

**KNOW YOUR RIGHTS** **MY SCHOOL MY RIGHTS**

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# FREE TO LEARN, FREE TO BE

# Parent & Student Advocacy Toolkit

# WELCOME

As parents and youth in California schools, we know that every student deserves a great education that prepares them for a bright future. That includes young people of all races, backgrounds, immigration statuses, sexual orientations, and genders.

Unfortunately, in some school districts, students and parents feel unwelcome because of who they are. In parts of California, school board members have passed policies that harm students, especially LGBTQ students, and are challenging protections put in place for students. Also, a handful of extremists are trying to challenge some California schools for their efforts to create inclusive learning environments or lessons for historically marginalized student groups.

Additionally, the federal administration is actively pressuring schools to abandon state law and directives that protect immigrant students and their families. Sanctuary school policies are crucial in ensuring that all students and their families feel safe and welcome in school, regardless of their immigration status.

Here in California, we're joining together and fighting for students' freedom to learn and freedom to be themselves at school.

**Every student deserves to pursue their dreams and to receive a great education that prepares them for the lives they want to build.**

California has some of the most robust statewide laws protecting the freedom of students to learn and to be their authentic selves, and to be free from discrimination regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation.. At the same time, people power matters to hold our schools accountable. Taking action in your local school district can be a necessary and powerful step.

We hope you'll find inspiration in these pages. This toolkit is for all California parents and students who are concerned about the recent rise in book bans and curriculum censorship, and attacks on programs and services to promote diversity, equity, inclusion, and belonging in schools. It's for all individuals who are disturbed by attempts to ostracize LGBTQ+ students, immigrant students, Black and Indigenous students, and other students of color. If you live in a district that is doing right by students, you still have a role to play. Your school district can double-down on its commitment to all students and set a new standard for the freedom to learn.

Remember—there is no one-size-fits-all approach to organizing. You know your community best. For that reason, we've included a variety of options for how to take action and listed a wealth of resources from other organizations as well. We invite you to use what works for you and your community.



# ASSESS YOUR SCHOOL DISTRICT

As a place to start, look over this checklist. Is your District taking any of the following steps to infringe on students' freedom to learn?

## ACCURATE & INCLUSIVE CURRICULUM

- ☐ Does your school or school district:
  - ☐ Ban books?
  - ☐ Have a 'review process' for banning books or is considering implementing one?
  - ☐ Have a rule to ban flags, buttons, or pins that promote 'activist causes,' 'pride,' or 'politics'?
- ☐ Are students rarely or never asked to read books by Black authors, LGBTQ+ authors, and authors of color?
- ☐ Does your school's sexual health education curriculum exclude information about LGBTQ+ people?
- ☐ Have teachers in your district been told to change their curriculum to remove references to Black history, LGBTQ+ identity, health education, or other topics?
- ☐ Have textbooks or portions of textbooks been removed or rejected by the school board because they gave an honest accounting of history?
- ☐ Have school staff in your district faced pressure to remove certain educational displays from classrooms or libraries?

## DISCRIMINATION OR HARASSMENT

- ☐ Are students disciplined for speaking honestly about history or current events? Does this discipline fall hardest on students of color or immigrant students, or students who support or oppose specific events or issues?
- ☐ Have students or school staff been punished for displaying flags, buttons, or lapel pins at school to represent their identity? Examples include Black Lives Matter buttons, immigrant rights buttons, rainbow flag pins, the Palestinian flag, and more.
- ☐ Does your school district have a rule or are they considering a rule that would require school staff to 'out' LGBTQ+ students to their parents if staff become aware of their gender identity or sexual orientation?
- ☐ Does your school district have a rule that would control where trans and non-binary students can use the bathroom or what sports teams they can play on?
- ☐ Do students experience unfair treatment or prejudice because of their background or where they come from?
- ☐ Does your school fail to stop unfair treatment or prejudice?
- ☐ Does your school district deny enrollment to undocumented or immigrant students?

