



# NEWSLETTER

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## July - August

## 2024



### ADMINISTRATOR AGENDA

**Dr. Dennis D. Campbell, Pastor**

D. Min., M. Div., Central Baptist  
Theological Seminary  
B.S., South Dakota State Univ.  
Bob Jones University 2 years



**Cofy Chaleunsak**  
Graduate

### Testimony

We are looking forward to the 2024-2025 school year. We are looking forward to new students and new personnel. It appears that our present staff will be back this coming year. The Lord has blessed us abundantly with a wonderful facility, full size gymnasium, running track, soccer field, tennis court, and softball diamond.

I believe the Accelerated Christian Education Curriculum is the best available. It is not patterned after the public schools and men like Horace Mann or John Dewey who were atheistic, Unitarian, evolutionary. Their goal was to destroy Christianity. Their philosophy has carried on to the present. Prayer, Bible, Ten Commandments and Christian celebration were taken out in the 1960's.

ACE is a management and mastery program. We use the M<sup>c</sup> Guffy speed reading program that uses Christian character traits throughout the program. Some students have graduated reading over 4,000 WPM. We emphasize the three-fold cord with home, church, schools working together to build stability and confidence in the student. Ecc 4:12, *"And if one prevail against him, two shall withstand him; and a threefold cord is not quickly broken."*

All of the students participate in academics, athletics, drama, speech, vocal and instrumental music nothing can better serve the Lord. GCBA is safe, affordable, and we do not support the CRT. Our desire is to train students in the Word of God, build strong Christian character, and help them to find Gods perfect will for their lives

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The NEWSMAX magazine carried an article entitled, "Black Families Flee Public Schools."

OAK – opportunity for all kids. This is a Minnesota's School Choice advocate. Minnesota's most recent biennium budget allots \$20.2 billion to education, that is nearly 40% of the state's total spending. The problem is how they spent the money. Each parent could have an Education Savings Account. This would give parents freedom and the resources to choose the school that best matches each of their children. Children trapped in the wrong school often fall behind academically, suffer from anxiety or depression, and are prevented from truly flourishing. Parents should give none occasion to the devil by allowing children to receive a humanistic education that teaches evolution, atheism, agnosticism, socialism, communism, materialism, abortion, gender ideology,

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Hello, my name is Cofy Chaleunsak. My parents are Rita and Praseut Chaleunsak. They both come from the country of Laos and then immigrated to the USA. They first lived in Bloomington, MN and then moved to Saint Cloud, MN. Here my parents had two kids, yours truly and my brother, Noah. Soon after my parents moved to Saint Cloud, they discovered GCB, and we've been going to this church and its school ever since.

I was your stereotypical 6-year-old kid before I was saved. I was very loud and annoying and got into plenty of trouble. You can ask my mom about that later.

Growing up in church, being "saved" was something that was obviously talked about a lot. I asked my mom one day what being saved really was. My mom then led me through the plan of salvation, and I was saved then and there.

Although I was saved there was a time where I grew stagnant in my faith. But in 2019, I made a decision to surrender my life to Christ. Ever since I've been trying to grow in my faith with God.

I support GCB because its basis is in the Bible.

I want to thank my friends and family for helping me throughout my life. Thank you.

Administrator Agenda continued

transgenderism, rock and roll music, and the like. They teach nothing about God, The Creator, The Savior, Christmas or the Resurrection. They teach very little about penmanship, reading, or phonics.

Our school philosophy is built on several passages of Scripture: Ecc 4:12, “And if one prevail against him, two shall withstand him; and a threefold cord is not quickly broken.” Luke 2:52, “And Jesus increased in wisdom and stature, and in favour with God and man.” I Sam 16:218, “Then answered one of the servants, and said, Behold, I have seen a son of Jesse the Bethlehemite, that is cunning in playing, and a mighty valiant man, and a man of war, and prudent in matters, and a comely person, and the LORD is with him.” Prov 19:27, “Cease, my son, to hear the instruction that causeth to err from the words of knowledge.” Jer 10;2, “Thus saith the LORD, Learn not the way of the heathen, and be not dismayed at the signs of heaven; for the heathen are dismayed at them.” Eph 5:11, “And have no fellowship with the unfruitful works of darkness, but rather reprove them.”

