



## Speaking with School and District Staff

In working with various school districts, we have discovered that schools are struggling to address with students the critical issues of racial inequity and injustice without also endorsing “Black Lives Matter (BLM)” or using BLM as their framework for discussions around anti-racism.

BLM is commonly approached from two different angles: *the slogan* and *the political organization*. Most often, people will say, “Black Lives Matter” to denounce racism and to express their solidarity with a historically marginalized community. There are others, however, who will say “Black Lives Matter” in support of BLM, the *political organization*.

Unfortunately, most people have not studied the BLM *political organization* and its principals. Uninformed supporters have no idea how the group originated, how it is funded, what the goals are, or what tactics BLM uses to accomplish them. Several factors propel the BLM *political organization* forward. These can include good intentions, ignorance, and the very real fear of the mainstream media and community members branding one as racist for not supporting BLM. It is important to educate yourself and the schools. In particular, know the differences between *the slogan* and *the political organization*. The *political organization* takes the position: “If you’re not with us, you’re against us because you’re racist.”

**That being said, here are some talking points:**

- Could the slogan “Black Lives Matter” be replaced with alternatives like “Anti-Racist” or “Support Equity”?
  - This is particularly relevant when staff members wear BLM merchandise, display political signs, or use BLM avatars or backgrounds during virtual learning sessions. These displays of political propaganda do not qualify their position with fine print like:
    - \*\*\*I support *the slogan*, not *the political organization*.
- BLM is a *political organization* and their goal is to influence public policy.





-Teachers' personal politics should remain out of the classroom. We suggest anti-racism and equity discussions instead of focusing on BLM. The classroom should be neutral ground for all students where everyone feels emotionally safe.

-BLM has recently softened its rhetoric on their website in an attempt to appear less hostile for greater mainstream support. Simple searches on archived versions of their webpage expose their goals to "abolish the police", "dismantle religion", "dismantle the nuclear family", and "dismantle the judicial system".

-When a teacher displays BLM propaganda, students don't know if the teacher is supporting **the slogan** or **the political organization**. Is it appropriate for a student to ask the teacher if they are showing support for the guiding principles of the BLM or is simply against racism?

-BLM can be offensive and harmful to LE families and their supporters. BLM's goal is to dismantle the occupation of students' law enforcement parents. Horribly, people are assaulting and attempting to murder police officers in this country in the name of BLM.

-BLM is a loaded, controversial, provocative, and **political organization**. We respectfully request that schools teach anti-racism instead of supporting BLM in any manner.

-Since BLM is a **political organization**, it should be treated as such. BLM is not the only narrative in which anti-racism and racial equity can be discussed.

-When BLM is inevitably discussed, we ask that it be discussed fully. Teachers need to know the nuances of the movement. BLM should be discussed as a **political organization** similar to discussions about other political entities.

-Conversations about BLM typically lead to discourse on relationships between the police and marginalized communities, police brutality, and the implications of institutional and systemic racism.

-VBB adamantly disagrees with BLM around their assertion of institutional and systemic racism within modern-day police departments. There is **NO** scientific research to support their claim. Conversely, there are multiple scientific studies showing the opposite to be true.





-Does the school/district embrace and participate in BLM at School National Week of Action?

Have they distributed the reading materials "*Teaching For Black Lives*"?

The objective of this week and materials is to indoctrinate the nation's students, from kindergarten to high school, in BLM's race-based vision of the world. The materials state "the proper relation to society must therefore be one of opposition, and a primary function of the education system must be to instruct students in the rationale, means, and ends of resistance—the more radical, the better."

(<https://www.city-journal.org/black-lives-matter-in-the-classroom>)

-It is important for teachers not to propagate (overtly or covertly) an anti-police agenda or use anti-police rhetoric.

-We request that schools take steps to promote positive interactions between their students and police officers.

-Will the school teach your students to follow directions from police officers even if they may not understand or agree with the reasoning behind them?

-Will the school teach students not to physically resist arrest or assault/murder police officers in the name of "Black Lives Matter"?

-Will the school reinforce that rioting and looting are crimes and not means of peaceful protest?

-Will the school support the message that police officers are safe and that you can go to a police officer for help?

-What protocols does the school have for addressing controversial and provocative topics?

-What is the school doing to address virtue-signaling, bias, and implicit bias with their staff?

-What supports are in place before and after controversial and provocative conversations for students? Specifically, the minority voice of students in your school who have family members in law enforcement or are supporters of law enforcement?

-School **MUST** remain an emotionally safe learning environment for **ALL** students.

