

IEC
PARENT ADVOCACY NETWORK

PARENT WORKBOOK · 2026

STRATEGIC PARENTING & ADVOCACY IN RACIALIZED ENVIRONMENTS

SAFETY – NEEDS – STRATEGY – SUPPORT – ACTION

A workbook for parents and caregivers helping children heal, speak up and stay safe after racialized incidents in school, sports and recreation.

Founded by Anana Johari Harris Parris and Deana Holiday Ingraham, Esq.

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FOUNDERS



ANANA JOHARI HARRIS PARRIS

President, Synergistic Impact Strategies

Anana Johari Harris Parris is President of Synergistic Impact Strategies, founder and CEO of The Self Care Agency, architect of Life AlignmentOS™ and author of Self Care Matters: A Revolutionary's Approach. She has worked with the United Nations, and the Southern Center for Human Rights adopted her book as its primary strategic self-care training tool. She trains public defense teams with the National Association for Public Defense and has trained more than 200 lawyers, judges and legal professionals with the Administrative Office of the U.S. Courts.

AWARDS & HONORS

- Gideon's Promise Award, Southern Center for Human Rights (2018)
- Unsung Heroine Award, National Coalition of 100 Black Women
- Community Service Award, U.S. Attorney's Office, Northern District of Georgia
- State of Georgia Goodwill Ambassador Award
- Keynote, Global Women's Leadership Activism Summit, Johannesburg (2018)
- ProGeorgia Women of Color Thought Leader Delegate

SelfCareAgency.com



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Deana Holiday Ingraham, Esq., is CEO of Synergistic Impact Strategies and leads Holiday Ingraham Law in East Point, Georgia, where her practice includes government affairs and juvenile, education and child advocacy. She served two terms as the 34th Mayor of East Point and has held strategic leadership roles in Georgia's largest school district. She holds degrees from Florida A&M University, Nova Southeastern University and Howard University School of Law.

AWARDS & HONORS

- Atlanta's Top 100 Black Women of Influence (2018 and 2019)
- Chair, Environmental Justice Working Group, U.S. EPA Local Government Advisory Committee
- Past Co-Chair, National League of Cities Youth, Education and Families Council
- Past President, Georgia Municipal Black Caucus
- Led East Point's Welcoming City and AARP Age-Friendly designations
- Launched the Mayor's Scholars Program and Mentoring Monday

dhi-law.com

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INTEGRATED CONSULTING FOR OPTIMAL IMPACT

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IEC
PARENT ADVOCACY NETWORK

WELCOME TO THE PARENT ADVOCACY NETWORK

The IEC Parent Advocacy Network is a community of parents and caregivers raising children in racialized environments. Together, we learn to keep our children safe, name what they need, plan our advocacy, find support and take action, without losing ourselves along the way.

STARTING JANUARY 2027

Monthly support trainings and networking socials, both virtual and in person. Learn together, practice the tools in this workbook, and build your circle of parents who understand.

WHAT THIS WORKBOOK GIVES YOU

- A five-step plan for the hours and weeks after an incident in school, sports or recreation
- Scripts for asking your child, and yourself, "What do you need?"
- A record to fill in, an advocacy brief and an email script
- Boundaries, self-care plans and a family agreement
- Trusted mental health, legal and community resources

Safety – Needs – Strategy – Support – Action

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NETWORK MEMBER BENEFITS

Membership in the IEC Parent Advocacy Network gives you tools, training and people who understand, so no parent has to carry this alone.

1 RESOURCES

A vetted list of mental health, legal, school-rights and community resources, plus this workbook's scripts, templates and trackers.

2 TRAININGS

Monthly trainings starting January 2027: know your rights, codes of conduct, 504s and IEPs, strategic advocacy, strategic wellness and stress release.

3 SUPPORT GROUPS

Virtual and in-person peer support with parents raising children in racialized environments, in a judgment-free space.

4 NETWORKING SOCIALS

Monthly gatherings to meet other parents, share what has worked, and build your circle of support.

5 ADVOCACY SUPPORT

Help preparing for school and program meetings: your advocacy brief, goals, key phrases and strategy.

6 WELLNESS FOR PARENTS

Tools to protect your own capacity: the 10-minute reset, the Emotional Friction scale and your non-negotiables.

