



From: **LibertyMoms Duval** <[momsforlibertyduval@gmail.com](mailto:momsforlibertyduval@gmail.com)>  
Date: Fri, Nov 4, 2022 at 8:41 PM  
Subject: An Intro to Duval Moms for Liberty + Parent Pledge Request  
To: LibertyMoms Duval <[momsforlibertyduval@gmail.com](mailto:momsforlibertyduval@gmail.com)>

Dear 2023 Jacksonville Candidates,

Thank you for your service in seeking local office.

We are writing to share a little information about our organization and ask you to sign the *Moms for Liberty Parent Pledge* (attached).

Moms for Liberty is a grassroots organization that was founded in January 2021. We are a 501c4 nonpartisan, nonprofit organization dedicated to fighting for the survival of America by unifying, educating, and empowering parents to defend their parental rights at all levels of government.

In Duval County, our chapter has focused on bringing greater transparency to parents from DCPS. Locally, we would love to see our district schools improve in areas of student achievement and teacher retention, and subsequent increased enrollment. Many of us are Jacksonville natives and products of the DCPS of yesteryear. *We know what we are talking about.* We understand the main reasons for student attrition, and we seek partnerships with the district and school board to share those concerns from our parents. See more at [momsforlibertyduval.org](http://momsforlibertyduval.org)

A few things we have given voice to in the last year are:

Literacy rates - For the 20-21 school year our middle schoolers read with 42% proficiency rate and elementary students with 47% proficiency. We believe that literacy is equity. Keep in mind, these poor results are averages...lower income schools often report much lower results than the district averages.

CRT in the district - We exposed the details on board members intending to attend a junket trip to the NSBA's Equity Symposium, and we have reported other instances of CRT in the classroom.

Parental rights - Our local chapter was happy to support the Parental Rights in Education bill and bring awareness to Duval's 37-page LGBTQ teacher support guide. This guide explicitly stated that teachers should allow students to self-direct their gender including selecting locker

room and restroom facilities and how they should be roomed on overnight trips - without informing the student's parents of the change in services for their child.

Teacher pay and resignation data - Our chapter shared how Duval teachers ranked 41st of Florida's 67 counties for average teacher pay - while Duval principals rank 3rd. Of last year's 785 departing teachers, only 9 reported inadequate pay as their reason for leaving our schools.

***The educational success of Jacksonville's children should be the common ground we all share.*** DCPS is not producing the caliber of student education that Jacksonville deserves. This is a non-partisan issue and Moms for Liberty Duval refuses to be characterized as anything other than law-abiding, loving and rightfully concerned parents.

While our organization only officially endorses School Board candidates, we view the commitment to the Parent Pledge as a way to allow our members to learn about local candidates across all offices who support the dedication we have to our children. We are very proud to share that our endorsed candidates in the August election, April Carney (D2) and Charlotte Joyce (D6) soundly defeated their challengers. To see some of the other elected officials and candidates who have signed our pledge, click here:

<https://www.momsforliberty.org/pledged-candidates-elected-officials/>

You are welcome to sign the pledge and return to us or, *even better*, we would be happy to arrange for a meet up and discussion including a photo we will share with our national organization. If the pledge is something that you would not like to sign, we still invite you to connect for a meeting so we can learn your vision for your upcoming race and exchange ideas where we can find common ground to create more unity in our community.

With kind regards,

Moms for Liberty Duval  
Rebecca Nathanson, Chapter Chair  
Natalie Dreyer, Vice Chair  
Angela Reichenbach, Secretary  
Derek Nelson, Treasurer

# Goal 1: Literacy



DCPS will improve from the bottom quartile of FSA reading and writing performance in August 2019 to the top quartile of performance statewide by August 2026

Measure	Status	Baseline (2018-19)	Current (EY 2020-21)	2021-22 Target	2021-22 Stretch Target
Goal Statement	● ● ●	27%	30%	27%	43%
PM1: K2 Literacy Growth	● ● ●	69%	61%	69%	73%
PM2: Elem Reading Proficiency	● ● ●	50%	47%	50%	54%
PM3: Middle Reading Proficiency	● ● ●	45%	42%	45%	48%

