

EPIX ORIGINAL DOCUMENTARY SERIES



AMERICA
FERRERA

AMY
POEHLER

COMMON

JESSE
WILLIAMS

NORMAN
LEAR

PETER
SARSGAARD

ROSARIO
DAWSON

ZACH
GALIFIANAKIS

EXECUTIVE PRODUCED BY **NORMAN LEAR, COMMON AND SHONDA RHIMES**

AMERICA DIVIDED

IN A DIVIDED COUNTRY,
OUR STORIES UNITE US.

CURRICULUM GUIDE

LETTER TO EDUCATORS

A LETTER FROM THE CREATORS AND EXECUTIVE PRODUCERS

Dear Educator,

Thank you so much for introducing AMERICA DIVIDED to your students! With this series, our team wanted to explore the inequality crisis, expose the damage it inflicts on the most vulnerable Americans, reveal systemic bias, and celebrate real-world heroes fighting for solutions. Our hope is that our correspondents telling these stories — with the help of our investigative journalism and our platforms — will inspire our audience to bring about positive change.

A goal of the *Teaching America Divided* curriculum is for students to develop a critical consciousness and be inspired to engage thoughtfully and with purpose in their communities and the world. The series presents an opportunity to begin real conversations about some of the most important issues of our time. What better place for young people to have these conversations than in your safe and supportive classroom, alongside their peers and under your guidance?

The film centers the narratives of people experiencing inequality in education, housing, health care, labor, criminal justice and the political system. The curriculum is designed to strengthen students' understanding of inequality in the United States by connecting these narratives and the people in them to what students are learning in school and to their own lived experiences.

Every person who contributed to the series—the creators and producers, the correspondents, the editors, and, of course, the subjects—has a very deep connection with these issues. We're honored to bring these issues to light, and we're especially proud to provide these stories as a resource for educators.

Thank you for your commitment to our nation's children. We hope this curriculum guide gives you and your students the tools for teaching and learning about inequality in America and that it may spark actions that will contribute to building a more united country.

In solidarity,

The Creators: Solly, Rick and Lucian

The Executive Producers: Norman Lear, Common and Shonda Rhimes

TEACHING AMERICA DIVIDED

WE'RE EXCITED TO SHARE OUR FREE TEACHING AMERICA DIVIDED CURRICULUM GUIDE!

The America Divided film series allows educators and students nationwide to examine a myriad of issues related to social inequality. Along with our celebrity correspondents Common, Jesse Williams, America Ferrera, Amy Poehler, Peter Sarsgaard, Norman Lear and Zach Galifianakis, we cover education, housing, healthcare, labor, criminal justice, and voting rights– all woven into an eight-story, five-part series.

The Teaching America Divided curriculum guide is designed for grades 9-12 but can be easily adapted for middle school. Activities can be used in Language Arts, social studies and math classes, as well as in elective courses and informal educational settings.

This curriculum is organized into eight story units and four thematic lessons:

- Story units are designed to support multiple days of instruction before, during and after viewing the stories featured in America Divided. Each story unit includes vocabulary, viewing questions, discussion activities, history and math lessons, writing prompts and social action performance tasks.
- Thematic lessons are shorter and can be used separate from or in along with the more comprehensive story units. Lessons include curated film clips, key concepts and discussion questions to facilitate teaching and learning about a central theme in America Divided, themes like race and class or questions about the role of government.

Interested in bringing our film series to your school? Check out Kanopy for more information!

PURCHASE THE EDUCATIONAL EDITION OF AMERICA DIVIDED

All content, information, materials, text and images that appear in Teaching America Divided is the property of America Divided, EPIX, and/or Radical Media. Use of Teaching America Divided and the related excerpts from Teaching America Divided indicates your consent not to print, publish or distribute for commercial purposes, or cause to be printed, published or distributed for commercial purposes in any manner for form, the Work or any part thereof without the prior written consent of America Divided, EPIX, and/or Radical Media This curriculum was developed by independent consultant and anti-bias educator [Emily Chiariello](#).

LIGHTS! CAMERA! ACTION!

Each story unit includes lessons, activities and resources designed to support instruction before, during and after viewing the stories in the AMERICA DIVIDED documentary series.