FIGHTING ISOLATION AND DEPRESSION AMONG PARENTS

Advocating for a child after racialized harm can shrink a parent's world. Others may not understand your daily reality, and loneliness, left alone, can feed depression. The network is built to interrupt that spiral early.

- Regular monthly contact, so connection is scheduled, not left to chance
- Peer parents who have walked a similar road and understand what you carry
- Small, low-effort ways to stay connected on hard days
- Help spotting warning signs and connecting to counselors and support groups
- A culture where reaching out is treated as a leadership skill, not a weakness

If you are struggling now: call or text 988, or call the Georgia Crisis & Access Line at 1-800-715-4225, any time.

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HOW TO USE THIS WORKBOOK

Use this workbook within 24 to 72 hours of a racialized incident your child experienced or witnessed: at practice, a game, camp, recess, on the bus, in class or online. Work through five steps: check yourself, talk with your child, write it down, advocate and protect, and calendar the revisit.

If your child talks about hurting themselves or someone else, or seems unsafe, call or text 988 right away, or call 911 in an emergency. Keep the Georgia Crisis & Access Line handy: 1-800-715-4225.

GROUND RULES

- Pick a calm, private moment: the car, a walk, bedtime.
- Listen more than you talk. Understand first; don't fix or judge.
- Believe your child. Say "I believe you."
- Don't make your child responsible for your feelings.
- No "why didn't you…" questions. They sound like blame.
- Not ready to talk? "I'm here when you're ready." Try again tomorrow.



"You have the right to be safe and respected, at school, on the field, everywhere."

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STEP 1: CHECK YOURSELF FIRST

Your child will read your face before they hear your words. Take five minutes for yourself before you start.

1 **What am I feeling right now? (anger, fear, grief, guilt, numbness)**

2 **What does this incident bring up from my own life?**

3 **What do I need right now so I can be present for my child?**

4 **Who can support me while I support my child?**

RATE YOUR EMOTIONAL FRICTION RIGHT NOW (CIRCLE ONE)

1	2	3	4	5	6	7
No friction, daily strategy	Open, but dislike it	Holding it in, cooperating	Half in, planning an exit	Reacting without a plan	Chaotic, checked out	Visibly agitated or detached

1 or 2 You're ready to talk.

3 or 4 Name your feeling first, then talk.

5 to 7 Pause. Get support for yourself first, and tell your child: "I want to talk about this when I'm calm. We will talk tonight."

TWO THINGS CAN BE TRUE

What I am carrying is heavy AND my child deserves a calm parent tonight.

I can set it down now and pick it back up at a planned time.

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THE 10-MINUTE RESET

Release the stress before you re-enter the conversation. Practice it once a day this week, and tell your family about your 10 minutes.

01 PAUSE	Stop in the car, a hallway or a quiet room.
02 DUMP	Write or voice-record every thought for 3 minutes, without stopping.
03 SORT	Mark each thought: mine to act on today, not mine, or for later.
04 RELEASE	Breathe in for 4 counts and out for 6, five times, or take a short walk.
05 RE-ENTER	Choose one intention for the next hour.

THOUGHT DUMP PAGE

Everything on my mind right now

Mine to act on today

Not mine, or for later

My intention for the next hour

Healthy release: walk, stretch, breathe, journal, call a peer parent, create, rest five minutes with no screen. Release that costs us: venting at the kids, endless scrolling, alcohol, replaying the day all night.

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> **It is normal and understandable to be negatively affected by racial trauma.**
>
> U.S. Department of Veterans Affairs, National Center for PTSD

Tell your child this, in your own words.

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STEP 2: TALK WITH YOUR CHILD

Four moves: open the door, listen, name the feeling, ask what they need. Use your own words; these lines are starting points.

01

OPEN THE DOOR

- "I noticed something seemed off after practice / school. Want to tell me about it?"
- "You're not in trouble. Nothing you tell me will change how much I love you."

02

LISTEN TO WHAT HAPPENED

- "What happened? Start wherever you want."
- "Who was there? What did the adults do? Has this happened before?"
- Reflect back: "So ___ said ___. Did I get that right?"

03

NAME THE FEELING

- "How did that feel in your body? What are you feeling now?"
- "It makes sense to feel that way. It was not okay, and it was not your fault."
- "Did you feel you had to hold it in so you wouldn't lose your spot?"

