

Q1: What is your position on Critical Race Theory being required training for teachers and potentially being taught in schools?

Critical Race Theory is exactly that, just a theory. It has not been proven and it is widely contested. Yet as typical, the children always seem to be the first to be experimented on with these social programs. Additionally, what may be a problem, perceived or otherwise, in some parts of the country are not necessarily a problem in others. This logic would dictate that it should be left up to the community to decide if a program should be implemented within their districts. I have heard the argument that at least it is only the teachers that are being taught CRT and at least it is not the children. I disagree, as if the teachers are indoctrinated, then this will matriculate down to the children they in turn teach.

Q2: What is your position/views on Comprehensive Sex Education (CSE) being mandated by the Legislature and the State Superintendent of Schools?

Programs of any kind should only be guidelines or suggestions at the state level. Individual districts should be able to chose what programs are implemented.

Q3: What is your position/view on mandated vaccination for Covid 19 (or similar situations in the future)? i.e what if there is a requirement for proof of vaccination for students to return to school?

Whatever happened to "My body, My Choice"? Many vaccines that are required for school attendance have been around for a long time and the side effects are widely know and studied. The new COVID-19 vaccine has not. Forcing a child or a parent to chose between going to school and putting something in their body is wrong.

Q4: What is your position on the continued requirement for masks by students while in school?

The use of masks is a debated issue. There is science on both sides of the argument. In a hospital setting where providers are taught protocols and procedures for mask use and they are highly implemented, the use of masks works well to mitigate transmissibility. One key factor is the masks are typically disposed of after use. The mask children are wearing in school are reusable. I have personally witnessed what happens to these masks when they come off. They are stuffed in a backpack or pocket, throw around carelessly and then put back on at the next required use. They use the same mask during sports activities, during class or when outside on school property. The children touch all surfaces and then touch their faces to adjust them mask or scratch an itch. I wonder if the use of masks at schools is more counterproductive than good.

Q5: What is your position/view on “equity, equality and inclusion” in public schools?

“Diversity, Equity and Inclusion” is a polarizing topic. It has been politicized to the point logical and reasonable discussion is almost impossible. The bulk of the problem is that each term on its own or together have different meanings depending on whom you are talking to. Diversity is often referred to as a group that has distinctive or different elements. However, it has come to evolve into more about perspectives, ideas and representations. In our schools, diversity means allowing ALL students the opportunity to express their ideas regardless of their socio-economic status or cultural background to name just a few. The use of the term “equity” is often misused and misunderstood. In most recent use it has come to mean the quality of being treated fair and impartial. The trouble comes with the perception of what is fair and who decides what is fair. It may be the case that in the effort to strive for “equity” for one group results in negative equity for another. The better philosophy is “equality”, where everyone is treated the same and equal to their peers, not differently due to their class, culture, religion, sex, orientation, and other identifiers. “Inclusion” is the sidekick to “equality”. If we are all treated equally, then we are all by default included. The opposite is true when “equity” alone is promoted. In most cases, to provide equity to one group, you must exclude or take away from another.

Q6: What is your position/views on Common Core?

As a parent, I have always struggled with common core. I have never understood why it was perceived to have been a better program. It has failed almost as badly as “No Child Left Behind”. It is not surprising, especially if you look into who actually created common core. The following is an excerpt from the article “The Problems with the Common Core”, by Stan Karp, an editor for Rethinking Schools;

Because federal law prohibits the federal government from creating national standards and tests, the Common Core project was ostensibly designed as a state effort led by the National Governors Association, the Council of Chief State School Officers, and Achieve, a private consulting firm. The Gates Foundation provided more than \$160 million in funding, without which Common Core would not exist.

The standards were drafted largely behind closed doors by academics and assessment “experts,” many with ties to testing companies. Education Week blogger and science teacher Anthony Cody found that, of the 25 individuals in the work groups charged with drafting the standards, six were associated with the test makers from the College Board, five with the test publishers at ACT, and four with Achieve. Zero teachers were in the work groups. The feedback groups had 35 participants, almost all of whom were university professors. Cody found one classroom teacher involved in the entire process. According to teacher educator Nancy Carlsson-Paige: “In all, there were 135 people on the review panels for the Common Core. Not a single one of them was a K_3 classroom teacher or early

childhood professional.” Parents were entirely missing. K_12 educators were mostly brought in after the fact to tweak and endorse the standards and lend legitimacy to the results.

Q7: What is your position/views on Social Emotional Learning?

There is a time and a place for SEL. As a teacher, coach, or parent it is important to set boundaries, expectations, and goals. They should be firm and understood, but also free enough for the child to develop and stretch/test the limits of their imagination and abilities. I coach football and I have seen firsthand what can happen to a child when the rules are too firm versus when they are too relaxed. Neither result in progressing the development of the child. When you put your team in an environment where they are both pushed and encouraged, they tend to have more fun and succeed more often. Furthermore, they should be aware that it is ok to fail. We learn our best lessons from our failures, not our successes. They should not be given the proverbial “participation trophy”; this is just a false sense of security and ultimately can be more damaging.

Q8: What are the top 3 challenges you would address in your first elected year and why?

CRT will likely be one of the largest issues I am faced with in my first term. I have previously expressed my views on this issue and why it should be avoided.

Funding in our district is also an issue. We need to build back trust withing the community and develop a transparent method of communication that reaches voters. The district levee has recently failed. There are multiple theories as to why. I believe there is more than one reason. First, the lack of transparency has frustrated many families. They do not feel informed nor understand why the funding has continued to rise each year. What justification does the district have for the rise in costs. Other families have expressed frustration over recent protests within the teaching staff. There is a healing time that we as a community must pass as well as work earn the trust and support of the community. It is my philosophy that honesty, ethical and fiscally responsible budgetary decision making and most importantly, transparency will rebuild the commitment of the community and resolve the funding issues.

If elected, CSE will likely have been voted into the district in some form. It appears there is no way around this. So going forward, I intend to make it very clear that parents do have the right to opt out. I intend to make this option very easy for parents. Additionally, there should be an alternative to CSE that is always offered. I would also hope to do annually reviews of CSE program outcomes, feed backs and workshops to determine viability within our district. Results and issues should be unchanneled for further legislative actions.

Q9: If Washington State proposed legislation that would provide health care to children in school and at age 13 parental notification and approval were not required for treatment, what would be your position and view?

Parents are legally responsible for their child until 18. No parent should be excluded from medical decisions on the child's behalf.

Q10: What is your view on the role of CTE (Career Training Education)? Is it sufficient, under or over utilized?

Its slowly improving, but under-utilized. There are many opportunities and they should be widely communicated and explored so all options can be evaluated by the student.

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