

Overview

We have been asked to share background information regarding the resignation of former 21st Century staff member Daniel Concannon. We are providing as much information as we can. Portions of the information below were previously released as part of a right-to-know request by the Union Leader.

[Click here to jump to the resignation message](#), or scroll through for background information.

Basic information

Daniel Concannon has served as a site coordinator for 21st Century Community Learning Centers at Northwest Elementary School since October 2015. He resigned his position Monday, June 28, 2021, and was made effective Tuesday, June 29, 2021.

As a site coordinator Mr. Concannon oversaw programming and on-site staffing for the program, which provides before- and after-school programming for students at the school.

The program has operated remotely this school year.

March 2021 complaint

In March 2021, Mr. Concannon filed a complaint with the Manchester School District regarding training on white privilege. The complaint was sent to district officials, including human resources, as well as a quorum of the Board of School Committee. [Click here to jump to that message](#).

The complaint was also shared with news website New Hampshire Journal, which published a story regarding the complaint ([link](#)) at that time. In response to an inquiry from New Hampshire Journal, at the time of the complaint, MSD provided a statement. [Click here to jump to that statement](#).

MSD's Human Resources Director Christopher
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Concannon message to BOSC

----- Forwarded message -----

From: **Daniel Concannon** <dconcannon@gmail.com>
 Date: Mon, Mar 15, 2021 at 7:39 AM
 Subject: "White Privilege" Training in Manchester School District
 To: <mayor@manchesternh.gov>, <jcraig@manchesternh.gov>, <boscard1@mansd.org>, <boscard2@mansd.org>, <boscard3@mansd.org>, <boscard4@mansd.org>, <boscard5@mansd.org>, <boscard6@mansd.org>, <boscard8@mansd.org>, <boscard10@mansd.org>, <boscard11@mansd.org>, <boscard12@mansd.org>, <joconnell@mansd.org>, <jlachance@mansd.org>, <acarey@mansd.org>

Members of the Board of School Committee,

My name is Dan Concannon, I work for Manchester School District. I am serving in my seventh year as 21st Century Site Coordinator at Northwest Elementary School. It is my intention with this email to make the members of the Board of School Committee aware of the content of a "White Privilege" training that has been assigned to all 21st Century Site Coordinators. I believe this content is so egregious that the BOSC should be made aware of it.

What follows is the bulk of a complaint I will be filing with Human Resources. Much of the material will be included here, but you're also able to access it all directly by following the first link provided and clicking through to the webinar. I am not seeking a specific response or remedy from the BOSC, and the questions listed at the end of this complaint are intended for the school district via Human Resources, where I will send them directly. I am not asking members of the BOSC to answer these questions directly. My objective is to inform the BOSC that this material has been assigned to employees of Manchester School District. With that said, I, of course, welcome anyone's thoughts on the matter.

Thank you,

Dan Concannon

On March 1, 2021, I, along with all 21st Century Site Coordinators, received an email from the 21st Century Program Coordinator directing me to complete a series of trainings that appear to have been assembled by the Diversity, Equity, and Inclusion Committee. The first training, required to be completed by March 5, 2021, is entitled "White

[really](#)) states, in part: "Deconstructing white privilege in the classroom requires educators and students to understand the origin of whiteness of and how the legacy of white supremacy endures."

In the main audio presentation, of which there is also a transcript, the presenters go on to use the term "whiteness" no less than eighteen times. Regardless of any attempt to rationalize the deployment of this term, or to guide its interpretation, this is an utterly dehumanizing term.

