

The background of the entire image is a close-up of red school lockers. The top half shows the upper portion of the lockers with horizontal ventilation slats. The bottom half shows the lower portion with metal keyholes and small identification numbers. A white, torn-edge rectangular paper is pasted over the middle of the image, containing the title text.

SAVING OUR SCHOOLS

Activating Parents in an
Age of CRT-Backlash

Education is the cornerstone of multiracial democracy and schools are where we learn to engage in society in meaningful ways. Still, parents, students, and educators across the country are experiencing a climate where far-right attacks have made our schools playgrounds for partisan politics and racial division - through book bans, anti-critical race theory legislation, attacks on LGBTQIA students and educators, bans on comprehensive sex education, and ignoring the calls for student mental health support.



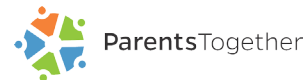
Join parents from across the country on Wednesday, October 25, 2022 (4:30pm PST, 7:30pm EST, 6:30pm CST) for a teach-in on truth over fear and to learn ways to advocate for safe, honest, and inclusive education as the foundation of a just democracy. Featuring keynotes from Professor Kimberlé Crenshaw and Ibram X. Kendi, parent stories, and ways to take action!

[DOWNLOAD THE VIDEO HERE](#)

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ORGANIZATIONS



KEYNOTE SPEAKERS



DR. KIMBERLÉ CRENSHAW

Kimberlé, professor of law at UCLA and Columbia Law School, is a leading authority in the area of civil rights, Black feminist legal theory, and race, racism and the law. Her work has been foundational in two fields of study that have come to be known by terms that she coined: critical race theory and intersectionality. She has lectured widely on race matters, addressing audiences across the country as well as in Europe, India, Africa and South America. A specialist on race and gender equality, she has facilitated workshops for human rights activists in Brazil and in India, and for constitutional court judges in South Africa. Her groundbreaking work on intersectionality has traveled globally and was influential in the drafting of the equality clause in the South African Constitution.

DR. IBRAM X. KENDI

Ibram is one of America's foremost historians and leading antiracist scholars. He is a National Book Award-winning and #1 New York Times bestselling author of six books for adults and four books for children. Dr. Kendi is the Andrew W. Mellon Professor in the Humanities and the Founding Director of the Boston University Center for Antiracist Research. Dr. Kendi is a contributor writer at The Atlantic and a CBS News Racial Justice Contributor. He is the host of new action podcast Be Antiracist. In 2020, Time magazine named him one of the 100 most influential people in the world. He was awarded a 2021 MacArthur Fellowship, popularly known as the "Genius Grant."





BOOK BANS & THE ATTACKS ON CRITICAL RACE THEORY (CRT) AND HONEST AND INCLUSIVE CURRICULUM

ORGANIZATION: African American Policy Forum

“ This effort to suppress the truth repeats an ugly history of efforts to protect slavery by criminalizing abolitionist literature, intercepting it in the mail, and surveilling those to whom it was addressed. It was un-American to write about the unfulfilled promises of America. This same twisted lie is in play today in Trump’s effort to portray this gag order as motivated by racial justice when the truth is that it is designed to eviscerate the thinking to advance racial justice. ”

– KIMBERLÉ CRENSHAW

ATTACKS ON CRT

Talking about race is inherently "divisive."

Racism is solely about "hate in one's heart;" Systemic racism is not real.

We should be "colorblind" when it comes to solving issues of race.

Lack of hard work and personal responsibility is the primary driver of racial inequities.

OUR COUNTER NARRATIVES

We all deserve an honest education about race in this country.

Learning about the history of race and how it informs our present helps us all become wiser and stronger.

Politicians are using a caricature of Crt to rob us of our history and the knowledge to solve our biggest challenges.

Systemic racism explains the differences in opportunities and outcomes across race.



FAMILY IS EVERYTHING

Parents know what's best for our children, and we should work together with teachers to help our children succeed.

STRATEGY

- Focus on children. Value parent input. Acknowledge the real, legitimate concerns parents have about the issue.
- Expand the notion of the family and emphasize the partnership with teachers.
- Do not accuse the parents of being a “fringe groups of adults” or a “vocal, radical minority” or “Trump loyalists.”

TALKING POINTS

- “The school should be an extension of the family.”
- “Parents need to engage with teachers to provide the best opportunities for our children.”
- “Parents deserve to be heard, but a healthy dialogue benefits our children.”
- “Teachers are a resource for the family to help children gain the knowledge and skills they need to succeed.”



EDUCATION IS ABOVE POLITICS

Politicians should never play games with our children just to score points.

STRATEGY

- Emphasize the dangers of using children for political purposes. Provide a solution and use solutions-based messaging.
- Place blame on radical politicians (especially those who aren't local)
- Do not lead with or focus on the controversy/violence associated with the debate.

TALKING POINTS

- “Politicians/elected officials are at fault here – not parents.”
- “Let's talk about the best education for our children instead of scoring political points.”
- “Keep our kids out of their political games.”
- “Keep education in our hands”
- “Schools are reflections and functions of the communities they serve. Faraway statehouse politicians should not make blanket decisions on family values.”



SCHOOLS TEACH KIDS WHAT THEY NEED

Our children need the knowledge and skills to succeed as adults.

STRATEGY

- Focus on the value and importance of preparing children for the next stage of their lives—and eventually the real world.
- Describe every solution as “age-appropriate” or “age-relevant.”
- Recognize that sensitive topics will require teachers to learn new skills.
- Do not frame things in terms of current events or opinion. Speak from the perspective of objective fact.

TALKING POINTS

- “Schools teach independent thinking so that our children can think for themselves, handle challenging topics, and become successful in this country.”
- “Every child deserves access to a high quality and age-appropriate education.”
- “Teachers need encouragement and resources to properly support the needs of our children.”