## Interim Measures:

- iReady (K-2)
- Star Renaissance (3-5)
- PMA's (3-10)
- Achieve 3000 (3-12)

**Achieve '26**

STRATEGIC PRIORITIES



**DUVAL COUNTY PUBLIC SCHOOLS**

**Print**

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**TRANSGENDER/GENDER NONCONFORMING STUDENT  
SUPPORT PLAN *CONFIDENTIAL***

*The U.S. Department of Education and the U.S. Department of Justice interpret Title IX to require that when a student or the student's parent or guardian, notifies the school administration that the student will assert a gender identity that differs from previous representations or records, the school will begin treating the student consistent with the student's gender identity. Upon notification of a transgender or gender nonconforming student's status, school staff should complete a Transgender/Gender Nonconforming Support in collaboration with the student and parent/guardian (if aware) to provide guidance to school staff on how to support the child at school. Reminder: A student's gender identity should never be disclosed without their consent even to a parent/guardian.*

Date: \_\_\_\_\_ Meeting Participants: (please write name and role/position)

Time: \_\_\_\_\_

School:

**DEMOGRAPHIC INFORMATION**

Student's Affirmed Name: \_\_\_\_\_ Grade Level:

Student's Legal Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Student's Gender Identity: \_\_\_\_\_

Student's Sex Assigned at Birth: \_\_\_\_\_

Sibling Name(s)/Grade Level(s): \_\_\_\_\_

Factors to be considered regarding sibling's needs?  
\_\_\_\_\_

Parent(s)/Guardian(s) & Relation to Student:

Parent(s)/Guardian(s) Involvement

Are parent(s)/guardian(s) aware of their child's gender identity  Yes  No

How supportive of their child's gender identity are the parent(s)/guardian(s)?

Mark the line below or circle the number



If parent(s)/guardian(s) are not supportive, what considerations must be accounted for when creating and implementing this plan?



**CONFIDENTIALITY, PRIVACY, & DISCLOSURE**

How public or private will information about this student's gender be? (check all that apply)

- District Staff will be aware (i.e. student support services, other district staff)  
Specify members: \_\_\_\_\_
- School-Based Admin will be aware (i.e. principal, AP, School Counselor, etc.)  
Specify members: \_\_\_\_\_
- Teachers, Coaches and other school-based staff will know.  
Specify members: \_\_\_\_\_
- Student will not be "Out" but some students are aware of the student's gender identity.  
Specify members: \_\_\_\_\_
- Student is open with others (adults and peers) about gender identity.
- Other: \_\_\_\_\_

How will privacy be communicated to people outside the context of this meeting?

If the student has asserted a degree of privacy, what are the expectations of the institution if that privacy is compromised?

How will teachers and staff respond to questions about the student's gender identity from?

Other Students:	Staff Members:	Parents/Community:
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**STUDENT SAFETY**

Students go-to on campus: \_\_\_\_\_

If the above person is not available? \_\_\_\_\_

How frequently will the point person check in with the student? <sup>Select Frequency</sup>

If the student feels unsafe in the contexts below, what are the next steps?

In Class:	Class Transitions:	Cafeteria/Other:
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Other safety concerns/questions: \_\_\_\_\_



## NAMES, PRONOUNS, & STUDENT RECORDS

Legal name in FOCUS: \_\_\_\_\_

Name to be used when referring to student: \_\_\_\_\_

Pronouns to be used when referring to student: \_\_\_\_\_

Is the student's affirmed name added into FOCUS?  Yes  No

If not, when will it be added? \_\_\_\_\_

Is the affirmed name appropriately populating on non-legal forms, documents, and other learning platforms?  Yes  No

Who will make sure these adjustments are made? \_\_\_\_\_

How will instances be handled in which the incorrect name or pronoun(s) are used?  
\_\_\_\_\_

How will the student's privacy be accounted for and maintained in the following situations or contexts:

