. Charlie Heintz, Principal' and the duration is 3:19. A 'Share' button is visible in the top right corner of the video frame.



# Major Research Studies on Diversity Programs

- 1997 Research Report by Helen Hemphill and Ray Haines.
- Meta-analysis released in August 2020 by Harvard Sociology Professor Frank Dobbin. – Does Nothing or is counterproductive
- Columbia University's Musa al-Gharbi summarizes historical research on diversity training and found most diversity training divides, reinforces stereotypes, and worsens intergroup relations.

Source: Craig Frisby, Robert Moranto (2021), Diversity Training is Unscientific, and Divisive. 34(2) DOI: 10.51845/34su.2.6.

<https://www.nas.org/academic-questions/34/2/diversity-training-is-unscientific,-and-divisive>

# 'Action Civics' and CRT

Check out NAS  
<https://www.nas.org/civics-alliance/issue-briefs/critical-race-theory>  
for direct sources.

- Federal Dept. of Ed. Proposed Priorities
- Attempt to replace American founding principles with the axiom of an historical white supremacy (which cannot be disclaimed) and imposes vocational training in CRT activism intended to advance political agendas.
- All learning must have an activist component. This is Marxist/Freire Critical Pedagogy in action (praxis).
- It propagandizes vulnerable children.
- The pursuit of truth is thwarted for political positioning.



# Use of Secular Programs Only If:

- Catholic options are not sufficient or non-existent.
- Strengthening or modifying current curricular program or approaches are insufficient or impractical.
- The program does not explicitly and positively challenge Church teaching.
- The program does not in and of itself cause scandal – whether through content or brand.
- It does not require excessive teacher formation or student prioritization which crowds out Catholic culture or content.
- It does not encourage political or social activism to the detriment of other formation.
- It does not deny the existence of objective reality and transcendent truth.
- It does not deny man's need for God.

# Catholic Response to Addressing Diversity, Equity, and Inclusivity in Schools

- Use of the USCCB materials on racism, **“Open Wide Our Hearts: The Enduring Call to Love – A pastoral letter against racism”** with lesson plans, and study guide.

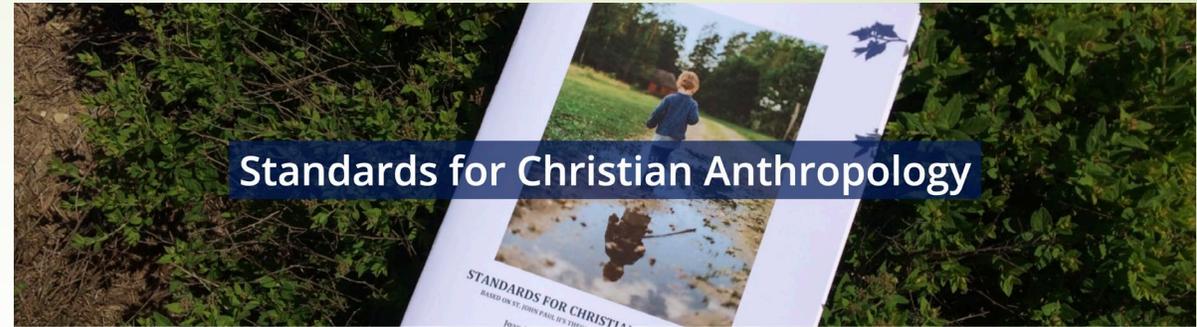
“Our response must be founded on the Gospel message as described in the Church’s teachings on social justice. Secular programs, with good intention, may be similar in the goal of confronting the sin of racism, but lack the sure foundation of Truth which is Christ’s gift to his bride, the Church...”

# Catholic Response to Addressing Diversity, Equity, and Inclusivity in Schools

- Incorporation of **Catholic Social Teaching** at all levels – **Catholic Curriculum Standards**.
- Curriculum that has a clear and convincing Christian anthropology and an emphasis on the pursuit of truth and objective reality. (**Standards for Christian Anthropology**)
- Include reading of **Social Encyclicals and Church documents**, perhaps from The Social Agenda, a project from the Acton Institute; Dignitatis Humanae.
- Readings from Pope Francis's **Fratelli Tutti**.
- Inclusion of **Lesson Plans from The Cardinal Newman Society**.



# Use of *Standards* to assist in Addressing Contemporary Issues



**Thank you!**