The presentation includes slides such as this:



Aside from the unrelenting use of the intrinsically negative term "whiteness," the presentation also attempts to teach the baffling lesson that a young child mispronouncing another young child's name is racist:

Ronda: He's a person from Sudan and he's a refugee who comes to America looking for safety. And you can imagine when he gets here, how this community pronounces his name or mispronounces his name. And so we really emphasize with children that first day the importance of names. And in some way, you know, it can seem like that's not necessarily directly connected to racism, but it is, so if you zoom out a little bit and understand that being able to name oneself was often denied a people of color, of indigenous people. Their names were changed and renamed, given shorter names, names that some people often say are easier to pronounce. So one of the things that we did with kids on that first day is using the book and the context of "My Name is Sangoel." He teaches people how to say his name correctly. So he comes to school one day and makes it -- wearing a t-shirt, he draws a sun and then a soccer goal and it is very concrete and explicit way.

Ronda: And so we help the kids learned that they too can teach folks how to say their names and it's okay to do that. And they come up with pneumonics to teach people. Something else that we do with them is we have them role play so that they can be prepared when it does happen to them. Right? So we're trying to arm them against this type of racism and so in one of the role plays that we do, we have one of the partners mispronounces the other person's -- one of the partners calls him something else. And so we have the students who say, for example, my name is Ronda and that's what you should call me. Another example that we have is that oftentimes kids when we see a name that's hard for us to pronounce and we then project that onto the child.

Are we seriously meant to apply this lesson that one child unwittingly mispronouncing another child's name is an act of racism? The students I

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There are numerous resources in the training, including "The Invisible Knapsack" by Peggy McIntosh. I have attached this PDF to this email, rather than taking the time to cite the multitudinous examples of dehumanizing race-based and sex-based generalizations and absurdities found in it.

While this entire training is foundationally outrageous, perhaps the most perplexing component is this article entitled "Saying Goodbye To 2018's Seesaw of Outrage and Numbness" by Deepa Iyer:

<https://dviyer.medium.com/saying-goodbye-to-2018s-seesaw-of-outrage-and-numbness-5671aa6768df>

This is an openly political editorial. This is outright propaganda. Regardless of its perspective, it is outrageous that such political content would be mandated as "training" in any capacity, never mind for our work in an educational environment. I am deeply uncomfortable with the entirety of this attempt at socio-political indoctrination.

The United States Equal Employment Opportunity Commission defines "Harassment," in part, as follows, in italics:

"Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people..."

It is well within reason to consider a work environment in which a required training involves sweeping gender-based and race-based generalizations and characterizations, divisive and offensive racial terminology, and outright political propaganda, to be intimidating, hostile, and offensive.

Manchester School District's Employee Anti-Harassment and Violence Prevention policy (<https://docs.google.com/document/d/1YsNZNxNwiswpWDecqDYHN3Ozn0M0gdkzjRPc9pyt7vc>

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The District expects that all relationships among employees will be respectful, professional and free of bias, prejudice and harassment..."

This policy defines "Harassment" as follows, in italics (underline mine for emphasis):

"Harassment is any verbal, written or physical conduct designed to threaten, intimidate, coerce or unreasonably interfere with the work performance of any District employee. Examples of harassment include, but are not limited to, a) verbal taunting, b) verbal harassment, which includes comments that are offensive or unwelcomed regarding a person's nationality, origin race, color, religion, gender, sexual orientation, age, body, disability or appearance; or c) nonverbal harassment, which includes the distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital or other protected status."

The material in this training directly violates Manchester School District's Employee Anti-Harassment and Violence Prevention policy by exemplifying Example "c" of the District's definition of "Harassment" multiple times in multiple forms.

I would like to know:

1. Does Manchester School District officially require the specific "White Privilege" training presented in this complaint?
2. If Manchester School District does not require this specific "White Privilege" training, does Manchester School District sanction this specific "White Privilege" training, and all of the content within it?
3. If Manchester School District does not require or sanction this specific "White Privilege" training, does Manchester School District require *any* "White Privilege" training, or sanction the concept of "White Privilege" training?
4. If Manchester School District does not require this specific training, was Manchester School District aware that this training was required of 21st Century Site Coordinators?
5. If Manchester School District does not require this specific training, does not sanction this specific training, and was not aware of this specific training, where does Manchester School District stand regarding this specific training? In essence, does Manchester School District approve or disapprove of this specific training?