During registration/enrollment: \_\_\_\_\_

With substitute teachers: \_\_\_\_\_

Standardized tests: \_\_\_\_\_

School photos/yearbook: \_\_\_\_\_

IEPs/other services: \_\_\_\_\_

Student cumulative file: \_\_\_\_\_

After-school programs: \_\_\_\_\_

Lunch lines: \_\_\_\_\_

Taking attendance: \_\_\_\_\_

Teacher grade books: \_\_\_\_\_

Office school-home communication: \_\_\_\_\_

Unofficial school-home communication (PTA/other): \_\_\_\_\_

Outside district personnel or providers: \_\_\_\_\_

Student/library cards: \_\_\_\_\_

Pasted lists: \_\_\_\_\_

Distribution of texts or other school supplies: \_\_\_\_\_

Assignments of IT accounts: \_\_\_\_\_

PA announcements/summons to office: \_\_\_\_\_

If the student's guardians are not aware and supportive of the child's gender identity, how will school-home communications be handled?  
\_\_\_\_\_

What are some other ways the school needs to anticipate information about the student's affirmed name and gender identity being compromised? How will these be handled?  
\_\_\_\_\_

## USE OF FACILITIES

Student will use the following restroom(s): \_\_\_\_\_

Student will change clothes (if applicable): \_\_\_\_\_

What shower will the student use (if applicable): \_\_\_\_\_

Any other facility accommodations (i.e. school trips, overnight excursions, etc)? \_\_\_\_\_

If student has questions about facilities who should they ask: \_\_\_\_\_





### EXTRACURRICULAR ACTIVITIES

Does the student participate in any after-school programs?  Yes  No

What steps will be necessary for supporting the student there?

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Is the student involved in any clubs during the school day?  Yes  No

What steps will be necessary for supporting the student there?

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Any other questions/notes for extracurricular activities?

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### OTHER CONSIDERATIONS

Are there any specific social dynamics with other students, families, or staff members that need to be discussed or accounted for?

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How will dress code be handled (of applicable)?

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Specific activity considerations (i.e. prom, homecoming, GSA sponsored events):

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\*With permission, a copy of this plan could be placed in the student's cumulative folder. Otherwise a copy should be kept in a confidential location.

### SUPPORT PLAN REVIEW & REVISION

Check-in meetings with the point person will occur:

30-day:

60-day:

90-day:

What will the process be if the student, family, or school wish to revisit any aspects of the plan or seek additions to the plan?

What action items emerging from this meeting and who is responsible for them?





November 1, 2021

Delivered by electronic mail to the recipient list below.

The Honorable Chairwoman Elizabeth Anderson, Dr. Kelly Coker, Messrs. Darryl Willie, Warren A. Jones, and Ms. Cindy Pearson, Charlotte Joyce and Lori Hershey,

Please accept this letter in anticipation of the November 2, 2021 meeting of the Duval County School Board (the "Board") during which the Board will consider an Agenda Item related to **Board Member Travel**, specifically related to approval of in excess of \$15,000 of travel expenses for five Board Members to attend a conference as part of the National School Boards Association (NSBA) Equity Symposium and Advocacy Institute in Washington, D.C. on January 22, 2022 (the "Symposium").

The Duval Chapter of Moms for Liberty urges the Board to reject this agenda item and, instead, use this as an opportunity to send the District Community a strong message of support in the wake of the fallout from the NSBA's letter to the President Biden dated September 29, 2021, in which it referred to public school parents as an "immediate threat" and that their actions could be "equivalent to a form of domestic terrorism and hate crimes."

The NSBA's letter, and the subsequent memorandum from the Department of Justice (the "DOJ Memo"), left public school parents defeated, frustrated, and scared. Locally, the members of Moms for Liberty reported feeling pressured to abandon advocacy efforts. Parents watched as just days after the DOJ Memo our own Office of the State Attorney and Jacksonville FBI gave a press conference announcing a new initiative to combat hate crimes, while recognizing that hate crimes had not actually increased locally in recent years. Parents learned from sources that, also days after the DOJ Memo, the Jacksonville FBI requested to meet with the DCPS police chief. We recognize that all levels of government, even locally here in Jacksonville, mobilized as a result of the DOJ Memo; and we are keenly aware of the danger of dissenting, or even questioning, thought in this environment.