READ

Behind the Critical Race Theory Crackdown

By Sam Adler-Bell

America has long lived by this dictum, that our union depends on collective acts of amnesia—ex obliivis unum. Indigenous genocide, the subjugation of women, the enslavement of Africans, the plantation regime, coerced "free" labor, the mine wars and anti-union terror, the criminalization of sexual minorities, nativist violence, lynching, and Jim Crow apartheid: all of these, at various times, have been consigned to common oblivion—ennobling omissions that undergird a vague but encompassing national pride.

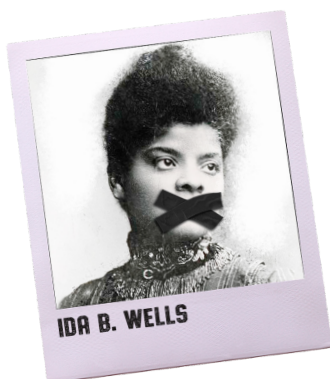


READ

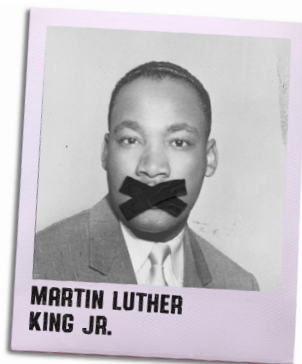
Only the Truth Will Set Us Free

Marian Wright Edelman

This confrontation of America's original birth defects is desperately needed. Lynching, Jim Crow, and legal segregation were all part of a deep-seated pattern of racial subordination in America that lasted long after slavery ended and affects us still. Today, racially skewed rates of gun deaths, school suspensions, corporal punishment, incarceration, illiteracy, and poverty have become new ways of continuing the same old patterns. Lynchings may have stopped but the assault on Black bodies, children, and communities has not and Black opportunity still lags behind that of Whites.



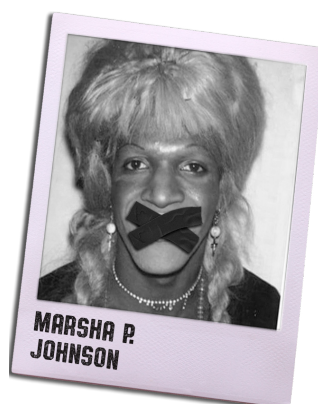
IDA B. WELLS



MARTIN LUTHER
KING JR.



TONI
MORRISON



MARSHA P.
JOHNSON

DISPELLING THE MYTHS

THE MYTH:

Gender and racial equity language and the 1619 Project are anti-American propaganda.

THE FACTS:

Concepts such as CRT, structural racism, implicit bias, and intersectionality are conceptual tools through which we can identify the specific mechanisms that create disparate outcomes in our society. Far from believing that racial and gender disparities are "inherent," these concepts and associated trainings were created so that we can begin the work of correcting those disparate outcomes. Similarly, the 1619 Project helps us better understand the story of our nation's history in a way that centers the experience of enslaved Black people, so that we may better understand slavery's many legacies. Only by grappling with the reality of racism and sexism can we actually create the equitable conditions of an America "of the people, by the people, and for the people."

THE MYTH:

Gender and racial equity language is grounded in ideologies of hierarchy.

THE FACTS:

White supremacy and patriarchy are ideologies that perpetuate and justify hierarchy both in the past and present. Gender and racial equity concepts which are attuned and alive to the ways that inequalities are reproduced in governance and the workplace do not create new hierarchies. They perform the opposite role; they neutralize the illegitimate role that racism and sexism play in our institutions across American society. They do not create new hierarchies; they neutralize the illegitimate role that racism and sexism play in our institutions across American society.

THE MYTH:

Gender and racial equity language is divisive.

THE FACTS:

There is a widespread belief, exemplified in the ideology of colorblindness, that we can fix our problems by not naming them. But avoidance is not a solution to systemic racism and sexism. Ignoring the histories by which they originated and their current evolution will not change the underlying realities but will only result in a recurrence of cycles of injustice, unrest, and denial. Rather than being divisive, exposure to such concepts presents an opportunity for people of all social identities to learn how they can unite against racism and sexism.

THE MYTH:

Gender and racial equity language demonize and assign fault to white men.

THE FACTS:

This is false. These concepts do not state that white people are inherently racist or that men are inherently sexist. Rather, they provide frameworks and tools to engage government, systems, and individuals about how policies and practices work to disadvantage and harm racially marginalized populations. For instance, applying a critical race lens to the issue of mandatory minimum prison sentences helps us focus on the over-policing of Black youth (making them more likely to be searched, arrested, and tried for minor offenses). Critical race tools help us spot and remedy how systems and processes may be disproportionately harming Black youth. Such an approach would be less interested in determining whether an individual decision-maker is racist.

THE MYTH:

The ban only applies to diversity and inclusion training.

THE FACTS:

The Equity Gag Order doesn't just apply to diversity and inclusion trainings. Its chilling effect impacts a vast number of individuals and organizations by threatening their access to federal funding. Our survey has found that important health research on structural racial disparities is being halted, LGBTQ+ Pride events have been cancelled, and rape prevention education that addresses the root causes of sexual violence has been paused. Further, the survey reveals a broader, intense fear of reprisal merely for talking about the Gag Order. The Equity Gag Order has already done massive damage and continues to directly harm marginalized communities and workers on the frontlines of racial and gender justice.

HOW TO ORGANIZE YOUR OWN READ-IN

VISIT AT RED WINE & BLUE

Want to take a stand against book banning and raise awareness in your community?
Host your own Banned Book Read-In.

WHAT'S A READ IN?

The other side is known for screaming and yelling at school board meetings. That's not our jam. A read-in is a fun, positive, family-friendly event that celebrates banned books, honest education, and accurate history.

WHERE SHOULD YOU HOLD IT?

Location matters, and the options are endless:

- Public parks where you can use a pavilion or set up lawn chairs and blankets.
- Community centers, libraries, or other government buildings (permit may be required).
- A like minded business that would let you sit outside.
- A visible location outside your local school board meeting where you can quietly read as people enter.
- A friendly restaurant with a large private room or reserve a section.