## **OPEN GOVERNMENT ISSUES & BROWN ACT VIOLATIONS**

- ☐ School board meetings are required by California law to be open to the public and accessible. Does your board meet without notice?
- ☐ Does your school district or school board fail to post on their official website in advance about meeting times, locations, and agendas?
- ☐ When an important issue is being decided, has your school board ever refused to allow the public to speak? Every school board meeting is required by California law to have a public comment section.
- ☐ Does your school board ever limit the number of people who can speak to one perspective on an issue, while allowing the other side to speak freely?

## **ORGANIZED THREATS TO THE FREEDOM TO LEARN**

- ☐ Are organized groups regularly attending school board meetings demanding the school board does any of the activities above?

## **IMMIGRATION & STUDENTS**

- ☐ Does your school district fail to have policies that protect students from law enforcement actions at school, including immigration enforcement?
- ☐ Does your school fail to have policies that protect student privacy and protect student information from being shared with law enforcement, including immigration enforcement?

If you answer 'yes' to any of these questions, that's a sign that it's time to mobilize. In our next section, you'll be guided in creating a plan of action.

# A STRATEGY GUIDE FOR PARENTS & STUDENTS

Now that you have a sense of problem areas in your district, it's time to create a plan of action.

1

**What is your big-picture goal?** Start by writing down your ultimate goal. What change do you want to see in your district or school? What is your positive vision of the future?

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2

**Which advocacy strategies make sense?** Reflect on which of the strategies below might help you make this goal a reality. There are many ways to make change happen, and a range of roles you can play.

- **RAISE YOUR VOICE** Gathering a broad group of parents, students, educators, and neighbors to show up at school board meetings, share their stories, speak up against harmful narratives, and organize for change.
- **SHAPE POLICIES** Encouraging school board members to vote for good policies. Working to pass a school board resolution to affirm that all students are free to learn and free to be themselves at school.
- **APPLY THE LAW** Spreading the word about students' legal rights, and helping people learn how to file legal complaints with the district, county, state, or federal government.
- **ENGAGE POLITICALLY** Learning about who is running for school board in your district and discovering their positions on key issues. Getting involved during elections to support candidates who champion the freedom to learn.

3

**Which tactics best support your strategy and will help you achieve your goal?** Mark down any or all of the following tactics that appeal to you. You can pursue any or all of these tactics as part of a broader strategy.

- |  |  |
|--|--|
| <input type="checkbox"/> Write to your school board      | <input type="checkbox"/> Meet with school board members                |
| <input type="checkbox"/> Spread the word                 | <input type="checkbox"/> Meet with candidates running for school board |
| <input type="checkbox"/> Speak at a school board meeting | <input type="checkbox"/> File a complaint                              |
| <input type="checkbox"/> Pass a model resolution         |  |

## WRITE TO YOUR SCHOOL BOARD

Anyone can write an email or letter to their superintendent or school board. We've found that writing to individuals, rather than the whole school board at once, is most effective, especially if you live in a school district that elects their board members by region. Your words do make a difference.

### **To find your school board's contact information, check the official website.**

Individual school board members' contact information, and which region they represent, should be listed on the official website of the school board or school district. In larger districts, the website might link to personal websites for each of the school board members, where you will find their email addresses and office addresses.

### **To write an effective letter, have a clear 'ask.'**

Make sure you include information on what you want the school district to change, when, and why. What has been happening in your district? What power does the school board have to change it?

If the district is discussing or voting on a particular issue at an upcoming meeting, be sure to reference that in your letter. Tell them how you would like them to vote.

If the district has been ignoring an issue completely, reach out to your board member or a board member who you think cares about the issue and ask them to bring it to the board's attention.



Personalize your note. Briefly introduce yourself and your connection to the district. School board members tend to take their constituents' words (and votes!) very seriously.

If you're a parent or student in the district, be sure to include that information as well.

## SPREAD THE WORD

We're stronger together. Whether you're working to undo a harmful policy, hold firm in the face of a few extreme voices, or pass a resolution, it always helps to get more people on board.