Parent members expressed concern over participating in public comment, or having their name tied to an email to the Board, for fear that they would be investigated, or their employer notified. Despite our inability to afford elite private school for our children, we are not the ignorant masses the NSBA believes us to be, and we refuse to be characterized as anything other than law-abiding, loving, rightfully concerned, parents. Sadly, there is no real way to know how many parents will decide in the future not to play an active role in their child's education because of this heavy-handed, and political, reaction at all levels of government. **The chilling effect of the NSBA letter will impact civil discourse for years to come.**

While the complete agenda for the Symposium is not yet available online, the schedule as of October 18, 2021, shows sessions on "Dismantling Institutional Racism in Education" and "Creating Safe Spaces in Schools." The Symposium is part of a three-part series. We are unable to confirm if any Board members attended the prior series lectures, held on February 10, 2021 and July 13-14, 2021. We note that both prior symposiums are available online.<sup>1</sup> A review of the prior series' agendas shows sessions titled *Dismantling Racism*, *Undoing Miseducation*<sup>2</sup>, *Prescribing the Equity Lens*, *School Board Members' Perspectives on*

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<sup>1</sup> <https://www.nsba.org/Events/Equity-Symposium-Series>. One of our members was able to watch both last week.



*Race and Racism, Rethinking the Role of the School Resource Officer, Using Data for Equity, DIRE (Dismantling Institutional Racism in Education) presentations.*

We request this Board keep in mind the following questions and arguments against attending the Symposium, and address same during their Sunshine discussions.

- *Is it appropriate for the Board to use taxpayer dollars, money intended to be used in good faith to further the education opportunities of our children, to, instead, further the financial position of a \$90 million dollar trade association (the NSBA)?*

We leave this as a standing question – requesting the Board address it anytime it decides to spend money toward lobbying efforts, litigation, or trade associations, instead of our children. Make no mistake, the Board’s Resolution of the School Board ensuring that views are heard and exchanged in a safe environment does not negate the ill-will created by spending our tax dollars to support the NSBA.

- *Please explain how it is that you need to spend \$15,000 to travel several states away when there is ample information on these subjects online and for free on the NSBA website, and when some of the resource material used to inform the NSBA’s training is based on theory not permitted in Florida classrooms.*

Attached as **Exhibit A** are some screenshots of training material available online from the prior two NSBA symposiums. Parents deserve to know that the NSBA not only thinks we are akin to domestic terrorists, but that it wants to teach our Board that academic achievement indicators are just “used to help oppressors create social inequities” and that the resources the NSBA uses to inform its lectures include titles such as *Shut Up and Listen: Applied critical race theory in the classroom.*

We believe we speak for most of the parents who woke up in 2020 when we say that we have only been at this whole “paying attention to what goes on at the school board-level” thing for a few months and already we are inundated with these topics. In fact, we submit to you many of your educators and staff believe these topics dominate their professional training, but they are afraid to speak up or express their concern. Our request is not a comment on the importance of the topics expected to be discussed during the symposium. The important nature of the topics discussed is not a defense to the decision to use taxpayer resources to attend the Symposium. In fact, should the Board want further training on the topics of equity or institutional racism, it need look no further than its own District website or teacher trainings to find a plethora of material on these subjects. Please take a look at the documents we’ve pulled from the District’s own Office of Climate and Culture website, included in **Exhibit B.**

- ***Perhaps most importantly:** Please explain how it is that this Board thinks it is prudent to spend \$15,000 on equity training when a local elementary school’s PTA had to approve the use of its funds to purchase a paper shredder for the front office last year, or when teachers spend their own money for supplies such as copy paper, air filters, printer ink, and sanitizer wipes.*

Yes, all of these items were reported by members as actual expenses that the local schools did not have the funds to cover. This Board should be ashamed to spend money to travel to Washington, D.C. at a time when our hard-working school administrators, educators, and staff do not have the resources they need to handle their day-to-day work.