HOW DO YOU GET PEOPLE TO COME?

Create language for social media posts and email invites framing the read-In as a positive celebration of books. Create a cute graphic to use with your invite! Have a friend with great design skills? Ask them for help – it is a good way to get more people involved. Or you can do it yourself – sites like Canva make it easy. Then post on social media, send directly to your friends and ask everyone in your network to spread the word. Your invite should include the details of the read-In, a way to RSVP such as Sign Up Genius and the request to bring a banned book. Make it easy by linking to lists of recently challenged books.

WHAT ABOUT LOCAL MEDIA?

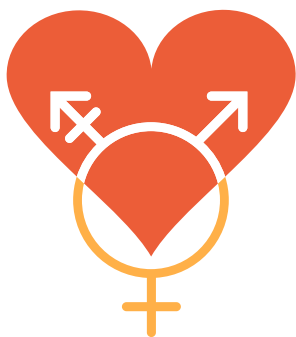
Want to really raise awareness in your community? See if you can get local newspapers or news stations to cover your read-in. Research the name of local reporters who cover education issues and email them the details. You can also write up a media advisory to send to all local media outlets. Don't wait until the last minute – give them about a week's notice of your event.

IT'S GO TIME!

You're just a few days out from your event. Here's how to make sure you've got your bases covered:

- Send everyone who RSVPs a reminder a few days before. Give them details on what to bring, where to park, etc.
- Make sure to encourage them to bring homemade signs supporting accurate history and the importance of books.
- Designate someone to be your photographer for the day! You will want to capture lots of amazing photos and videos of the event.





PUSHING BACK ON HARMFUL ATTACKS ON LGBTQIA STUDENTS AND COMPREHENSIVE SEX EDUCATION

ORGANIZATION: SIECUS

“ Across the country 127 bills that were anti-LGBTQAI+, including restrictions on classroom discussion of sexual orientation and gender identity, transgender youth sports bans, gender-affirming care bans, and other bills would lead to a hostile school environment for LGBTQAI+ youth. This showed a dramatic 413% increase in “divisive concept” bills introduced alone. ”

– MICHELLE SLAYBAUGH

PARENTAL ENGAGEMENT

Parents and guardians are in a great position to receive candid feedback about sex education curriculums from their children and advocate for improvements on their behalf. While students are capable of and encouraged to participate in self-advocacy, parents wield a great deal of influence over school matters given their abilities to both engage in committees and vote. We know that the majority of parents support sex education, and it's important to make your support known.

[VIEW THE FULL SIECUS
COMMUNITY ACTION TOOLKIT](#)





EMAILING YOUR REPRESENTATIVES

When writing an email to your representative, there are a few guidelines you'll want to be sure to follow:

1. Include the bill number of concern in your opening sentence.
2. Keep it concise.
 - Briefly introduce yourself and make it clear you are a constituent. Representatives want to hear from people who live in their district.
 - State why you support/oppose the bill.
 - State why the representative should care about this issue.
 - Tell the representative exactly how you want them to vote on the issue.



TIPS

- Say everything in the body of the email—don't include attachments.
- Don't copy and paste multiple representatives or send a mass email.



PRINTED LETTERS OR POSTCARDS

Sometimes, the best way to reach your representative is the old fashioned way. This may be a particular representative's preferred form of contact, or you just may want to take advantage of the personal touch that mailed letters or postcards offer that cannot be achieved in an email. The general guidelines for a printed letter are nearly identical to that of writing an email. You can find out how to contact any elected official in the U.S. [here](#).

IN THEIR OWN WORDS...

As a member of the LGBTQIA+ community, I didn't have access to comprehensive information that addressed my relationships and lived experiences. As I did more research into Virginia's sex education system, I learned that there were many localities with even worse curricula because Virginia's sex education guidelines essentially allow localities to teach whatever they want.

My journey with sex education reform began during my senior year in high school in 2017. With no kind of advocacy experience, it was difficult to know where to start. I needed to learn more about sex education, so I did a lot of research. I assembled a 20-page report about sex education in Virginia and the research that supports comprehensive reform. Then, I emailed one of my state legislators and requested a meeting. We met at a diner, went through the report page by page, and reviewed the legislation I proposed. Soon after that meeting, he submitted the first bill that would have reformed Virginia's sex education by simply making the curriculum mandatory. After the legislation that I authored in 2017 and 2018 failed in the Virginia General Assembly, I co-founded the Virginia Coalition for sex education Reform (VACSER). Since 2018, VACSER's mission has been to build a broad coalition in support of legislative reform of Virginia's sex education.

Driven by the belief that every student has the right to access medically-accurate, inclusive, and comprehensive information about themselves, VACSER has brought together organizations of all sizes in support of the Virginia Healthy Youth Act of 2022. Although it can be easy to feel discouraged, I am constantly amazed by the support that we find and I am hopeful for the future!

– **Graham Weinschenk**

Co-Founder and Core Team Leader, VACSER





MOBILIZING FOR SCHOOL HEALTH AND SAFETY

COUNSELING, NOT CRIMINALIZATION

ORGANIZATIONS: MomsRising

“ Learning is a tender thing, worthy of protection. Schools can be a safe place for students to learn, heal, make mistakes, and grow. Introducing policing into schools and criminalizing student behavior fractures and harms this delicate ecosystem, turning students into targets, teachers and staff into weapons, and schools into pipelines to prison. Advocating for resources to be directed towards support and care, help us build a world where schools are a safe place for students to thrive and reach their full potential. ”

– BEATRIZ BECKFORD



THE TIME IS NOW TO DISMANTLE THE SCHOOL TO PRISON PIPELINE SO ALL KIDS CAN THRIVE!