04

ASK WHAT THEY NEED

- "What do you need right now?" (a hug, space, food, distraction, to talk)
- "What would help you feel safe going back? Do you want me to talk to the coach or teacher?"
- "What would you say if it happens again? Let's practice it."

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ADJUST FOR YOUR CHILD'S AGE

AGES 5 TO 8	**What helps:** Short questions, drawing or play, a feelings chart **Try saying:** "Show me with your hands: big feeling or little feeling?"
AGES 9 TO 12	**What helps:** Car rides, walks, letting them lead **Try saying:** "On a scale of 1 to 7, how much is this bugging you?"
AGES 13 TO 18	**What helps:** Respecting privacy, asking before acting **Try saying:** "Do you want my advice, my help, or just for me to listen?"

CLOSE THE CONVERSATION

- "Thank you for telling me. That took courage."
- "You have the right to be safe and respected, at school, on the field, everywhere."
- "Let's check in again on ____. You can come to me before then, too."

NOTES FROM OUR CONVERSATION

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STEP 3: WRITE IT DOWN

Don't rely on memory. Write down what happened the same day, in your child's words where you can. Keep screenshots, emails and statements in one folder.

Date and time of the incident

Where (team, school, program, field, classroom, online)

What happened, in my child's words

Who was involved, and who saw it

What adults in charge did or didn't do

Has this happened before? When?

What my child is feeling

What my child said they need

My child's friction rating (1 to 7) · My friction rating (1 to 7)

What I need

Photos, texts, posts or videos saved (where)

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STEP 4: PLAN YOUR ASK

Ask your child first: "Do you want me to reach out, and what do you want them to know?" Strategic advocacy starts with your child's needs, not your frustration, and follows up until it is done.

1	2	3	4	5	6
NAME THE NEEDS	**SET THE GOAL**	**GATHER EVIDENCE**	**GET LEGAL ADVICE**	**MAKE THE ASK**	**FOLLOW UP**
of your child, yourself and your family	what outcome would show progress?	your Step 3 record, texts, photos, notes	talk with an attorney about options and deadlines	specific, in writing, with a timeline	confirm, track and revisit

MY ONE-PAGE ADVOCACY BRIEF (SHARE IT AT THE START OF ANY MEETING)

My child's strengths

The need I am focused on

My specific request

Evidence I have

Documents I will bring

CONSULT WITH AN ATTORNEY

Before you file a complaint, or if your child faces discipline, talk with an attorney about your options and deadlines. Contacting an organization does not stop a legal deadline.

Atlanta Legal Aid Society · 54 Ellis St. NE, Atlanta, GA 30303 · 404-524-5811 · Fulton, DeKalb, Cobb, Gwinnett and Clayton counties · atlantalegalaid.org

NAACP Legal Defense Fund · Educational equity and school discipline · Request for Assistance form at naacpldf.org · 212-965-2200

Lawyers' Committee for Civil Rights Under Law · Racial justice, including educational opportunities; refers individuals · lawyerscommittee.org · 888-299-5227

ACLU of Georgia · Statewide civil rights cases; share your story at intake.acluga.org

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EMAIL THE SCHOOL OR PROGRAM

Put your concern in writing so there is a dated record. Send it to the coach, teacher, principal or program director.

Subject: Request to meet about an incident involving [child's name] on [date]

Hello [name],

On [date], at [practice / class / event], my child [name] experienced [brief, factual description: what was said or done, by whom]. [Name of adult] was present and [what they did or didn't do].

This has affected my child's sense of safety on the [team / in class]. I would like to meet by [date] to discuss:
1. How the incident will be addressed
2. How my child will be protected from it happening again
3. Your written policy on racial harassment and discrimination

Please confirm a meeting time. Thank you,
[Your name, phone]

IN THE MEETING

- "What is your policy, and who is responsible for following it?"
- "What will happen next, and by when?"
- "How will you keep my child from facing retaliation?"
- "Who do I contact if it happens again?"
- At the end: "Can you send me a written summary of what we agreed today?"
- Bring a support person or advocate if you can. You can request a meeting at any time.
- Record the meeting, preferably with an audio recorder, or use an AI notetaker. Say at the start that you are recording, and check your district's policy.