### Host a community meeting

Chances are you know people in your neighborhood who share your concerns. Consider convening a few fellow parents, students, friends, and neighbors to talk through what you can accomplish together. Share your big-picture goal and discuss strategies and tactics for the work ahead.

Remember to take some of the pressure off yourself! Everyone present will have something to offer – so encourage people to share their experiences, concerns, and ideas.



Bring a sign-up sheet so you can capture people's contact information. This will help you follow up on any next steps and keep people informed.

Before everyone goes home, make sure to discuss when you plan to meet again!

### Social Media & Online Messaging

Once you've talked to a few friends and neighbors about advocating within the district, you might consider making a social media page, email list, or chat thread for your group. Ask trusted friends to invite their trusted friends, and your group will grow in size and influence.

Choosing to make your online group public or private is a question of strategy. A public Facebook group, for instance, can organically attract new members and have a wide reach—but could make your plans and strategies known to the opposition. A private chat group, on the other hand, can rely on person-to-person invites and will likely be smaller and more personalized.

Download social graphics at  
**[MySchoolMyRights.com/freetolearn](https://www.myschoolmyrights.com/freetolearn)**

Attract new supporters by following recent trends and posting on popular apps to promote your group and highlight your cause.

Posting compelling and relevant content can be a good way to engage your community, start conversations around your concerns, publicize times and dates of school board meetings, spread the word about elections, and invite people to take action.



## SPREAD THE WORD (continued)

### Petitions

Petitions are a great way to show large-scale support for students and demonstrate the strength of your concern. Sharing your petition via social media might also be a good way to gather a large number of supporters and signatures. Make sure to find a petition platform that allows you to collect people's zip codes or specify their school district, so you can ensure that signatories live in the district.



After a person signs your petition, they might be interested in doing more! Consider asking them to engage more deeply with the issue.

For instance, you can tell them about the next school board meeting, share the link to your social media page, encourage them to put a sign up in their window, or invite them to email a school board member.

### Community Rallies

Rallies can be a great way to engage your community and demonstrate broad support for a cause. When organizing a rally, be sure to plan ahead, consider the space, and figure out any permit requirements.

To learn more about students' rights to protest and to express themselves at school, visit **MySchoolMyRights.com**.

Sometimes, a picture really is worth a thousand words. Plan for what your rally will say visually – because photos might end up in the paper or on social media.

Who will be present at the rally? Who will be holding the microphone or megaphone? Will people be holding signs? What will they say? Will there be a banner, large-scale art, or performances? What imagery will you use? What positive or empowering feelings do you want to evoke?

Consider designating a talented supporter to take photos and videos of your rally. That way, you will have a wealth of great images to post on your group's social media pages or provide to reporters.





## SPEAK AT A SCHOOL BOARD MEETING

Anyone can attend a school board meeting and give a public comment. It's one of the most effective ways to advocate for change in your district. And remember, your voice and your story can have a big impact.

**To find the time and location of the next meeting, check the official website of your school board or school district.** Information about upcoming school board meetings is often listed on the home page or on the website's calendar of events. The link to attend virtually, if available, should also be prominently displayed.

You can often sign up to speak by looking for a "Sign up for Public Comment" link or something similar on the district or school board website. However, it's important to note that the process to sign up for public comment varies per school district, so it's best to learn the specific procedure beforehand.

If you don't see a link, contact your district and ask for instructions. In some districts, you may not be able to sign up to speak until 24 hours before the board meeting. In others, you may have to show up in person before the meeting starts to put your name on a list of people interested in speaking.



Check the agenda items for the specific meeting you plan to attend and speak at. Most school board meetings reserve a specific time for public comments about agenda items, and a separate time during the meeting for public comments about general issues.

**To prepare a powerful public comment, plan ahead and practice.**

Public comments are often limited to a specific amount of time, typically 2-3 minutes. If there are many people waiting to speak, districts sometimes ask that you keep your comment even shorter.

Practicing beforehand or writing out your comment may help you speak clearly, get through any nerves, and stay within the time limit.