The "school-to-prison pipeline" is a troubling national trend where children are funneled out of public schools and into the juvenile and criminal justice systems. It starts when kids are pushed out of the classroom, typically for nonviolent offenses, effectively reducing valuable learning time, and making it harder for struggling students to keep up. With increased police presence in schools student challenges or disputes are turned over to police instead of being addressed by school staff and administrators. This sends too many students, who would be better served by social workers and a range of evidenced based supports, spiraling into a juvenile and criminal justice system that follows them into their adult lives. ^[1]



FOR THE FIRST TIME IN HISTORY, PUBLIC SCHOOLS IN AMERICA SERVE MOSTLY CHILDREN OF COLOR ^[2]

Every year, **2.8 million students** in the U.S. are suspended from school, causing them to miss critical learning time ^[3]



Black students are almost **4X more likely** to be suspended and expelled for the same infractions as white students ^[4]

THERE IS NO EVIDENCE that students of color exhibit higher rates of misbehavior ^[5]

Students with disabilities are **2X MORE LIKELY** to be suspended ^[6]

HUNDREDS OF PRESCHOOLERS are suspended every day too often for age appropriate behavior ^[7]



Students miss more than **11 MILLION DAYS OF SCHOOL BECAUSE OF SUSPENSIONS!**

IN A SINGLE SCHOOL YEAR, 11 MILLION DAYS TRANSLATES TO: 60,000+ SCHOOL YEARS 60 MILLION LOST HOURS OF EDUCATION BILLIONS OF WASTED MONEY ^[8]

Studies show: Teachers view black girls as **LESS INNOCENT** than white girls. **Black girls lost 1.7 MILLION DAYS 2X THE NATIONAL AVERAGE FOR ALL STUDENTS** ^[9]

MILLIONS OF STUDENTS ARE IN SCHOOLS WITH COPS BUT NO COUNSELORS, SOCIAL WORKERS OR NURSES ^[10]



The number of police in schools has increased over time. There's no evidence to show that expanding police presence actually results in safer schools. ^[11]

"My son is 7 yrs old and suffers from ADHD, I do realize it's hard on the teachers but pulling him out of class is just as hard. He misses valuable lessons, which makes him fall behind his classmates. He then gets teased for not knowing the info which makes him misbehave." - Asha from Texas

We know what works! It is time to shift this practice of investing in the criminal justice system instead of schools and supports for students.



SOCIAL & EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When integrated into schools' strategic plans, staffing, professional learning, and budgets it guides their curriculum choices and classroom instruction and many of their schoolwide practices and policies. Most importantly it informs how adults and students relate with each other at all levels of the system, creating a welcoming, participatory, and caring climate for learning. ^[12]



POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

PBIS is a set of strategies and techniques based in behavioral psychology and implemented by all staff throughout a school. A positive approach is taken to create specific behavioral expectations for all students, and desired behaviors are explicitly taught. More intensive strategies are used for the children who need the most support. Data are kept and monitored to allow for more effective and targeted implementation. ^[13]



RESTORATIVE JUSTICE

Restorative justice empowers students to resolve conflicts on their own and in small groups often called peace circles or peer mediation groups. The idea is to bring students together when conflict or harm arises to talk, ask questions, and air their grievances. For the growing number of districts using restorative justice, the programs have helped strengthen campus communities, prevent bullying, and reduce student conflicts, data also shows a drastic reduction in suspension and expulsion rates, and students say they are happier and feel safer. ^[14]



TEACHER TRAINING & TEACHER SUPPORTS

Instructors can hold assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth. Teachers should be trained in classroom management, conflict resolution and how to recognize and provide support for children with all backgrounds and abilities. Additional "bias and sensitivity training" for teachers should highlight the cultural contexts of their students. ^[15] Studies show that teacher begin to show bias toward students as early as preschool.



END THE REGULAR PRESENCE OF LAW ENFORCEMENT IN SCHOOLS / RESTRICT THE ROLE OF LAW ENFORCEMENT THAT ARE CALLED IN TO SCHOOLS

There is no evidence to show that expanding police presence in schools actually results in safer schools. In fact the data we do have shows that this is a failed approach. ^[16] By devoting a significant amount of resources into cops and increased security in schools, schools are not safer and critical services are left underfunded or left out all together. Best practices for improving school climate and discipline are being used as alternatives to police in schools all across the country. Use of these interventions can reduce suspensions by up to 50%, improve school climate, increase teacher effectiveness and support better educational outcomes for all students. ^[17]

"I've had students who cause trouble in class and when I pull them aside to talk, they tell me they're just 'a bad kid' and that's why they act that way. We can't have kids growing up thinking they're bad and perpetuating that self-image. I consistently have students reflect, discuss conflict in class, consider the impact their choices have, and almost never send a kid to the principal. Suspending kids does not get to the root of an issue and becomes a burden on parents who often already have enough burden. I hope more schools and teachers work to find ways to coach kids rather than sending them away feeling like 'the bad kid'." - Annie from Washington

Together we can break the school to prison pipeline for ALL students.
www.momsrising.org/kidrising - Twitter: @Kids_Rising - Instagram: @4KidsRising - Facebook: com/4KidsRising

^[1] <https://civild.org/what-is-sel/> ^[2] <https://data.datastudio.com/datastudio/childhooddevelopmental/what-is-suspension.pdf> ^[3] <https://www.pbs.org/newshour/education/school-suspensions> ^[4] <https://www.edutopia.org/blog/restorative-justice-research-reel-data> ^[5] <https://civild.org/what-is-sel/> ^[6] <https://www.nytimes.com/2015/03/02/us/politics/school-officers-in-schools-early-make-them-safer> ^[7] http://dphhs.michschools.org/wp-content/uploads/2017/10/Model_Case_2013-1.pdf

[DOWNLOAD THE INFOGRAPHIC HERE](#)

PEOPLE'S RESPONSE ACT

The People's Response Act emphasizes an inclusive, holistic, and health-centered approach to public safety by creating a public safety division within the Department of Human Health and Services — because communities and experts agree that public safety is a matter of public health. It adopts a new approach to public safety that will save lives, and build systems of care that are rooted in improving the well-being of all communities. This approach must be equitable, health-centered, and preventative to stop violence and harm before it occurs while ensuring that every community has what it needs to flourish.

