

Be Informed, Be Aware, Be Involved

The most effective way to be involved is to first be informed. You can use the [Citizen's Guide to Wisconsin Legislature](#) to understand how the state legislature works, how to follow what is happening, and how to interact with your legislators to let them know your concerns and opinions.

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[Wisconsin State Legislature website](#)

Some Assembly Bills Currently in Process Related to Education

[AB378](#) Relating to: making school district and school financial information available to the public.

[AB411](#) Relating to: anti-racism and anti-sexism pupil instruction and anti-racism and anti-sexism training for employees of school districts and independent charter schools.

[AB435](#) Relating to: incorporating cursive writing into the state model English language arts standards and requiring cursive writing in elementary grades.

[AB488](#) Relating to: requiring school boards to make information about learning materials and educational activities used for pupil instruction available to the public.

[AB563](#) Relating to: required instruction in civic education in the elementary and high school grades; high school graduation requirements; and requiring the exercise of rule-making authority.

[AB562](#) Relating to: gender identity and sexual orientation programs in public schools.

CALL OR WRITE YOUR LEGISLATORS TODAY TO LET THEM KNOW YOUR POSITIONS!

[Rep Rob Swearingen, District 34](#)
[Senator Mary Felzkowski, District 12](#)
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Contact Tracing in the Classroom

Who would think that our child's geometry class could be a "super spreader" of Covid at RHS - or at least a "super contact tracer"?

Contact tracing is the practice of investigating who has been in "close contact" with a person who has a positive Covid test and removing them from school. As discussed in the prior issue, the criteria are arbitrary but laid out in the Hodag Preparedness Plan and enforced by the school. While TBT does not support contact tracing, social distancing or masking, TBT does expect the rules put in place in our schools to be fair and reasonable.

Certainly, one place that should be a safe space for our students is sitting at their desks in class! This is not the case. The classroom is the primary place where contact tracing occurs. Furthermore, RHS is using a new Geometry curriculum which it was working on during the pandemic last year. It is student-driven, meaning that students work together in the classroom to learn from each other. In order to facilitate this, desks are clustered into "pods" and not set 3 feet apart from all other desks. Implementing a curriculum that involves students coexisting within the proscribed 3 feet flies in the face of common sense and logic (ironically, a foundation of geometry).

IF we are truly in the midst of a pandemic from a highly contagious, deadly and mutating virus which

requires removing kids from school simply because of the *possibility* of having contracted Covid, THEN why does the Administration not make sure that all desks in every classroom meet the minimum separation distance at all times? And why did the Administration implement a new geometry curriculum that forces our kids to be at greater risk? Many possible reasons come to mind, but none of them are reasonable.

Certainly, desks less than 3 feet apart are in direct conflict with the Planning Priorities and Protocols set out by SDR administration in the Hodag Preparedness Plan, 2021-22. The consequences are plain: if any one of those in the pod gets COVID, then everyone misses school automatically (unless vaccinated, of course). How effective, then, is the new geometry curriculum based on student-to-student learning? How effective is education when kids are missing instruction? How is this consistent with the priority of mitigating stress that leads to poor mental health in our students, and as the school consistently claims, produces poor academic performance?

We need to talk with our kids. We need to provide them with the information and support to advocate for themselves. We need to talk to the school administration, Superintendent, and their teachers. We need to notify them that we expect that our students will be protected from contact tracing while in the classroom. We need to let them know that our students will be using a tape measure in each class to be confident that they sit the prescribed distance of 3 feet from all other students.

We must establish and take control of our freedom by speaking up and taking action. And it is time to empower our kids by participating in this valuable life lesson. Practice makes permanent!

Want to contribute?

Have you uncovered an informative article that you would like to share with the Take Back Team? All you need to do is summarize the article in your opinion and email it to us to get it published.

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www.takebackteam.com



Downtown Rhinelander

AFFIDAVIT OF LTC. THERESA LONG M.D.

A wise man once said, "We Can't Have the Cure Be Worse Than the Problem." More and more brave doctors and nurses are stepping up to question and reveal the truth about the Covid-19 "vaccinations" which are indeed proving to be much worse than the disease in many cases. One such person is Physician and Army Lieutenant Colonel Theresa Long. She is a "rare, courageous truth-teller willing to probably jeopardize a military career for the greater good."

"This article celebrates the amazing bravery of a physician and senior military officer attacking the evil stupidity and anti-science character of the public health establishment. Standing up to the coercive mandates to force COVID vaccine shots for large segments of the population that have far more risks than benefits from them. Notably children, those with natural immunity and healthy, young military personnel. This hero needs massive public support. She should become a shining example for all physicians to fight for both medical freedom and genuine science."

<https://www.lifesitenews.com/opinion/affidavit>

<https://archive.is/Gndg6> (original copy of the affidavit was scrubbed from the posting site)