We recognize that the Board does not control many of these funding issues. We also recognize the work the Board has done to help educators and staff this year. Sure, \$15,000 will not solve those problems, but the optics to an exhausted employee-base are just as bad as the optics to your parent-constituents.

**Simply put: We have had enough. We do not want our taxpayer dollars wasted on the NSBA.**

We are confident this Board will show they are good stewards of the public trust and vote in opposition of Agenda Item A. Should the Board decide to instead vote in favor of the Item and spend our money traveling to D.C., we at least ask that you stop by the Rotunda in the National Archives Museum, where the Bill of Rights is proudly displayed and read the little-known section about freedom of speech. For equity's sake.

Respectfully,

***Moms for Liberty – Duval County***  
momsforlibertyduval@gmail.com

Recipient electronic mail address list:

Duval County School Board members:

District 1 - The Honorable Dr. Kelly Coker| cokerk@duvalschools.org

District 2 - The Honorable Elizabeth Andersen andersene1@duvalschools.org

District 3 - The Honorable Cindy Pearson| pearsonc1@duvalschools.org

District 4 - The Honorable Darryl Willie| willied@duvalschools.org

District 5 - The Honorable Warren A. Jones | jonesw2@duvalschools.org

District 6 - The Honorable Charlotte Joyce | joycec@duvalschools.org

District 7 - The Honorable Lori Hershey | hershey1@duvalschools.org

Cc:

Dr. Diana L. Greene, Superintendent, Duval County Public Schools, Greened@duvalschools.org

Richard Corcoran, Education Commissioner, Florida Department of Education, commissioner@fldoe.org

## Exhibit A

Excerpts from the PowerPoint Presentations used for the first two NSBA 2021 Symposiums:

From *No BS: Using High Impact Data for Educational Equity*:

**The Academic Achievement as a Social Construct**

- "Academic achievement" is a social construct. Indicators of academic achievement are meaningless without their relationship to positive life outcomes. Thus, in theory, indicators of academic achievement (like test scores and grades) should "predict" positive life outcomes. However, in practice, indicators of academic achievement "determine" positive life outcomes. This is a problem.

Because, we can never know if the academic "things" we measure have any real relationship to positive life outcomes. Also, educators and parents become more fixated on "things," like test scores and grades, and we neglect fundamental social, developmental, and educational needs that likely have a stronger association with positive life outcomes than the "things" that we are fixated on.

- The academic achievement "gap" is also a social construct. In theory, indicators of the academic achievement gap should be able to "predict" social inequities. However, in practice, indicators of the academic achievement gap are used to help oppressors "create" social inequities.
- This is a problem.

Source: Toldson, I. A. (2019). *No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear About Black People*. Brill-Sense: Boston, MA

## References

Primary: Toldson, I. A. (2019). *No BS (Bad Stats): Black people need people who believe in Black people enough not to believe every bad thing they hear about Black people*. Brill-Sense: Boston, MA

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- Gibson, B. L., Kochat, P., Tomic, U. R., & Barnes, A. S. (2017). Sources of implicit and explicit intergroup race bias among African-American children and young adults. *PLoS ONE*, 12(9), 1-18. doi:10.1371/journal.pone.0183015
- Haurer, M. (2015). W.E.B. Du Bois and Black heterogeneity: How the Philadelphia Negro shaped American sociology. *American Sociologist*, 46(2), 219-235. doi:10.1007/s12108-014-9240-2
- Kross, C. B. (2009). *Show up and listen: Applied critical race theory in the classroom*. *Race, Ethnicity and Education*, 13(2), 133-154.
- Kubi, R. (2018). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education*, 43(3), 307-333. doi:10.1177/0042085916636653
- Ladson-Billings, G. (2007). Pulling out the achievement gap: An essay on the language of deficit. *Journal of Negro Education*, 76(3), 316-323.

## Exhibit B

These documents are found available to your teachers for FREE on your website under the Office of Culture and Climate at <https://dcps.duvalschools.org/Page/18282>.