OFFICERS WERE CHARGED WITH A CRIME IN ONLY 1% OF ALL KILLINGS BY POLICE



“ [M]y then son-in-law was beaten by off-duty police in Chicago so badly his ankle and wrist were broken, but there was no recourse. We need accountability for our peace officers. ”
- Orick, MN

“ As a Deaf senior, I am terrified of LAPD. I know I most likely will not hear/comprehend commands, and that is a valid reason for them to shoot/arrest me. What a horrible situation to be afraid of our police force! We deserve something better. ”
- Elizabeth, CA

IN 2021 106 PEOPLE WERE KILLED AFTER POLICE RESPONDED TO REPORTS OF SOMEONE BEHAVING ERRATICALLY OR HAVING A MENTAL HEALTH CRISIS



“ We CAN help Americans and help avoid the heartbreak of killings, injuries and abuse happening right now across our country. Pass the People's Response Act now! ”
- Lynda, AZ

57% OF KILLINGS BY POLICE IN 2021 (606 DEATHS)

were traffic stops, police responses to mental health crises, or situations where the person was not reportedly threatening anyone with a gun¹



TRANSGENDER PEOPLE OF COLOR WERE 6X MORE LIKELY TO EXPERIENCE PHYSICAL VIOLENCE FROM THE POLICE THAN WHITE CISGENDER PEOPLE²

A 2011 study found³
LGBTQIA+ YOUTH ARE 53% MORE LIKELY TO BE STOPPED BY THE POLICE
60% MORE LIKELY TO BE ARRESTED BEFORE THE AGE OF 18
90% MORE LIKELY TO HAVE HAD A JUVENILE CONVICTION
41% MORE LIKELY TO HAVE HAD AN ADULT CONVICTION

MomsRising.org | MamásConPoder.org

WHAT IS THE ACT?



Creating a new public safety division within the Department of Health and Human Services to fund and coordinate research, technical assistance, and grant programs related to non-carceral, health-centered investments in public safety



Launching a federal first responders unit that will support states and local governments with emergency health crises;



Research alternative approaches to public safety, including coordination of research and policies that are being implemented across HHS and other agencies to center health-based and non-carceral responses throughout the federal government;



Providing \$7.5 billion in grant funding to state and local governments, as well as community-based organizations, to fully fund public safety and improve crisis response;



Establishing a \$2.5 billion First Responder Hiring Grant to create thousands of jobs and provide funding to state, local, and tribal government, as well as community organizations, to hire emergency first responders such as licensed social workers, mental health counselors, substance use counselors, and peer support specialists, in an effort to improve crisis response and increase non-carceral, health-based approaches to public safety

82% OF AMERICANS support a greater role for community organizations

PROMOTING COMMUNITY-BASED ALTERNATIVES SUCH AS VIOLENCE INTERVENTION
→ **50% SAY THEY STRONGLY SUPPORT IT**

“ Our public security system is broken. It must be re-imagined and the People's Response Act does just that! Public safety is a matter of public health; broaden your minds and see the magnitude of the problem in our country and PASS this Act! ”
- Kathy, MI

“ Pass the people response bill to help black and brown communities. ”
- Essence, NY

^[1] <https://policeviolencereport.org/> ^[2] https://www.pewresearch.org/wp-content/uploads/2017/04/ncsp_transfviolence.pdf ^[3] https://www.americanbar.org/groups/diversity/sexual_orientation/publications/neutralizer/2012-july/impact-of-incarceration-and-policing-in-our-community/

96 PERCENT OF AMERICANS support changing management practices so officer abuses are punished

→ **76% SAY THEY STRONGLY SUPPORT THE IDEA**

The **victimology of [police sexual violence]** is deeply intersectional as police officers typically “target the most vulnerable — namely women of color, transgender and gender-nonconforming people, victims of domestic abuse, and people suspected of engaging in criminalized activity”

IT'S TIME TO REIMAGINE PUBLIC SAFETY AND OUR OVER RELIANCE ON POLICING. PASS THE PEOPLE'S RESPONSE ACT!



MomsRising.org
MamásConPoder.org

[DOWNLOAD THE INFOGRAPHIC HERE](#)

How to Talk About Police Brutality with Children

Blog post from April 19, 2021

BY: CLAUDIA TRISTÁN

The unending and unjust police brutality towards Black lives has once again created a wave of devastating media content and rippling conversations families are once again forced to have. For Black families this has been a never ending conversation as police violence takes Black life, after Black life, after Black life.

At MomsRising we want to support those families having difficult conversations with their children about the realities of the nation's police force. These repeated incidents can be traumatic and we encourage all families to address their children's concerns with open dialogue. We know to truly reimagine public safety we need everyone to have these difficult conversations, not just Black and Brown families.



America's moms have brought together a list of resources to help each and every family across the country work through this moment. Please also join our call to action to end police violence. Together we can take a powerful stance that cannot be ignored. We need to take action to not only hold those involved accountable for their crimes, but also to call out and dismantle white supremacist systems that enable and fuel these incidents of police violence against individuals and communities of color every day.