They cite low standards and “wokeism” as reasons to teach kids at home. Black families are opting to teach their children at home, with low standards and “wokeism” cited as the primary reasons for their exodus from public education. 41% of all homeschooled students now identifying as persons of color. Black parents’ 4 biggest reasons for homeschooling: 47% provide religious or moral instruction, 38% accomplish more academically, 35% transmit values, beliefs, and worldview to the child, 28% customize or individualize the education of each child. “They like teaching their children their own values, and that is something they weren’t finding in the public school system.” “COVID served as the catalyst that started many Black parents on this journey where they began to take a deeper look at not only what was going on in their child’s education, but also to begin really questioning the kind of education they wanted for their children.” Denning told Newsmax. “Of course, they are all taught about slavery, but Black history started long before slavery, and some parents felt that their experience wasn’t reflected in the public schools,” said Denning. Black parents believe the values being taught in the public education system do not align with their own. “A lot of parents just want a lot of the politics to be left out of the classroom, while also still wanting the opportunity to learn about people who look like them, which is often excluded,” she said.

A homeschooling parent made the choice to switch to at-home learning after the elementary school her son attended began implementing gender ideology in the classroom through a system of color-coded seats in which the students were allowed to choose their current gender. The common thread between all Black homeschoolers, they know that if they can find that sweet spot where children can be electrified and sparked, that is where real education takes place, and beautiful things can begin to happen,” she said.

Katherine Kersten wrote an article on social studies standards for MN Public Schools. Minnesotans “prepare students for lifelong civic participation and collaboration with people from different backgrounds.” In reality, the standards instruct students to embrace race-based group identities, portray America as “oppressive” and “imperialist,” and call on young people to “resist” our nation’s

fundamental institutions. The judge’s ill-considered decision will subject both MN students and teachers to political indoctrination in the classroom for the next 10 years. MDE’s hand-picked reviewers criticized the standards for three fundamental reasons: They are politically imbalanced, deeply divisive, and in many respects, unmeasurable and unteachable.

THE STANDARDS’ POLITICAL BIAS. First, Jonathan Haidt, found a striking imbalance: 154 terms that signal the political left, and only six that signal the political right.

THE STANDARDS’ DIVISIVE IDEOLOGY. An Ethnic Studies standard labeled “Identity” states this forthrightly: The student will analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. The student will apply understandings to one’s own social identities and other groups living in MN, centering those whose stories and histories have been marginalized, erased, or ignored. Making matters worse, MDE’s standards also fail to teach students the basic principles that undergird our democratic system of government, including the “rule of law, legal limits to freedom, and majority rule with protection for minority right,” the reviewer writes, “calling U.S. foreign policy ‘imperialism,’” as the standards do, shows a lack of international historical, economic, and political understanding. It’s a made-up concept, signifying a deep disrespect for Americans who served their country in foreign conflicts and wars.

THE STANDARDS ARE UNMEASURABLE AND UNTEACHABLE. MN law requires state academic standards to be clear, concise, objective, measurable and grade-level appropriate.

Vague or overbroad benchmarks make it difficult or impossible for teachers and curriculum planners to do their jobs, he explained, and sometimes even lead to “parent revolt.” The reviewer found that the proposed MN standards “fail miserably” in this respect. MN public schools will have among the worst social studies standards in the nation. [our first priority, our first public policy goal, must be to ensure our survival as a free nation, and social studies educators must lead in this work]. In this vital work, the MN Department of Education has failed abysmally. (immeasurably).

| COMING EVENTS                                     |                 |
|---------------------------------------------------|-----------------|
| SET FREE! Outreach, 7p.m. Fridays ~ Fireside Room |                 |
| Benton Co Fair                                    | July 30 – Aug 4 |
| Camp Chetek                                       | Aug 5-9         |
| School Begins                                     | Sept 3          |