LIGHTS! Before Viewing Activities

- **LANGUAGE LAB (ELA/SOCIAL STUDIES)**—These activities build language skills by introducing students to key vocabulary they will encounter in AMERICA DIVIDED and can transfer to other academic domains and aspects of their life.
- **TIME TO TALK (ELA/SOCIAL STUDIES)**—These activities assess prior knowledge of and activate thinking about issues addressed in AMERICA DIVIDED, helping students connect with and feel more comfortable in talking about sometimes difficult topics.
- **BY THE NUMBERS (MATH/SOCIAL STUDIES)**—These activities build numeracy, visual literacy and research skills as students are challenged to think critically about data related to the issues in AMERICA DIVIDED.
- **HISTORY IN THE MAKING (SOCIAL STUDIES)**—These activities build background knowledge and provide a historical or sociopolitical context for students to critically engage with the complex issues explored in AMERICA DIVIDED.



CAMERA! During Viewing Activities

- Critical Viewing Questions



ACTION! After Viewing Activities

- Writing Prompts
- Social Action Tasks
- Related Resources



THE CLASS DIVIDE

INTRODUCTION

In “The Class Divide,” actor and activist Jesse Williams examines the schools in Pinellas County, Florida, a school system many call “one of the worst in the nation.” In Pinellas County, residents enjoy some of the highest incomes in the state but the schools are failing: Five of the worst schools in Florida, possibly some of the most challenged in the nation, are located here. Like many schools in the South after *Brown v. Board of Education*, Pinellas County schools worked to desegregate and, for many years, the school district found success. That stopped in 2008. What went wrong?

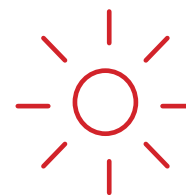


LANGUAGE LAB

WHAT'S MY WORD?

<http://educationtothecore.com/2015/10/games-to-help-kids-think-critically-about-vocabulary/>

1. Introduce the words and definitions from the glossary.
2. Write each word on a sentence strip or Post-it note.
3. Assign a vocabulary word to each student without letting them see their word. Attach the Post-it note on their back, or tape the sentence strip into a loop that they can wear on their head like a crown.
4. You will likely have more students than words. In that case, either assign the same word to more than one student or conduct the activity in rounds with only some students assigned a word in each round.
5. Provide students with the “What’s My Word” handout and a clipboard.
6. Tell students their task is to figure out what word has been assigned to them by walking around the classroom, asking questions and gathering clues.
7. Once they have filled out the “What’s My Word” handout, students return to their seats and make their guess.



WHAT'S MY WORD?

Directions: Move around the room asking classmates to answer these questions about your word. Visit a different classmate for each question. Write their answers in the spaces provided. Once you've answered the questions, return to your seat and write down your guess.

- What is a synonym of this word?
- What is an antonym of this word? Or, what is something this word IS NOT?
- Can you give an example of this word? Try naming something associated with this word.
- Use this word in a sentence.
- Define this word.

Using these clues, what do you think the word is?

GLOSSARY

BROWN V. BOARD OF EDUCATION OF TOPEKA, KANSAS (N.): A 1954 landmark Supreme Court case in which the Court found segregated schools to be inherently unequal and, therefore, prohibited by the 14th Amendment of the Constitution.

BUSING (N.): forced busing; desegregation busing; transporting students to schools outside of their neighborhood as a means to redress prior racial segregation or overcome the effects of residential segregation.

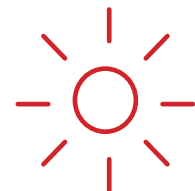
DESEGREGATION (N.): the process of reversing racial segregation through a series of laws, policies and practices.

DISPROPORTIONATE (ADJ.): out of proportion in size, number or effect; imbalanced; unequal.

MIRANDA RIGHTS (N.): 1966 U.S. Supreme Court case *Miranda v. Arizona* ruled that whenever a person is taken into police custody, he or she must be told of their Fifth Amendment right not to make any self-incriminating statements. As a result of *Miranda*, anyone in police custody must be told four things before being questioned: “You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. If you cannot afford an attorney, one will be appointed for you.”

SCHOOL-TO-PRISON PIPELINE (N.): a national trend that pushes children out of the education system and into the juvenile and criminal justice systems, resulting from harsh school discipline policies that criminalize student behavior and disproportionately affect students of color and students with disabilities.