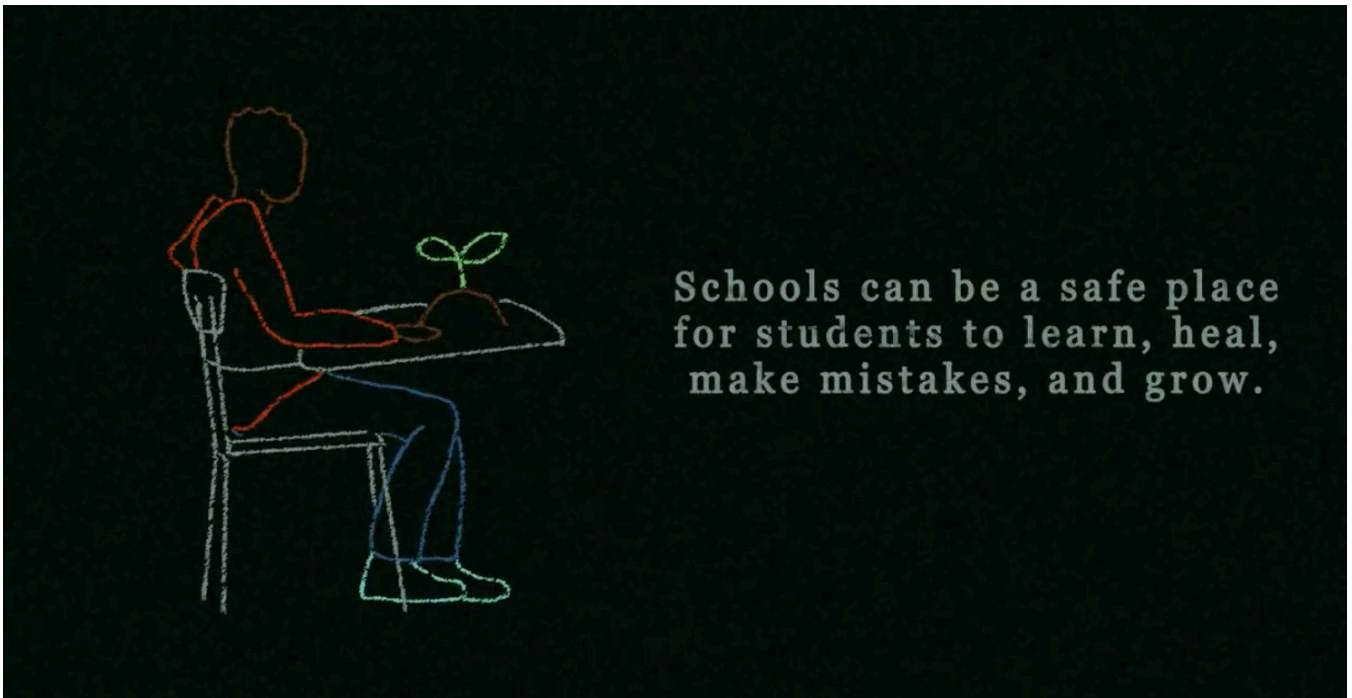
The following are additional tips resources for families:

- [Safety in our Kids' Schools: Providing Social & Emotional Support](#)
- [The Key to Keeping Students Safe? Counselors, Not Cops](#)
- [We Came to Learn: A Call to Action for Police-Free Schools](#)
- [Community, Not Cops](#)
- [Tips for Talking to Kids About Disturbing News](#)
- [Why White Parents Need to Talk About Race](#)





[VIEW THE DISMANTLING THE
SCHOOL-TO-PRISON PIPELINE VIDEO](#)



[VIEW A TENDER GARDEN: REIMAGINING
SCHOOL SAFETY VIDEO](#)

END THE SCHOOL-TO-PRISON PIPELINE

Breaking the school-to-prison pipeline opens opportunities for everyone to thrive! Working to dismantle the school-to-prison pipeline by addressing and fixing the systemic issues and structural barriers like racism, racial profiling, policing in schools and discrimination based on learning differences that led to its creation is critically important. Restorative justice builds strong kids, strong communities, and a strong country. #WeCanDolt!



A 2007 STUDY BY THE ADVANCEMENT PROJECT AND THE POWER U CENTER FOR SOCIAL CHANGE SAYS THAT FOR EVERY 100 STUDENTS WHO WERE SUSPENDED, 15 WERE BLACK, 7.9 WERE AMERICAN INDIAN, 6.8 WERE LATINO AND 4.8 WERE WHITE. TODAY'S YOUTH ARE TOMORROW'S LEADERS. WE MUST REMEMBER THAT WE CANNOT TEACH A STUDENT WHO IS NOT IN SCHOOL.

<http://www2.ed.gov/policy/gen/guid/school-discipline/data.html>

[DOWNLOAD COLORING PAGE HERE](#)

TAKE ACTION

COUNSELORS NOT CRIMINALIZATION ACT

MORE THAN 1 IN 4 BOYS OF COLOR WITH DISABILITIES RECEIVE AN OUT OF SCHOOL SUSPENSION



NEARLY 1 IN 5 GIRLS OF COLOR WITH DISABILITIES RECEIVE AN OUT OF SCHOOL SUSPENSION


→ The vast majority of these suspensions are NOT for violent behavior

Mandela.org
MandelaCOPs.org

→ [CLICK TO TAKE ACTION](#)

The Counseling Not Criminalization Act is an important step in shifting resources away from practices that harm and push kids out of school into what helps students thrive, keeps schools safe, and ends the criminalization of kids in schools.

BLACK YOUTH ARE 9 TIMES MORE LIKELY THAN WHITE YOUTH TO RECEIVE AN ADULT PRISON SENTENCE



STOP THE SCHOOL-TO-PRISON PIPELINE

[CLICK TO TAKE ACTION](#)

END POLICE VIOLENCE!

SHARE YOUR STORY!



[CLICK TO TAKE ACTION](#)

PEOPLE'S RESPONSE ACT

OFFICERS WERE CHARGED WITH A CRIME IN ONLY 1 PERCENT OF ALL KILLINGS BY POLICE



[CLICK TO TAKE ACTION](#)

SHARE YOUR STORY

IN THE U.S. 10,000 JUVENILES ARE HOUSED IN ADULT JAILS OR PRISONS

→ 7,500 IN JAILS, 2,700 IN PRISONS

→ INCARCERATED YOUTH WILL HAVE SPENT AT LEAST ONE MONTH IN ADULT JAIL. 1 IN 5 WILL HAVE SPENT MORE THAN SIX MONTHS THERE.