TWO THINGS CAN BE TRUE

I can be firm about my child's needs AND I can be prepared with goals, key phrases and a strategy for the people across the table.

Preparation keeps the meeting focused on your child.

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PROTECT AND KNOW YOUR RIGHTS

BOUNDARIES THAT PROTECT YOUR CHILD

Safe adult	One named coach, teacher or counselor your child can go to right away
Exit plan	Your child can step away and call you, with no penalty
Words to use	A practiced line: “That’s not okay. I’m going to tell an adult.”
Check-in time	A set time each week to ask how it’s going
Rest	A day off from the team, or a mental health day, is allowed

KNOW YOUR RIGHTS AND THE SCHOOL’S TOOLS

Get the code of conduct. Every Georgia district must adopt one and share it. Find the offense levels, how parents are notified, how appeals work, and what it says about students with 504 plans or IEPs.

See the records. Under FERPA, the school must let you inspect your child’s records within 45 days of your request.

If your child has a 504 or IEP and is disciplined, ask: “How many days has my child been removed this year?” More than 10 school days can be a change of placement, which triggers a manifestation review. Services must continue during long removals.

Ask for support tools in writing: a Student Support Team (SST) meeting, school counseling, or a behavior plan based on why the behavior happens.

Track everything. Date every request, keep a copy, and ask for a written response.

IF THE RESPONSE ISN’T ENOUGH

Move up the chain: the league or district office, then the school board. Schools and programs that receive federal funds must respond to race-based harassment under Title VI. You can file with the U.S. Department of Education’s Office for Civil Rights, generally within 180 days. Federal enforcement is shifting to the Justice Department under a June 2026 agreement, so file early and keep pressing locally. A legal or civil rights organization in Part 6 can help.

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YOUR CHILD'S INFORMATION

After an incident, coaches, staff, school resource officers or investigators may ask your child questions when you are not there. Teach your child that they can wait for you.

PRACTICE THESE WORDS WITH YOUR CHILD

- **"I want my parent here before I answer any questions."**
- **"I'd like to call my mom / dad / guardian first."**
- **"I'm not going to sign or write anything until my parent is here."**

WHAT YOUR CHILD SHOULD NOT SHARE OR SIGN WITHOUT YOU

Written statements

Don't write or sign a statement about what happened until you are there.

Health information

Diagnoses, medications, therapy, counseling or mental health history.

Family matters

What happens at home, family members' business, immigration or legal matters.

Phone and accounts

Passwords, texts, photos or social media, unless you agree.

YOUR CHILD'S HEALTH INFORMATION

HIPAA: your child's doctors, therapists and health plans generally can't share their health information without permission.

FERPA: once health information is in school records (like the nurse's or counselor's files), it is covered by FERPA instead of HIPAA. Schools generally need your written consent before sharing it, with limited exceptions such as emergencies.

Share on purpose. Decide with your child what the school needs to know, and put it in writing yourself.

PUT IT IN WRITING TO THE SCHOOL OR PROGRAM

"Please contact me before any staff member, school resource officer or outside agency questions my child about this incident. Do not ask my child to write or sign a statement, or share my child's health information, without my written consent."

If police want to question your child, your child can say: "I want my parent and a lawyer." Call an attorney (see Step 4 and Part 6). General education only, not legal advice.

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STEP 5: CALENDAR THE REVISIT

Healing is not a one-time talk. Put check-ins on the calendar now, for both of you.

☐	**2 TO 3 DAYS**	"How are you feeling about what happened? What do you need now?"	Date: _____
☐	**1 WEEK**	"How is practice or class feeling? Did anything change?"	Date: _____
☐	**30 DAYS**	Review what the school or program promised, and how your child is doing.	Date: _____

DAILY CARE PLAN

Need	My child will...	I will...
Rest		
Movement or play		
Someone safe to talk to		
Something that brings joy		
Limit on news and social media		
Professional support, if needed		

SIGNS YOUR CHILD MAY NEED MORE HELP

Two or more weeks after the incident: trouble sleeping, avoiding the team or school, big changes in mood or appetite, or not wanting to go back. Reach out to a counselor; see Part 6.