MSD public statement regarding
21CLC staff member complaint

available to all Manchester School District staff. This particular training is not mandatory for any employee, and it has been clarified for 21st Century staff that this was not intended to be mandatory.

This training, among others, is designed to foster critical thinking about race and facilitate meaningful discussion amongst employees about the role of racism in our schools. The District embraces this process of critical thinking, not necessarily the ideas or opinions of individual authors. In January, the Board of School Committee passed a new District Equity policy, which strives to provide training opportunities that will help each employee to "develop the critical racial, ethnic, and cultural competence to understand the contexts in which they teach, work, and learn."

MSD HR response to complaint

Following receipt of the complaint MSD's Human Resources Director Christopher Cody scheduled a meeting for March 19, 2021, with Mr. Concannon along with Chief Legal Officer Kathryn Cox Pelletier to review the complaint. Prior to that meeting, Attorney Cox Pelletier and Director of Communications Andrew Toland asked Mr. Cody to share the district's response to the media inquiry noted above; this was intended as a courtesy.

In an email response to Mr. Cody sent March 18, 2021, Mr. Concannon declined to participate in the scheduled meeting, and told Mr. Cody that he would not pursue the issue further. The final message from Mr. Cody to Mr. Concannon is shared below – we have omitted messages sent by Mr. Concannon to Human Resources.

HR response to Concannon

----- Forwarded message -----

From: **Christopher Cody** <ccody@mansd.org>

Date: Fri, Mar 19, 2021 at 12:00 PM

Subject: Re: Complaint / "RESPONSE"

To: Dan Concannon <dconcannon@mansd.org>

Greetings Dan,

My pleasure. Thank you for your correspondence. Please continue to reach out to HR in the future to address any concerns.

Be well

Christopher

Christopher Cody

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603-413-3468 fax

Resignation

Daniel Concannon shared his letter of resignation on Monday, June 28, 2021, with a quorum of the Board of School Committee. He also shared his letter on his public Twitter feed: <https://twitter.com/keepnhgranite>. The letter is posted below:

Resignation message from Mr. Concannon

----- Forwarded message -----

From: **Dan Concannon** <dconcannon@mansd.org>

Date: Mon, Jun 28, 2021 at 8:15 AM

Subject: Letter of Resignation

To: Thomas McGee <tmcgee@mansd.org>, John Goldhardt <jgoldhardt@mansd.org>, Mary Steady <msteady@mansd.org>, Christopher Cody <ccody@mansd.org>, <mayor@manchesternh.gov>, <jraig@manchesternh.gov>, <boscard1@mansd.org>, <boscard2@mansd.org>, <boscard3@mansd.org>, <boscard4@mansd.org>, <boscard5@mansd.org>, <boscard6@mansd.org>, <boscard8@mansd.org>, <boscard10@mansd.org>, <boscard11@mansd.org>, <boscard12@mansd.org>, <joconnell@mansd.org>, <jlachance@mansd.org>, <acarey@mansd.org>, Northwest ALL Staff <northwest_staff@mansd.org>, Alexa DiBenedetto <adibenedetto@mansd.org>, Alexandria Proulx <alexandreaproulx@mansd.org>, Ann Marie Hetzel <amhetzel@mansd.org>, Elizabeth Penn <epenn@mansd.org>, Jacob Garland <jgarland@mansd.org>, Jamie Suarez <jsuarez@mansd.org>, Jessica Ireland <jireland@mansd.org>, Kristen Shimer <kshimer@mansd.org>, Laura E King <lauraeking@mansd.org>, Norma Gonzalez <ngonzalez@mansd.org>, Sarah Niazi <sniazi@mansd.org>, Shauri Gilot <sgilot@mansd.org>