Mandela.org
MandelaCOPs.org

POLICE-FREE SCHOOLS STORY BOOK

→ [CLICK TO SHARE YOUR STORY](#)

STANDING UP FOR STUDENTS



→ [DOWNLOAD THE STORYBOOK](#)

DISMANTLE THE SCHOOL-TO-PRISON PIPELINE STORY BOOK

→ [CLICK TO SHARE YOUR STORY](#)
[SPANISH VERSION](#)

SHARE YOUR STORY!



TEACHERS WORKING TO END THE SCHOOL TO PRISON PIPELINE

→ [CLICK TO SHARE YOUR STORY](#)



RUNNING FOR SCHOOL BOARD!

ORGANIZATION: Red Wine & Blue

“ It’s so important for parents to elevate their voice on the issues that impact their kids and their community by running for and getting elected to school boards. School boards have an incredible impact on the students and families in their district, which is why we need diverse, in touch voices taking on these leadership roles! ”

– S. Nadia Hussain

THINKING ABOUT RUNNING FOR SCHOOL BOARD? FOLLOW THIS ROADMAP TO GET STARTED

1

FIRST STOP! KNOW THE BASICS W’S

WHO: Do your research! Find out who are the current members of your school board, how long they have served? Are they running for reelection? What is good and maybe not so good about their platform or priorities. How did they do in the most recent or last election? How many votes did each candidate get? What issues did previous candidates highlight?



WHEN: Find out when school board meetings are if you don't know already, and even more importantly, find out when the next school board election will be held. Even if the election is not soon, knowing important dates for filing your candidacy is an essential first step. Learn as much about the process for running for your local school board as you can! This is information that is sometimes available at the actual school board meetings.

WHAT & WHY: After you get the basic w's down, take time to think about the most important question you will need to ask yourself... why do you want to be a school board member? A good approach for thinking through and tackling this question is to consider the following:

- The good... What do you think the school board is doing well? Make a list!
- The bad... What do you think needs to be improved?
- Your solutions... What ideas do you have for addressing issues, and expanding what the school district and school board are doing well?

2

SECOND STOP! BUILDING YOUR CAMPAIGN AND YOUR PEOPLE!

BUILDING YOUR CAMPAIGN PLAN: Do your research! Get the 411 on your school district. You should know how many students, schools, and employees the district has, what the district budget is, and how the budget and schools are funded. Learn about the demographics of the district and other district data points that can help you familiarize yourself with the concerns and opportunities in the district as well as to connect with fellow parents and community members.



ACTIVATE YOUR PEOPLE: Start with your people! Ask friends, loved ones, fellow parents, coworkers and other people in your community to work with you. Running for school board is a lot of work and it's important to have people to support you! Your people can offer a range of support including getting others on board, getting signatures to get you on the ballot, help fundraise, help you fundraise, and be a campaign cheerleader!

GO TO SCHOOL BOARD MEETINGS: Researching school board mechanics is one thing, seeing it up close and personal is another. Attending school board meetings is an important tool to help you understand the issues, people, and dynamics between the school board members and district overall. This real time experience will provide important information for shaping your campaign.

THIRD STOP! CRAFT YOUR MESSAGING!

MESSAGING MATTERS: Sound ideas for addressing real challenges go a long way. Get smart on the issues as well as the opportunities. Be clear in your messaging while incorporating the experiences of fellow parents in making clear points. There is a lot of toxicity in campaigns and it is clear that voters tend to support candidates who can frame their message positively.

3

4

FOURTH STOP! FUNDRAISE AND FUN!

FUNDRAISE: Fundraising is an important part of any campaign. Be sure to create a campaign budget to cover expenses. The goal is not to raise money but to get votes. Having a strong team and a plan for communicating and amplifying your message is as important as fundraising. Resource time with people, sharing your message, platform and ultimately asking explicitly for their vote! Consider hosting events like coffee with the candidate... you! Events can be in person or virtual. Consider attending existing local events as well such as parent meetings, local concerts, and community meet-ups.



FIFTH STOP! CROSSING THE FINISH LINE!

CROSSING THE FINISH LINE!: Running for school board, or any elected position is hard work but it can also be rewarding and an incredible learning experience. Be brave and unapologetic for what you stand for. Listen to fellow parents and community members every chance you get and be willing to make pivots to ideas and messaging based on what you hear. Talk to people from both sides of an issue and don't be afraid to ask for their vote. Not everyone will support you but there will be many who do! In the end running for school board is an important way to address issues. Education is the cornerstone of multiracial democracy and schools are where we learn to engage in society in meaningful ways.

5

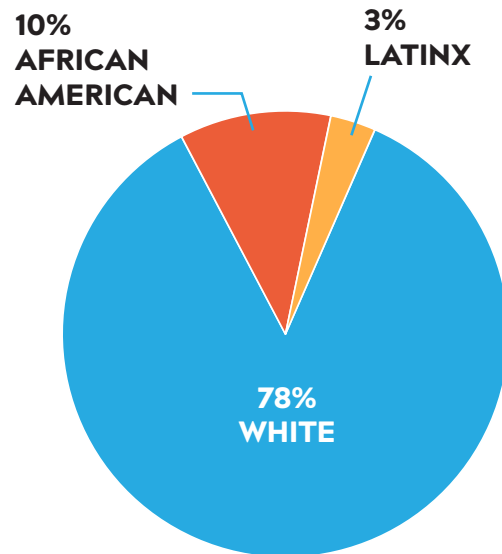
WOCE: WHY WE NEED WOMXN OF COLOR SERVING ON SCHOOL BOARDS

School boards, though increasingly diverse, have not changed as rapidly as the student bodies they oversee. Across the country, 78 percent of board members are white, while 10 percent are African American and 3 percent are Latinx, according to a recent survey by the National School Boards Association.