A good rule of thumb is to begin your comment by introducing yourself, why you care about the freedom to learn, and what action you're asking for. It's common to speak to the board and/or individual board members directly.

If you need live interpretation, your school board should arrange an interpreter at no cost to you – just make sure to give them advance notice. Reach out to your school board via phone or their website to put in a request.

Your story matters. Tell the board how you're connected to the school district – whether you're a parent, a student, a teacher, an alum, or a community member who cares about students' freedom to learn.

It's especially powerful to frame your comment around a personal story about the issue at hand, statistics you researched beforehand, or a list of clear actions you want the district to take.



## SPEAK AT A SCHOOL BOARD MEETING (continued)

**To have the most impact, coordinate with friends and neighbors.** Gather a group together who all care about demanding that your school district take action. Reach out to trusted people in your network – whether it's in person, via parent chat groups, or on social media.

Once you have a plan to attend an upcoming meeting together, coordinate a shared message. If the school district could hear only one sentence from your group, what would you want it to be? From there, each person can be encouraged to personalize their public comment with their own story, context, and examples.



It helps to visually show strength in numbers. Some groups plan ahead and wear the same color shirt. This shows that there is strong support in the room, even if not everyone is giving public comment.

You can also bring signs with a shared slogan. The signs should be small enough to fit in your lap. School boards will sometimes remove signs if they can block the view of the person sitting behind you.

## PASS A MODEL RESOLUTION

Here in California, we have some of the country's strongest state laws to protect students from book bans, discrimination, curriculum censorship, and free speech violations.

We also have an electorate that is strongly in support of the freedom to learn, and a wealth of school board members who are as well. That means that we are in a great position to turn the tide on this issue.

Parents across California have asked us what their district can do to counter the small but vocal minority of people who are currently trying to weaken our schools, exclude certain students or make them feel unsafe, whitewash history, and censor curriculum.

One powerful option is to work with your district to pass a resolution. School board resolutions are official documents that have the power to impact policies and practices at the school and classroom level. They describe agreed-upon values and actions that the district commits to

champion. Resolutions must be passed by a majority of the school board. See a sample resolution on page 17.

If your school district already has good policies and practices in place, we recommend working with your school board to strengthen their commitment to this fight. This includes ensuring that, at the minimum, your school has school policies that comply with the **Attorney General's Guidance** ([oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf)) for protecting immigrant students.



If you know of one school board member who is already a strong champion of these issues, contact them first. Set up a meeting to discuss the resolution and strategize about getting it introduced and passed.

Consider inviting a few supportive friends and neighbors to the meeting – it will show your board member that there is community support behind them.

## MEET WITH SCHOOL BOARD MEMBERS

In California, the vast majority of school board members are elected by local voters. To be elected and re-elected, they need to show that they care about what their constituents want. Meeting with you is part of their job.

**To request a meeting with a school board member, send them an email or call their office.** You can find their contact information on the official website of your school district or school board. Introduce yourself and tell them that you'd like to learn more about their position on issues that are important to you.

Keep in mind that many school board members have additional full-time jobs,

and may need you to work with their schedule to find a time.

When your meeting time is arranged, consider inviting a few fellow supporters who care about the freedom to learn. Attend the meeting together. To make the best use of your time, prepare a short list of questions in advance. What stances do you want clarity on? What top three issues matter most to you? What are your demands?



## MEET WITH CANDIDATES RUNNING FOR SCHOOL BOARD

An election year is a powerful opportunity to influence the future of your school district. Set up meetings with anyone running to replace your current school board members. These conversations are a great way to find out what each candidate stands for, and to advocate in person for the freedom to learn.

**To request a meeting with a person running for school board, check their website and contact their campaign.** Many candidates will have an official campaign website or public social media accounts promoting their run for office. Sign up for their newsletter if they have one. Look for a calendar of events on their website and check their social media for event flyers. They may have upcoming Town Hall events scheduled already.

If not, send them a note. You should be able to find the candidate's contact information on their official campaign website or the social media account for their campaign. When you reach out, introduce yourself and tell them that you're interested in their campaign—and tell them that you'd like to learn more about their stances on a few key issues.