June 28, 2021

Tom McGee
 21CCLC Program Director
 Manchester School District
 a.k.a. *The Temple of Equity*
[20 Hecker Street](#)
[Manchester, NH 03102](#)

cc: Superintendent John Goldhardt; Chief Equity Officer (lol) Mary Steady; HR Director Christopher Cody; Board of School Committee

Human Wedgie McGee,

I hereby resign as 21CCLC Site Coordinator in light of ~~The Frankfurt School~~ Manchester School District's endorsement of the dehumanization and hatred of White people, as evidenced by their dissemination of the imbecilic "White Privilege" curriculum presented by the intellectual titans at "Learning For Justice," an organization founded by America's eternal arbiters of truth and morality - the SPLC - where senior fellow Mark Potok's office is decorated with celebratory charts of the declining percentage of White people in the United States and Europe. Despite MSD's inability to abide by its own Anti-Harassment policy and the complete lack of respect and procedure MSD is owed in return, I will honor my obligation to provide two weeks notice. Surely, though, in the interest of the greater good of humanity, MSD will unburden itself of my unendurable "Whiteness" by exercising its discretion to "excuse an employee from such notice and relieve an employee from his or her position immediately."

Whoa. Seriously? "*His or her???*" OMG. Wow just wow. I can't even.

How is Manchester School District still operating on this archaic binary? Oh where, oh where is the *equity*? As a Transfeminine-Spectrsexual-Non-Libidoist-Subaru-Forester-Basset-Hound-Hybrid with a mixtape of surgical errors for genitals, I am non-binarily outraged at Manchester School District's stunning failure at inclusivity of Soft Butch, Stone Butch, Panromantic, Genderdormant, Cupiosexual, Trigender, Polygender, Demigender, and Left-of-Gender neoples. and I call for the

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members responsible for this wanton toxicity that, though obviously acceptable to treat mere cisnormative Whites with, is supposed to be spared those that share fellowship in the cultural revolution, adopt abstract and performative identities, and list pronouns after their names. *How absolutely dare you / yours / yourself?*

In closing, I wish the Trotsky disciples at MSD nothing but failure in their ongoing quest for civilizational degradation. I leave you with the only verbal response befitting any attempt at anti-White indoctrination:

Fuck you.

Diversely, equitably, and inclusively yours,

Daniel Concannon

(Pronouns: ae / aer / aers / aerself / all / another / any / anybody / anyone / anything / as / aught / both / bun / buns / bunsself / ce / cir / cirs / cirsself / co / cos / coself / e / each / each other / eir / either / em / emself / enough / everybody / everyone / everything / ey / fae / faer / faers / faerself / few / he / her / hers / herself / him / himself / hir / hirs / hirsself / his / hu / hum / humself / hus / huself / I / idem / it / its / itself / jee / jeir / jem / jemself / kye / kyne / kyr / kyrself / lee / lim / limself / lis / liself / many / me / mine / most / my / myself / naught / ne / neither / nem / nemself / nir / nis / no one / nobody / none / nothing / nought / nym / nymself / one / one another / other / others / ought / our / ours / ourself / ourselves / per / pers / perself / several / she / sie / sier / siers / sierself / some / somebody / someone / something / somewhat / such / suchlike / tem / temself / ter / tey / that / thee / their / theirs / theirself / theirselves / them / themself / themselves / there / these / they / thine / thon / thons / thonsself / those / thou / thy / thyself / us / vae / vaer / vaers / vaerself / ve / ver / vers / verself / vi / vir / virs / virself / we / what / whatever / whatnot / whatsoever / which / whichever / who / whoever / whom / whomever / whomso / whomsoever / whose / whosever / whosoever / whoso / whosoever / xe / xem / xemself / xie / xim / ximself / xyr / ye / yon / yonder / you / your / yours / yourself / yourselves / ze / zed / zeds / zedsself / zes / zeself / zhe / zher / zhers / zherself)

Letter of Resignation:

Background - Daniel Concannon

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Tom McGee
21CCLC Program Director
Manchester School District
a.k.a. *The Temple of Equity*
20 Hecker Street
Manchester, NH 03102



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Further Thoughts:

No decent human being supports Critical Race Theory, or any of the ongoing anti-White lunacy, or any of the other components of the cultural revolution that we find ourselves in. But the fiends that enforce this fiction have control of every government and corporate institution in the West, and they require us to participate in attacks against ourselves while they hold our jobs and our kids' futures hostage, threatening to destroy our livelihood here and now should we resist our coerced contribution to the destruction of our own civilization.

These people do not seek "diversity," they do not seek "equity," they do not seek "inclusion." They do not seek

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Background - Daniel Concannon

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away, is to concede defeat. Don't do this. These people love to rail about "institutional power" without the slightest acknowledgment of the irony that they *are* the institutional power. Institutional power is all that they have. They are otherwise weak - physically and spiritually. But they are relentless. The passivity and non-engagement of good people is no defense for the fevered onslaught from these institutional powers and their automaton functionaries.

So let us engage.

Stop listening to them and start listening to your gut. Look around. Are you not revolted by nearly everything that you see on television, online, and in reality? Nightmare scenarios that you would have scoffed at as grotesque fantasies ten years ago are now unremarkable realities. That is the result of our collective failure to overcome our fear of remaining faithful to reality, listen to our guts, and revolt against those that are leading this revolt against nature.

We must not comply with their sickness. We must not play along with their inversion of reality. We must not remain silent. We must forcefully reject everything that they attempt to foist upon us, every single time that they attempt to do it. We've now spent generations in retreat from this anti-civilizational advance. There is nowhere left for us to run. We have been cornered. Now, let's fight our way out.

Daniel Concannon

the second human being appears. Instead, race, identity, or any of the ongoing and future lunacy, or any of the other components of the cultural revolution that we find ourselves in. But the fiends that enforce this fiction have control of every government and corporate institution in the West, and they require us to participate in attacks against ourselves while they hold our jobs and our kids' futures hostage, threatening to destroy our livelihood here and now should we resist our coerced contribution to the destruction of our own civilization.

These people do not seek "diversity," they do not seek "equity," they do not seek "inclusion." They do not seek whatever the latest stupid word they've made up to clobber our psyches with pretends to stand for. They seek the erasure of our past, our present, and our future. We have only ourselves to rely on to see that they fail miserably at these goals. To "grin and bear" their incessant attacks, imagining that they will go away, is to concede defeat. Don't do this. These people love to rail about "institutional power" without the slightest acknowledgment of the irony that they *are* the institutional power. Institutional power is all that they have. They are otherwise weak - physically and spiritually. But they are relentless. The passivity and non-engagement of good people is no defense for the fevered onslaught from these institutional powers and their automaton functionaries.

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Daniel Concannon

Original Complaint to Human Resources and Board of School Committee:

Original HR Complaint filed in response to "White Privilege Training"

On Mon, Mar 15, 2021 at 7:40 AM Dan Concannon <dconcannon@manasf.org> wrote:

To Whom It May Concern:

I am filing a work-related complaint. I am submitting this directly to HR rather than discussing this with my supervisor - 21st Century Director Tom McGee - as the material in question was assigned to me (assigned to all 21st Century Site Coordinators) with his awareness, or possibly at his direction.

On March 1, 2021, I, along with all 21st Century Site Coordinators, received an email from the 21st Century Program Coordinator - Liz Penn - directing me to complete a series of trainings that appear to have been assembled by the Diversity, Equity, and Inclusion Committee. The first training, required to be completed by March 5, 2021, is entitled "White Privilege."

The preview to the training (which can be found here: <https://www.learningforjustice.org/professional-development/webinars/what-is-white-privilege-really>) states, in part: "Deconstructing white privilege in the classroom requires educators and students to understand the origin of whiteness of and how the legacy of white supremacy endures."