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CARE FOR THE CAREGIVER

Your capacity is part of your child's support plan. Pick the smallest dose you will keep, even on a hard week, and schedule it like an appointment. Review it every Sunday.

MY NON-NEGOTIABLES

BODY · daily minimum

e.g. 10-minute walk after drop-off

MIND · daily minimum

e.g. 3-minute thought dump in the car

CONNECTION · weekly minimum

e.g. One call with a parent who gets it

PURPOSE · weekly minimum

e.g. Something that is mine, beyond caregiving

WATCH FOR LONELINESS, YOURS AND YOUR CHILD'S

Loneliness is a signal that a need for connection is unmet, not a personal flaw. Left alone, it spirals: isolation, rumination, exhaustion, withdrawal. Interrupt it early with one small step.

Someone I can text today

A group I can try this month

A professional I can contact

What I will do on a hard day

WHEN TO REACH FOR MORE HELP

Low mood, hopelessness or loss of interest for two weeks or more, or daily life slipping: reach out to a counselor. Thoughts of self-harm: call or text **988**, or call the Georgia Crisis & Access Line at **1-800-715-4225**.

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OUR FAMILY AGREEMENT

Read these together and choose one to start with this week.

01 We will be courageous in naming our needs every day, including rest and recovery.

02 We will not rely on memory to be in charge of our healing. We write it down and calendar check-ins.

03 We will stay connected to coaches, teachers and friends who treat us as whole human beings, with gentleness.

04 We will build recovery into our school, team and activity plans, not only after something goes wrong.

05 We will be honest about how we are doing and ask for help before anyone comes close to falling apart.

"In our family, we don't rely on memory to be in charge of our healing. We say what we need, we ask for help early, and we treat each other like whole human beings."

Child signature

Parent / caregiver signature

Date

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RESOURCES: HELP NOW

CRISIS AND IMMEDIATE HELP, 24/7

988 Suicide & Crisis Lifeline

Free, confidential support for emotional distress or crisis. In Georgia, calls are answered by the Georgia Crisis and Access Line.

Call or text 988 · chat at 988lifeline.org

Georgia Crisis & Access Line (GCAL)

Statewide crisis counseling, help finding a provider and scheduling, and mobile crisis teams that come to you.

1-800-715-4225

FAMILY AND PARENT SUPPORT

IEC Parent Advocacy Network

A program of Synergistic Impact Strategies. Monthly support trainings and networking socials, virtual and in person, begin January 2027.

info@synergisticimpact.com · 101 Marietta Street, 31st Floor, Suite 7, Atlanta, GA 30303

Georgia Parent Support Network (GPSN)

Statewide nonprofit since 1989 supporting children, youth and families facing mental health, emotional and behavioral challenges: peer support, advocacy, youth development.

1381 Metropolitan Pkwy SW, Atlanta, GA 30310 · 404-758-4500 · gpsn.org

Parent to Parent of Georgia

Georgia's parent training center: training, a resource database and peer support.

p2pga.org

NAMI Georgia

Mental health education and support for individuals and families.

namiga.org

GaDOE Parent Mentor Partnership

Parent mentors working inside many Georgia school districts.

gadoe.org

Georgia 211 (United Way)

Local help with housing, food, utilities and more.

Dial 211

If anyone is in danger, call 911.

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RESOURCES: HEALING & COMMUNITY

YOUTH GROUP THERAPY AND MENTAL HEALTH

CHRIS 180

Culturally responsive, trauma-informed counseling for children, teens and families: individual, family and group therapy, play therapy and psychiatric care, in person or by telehealth, in English and Spanish.

Metro Atlanta, multiple locations · chris180.org

Psychology Today: Atlanta support groups

Local clinician-led groups, including teen DBT, ADHD skills, social skills and LGBTQ+-affirming peer groups.

psychologytoday.com/us/groups/ga/atlanta

BEAM (Black Emotional and Mental Health Collective)

Black Virtual Wellness Directory of therapists and wellness practitioners, healing circles and wellness tools.

beam.community

COMMUNITY HEALING AND MENTORSHIP

The Black Man Lab

An intergenerational gathering of Black men building the elements of authentic manhood, with weekly live sessions. A support space for fathers, uncles and mentors.