A questionnaire to use with school board candidates is available at this link:

**[MySchoolMyRights.com/FreetoLearn](https://myschoolmyrights.com/freetolearn)**



## FILE A COMPLAINT

California has strong protections in place for students. If you're not being heard at the local level, it may be necessary to file a complaint. Review our Education Complaint Guide to learn about your rights and determine which type of complaint is best to file based on your situation.



Your complaint can have added impact if you keep copies of all relevant records. Save any emails, notices, flyers, school paperwork, and other written information that is relevant. For anything that was a verbal conversation or an in-person event, take detailed notes afterwards – and make sure to include the date.

### Additional Complaint Resources:

How to file Uniform Complaint Procedure (UCP) complaints:

[MySchoolMyRights.com/file-a-complaint-with-your-school](https://myschoolmyrights.com/file-a-complaint-with-your-school)

Education Complaint Guide: [MySchoolMyRights/FreetoLearn](https://myschoolmyrights.com/freetoLearn)

Know Your Rights for CA Students: [MySchoolMyRights.com](https://myschoolmyrights.com)

Legal guidance from the California Attorney General's Office:

- Textbook bans and inclusive curricula: [oag.ca.gov/news/press-releases/amidst-nationwide-textbook-bans-attorney-general-bonta-issues-legal-alert](https://oag.ca.gov/news/press-releases/amidst-nationwide-textbook-bans-attorney-general-bonta-issues-legal-alert)
- Forced Outing School Policies: [oag.ca.gov/news/press-releases/attorney-general-bonta-issues-legal-alert-warning-school-districts-against](https://oag.ca.gov/news/press-releases/attorney-general-bonta-issues-legal-alert-warning-school-districts-against)
- Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues: [oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf)

## ADDITIONAL TOOLS

In California and beyond, the vast majority of people support the freedom to learn. Book bans, discrimination, and attempts to weaken public education are very unpopular.

Right now, people all across the country are putting their heads together to defend students' freedom to learn and freedom to be themselves at school. A wide range of organizations have published activist toolkits, messaging guides, know your rights videos, and webinars on this topic.

There are a wealth of resources out there to help you take action. We've included a few of our own in this guide, along with a list of places to look for more.

### CREATING COMMON GROUND

Words that feel authentic to you will always be powerful. When our communities organize using shared language and messaging in addition to our individual stories, our voices resonate wider and deeper. Use these messages as a place to start.

#### ***Our Problem***

- California [or the name of your school or school district] educators, students, and parents have a long history of working together to make sure students here can get a great education. But right now:
  - In some school districts, increased immigration enforcement in communities have led students and families to seek clarity on the measures schools are taking to support and protect immigrant students and their families.
  - In some school districts, students and parents feel unwelcome because of who they are.
  - In parts of California, school board members have passed policies that harm students, especially LGBTQ students, and are challenging protections put in place for students.
  - A handful of extremists are trying to challenge some California schools for their efforts to create inclusive learning environments or lessons for historically marginalized student groups.

#### ***Our Shared Values***

- Students deserve the freedom to learn.
- Students deserve the freedom to be themselves at school.
- Every young person deserves the freedom to learn, to pursue their dreams, and to receive a great education that prepares them for the lives they want to build.
- We all want the youth to succeed. Well-resourced schools that serve every student are the key to a bright future for our youth and our communities.
- School must be a place where young people know they are welcome as their authentic selves. When schools support students for who they are, they learn better, make friends, and grow up healthier and happier.

## ***The Solution***

Here in California [or the name of your school or school district], we're making sure that all students have the freedom to learn.

- Every young person deserves a great education that prepares them for a bright future.
  - That includes students of all races, backgrounds, nationalities, immigration statuses, sexual orientations, and genders.
  - All students should have the freedom to learn and the freedom to be themselves at school.
  - Students deserve the very best—with books, curriculum, and policies that support all students, including Black, Indigenous, disabled, immigrant, and LGBTQ+ students.
  - When we focus on protecting the freedom to learn, we have the power to join together to demand better government funding for our schools, so that all students can attend safe, welcoming, well-resourced schools.