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Aside from the unrelenting use of the intrinsically negative term "whiteness," the presentation also attempts to teach the baffling lesson that a young child mispronouncing another young child's name is racist:

Ronda: He's a person from Sudan and he's a refugee who comes to America looking for safety. And you can imagine when he gets here, how this community pronounces his name or mispronounces his name. And so we really emphasize with children that first day the importance of names. And in some way, you know, it can seem like that's not necessarily directly connected to racism, but it is, so if you zoom out a little bit and understand that being able to name oneself was often denied a people of color, of indigenous people. Their names were changed and renamed, given shorter names, names that some people often say are easier to pronounce. So one of the things that we did with kids on that first day is using the book and the context of "My Name is Sangoel." He teaches people how to say his name correctly. So he comes to school one day and makes it -- wearing a t-shirt, he draws a sun and then a soccer goal and it is very concrete and explicit way.

Ronda: And so we help the kids learned that they too can teach folks how to say their names and it's okay to do that. And they come up with pneumonics to teach people. Something else that we do with them is we have them role play so that they can be prepared when it does happen to them. Right? So we're trying to arm them against this type of racism and so in one of the role plays that we do, we have one of the partners mispronounces the other person's -- one of the partners calls him something else. And so we have the students who say, for example, my name is Ronda and that's what you should call me. Another example that we have is that oftentimes kids when we see a name that's hard for us to pronounce and we then project that onto the child.

Are we seriously meant to apply this lesson that one child unwittingly mispronouncing another child's name is an act of racism? The students I work with are actively learning to read, learning to sound out words, and encouraged to make mistakes so that they can ultimately get it right - but if they mistakenly mispronounce a name, they have committed an act of racism? This is absurd.

There are numerous resources in the training, including "The Invisible Knapsack" by Peggy McIntosh. I have attached this PDF to this email, rather than taking the time to cite the multitudinous examples of dehumanizing race-based and sex-based generalizations and absurdities found in it.

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"Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people..."

It is well within reason to consider a work environment in which a required training involves sweeping gender-based and race-based generalizations and characterizations, divisive and offensive racial terminology, and outright political propaganda, to be intimidating, hostile, and offensive.

Manchester School District's Employee Anti-Harassment and Violence Prevention policy (<https://docs.google.com/document/d/1YshZNXNaisapWDecqDYH3Ozn0M0gdkzRPc9pyt7vs/pub>) reads, in part, in italics:

"The Manchester School District is committed to ensuring a work environment in which all individuals are treated with respect and dignity..."

The District expects that all relationships among employees will be respectful, professional and free of bias, prejudice and harassment..."

Background - Daniel Concannon

Updated automatically every 5 minutes

because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital or other protected status."

The material in this training directly violates Manchester School District's Employee Anti-Harassment and Violence Prevention policy by exemplifying Example "c" of the District's definition of "Harassment" multiple times in multiple forms.

I would like to know:

1. Does Manchester School District officially require the specific "White Privilege" training presented in this complaint?
2. If Manchester School District does not require this specific "White Privilege" training, does Manchester School District sanction this specific "White Privilege" training, and all of the content within it?
3. If Manchester School District does not require or sanction this specific "White Privilege" training, does Manchester School District require any "White Privilege" training, or sanction the concept of "White Privilege" training?
4. If Manchester School District does not require this specific training, was Manchester School District aware that this training was required of 21st Century Site Coordinators?
5. If Manchester School District does not require this specific training, does not sanction this specific training, and was not aware of this specific training, where does Manchester School District stand regarding this specific training? In essence, does Manchester School District approve or disapprove of this specific training?

I am happy to elaborate further and answer any questions you might have regarding this matter. I ask that our communication is maintained via email so that it is 100% on the record. I appreciate your attention to this matter and look forward to following up.

Thank you,

...