TITLE I (N.): an important part of the Elementary and Secondary Education Act (ESEA) providing financial assistance, in the form of federal funds, to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.



TIME TO TALK

TELLING IT LIKE IT IS: YOUTH SPEAK OUT ON THE SCHOOL-TO-PRISON PIPELINE

In this activity, students “listen in” on a fictional conversation about the school-to-prison pipeline—a very real issue and one central to the AMERICA DIVIDED story “Class Divide.”

1. Provide students with [“Telling It Like It Is: Youth Speak Out on the School-to-Prison Pipeline”](#) either by making copies or projecting it onto a screen.
2. Choose student volunteers to read the parts of teenagers Jose, Stacey and Mike. Assign another student as the narrator to read any non-dialogue text such as facts, figures and statistics.
3. Volunteers can read from their seats or stage a performance at the front of the classroom.
4. Task the students who are not actor-readers with listening closely and taking notes.
5. Tell students that, while its appearance is similar to a comic book or a graphic novel, and it’s written in narrative form, the text is meant to be persuasive and makes several arguments and claims.
6. Have students take notes on specific elements of the text in order to analyze that argument. You can assign students to focus on one or all of these elements, taking notes on their own or in a graphic organizer. You may need to model this for the first few pages of reading:
 - Statistics
 - Research findings
 - Real-life examples
 - Proposed solutions
 - Claims
 - Counterclaims
7. Once done, facilitate a discussion in which students debrief and process the story:
 - Did you learn anything new? What?
 - Has your point of view changed in any ways? Explain.
 - Who did you agree with most? Joey, Stacey or Mike? Why? Do you disagree with anything you heard? What?
 - What additions or changes would need to be made if this fictional conversation were a real one, happening here in your school?



BY THE NUMBERS

EACH ONE, TEACH ONE

1. Divide the class into groups of three to four students.
2. Provide each group with a different topic relevant to educational equity or allow them to choose one. For example:
 - Funding/spending
 - Student achievement
 - Suspension and expulsions
 - Police in schools
 - Arrests in schools
 - Graduation and dropout rates
 - Racial segregation and isolation
3. Assign groups to research, analyze and present data related to their topic. They must organize their data and then present it to the class in the form of graphs, charts or tables. Presentations should include their interpretation of what the data means and why it is significant.
4. In addition to the group topic, instruct each group member to locate a different kind of data on that topic:
 - International data
 - National data
 - State or local data
 - Data that illustrates a comparison by subgroup (i.e. racial disparity)
5. Have groups complete online research (in and out of class, if needed) and assemble and prepare for their presentations.
6. Student presentations should:
 - Display the data
 - Interpret the data
 - Explain the significance of the data
 - Pose two to three secondary research questions
 - Provide background information about the data's source
7. Instruct each group to develop one multiple-choice question based on their presentation. Compile all student-generated questions to create a quiz.
8. After all of the groups have presented, give students the quiz and then go over the answers as a class.



HISTORY IN THE MAKING

The following materials have been curated and vetted for use in middle or high school social studies classes prior to watching “The Class Divide.”

50 Years Later: Brown v. Board of Education

This [2004 issue](#) of Teaching Tolerance magazine is full of useful materials related to school desegregation including [interviews](#), [articles](#), a [timeline](#), and [primary sources](#).

Beyond Brown: Pursuing the Promise

These [resources](#) are designed to help educators use the PBS film Beyond Brown: Pursuing the Promise. The lesson plans and activities developed for grades 6 through 12 present a multidisciplinary approach to learning in social studies, U.S. history, mathematics, language arts and government.

Separate is Not Equal: Brown v. Board of Education

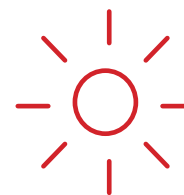
This [teacher's guide](#) accompanies the Smithsonian's National Museum of American History exhibition “[Separate Is Not Equal: Brown v. Board of Education](#).” It delivers a variety of historical primary-source materials from the exhibition directly to your classroom. Through these sources and activities, students can build a deeper understanding of the struggle for social justice leading up to and following the Court's ruling on the Brown case, and the decision's impact on today's society. Each unit begins with a lesson plan followed by accompanying worksheets and photographs that complement the lesson.

