



# SONDY POPE

STATE REPRESENTATIVE  
80TH ASSEMBLY DISTRICT



**FOR IMMEDIATE RELEASE**

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## **REP POPE: EDUCATION COMMITTEE PRIORITIZES BASE-APPEASING POLITICS OVER STUDENTS**

MADISON, Wis. – Earlier today, Representative Sondy Pope (D-Mt. Horeb), the ranking member of the Assembly Committee on Education attended a Joint Committee on Education meeting to hear Assembly Bill 411 (AB411). The aim of this bill is to prevent Critical Race Theory from being taught at public institutions. The bill prohibits teachers and school districts from providing racial context and commentary on uncomfortable historical events such as The Civil War, Manifest Destiny, or the Holocaust. In addition, the bill prohibits the same discussions around historical events having to do with gender discrimination or oppression. The penalty for a single instance, which is not clearly defined, is a district wide 10% reduction in state aid, and potential further legal action. In response, Representative Pope released the following statement:

**“The current state of the Education Committee saddens me. Rather than finding ways to improve educational outcomes, we have spent a large portion of the current legislative session using schools and classrooms as political battlegrounds. The Republican chair has made it clear that appeasing their extreme right-wing base takes priority over providing well-rounded educations for our kids.**

**“We owe it to our students to give them accurate and factual representations of the most uncomfortable parts of our history, and to provide societal context to them so that we, as a society, do not repeat those mistakes. By having conversations with our students about racism, sexism, and other difficult social topics we can prepare them for leadership roles, and give them the opportunity to change harmful systemic norms that marginalize vulnerable individuals and groups.**

**“In addition, we must not entertain or enact policies that intimidate our teachers from doing their jobs, or that interfere with the control of locally elected school boards. It simply is not the role of the legislature to micromanage and edit how educators do their jobs. The bill authors presented no real evidence that inappropriate social material is currently being taught by Wisconsin teachers, nor could they clarify specifics on how this bill’s ridiculous punitive provisions would have any practical effect on this fabricated problem. I look forward to the day that this committee reorganizes its priorities and actually starts working to improve student experiences and outcomes.”**

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