- All students should see themselves reflected in what they learn.
  - Our schools should be places where youth can learn about themselves and others—where books by [Black authors / LGBTQ+ authors / diverse authors] are also celebrated, and where curriculum reflects the diversity of students and society.
- Let's make sure our youth get a great education.
  - All students should receive accurate and honest learning materials, inclusive, safe, and welcoming classrooms, and support from teachers and counselors.

It is our responsibility to come together as a community and safeguard young people's freedom to learn and thrive.

Protect the freedom to learn!

## STORYTELLING GUIDE

Storytelling is a powerful tool. It allows us to connect meaningfully and vulnerably with others. It motivates people to mobilize around the shared values that will move us to fight for a better future. It is also a powerful anecdote to misinformation and disinformation in our communities.

You'll find that the simple act of sharing your own story—whether in letter to your superintendent, in a conversation with a neighbor, or in the form of a public comment at a school board meeting—can make a powerful impact.

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### PUBLIC NARRATIVE

Public Narrative is a particular type of storytelling that was developed by longtime organizer and now Harvard professor Marshall Ganz. It has been used in campaigns around the country. Organizers didn't invent storytelling—it's been around since humans could talk. But organizers do use it differently.

The Public Narrative storytelling practice is built around three questions:

1

#### THE STORY OF SELF: Why I've been called to make change

We start first with the "self." This is where we express our own choices and values. For you, it's about answering the question, "Why do I fight for the freedom to learn?"

This part of your story is not about your resume, and it's also not about your deepest secrets or most difficult moments.

Your "story of self" communicates who you are, what your values are, and why you've made this particular choice right now to step up and lead your community.

Why are you taking action? What and who do you care about? What do you believe, at your core?

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If your story involves young people or students, ensure you protect their privacy. Make sure you check with any young person you intend to speak about. Consider omitting their name and identifying details from any public comments or written content.



2

**THE STORY OF US:** Why we are called to make change

Then we move to the question of, “What values do I share with those around me?” This is the “story of us.” It communicates a story about a specific group of people – in this case, people in your community who are fighting for students’ freedom to learn and be themselves at school.

Like the “story of self,” the “story of us” highlights specific choices made by your group and the values behind those choices.

What are the main commonalities and values that bind you all? What or who is it that you all care about the most? What beliefs do you all share?

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3

**THE STORY OF NOW:** What is it that we are being called to do now?

Finally, there’s the “story of now.” This part of the story creates a sense of urgency, and it calls on us as a community to act on our values in the face of injustice. It includes making a clear “ask” – asking a person or a group of people to do something specific.

If you need inspiration here, go back to page 5. Look again at your big-picture goal.

Why is it important to act right now? Who has the most power to make a difference in this moment? What specific thing do they need to do?

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When you’re done drafting the three sections above, combine them into one story. Add details and fill in any blanks as needed. Keep this story in your back pocket as you work. It will help you motivate your friends and neighbors to take action, communicate clearly one-on-one with school board members, and prepare public comments for school board meetings and other community events.

## SAMPLE SCHOOL BOARD RESOLUTION

If you're considering passing a school board resolution in your community, consider using the following language.

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### FREE TO LEARN, FREE TO BE RESOLUTION

WHEREAS, Every young person deserves the freedom to learn, to pursue their dreams, and to receive a great education that prepares them for the lives they want to build;

WHEREAS, We all want our students to succeed and well-resourced schools that serve every student, which are the key to a bright future for our youth and our communities;

WHEREAS, School has to be a place where young people know they are welcome as their authentic selves and when schools support students for who they are, they learn better, make friends, and grow up healthier and happier;

WHEREAS, Studies show inclusive education helps ensure greater cultural understanding and awareness;

WHEREAS, Research also shows inclusive education builds empathy, affirms diversity, and fosters greater connection among all students;