Teaching Guide: Exploring Busing and School Desegregation in Boston

This [teaching guide](#) gives educators a set of primary sources and related tools for teaching about school desegregation and the Boston busing crisis. The [primary source set](#) includes an overview, 10 to 15 primary sources, links to related resources and a teaching guide. The teaching guide comes with questions, classroom activities and primary source analysis tools.

Teaching the New Jim Crow

[Teaching Tolerance](#) offers a free web-based curriculum for teachers of language arts, social studies and American history to bring Michelle Alexander's The New Jim Crow into the classroom. Use one or more of the lessons in Teaching the New Jim Crow to introduce or extend this episode of AMERICA DIVIDED. The curriculum begins with strategies that prepare teachers and students for honest and productive conversations about race and racism, and ends with a range of assessments, both through writing and social action tasks. The core of the curriculum is organized in 10 lessons, each anchored by manageable excerpts from The New Jim Crow and accompanied by challenging text-dependent questions.



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you actively view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 7:15

1. What early childhood memories does Jesse Williams have of school? How does he describe his experiences? How does this help set up a premise for the episode?
2. Williams says, "Being born into the wrong school district can change your life forever." What does he mean? Is he right, in your opinion?
3. Amir Whitaker says Pinellas County, Florida, has a dual education system. What does he mean? What statistics and numbers does the film offer to back this up?
4. What anecdotal evidence do Amir and Jesse gather when talking with students and families about their experiences in the school system?

Pause at 12:05

5. Jesse Williams wonders why the schools in St. Petersburg are performing so poorly if the city has one of the highest per capita income levels in all of Florida. What does he begin to discover about school funding in Pinellas County?
6. Why are the years 1971 and 2007 critical to understanding what's happened to the schools in south St. Petersburg?

7. Why does Mary Brown say "neighborhood schools" are segregated schools? Why do you think many black parents were not initially bothered by the idea of neighborhood schooling? What were they promised?
8. Williams is skeptical that the school board didn't know their 2007 decision would essentially resegregate the schools. What not-so-distant history does he review to explain that doubt?

Pause at 20:51

9. What is a Title I school and why is this federal program important in the story? What is Jesse Williams looking for when he goes to the Title I office and what happens when he gets there?
10. What concerns do parents and advocates communicate in their testimony to the Pinellas County school board meeting? What adjectives would you use to describe how they seem to feel?
11. Once Williams is able to see the state audits, what do they reveal to him about Pinellas County schools?



12. How would you describe the conversation Jesse Williams has with school board member Linda Lerner? Does her account match up with what he read in the state audits?
13. What are the Dream Defenders hoping to achieve in the community? How? Why does Williams see so much promise in this kind of community organizing?

Pause at 28:23

14. Civil rights attorney Amir Whitaker uncovers a troubling pattern of minor student infractions being harshly dealt with and criminalized in Pinellas schools. What is the first case to raise his alarm? What more does he learn after meeting with students and parents?
15. Sixty-four percent of U.S. high schools now have uniformed police working as “school resource officers” (SRO), and at schools where the majority of the population is non-white or low income, the number is even higher. Does your school have SROs? If so, what role do they play? Are they effective?
16. Do you believe Officer Mike Hawkins is representative of the larger police force and SRO community in Pinellas County? If not, why did the chief arrange for Jesse Williams to meet with him?

Pause at 35:06

17. Every year, hundreds of kids are arrested in Pinellas County schools, some as young as 6 years old. They are handcuffed, interrogated by armed officers, loaded into police cars while their peers watch and taken to jail. All of this happens without their parents present. Does this seem normal to you? Does it seem legal? Does it seem right?
18. Public defender Bob Dillinger provides Jesse Williams with several examples of how the school system and the juvenile justice system in Pinellas County are failing young people. Name one of things he says.
19. What does Williams discover when he finally tracks down the Pinellas County schools arrest records? Why do you think it was so hard for him to get the records from the school board and the sheriff’s office?
20. Williams asks State Attorney Bernie McCabe the same question he asked Bob Dillinger: Is the criminal justice system in Pinellas County failing young people? How does McCabe answer that question differently than the public defender?