Given the well-established link between parent and community confidence and engagement and high-achieving schools, research has found that people of color's representation on the school board—whether just one member or a majority of the board— correlated to a significantly greater likelihood that people of color within the community will rate their local schools as good or excellent.¹

Evidence has shown a causal chain in which more diverse representation on the school board results in the hiring of more administrators of color, leading in turn to the hiring of more teachers of color, and ending in positive academic results for students of color.

SCHOOL BOARDS BY RACE



WHAT DO SCHOOL BOARDS DO?

Local school boards are elected—or occasionally appointed—to be leaders and champions for public education in their states and communities.

WHAT IS A SCHOOL BOARD'S MOST IMPORTANT RESPONSIBILITY?

The most important responsibility of school boards is to work with their communities to improve student achievement in their local public schools. School boards derive their power and authority from the state. In compliance with state and federal laws, school boards establish policies and regulations by which their local schools are governed.

YOUR SCHOOL BOARD IS RESPONSIBLE FOR:

- Employing the superintendent
- Developing and adopting policies, curriculum, and the budget;
- Overseeing facilities issues; and
- Adopting collective bargaining agreements

1. Leadership Insider Practical Perspectives on School Law & Policy, National School Board Association, October 2018



WHAT DO WE KNOW ABOUT SCHOOL BOARD MEMBERS?

School board members are as diverse as the democracy they serve. School board members, especially those in large districts, are more representative of the communities they serve than state legislatures and members of Congress. Boards include women (44 percent are female) at more than twice the rate of the U.S. House of Representatives (about 17 percent) and the U.S. Senate (about 20 percent). In large districts, 21.8 percent of school boards members surveyed were African-American and six percent were Latinx.

WHAT ARE SCHOOL BOARD MEMBERS' GOALS FOR STUDENTS?

School board members and superintendents have similar goals for preparing their students for college, the workplace, and, above all, “a satisfying and productive life.”

DO EFFECTIVE SCHOOL BOARDS IMPROVE THEIR SCHOOLS AND RAISE STUDENT ACHIEVEMENT?

Recent research shows that school boards have a significant impact on student achievement in their districts.

FINALLY, ALL THE ATTENTION TO REPRESENTATION ON SCHOOL BOARDS SERVES AS A REMINDER OF SOME COMPELLING REALITIES ABOUT DEMOCRACY MORE GENERALLY:

- Local officials comprise sizable majorities of the total numbers of Asians, African-American, Native American and especially Latinxs elected to public office in this country;
- School board seats are at once more numerous than other offices and more representative in their racial composition than other elected positions;
- School boards are where many elected officials start their public service.

ADDENDUM

SECTION 1: CRT / BOOK BANS - ADDITIONAL RESOURCES

Banned Books Week: <https://bannedbooksweek.org/>

Banned Books Archive: <https://www.thefire.org/first-amendment-library/special-collections/banned-challenged-books/>

Brooklyn Public Library Books Unbanned: <https://www.bklynlibrary.org/books-unbanned>

The Forum: Behind the Critical Race Theory Crackdown: <https://www.aapf.org/theforum-critical-race-theory-crackdown>

CRT Summer School Program: https://www.aapf.org/files/ugd/b77e03_d7699202646d4da0b2102d0b4a7b017d.pdf

SECTION 2: TRANS ATTACKS & COMPREHENSIVE SEX ED - ADDITIONAL RESOURCES

[5 Ways To Teach Kids About LGBTQ+ Equality With #MomsReading](#)

[How to Talk to Kids About Sexual Harassment... Before They Even Know About Sex](#)

[Sex Education 2.0](#)

SECTION 3: POLICE FREE/SAFE SCHOOLS - ADDITIONAL RESOURCES

[Digital Defenders General Tips and Tricks + CRT Narratives](#)

[How to Talk to Kids of All Ages About Difficult Subjects](#)

[End Discrimination in Our Schools, Not Just in the Workplace](#)

[Parents Want Sex Education in Schools](#)

SECTION 4: SCHOOL BOARDS - ADDITIONAL RESOURCES

[Campaign for Our Shared Future Resources](#)

[The Suburban Women Problem](#)

GROUP DESCRIPTIONS

MomsRising is an on-the-ground and online grassroots organization of more than a million people who are working to achieve economic security for all moms, women, and families in the United States.

Women's March is a women-led movement providing intersectional education on a diverse range of issues and creating entry points for new grassroots activists & organizers to engage in their local communities through marches, trainings, outreach programs and events.

Red Wine and Blue channels the power of suburban women for the greater good with trusted community and non-traditional, fun content created for and by women.

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.

Parents Together is a nonprofit organization providing independent reporting and commentary on issues that affect kids and families.

The Frontline is a joint campaign of The Working Families Party, the Movement for Black Lives Electoral Justice Project, United We Dream, & Rising Majority.

African American Policy Forum is an innovative think tank that connects academics, activists and policy-makers to promote efforts to dismantle structural inequality.

Supermajority is a women's equality organization that centers the lived experiences and liberation of all women and all people who have been marginalized due to their gender, including trans women, cisgender women, gender nonbinary people, and trans men.

MO Equity Education Partnership is a grassroots organization founded in 2021 to promote anti-racist and anti-bias approaches to education.

Color of Change leads campaigns that build real power for Black communities by challenging injustice, holding corporate and political leaders accountable, commissioning game-changing research on systems of inequality, and advancing solutions for racial justice that can transform our world.

SIECUS advocates for the rights of all people to access and enjoy accurate and comprehensive sexuality information, education, and related health services.

Black Girls Vote is a nonpartisan organization designed to represent the concerns and interests of Black women. The mission of the Black Girls Vote Advocacy Committee is to organize our membership and community around issues that disproportionately affect black women and girls. We do this by organizing education events, utilizing partnerships and demanding policy changes from elected officials. We are dedicated to using black women's collective vote and voice to improve the conditions of their lives and the lives of others.