



JOURNEY FOR JUSTICE ALLIANCE

Our Community Demands (working document):

1) We Demand an Immediate Release of State Control of the LRSD and any other public school districts that are currently being held hostage by the state of Arkansas for “academic distress.” There has been no evidence to date that state take overs for academic distress have improved the academic outcomes for students as a result of the state take over. State takeovers are very costly communities in that they lose democratic power, autonomy, and control over their school district’s budgets and key decision making processes that directly impact students, families, educators, administrators, and public school neighborhoods and communities.

2) We Demand Culturally relevant curriculum decided upon by educators, administrators and school community for each public school. Too many schools do not include the needs of students and families representing curriculum that is culturally, socially, academically, physically, emotionally, and practically relevant.

3) We Demand a Re-opening plan and budget for each public school district in our state that is informed by public school community input and decision making processes along with public school district educators and administrators. No more decision making processes that exclude students and their families, and public school educators who are all fundamental to achieving true equity in schools.

4) We Demand the Establishing of sustainable community schools with culturally appropriate, practical, and evidence based assessments and community support. Currently, city leaders in Little Rock and state education administrators have been proposing cookie cutter plans that do not respect public school neighborhoods and communities. The imposition of ideas and plans on community, rather than developing plans because of community based needs, decisions and requests are more examples of unacceptable inequities and overreach by political and philanthropic entities.

5) We Demand the Establishing of needs based support (academic, medical, social, physical, emotional, wellness care and economic needs) for students and families, who were already marginalized and under supported before Covid-19, and new families who have been exponentially challenged, traumatized, and harmed by the lack of urgent response by the city, county, state and federal government. Families have been faced by evictions, homelessness, lacking medical



and wellness care, unable to afford support for children and family members with special needs,

Our Community Demands (working document) cont'd:

6) *We Demand the Ending of mass, repetitive traumatization imposed on students, families and educators in public schools via high stakes testing.*

Studies have shown that most of the standardized tests that students and families have felt forced to prepare for tests that do not assess students, but tests that are used to punish students, teachers and families. Public school students and parents, particularly those who are Black, Hispanic/Latinx, are LGBTQ+, experience disabilities, and low incomes and poverty are and have been traumatized by systemic racism, systemic poverty, distorted and immoral narratives that other people who are not white, middle class, or wealthy.

7) *We Demand certified teacher:student ratios that reflect 1:10 and certified teacher:paraprofessional:student ratios that reflect 1:1:15 in all of our public schools.*

8) *We Demand the hiring of certified social workers, nurses, counselors, educators and administrators that better represent the population of students they serve in their classrooms and schools.* In a time of uncertainty and instability, public school districts appear to be firing/reducing the number of certified staff and personnel rather than schools retaining stability and increasing levels of support for students, families, and educators.

9) *We Demand a Moratorium on the opening and extension of Charter Schools in our state.*

10) *We Demand an end to state imposed waivers on public schools and insist that waivers for public schools be requested by public school community decisions and not by appointed community advisory boards, elected school boards, and/or Superintendents in isolation.* Public school communities must inform and help decide what is needed for their schools and district.



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11) We Demand that each public school district be given equitable resources through the CARES ACT, the Heroes ACT (when it becomes law) and any other Covid-19 emergency, stimulus and sustainable economic support laws that are passed. And, We Demand that each public school district include community in budget allocation/spending decision making processes to ensure that decisions are made equitably.