Play to end

21. What signs of progress does Williams see in Pinellas County? Do you think those are reasons to be hopeful that things will get better?
22. Describe what happened at the rally organized by Faith and Action for Strength Together (FAST). Why do you think so many people turned out? Were you surprised by any of the public commitments made by board members? Why or why not?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

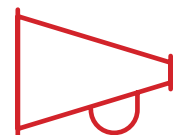
- Jesse Williams says school is where we “learn to learn.” Write a story about a child whose life is changed forever, for the better, because of her or his education. What is their school like? What experiences do they have there? Include details and description of the events, characters and setting.
- Jesse Williams says that “being born into the wrong school district can change your life forever.” Write a story about a school where the adults decide to turn things around for their students. They go from being an “F” school to an “A” school. How do they achieve that? Who is involved? How are the students and their families affected? Include details and description of the events, characters and setting.

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- When students are removed from class, suspended or even expelled, a justification often given is that such practices are necessary so the other students can learn. But black students are disproportionately more likely than white students to be suspended, arrested and referred to law enforcement. Is that evidence of racial bias? What are the long-term effects of removing students from the classroom? Are punitive school discipline policies effective? Respond to these questions while making the case for how you think school discipline issues should be addressed. Use reasons and evidence to support your opinion. Include and respond to opposing views and claims.



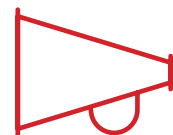
- In 1954, the Supreme Court ruled that segregated schools are inherently unequal and mandated that school districts institute policies and take action to desegregate. Yet the public schools in Pinellas County, and all across the United States, are as racially segregated—and unequal—today as ever. Racially segregated residential patterns have resulted in intensely segregated schools. Was *Brown v. Board* right—are low-income and students of color doomed to unequal schools until desegregation is achieved? Or can educational equity be achieved without desegregation? Use reasons and evidence to support your view. Include and respond to opposing views or claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts:

- More kids leave Florida schools in handcuffs than in any other state, and in Pinellas County, students have been taken to jail for minor things like knocking over trashcans and getting into lunchroom fights. What's more, black students are disproportionately more likely than white students to be suspended, arrested and referred to law enforcement. Write an essay explaining the school-to-prison pipeline and the connection between the criminalization of student behavior and the drop in student achievement. Include relevant facts, details and information from the film to strengthen your explanation.
- Jesse Williams wants to know why, if St. Petersburg is not a poor city, the schools are failing so poorly. Why do some schools do so well, while students attending schools on the south side of town suffer? Write an essay explaining how the Pinellas County school district got to where it is today. Discuss the significance of the 2007 school board decision. Include relevant facts, details and information from the film to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

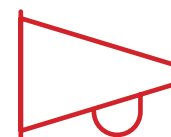
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

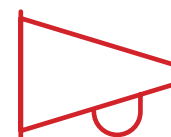


SOCIAL ACTION TASKS

Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that advocates for educational equity or juvenile justice reforms. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Verbal/linguistic:** Read poetry written by youth about school. Respond to the most meaningful part of what you read in a genre of your choice—poem, memoir, letter, diary entry or editorial review. Compile the poems you find and your own writing into a booklet. “Resources: [“Get Out”](#); [“The Sh*t You Can’t Say to Your Teachers”](#); [“To All My School Faculty”](#); [“School.”](#)”
- 2. Musical/rhythmic:** Choose a song you know that talks about or takes a stand on issues in education like safety, funding, teachers, textbooks, curriculum or school lunches. Research to identify a second song—one you didn’t already know—that also speaks to these topics. Print the lyrics and play both songs for your classmates. Lead a discussion about the songs’ messages and varying perspectives.
- 3. Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts a scene or scenes from the AMERICA DIVIDED story “The Class Divide.” Use your craft to capture on the page the same mood and tone the filmmakers were able to create on the screen.
- 4. Logical/mathematical:** Collect, organize and analyze data related to school discipline (suspensions, expulsions) and juvenile justice trends (arrests, recidivism, etc.). Include data that reflects local, state and national facts and figures. Create graphs and charts to display your findings, including captions to summarize their significance.
- 5. Interpersonal:** Work with two other classmates to plan a 30- to 60-minute training about classroom management and/or school discipline for the faculty and staff at your school. The big goal of your training is to reduce discipline referrals, suspensions and expulsions at your school by working *with* the adults in the building. The objective of the training is to include student voice in conversations about school discipline and to offer student-centered strategies for improving school climate.