Mon 6:30 pm, Andrew & Walter Young Family YMCA, 2220 Campbellton Rd SW, Atlanta 30311 · Tue 6:30 pm, AKOMA Coffee & Books, 8020 Mall Pkwy, Ste 1010, Stonecrest 30038

COMMUNITY ADVOCACY AND ORGANIZING

Malcolm X Grassroots Movement (MXGM) / Free the Land

A grassroots organization working to defend the human rights of Black communities and promote self-determination, with an Atlanta chapter.

freethelandmxgm.org/contact · @mxgmnational

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RESOURCES: LEGAL & RIGHTS

LEGAL SUPPORT AND CIVIL RIGHTS ADVOCACY

Southern Center for Human Rights (SCHR)

Litigation and advocacy for people affected by the criminal legal system in Georgia and the Deep South.

60 Walton St NW, Atlanta, GA 30303 · 404-688-1202 · schr.org

Georgia Appleseed: FAIR Project

Help for students facing school removal of more than 10 days: advocacy training, hearing support and attorney matching.

Refer a child at disciplinehelp.org · 678-426-4640

ACLU of Georgia

Takes strategic, statewide civil rights cases; generally can't take individual cases, but reviews every story shared.

Share your story at intake.acluga.org

Atlanta Legal Aid Society

Free civil legal help for low-income residents of Fulton, DeKalb, Cobb, Gwinnett and Clayton counties, including help so children with health and developmental issues get a proper education.

54 Ellis St. NE, Atlanta, GA 30303 · 404-524-5811 · atlantalegalaid.org

NAACP Legal Defense Fund (LDF)

National civil rights law organization working on educational equity and school discipline. Accepts a small share of requests.

Request for Assistance form at naacpldf.org · 212-965-2200

Lawyers' Committee for Civil Rights Under Law

National racial justice organization with an Educational Opportunities project; refers individuals to affiliated organizations.

lawyerscommittee.org · 888-299-5227

U.S. Dept. of Education, Office for Civil Rights

Federal complaints about race-based discrimination or harassment in federally funded schools (Title VI), generally within 180 days. Enforcement is shifting to the Justice Department; expect delays.

ed.gov/ocr · ocr@ed.gov

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RESOURCES: RIGHTS & WELLNESS

SCHOOL RIGHTS AND SPECIAL EDUCATION HELP

Georgia Advocacy Office

Georgia's protection and advocacy agency for people with disabilities.

thegao.org

GaDOE Special Education Services

State rules, procedures and parent rights for 504 plans and IEPs in Georgia.

gadoe.org

Center for Parent Information & Resources

National hub of parent centers and plain-language guides on IDEA, 504 and school rights.

parentcenterhub.org

STRATEGIC WELLNESS AND SELF-CARE

The Self Care Agency

Strategic wellness and self-care support, including the Blind Spot Challenge, a one-on-one program that turns what you already sense about your life into a strategy you can act on.

selfcareagency.com

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BUILD YOUR BENCH

Keep a short list of trusted resources ready before a crisis, so hard moments are about choosing help, not searching for it.

IN A CRISIS

988 or GCAL

FOR YOUR CHILD'S HEALING

CHRIS 180, a support group or a BEAM therapist

FOR YOUR OWN SUPPORT

GPSN, Parent to Parent, NAMI Georgia or a community space

TO HOLD A PROGRAM ACCOUNTABLE

Your Step 3 record, then a legal or civil rights organization

QUESTIONS TO ASK ANY PROVIDER

- "How many children like mine have you served?"
- "What methods do you use, and why?"
- "How will we measure whether it is working?"
- "Will you coordinate with my child's school or coach?"

Compare three options, check licenses with the state licensing board, ask about insurance, Medicaid and sliding-scale fees, and set a check-in date to judge fit.

RESOURCE TRACKER

Need	Resource or contact	What I learned and cost	Next step and date

Resource details checked November 10, 2026. Hours, numbers and services change; confirm before you go.

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THANK YOU!

Our children deserve to be whole, and so do we. Come back to this workbook after every incident, and bring it to your Parent Advocacy Network gatherings, starting January 2027.

IEC
PARENT ADVOCACY NETWORK

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General education only, not legal or medical advice. Laws and district policies change; verify with the Georgia Department of Education, your district, or a qualified advocate or attorney.

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