Right there on the website are resources for teachers on Equity from a Consultant called EdChange.

### Equity & Cultural Responsiveness Resources

<http://www.edchange.org/handouts.html>

### SOS Information

<https://dcps.duvalschools.org/Page/18849>

### PBIS Plan Template 18–19

[https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/6114/DCPS\\_PBIS\\_Plan\\_2018-19\\_SAMPLE.pdf](https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/6114/DCPS_PBIS_Plan_2018-19_SAMPLE.pdf)

EdChange provides lots of FREE resources to our District's teachers, which presumably the District wants them to use since it links them directly to its website. These resources include:

#### [Ten Commitments for a Multicultural Educator](#)

[Five Common Approaches to Equity: Toward a Transformative Vision](#)

[How Schools' "Achievement Gap" Initiatives Often Recreate Economic Injustice](#)

[Taco Night](#) (a brief reflection on the trouble with activities like Taco Night)

[Toward a Critical Approach to Multicultural Teacher Education: Five Stages](#)

[20 Things I Can Do to Be an Equitable Educator](#)

[11 Things We Can Do to Bring Class Equity to School](#)

[Five Paradigm Shifts for Educational Equity](#)

[Key Characteristics of a Multicultural Curriculum](#)

[Quotations on Diversity, Social Justice, and Education](#)

[Stages of Multicultural School Transformation](#)

#### **Diversity, Equity, and Social Justice in Society**


[Five Approaches to Social Justice Activism](#)

[Stages of Anti-Poverty and Anti-Classist Consciousness](#)

[So You Think You're an Anti-Racist? Paradigm Adjustments for "Well-Intentioned" White Folks](#)

Let's look at a few just to see what the District believes its teachers should know about Equity:

- *Five Approaches to Social Justice Activism*, suggests teachers should spend their hard-earned dollars donating to several causes, such as:



**EQUITY  
LITERACY  
INSTITUTE**

The Equity Literacy Institute is an EdChange initiative.  
<http://www.equityliteracy.org>  
[gorski@equityliteracy.org](mailto:gorski@equityliteracy.org)  
[@pgorski](#)

## Approaches to Cultivating Social Change

### 1. Charitable Giving

One way we can contribute to social justice movements is by donating money or goods to organizations such as Amnesty International, United for a Fair Economy, Black Lives Matter, or even a local food shelf. People often choose this route to activism when they want to do something that will ease their own conscience, but don't want to associate in deeper ways with a particular cause or if associating in deeper ways might put them at some sort of risk.

- *So You Think You're an Anti-Racist? Paradigm Adjustments for "Well-Intentioned" White Folks*, teaches our educators that Dr. King's version of the dream of color-blindness, is not only impossible but dangerous. Instead, the people entrusted to teach our children about civics must believe that racism infests every system in America.

We find it interesting that this material is still available to DCPS teachers for free when our own Florida Department of Education determined it is not permitted to inform the basis of in classroom instruction.<sup>3</sup>

### ***So You Think You're an Anti-Racist? Paradigm Adjustments for "Well-Intentioned" White Folks***

#### **2. From Color-Blindness to Racial Literacy**

Not only is **race color-blindness impossible, it's also dangerous**. Even if race is a social construct with no real scientific basis, racism is real and connected to all sorts of other systems of oppression, such as economic injustice, employment discrimination, and educational injustice. The inverse of color-blindness is racial literacy. Not only do I see racism, but I also learn how to recognize even the subtlest ways racism and white supremacy operate. That way I become more capable of eliminating racism and white supremacy.

<sup>3</sup> Rule 6A-1.094124(2)(b) "*Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War...Examples of theories that distort historical events...include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons.*"

### 3. Racism as Structural Oppression

If I understand racism only as transactional or as acts between individual people, it can be easy to distance myself from it. I become a greater force for racial justice when I understand these individual acts as symptoms or outcomes of bigger structures and patterns that **infest every system with which people interact**, from **judicial systems** to **education systems** to **policing** to economic systems. Sure, we should respond to individual racist acts because they can do tremendous damage. But if we want to be a threat to the existence of racism we must learn to recognize and respond to racism at its structural roots and not only at the interpersonal level.