RELATED RESOURCES

Code of Conduct: A Guide to Responsive Discipline

This guide extends Teaching Tolerance's work in school discipline reform and responsive discipline practice to include multiple stakeholders throughout the school. This guide includes scenarios and questions tailored specifically to teachers, counselors, building and district leaders and school resource officers. It can be used to prompt individual self-reflection or to kick-start conversations among colleagues about beliefs and practices related to student misbehavior. Analyzing the conditions that push students out of school is an important first step toward making the shifts necessary to end the school-to-prison pipeline.

<https://www.tolerance.org/magazine/publications/code-of-conduct>

Dignity in Schools

"The Dignity in Schools Campaign (DSC) challenges the systemic problem of push-out in our nation's schools and works to dismantle the school-to-prison pipeline. As a national coalition, the Dignity in Schools Campaign builds power amongst parents, youth, organizers, advocates and educators to transform their own communities, support alternatives to a culture of zero-tolerance, punishment, criminalization and the dismantling of public schools, and fight racism and all forms of oppression. We bring together our members through direct action organizing, public policy advocacy and leadership development to fight for the human right of every young person to a quality education and to be treated with dignity."

<http://www.dignityinschools.org/>

Dream Defenders

Dream Defenders describe themselves as "an uprising of communities in struggle, shifting culture through transformational organizing." The Dream Defenders "FREE Campaign" was featured in parts of the AMERICA DIVIDED story "The Class Divide." The FREE Campaign is a community listening project in key neighborhoods throughout Florida designed to check the pulse of communities.

<http://www.dreamdefenders.org/>

Ending the Schoolhouse to Jailhouse Track

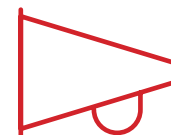
Part of the Advancement Project, a next-generation multi-racial civil rights organization, this campaign provides online reports, tools, infographics and even games to help students, parents, educators, law enforcement and activists dismantle the school-to-prison pipeline.

<http://safequalityschools.org/>

"Failure Factories"

In 2007, the Pinellas County school board abandoned integration. They justified the vote saying schools in poor, black neighborhoods would get more money, more staff and more resources, but that's not what happened. *Times* education reporters spent a year tracing how Pinellas County school district leaders have neglected their neediest schools. This multi-part series tells that story.

<http://www.tampabay.com/projects/2015/investigations/pinellas-failure-factories/>



“Flagler County: A Case of Suspension Abolition”

This *Teaching Tolerance* article tells the story of Flagler County, a troubled Florida community that became a pioneer in discipline reform.

<http://www.tolerance.org/magazine/number-53-summer-2016/feature/Flagler-county-case-suspension-abolition>

Power U Center for Social Change

Power U is a grassroots organization based in Miami, Florida. Their mission states, “We are organizing and developing the leadership of Black and Brown youth and Black women in South Florida so that they may help lead the struggle to liberate all oppressed people.” Power U works to bring restorative justice programs and dismantle the School-to-Prison Pipeline in Miami-Dade Schools. They are members of coalitions such as the Miami Committee on State Violence and the Miami Black Girls Matter Coalition.

<http://poweru.org/>

Reframing Classroom Management

This toolkit offers educators a variety of tools to help demystify common behaviors and reinforce what works. Based on input from over 1,200 educators, the handouts help users foster empathy, avoid common mistakes, improve teacher-student relationships and find alternatives to classroom removal.

http://www.tolerance.org/sites/default/files/general/TT_Reframing_Classroom_Management_Handouts.pdf

The Schott Foundation for Public Education: Fair and Just School Resources

“In the United States public schools are funded through a mix of local, state and federal funding. For the most part, schools serving students of color and students from low-income communities have less funding per student than schools in wealthier neighborhoods. These resource disparities perpetuate opportunity gaps in schools and in our broader society. No child’s educational opportunities should be limited because of their zip code. The Schott Foundation is dedicated to ensuring that every student has access to fair and just school resources.”

<http://schottfoundation.org/issues/school-resources>

U.S. Department of Education School Climate and Discipline: Know the Data

Various data sources show clearly that students with disabilities and students of color are disproportionately impacted by school discipline practices. Sources of discipline data and research can be found here.

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

