

Written Testimony of Jennifer Valley

Worthington Parents United

Senate Bill 113

March 25, 2025

Chairman Brenner, Vice Chair Blessing, and members of the Committee: my name is Jennifer Valley, concerned citizen living in Worthington.

**Senate Bill 113 is a necessary but not sufficient condition** for the elimination of identity politics in our schools. The provisions of the bill must be met, but on its own, the bill does not ensure that schools will stop forming other people's children to think in terms of the politics, the worldview, of school authorities and teachers.

We need SB 113, but the bill does not address what is presented to students in the form of curriculum, policies, flags, bulletin boards, assemblies, teacher libraries, school libraries, and more. **DEI will continue to live in public schools, delivered by Social Emotional Learning, through the "whole child" paradigm**, which is systemic and embedded in the curriculum.

Children will continue to be groomed to see the world and everyone in it in terms of grievance, victimhood, intersectionality, to think of their identities and the identities of everyone around them in terms of the groups they belong to.

Pearson Publishing, also known as Savvas, says this on its website about the K-12 materials they produce:

Pearson "center(s) race and racial equity at its core," develops in learners a "social identity based on their memberships in multiple groups," develops in learners recognition of "the need to take action," teaches that disadvantages are not individual, they are always systemic, commits to "anti-bias, anti-racism, and social equity in any content we produce," commits to "embedding" these concepts in materials, and states that "intersectionality should be at the forefront of our approach."

Intersectionality, a framework for understanding identities in terms of disadvantage and privilege, rates students higher on intersectionality the more victim groups they can claim membership in. Think about that. What does that do to a child?

In Worthington school district, every child has been presented with discriminatory DEI content.

For example, every 6<sup>th</sup> grader is presented with content that includes the claim that blacks can't play with Nerf guns because white cops will shoot them, and content that has a black boy telling his white friend that he hates him because whites can play with Nerf guns and not get shot. 9<sup>th</sup> graders are presented with content that says "goal-oriented" behavior is "tainted" by the "logic of

white supremacy,” that blacks everywhere “have to navigate...white supremacy,” that “whiteness doesn’t like to look at or recognize whiteness,” and content that claims Catholics only “seem loving and accepting” but actually they “crush” people, and target “vulnerable” people.

I know people who have taken their kids out of our public schools because of this content. Is that what you want more of?

Social Emotional Learning and surveys, like the Panorama survey, are the “how to” of DEI delivery in schools. As long as they are present, we will have the identity politics known as DEI, we will continue to see academics take a back seat to the political activism of school authorities, and we will continue to have large numbers of children who can’t read, write, or do basic math, but who are anxious and focused on grievance and activism.

Please pass SB 113, a necessary condition for protecting children from the emotionally and academically damaging indoctrination in the politics of DEI.