Dan Concannon

"400 Word or less" Submission to Board of School Committee for Public Comment:

"400 Words or less" Submission to Board of School Committee as Public Comment re: "White Privilege Training"

The "White Privilege" training assigned to Site Coordinators employed in 21st Century was mandatory. Email, March 1, 2021: "We have also put together a list of trainings... Each training has a deadline... Each school has their own tab to keep track of what needs to be completed." This refers to a deadline sheet with a column to date that each deadline has been met. Email March 11, 2021: "...make sure you are completing the DEI training and entering it into this spreadsheet...make sure you have the first half of the training sessions complete by March 23rd! No reasonable person interprets this as "not mandatory" - which they were labelled retroactively on March 15, 2021. It's unreasonable to presume an onus upon individual employees to verify whether each individual task assigned is mandatory or not. A task needn't be labelled "MANDATORY" to be such. When directed to complete a training, given a deadline, given a compliance chart to complete, and sent a reminder email to "make sure" everything is completed - I consider that mandatory. And it was mandatory. And any claim to the contrary is not only laughable, but also a lie.

I made multiple requests to MSD HR for a written response to questions posed in an official complaint regarding this "White Privilege" training. After some time, I received a copy-and-paste response to a media inquiry. Clearly, a response to a media inquiry was prioritized over a multiple-times requested response from a seven-year employee. And all they mustered was a reheated copy-and-paste PR statement. Total disrespect.

Even in an alternate reality where this training wasn't mandatory, it still defies Title VII, Civil Rights Act of 1964 and MSD's Employee Anti-Harassment and Violence Prevention policy. Despite this, MSD stands by the training. It's fascinating to read in the media inquiry response that MSD is so open to ideas and opinions that it doesn't "necessarily" embrace. I would be wonderfully interested to learn the limits of ideas and opinions that MSD doesn't "necessarily" embrace, but is willing to authorize for the "process of critical thinking" - or if there are, indeed, limits. I'm left to wonder: If the critical theories, terminology, and generalizations that were applied to White people in this training were applied to any group other than White people would they be equally authorized and tolerated by MSD for the "process of critical thinking?"

Daniel Concannon

Automated Email Reply for my Manchester School District Email:

Background - Daniel Concannon

Updated automatically every 5 minutes

Automated Away Message from Mr. Concannon:

I am out of the office right now - but - did you know that Manchester School District advocates for the dehumanization and hatred of White people?

MSD provides a "White Privilege" training course to district employees. They claim that this so-called training is optional. However, I was part of a group of employees that the "White Privilege" training was mandated for. After I filed a complaint with MSD Human Resources, they decided, retroactively, that the training was "not mandatory." In other words, MSD lied. While standing by their use of this anti-White training, they made a very focused effort - publicly and internally - to reinforce the claim that the training was "not mandatory." I'm not sure why the "mandatory" vs "not mandatory" status was of such concern compared to the anti-White, anti-male, and openly politically partisan components of the actual materials, but perhaps it's because MSD was concerned that a lawsuit could be brought against them not simply because the training violates MSD's own Harassment Policy - which it does - but where the United States Equal Employment Opportunity Commission defines "Harassment," in part, as follows:

"Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people..."

It is well within reason to consider a work environment in which a required training involves malicious anti-White and anti-male characterizations, derisive anti-White terminology, and outright political propaganda, to be intimidating, hostile, and offensive.

I encourage you to contact Manchester School District and ask them why they dehumanize so many of their own employees and students with material like this. How does the district feel about MSD teachers publicly signing a pledge to teach Critical Race Theory no matter what? It would be well worth asking MSD just how much of this indoctrination and sociopolitical conditioning is being directed towards your sons and daughters in Manchester School District, and why MSD thinks any of it is okay. Just don't expect straight answers or honesty - integrity is not a hallmark of Manchester School District.

Stand up for yourselves, stand up for your children, and stand up for the truth.

Dan Concannon

↩ Reply

➡ Forward