WHEREAS, California law requires that schools ensure that all students—regardless of their gender, gender identity, gender expression, sexual orientation, nationality, immigration status, race or ethnicity, disability, or religion—have equal educational rights and opportunities;

WHEREAS, California law imposes on schools an affirmative obligation to combat racism, sexism, and other forms of bias;

WHEREAS, California law requires school staff to intervene if they witness such bullying, harassment, or discrimination;

WHEREAS, California requires schools to provide instruction and curricula reflecting the full diversity of our state, including in history, social sciences, and sexual health education; and

WHEREAS, Our school community stands together for the freedom to learn and the well-being of all our students; now, therefore be it

RESOLVED, that the District shall:

1. Ensure schools advise students, parents, and guardians annually on their rights to safe and inclusive education, free from harassment, bullying, and discrimination; including information about these rights and complaint processes to remedy violations on the District's website, in annual notifications, and posted in easily accessible, common spaces at each school site;
2. Provide professional development to educators on best practices to facilitate safe, welcoming, and affirming learning environments for all students and on how to teach accurate curricula that is inclusive of diverse groups;
3. Provide school-based mental health resources and access to counselors, psychologists, or social workers to support students who are discriminated or harassed based on their protected characteristics in schools and communities and provide and advertise the availability of restorative justice resources at school when harm occurs;
4. Provide a notice to District families that students have the freedom to learn and freedom to be, including access to honest and inclusive curricula in accordance with California law;
5. Ensure students have access to instructional materials and library books that provide an honest and accurate accounting of U.S. and California history and that is reflective of the diverse communities that make up California, including books by or about LGBTQ+, Black, and Indigenous people and other people of color; and,
6. Provide educational opportunities for parents and families to gain skills and knowledge to support students' social and emotional learning, and by providing translation services when appropriate.
7. Adopt and implement comprehensive policies that protect students' civil rights and civil liberties by limiting interactions with all law enforcement agencies, including but not limited to U.S. Immigration and Customs Enforcement (ICE) and U.S. Customs and Border Protection (CBP).

ADOPTED this [date] day of [month], [year].

# ADDITIONAL RESOURCES

There are a wealth of organizations working on these issues across California and around the country. Their leadership and expertise has informed a broader movement and made this toolkit possible. Here are some of our favorite resources:

## ORGANIZING TOOLKITS & MESSAGING GUIDES

- [Book Bans: A Guide for Community Response and Action](#) from GLAAD
- [Book Bans Research and Tip Sheets Resources](#) from Pen America
- [Equity Policies Toolkit for School Boards](#) from Race Forward and HEAL Together
- [Freedom to Learn](#) Messaging Guide and Digital Toolkit from We Make The Future
- [The Movement Playbook: An Action Guide to Defend Public Education](#) from Campaign for Our Shared Future
- [Transgender Youth and the Freedom to Be Ourselves](#) Messaging Guide From ASO Communications, Transgender Law Center, and Lake Research Partners
- [Uniting Our Communities For Strong Schools and a Multiracial Democracy](#) Organizing and Narrative Toolkit from HEAL Together
- [Why Are These Books in My Library?](#) from the American Library Association

## EDUCATION RESOURCES

- [Black History Month Resources](#) from the National Museum of African American History & Culture
- [Book Résumés](#) from Unite Against Book Bans
- [Supporting LGBTQ+ Students](#) from the California Department of Education (CDE)
- [Classroom Resource Library](#) from Facing History and Ourselves
- [Curricular Resources](#) from The 1619 Project
- [Developing LGBTQ-Inclusive Classroom Resources](#) from GLSEN
- [Social Justice Booklist](#) from Teaching for Change
- [Teaching LGBTQ History: Instructional Resources for California Educators, Students, and Families](#) from One Institute and Our Family Coalition

For additional resources from the ACLUs of California, visit [MySchoolMyRights.com/FreeToLearn](https://myschoolmyrights.com/freetolearn). You'll find Know Your Rights guided (like our [LGBTQ Student Rights guide](#) and [Immigration & Students guide](#)), shareable social media graphics, official legal guidance to send to your school district, and more.

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