And then there is the not-so-subtle call for educators to prioritize justice over peace, harmony, and our person favorite: conflict resolution. So if a DCPS teacher believes Lesson #3, that the judicial system is intuitively racist, then we suppose it flows nicely into Lesson #4 that said system cannot be relied upon to provide conflict resolution. It obviously must be ignored and dismantled.

### 4. Justice Before Harmony

This is important: there is no possibility for harmony without justice. The only real path to racial harmony is through racial justice. Why would somebody experiencing racial injustice, watching me ignore and benefit from that injustice (assuming I'm not actively participating in it, which might not always be a good assumption), want harmony with me? **Always prioritize justice over peace, justice over conflict resolution, justice over harmony.**

- We cannot stop at the justice or educational systems though. We need to look at the entire economic system of the United States. That brings us to the resource material below, also on our DCPS website:

**EdChange**  
informing ourselves  
reforming our schools  
transforming our world  
[www.EdChange.org](http://www.EdChange.org)

## Stages of Anti-Poverty & Anti-Classist Consciousness

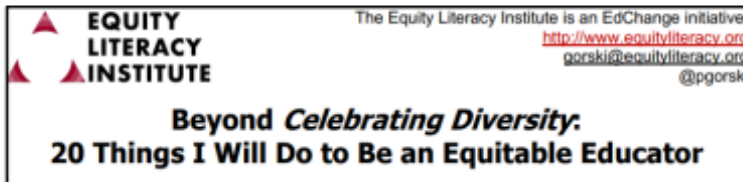
By Paul C. Gorski ([gorski@edchange.org](mailto:gorski@edchange.org)) for EdChange

DCPS may not realize this, but we parents understand that in your need to discuss equity and system issues requiring dismantling, what you are really trying to dismantle is capitalism and achievement-based outcomes. Do not take our word for it. Your own website trains teachers to “act against” capitalism and meritocracy. **So, does DCPS prefer socialism? Nepotism? Communism? Please let us know if this is the new position of our public education system so we can kindly remove our children.**

### 5. Anti-Classism

We are committed to eliminating classism. We understand that eliminating classism means eliminating poverty, **dismantling systems of power and privilege**. It also means thinking critically and **acting against many of the systems and structures we have been socialized to embrace without question: corporate capitalism, consumer culture, globalization, the myth of meritocracy, and so on.** We recognize that individual advocacy is not enough, that real change occurs only when **systemic shifts are made and when access and opportunity are distributed equitably on a global level.**

Let’s take a look at the section titled “Equity and Justice in Education” and the free handout titled *20 Things I Will Do to Be an Equitable Educator*:



Number 6 below incorporates the word “heterosexism” and states that your teachers should be teaching our children about discrimination against non-heterosexuals, at the “youngest ages.”

6. I will teach about issues like racism, sexism, poverty, and heterosexism. Despite false perceptions that younger students are not “ready” for these conversations, I will begin doing so at the youngest ages. Students from marginalized communities already are experiencing these problems and witnessing their families experiencing them.

Number 8 reiterates the need to reject the “myth” of color-blindness.

8. I will reject the myth of color-blindness. As uncomfortable as it may be to admit, I know that I react differently when I’m in a room full of people who share many dimensions of my identity than when I’m in

Number 12 relegates the teachers to changing based on the student’s feedback, which would be terrible parenting advice but for some reason is an acceptable path for a professional educator (we submit to you we do NOT want our educator’s role weakened by a perceived notion that they must bow to the input of the children).

12. I will elicit anonymous feedback from students and, when I do, I will model a willingness to be changed by their presence to the same extent they are changed by mine.

Moms for Liberty requests the District carefully consider how the material available on the Office of Climate and Culture website through EdChange.org is intended to influence its educators and staff, and therefore “*teach the teacher*” in a way that will ultimately influence the minor children attending the government’s schools.