

1 a. That one race, sex, or religion is inherently
2 superior to another race, sex, or religion.

3 b. That this state or the United States is
4 inherently racist or sexist.

5 c. That an individual, solely by virtue of his or
6 her race or sex, is inherently racist, sexist, or oppressive,
7 whether consciously or unconsciously.

8 d. That an individual should be discriminated
9 against or receive adverse treatment solely on the basis of
10 his or her race.

11 e. That members of one race should attempt to treat
12 others differently solely on the basis of race.

13 f. That an individual's moral character is
14 determined solely on the basis of his or her race, sex, or
15 religion.

16 g. That an individual, solely by virtue of his or
17 her race, sex, or religion, bears responsibility for actions
18 committed in the past by other members of the same race, sex,
19 or religion.

20 h. That fault, blame, or bias should be assigned to
21 a race, sex, or religion, or to members of a race, sex, or
22 religion, solely on the basis of their race, sex, or religion.

23 i. That any individual should be asked to accept,
24 acknowledge, affirm, or assent to a sense of guilt,
25 complicity, or a need to work harder solely on the basis of
26 his or her race or sex.

27 (a) That any sex, race, ethnicity, religion or national
28 origin is inherently superior or inferior; or

29 (b) That individuals should be adversely treated on the
30 basis of their sex, race, ethnicity, religion or national origin.

31 (2) No public institution of higher learning,
32 community/junior college, school district or public school,
33 including public charter schools, shall make a distinction or
34 classification of students based on account of race, provided that
35 nothing in this subsection shall be construed to prohibit the
36 required collection or reporting of demographic information by
37 such schools or institutions.

38 (3) No public institution of higher learning,
39 community/junior college, school district or public school,
40 including public charter schools, shall teach a course of
41 instruction or unit of study that directs or otherwise compels
42 students to personally affirm, adopt or adhere to any of the
43 tenets identified in subsection (1)(a) and (b) of this section.

44 (4) No funds shall be expended by the State Department of
45 Education, any entity under the Department of Education's
46 jurisdiction or purview, a school district, public charter school,
47 community/junior college, the Mississippi Community College Board,
48 the Board of Trustees of State Institutions of Higher Learning or
49 a public institution of higher learning for any purpose that would
50 violate the provisions of this section.



- (1) The following concepts are prohibited concepts that shall not be included or promoted in a course of instruction, curriculum, instructional program, or in supplemental instructional materials:
- a. One (1) race or sex is inherently superior to another race or sex;
 - b. An individual, by virtue of the individual's race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously;
 - c. An individual should be discriminated against or receive adverse treatment because of the individual's race or sex;
 - d. An individual's moral character is determined by the individual's race or sex;
 - e. An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
 - f. An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex;
 - g. A meritocracy is inherently racist or sexist, or designed by a particular race or sex to oppress members of another race or sex;
 - h. This state or the United States is fundamentally or irredeemably racist or sexist;
 - i. Promoting or advocating the violent overthrow of the United States government;

- j. Promoting division between, or resentment of, a race, sex, religion, creed, nonviolent political affiliation, social class, or class of people;
- k. Ascribing character traits, values, moral or ethical codes, privileges, or beliefs to a race or sex, or to an individual because of the individual's race or sex;
- l. The rule of law does not exist, but instead is series of power relationships and struggles among racial or other groups;
- m. All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including, life, liberty, and the pursuit of happiness; or
- n. Governments should deny to any person within the government's jurisdiction the equal protection of the law.



Commonwealth of Virginia
Office of the Governor

Executive Order

NUMBER ONE (2022)

ENDING THE USE OF INHERENTLY DIVISIVE CONCEPTS, INCLUDING CRITICAL RACE THEORY, AND RESTORING EXCELLENCE IN K-12 PUBLIC EDUCATION IN THE COMMONWEALTH

By virtue of the authority vested in me as Governor, I hereby issue this Executive Order to ensure excellence in K-12 public education in the Commonwealth by taking the first step on Day One to end the use of inherently divisive concepts, including Critical Race Theory, and to raise academic standards.

Importance of the Initiative

The future of the Commonwealth of Virginia is chiefly dependent on the education of our children. Education has life-shaping power, and our educational system should instill in Virginia students a love for lifelong learning to ensure that they become their own best teachers. We must enable our students to take risks, to think differently, to imagine, and to see conversations regarding art, science, and history as a place where they have a voice.

Political indoctrination has no place in our classrooms. The vast majority of learning in our schools involves imparting critical knowledge and skills in math, science, history, reading and other areas that should be non-controversial. Inherently divisive concepts, like Critical Race Theory and its progeny, instruct students to only view life through the lens of race and presumes that some students are consciously or unconsciously racist, sexist, or oppressive, and that other students are victims. This denies our students the opportunity to gain important facts, core knowledge, formulate their own opinions, and to think for themselves. Our children deserve far better from their education than to be told *what to think*.

Instead, the foundation of our educational system should be built on teaching our students *how to think* for themselves. Virginia must renew its commitment to teaching our children the value of freedom of thought and diversity of ideas. We must equip our teachers to teach our students the entirety of our history – both good and bad. From the horrors of