

Parent Action Guide

Dear Parents,

Sadly, many American schools are replacing education with indoctrination. Instead of learning critical thinking and good values, our children are being taught radical ideas about systemic racism, gender fluidity, and the “climate crisis.” Many parents are surprised by the material and topics now being taught in both public and private schools. This guide was created to help you protect your students and take an active role in their education.

This guide is designed to assist you with:

- Proactively and legally opting your student out of certain topics and classroom activities
- Examining curriculum and materials used in your student’s classroom
- Knowing who to contact and how to escalate your concerns and requests when questionable curriculum is being used
- Writing a letter or contacting educational leaders in your area

SECTION 1: Opt-Out Forms

Use these forms to legally opt out your student from the following in public schools:

- Sex Ed
- Surveys on student health behaviors and risks
- Health instruction in conflict with religious beliefs or personal moral convictions
- Statewide performance assessments
- Survey on student or parent personal beliefs or practices in sex, family life, morality, or religion

Find your state’s opt-out form and instructions here:

<https://www.pacificjustice.org/resources/for-parents/public-school-opt-out-forms/public-school-opt-out-forms-content/>

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SECTION 2: Escalation Steps

If you have encountered questionable or concerning curriculum, assignments, or assigned reading in your child's classroom, use this guide to take action. Start by talking to your student's teacher and school administrator, and work your way up from there if you do not achieve your desired results.

1. Gather Information and Talking Points

- a. Obtain copies of curriculum, texts used, lesson plans, or assignments. To obtain copies, it is often best to submit a written request to your student's teacher or school administrator.
- b. Identify relevant portions and make a list citing each source the information came from.

2. Consider Your End Goal

- a. Do you want this curriculum/assignment/etc. to be removed from the classroom entirely? If so, be prepared to suggest an alternative.
- b. Do you want this curriculum/assignment/etc. to be supplemented with a different viewpoint? If so, be prepared to suggest the counterpoint.

3. Create a List of Leaders to Contact

- a. Use your school district, city, and state websites to obtain names and contact information for decision-makers.
- b. Start small and local, and move your way down the list as needed:
 - Your child's teacher and principal of the school
 - School Parent Teacher Association or Advisory Board
 - District Superintendent
 - School board members for your district
 - City council
 - City Mayor
 - Members of state legislature's education committee
 - State education board
 - State legislators
 - State Governor

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SECTION 2: Escalation Steps (Cont'd)

4. Recruit Other Parents and Stakeholders

- a. It is true that there is power in numbers. Even a small group communicating their concerns and making requests can influence change.
- b. Gather others who share your concerns. They can be parents from your school or district, neighbors, family members, or members of any social or religious groups you're a part of.
- c. Write a sample letter (see our template in [Section 3](#)) or phone script to share with your group. Have your group members contact your designated decision-makers using the script to guide the conversation and/or correspondence.
- d. Have group members record contacts and responses.
- e. Press the leaders for specific actions they can and will take.
- f. When a leader responds positively to your contact, ask them to provide the names of others you can reach out to.
- g. Use your script for talking points when speaking at school board meetings, parent-teacher meetings, PTA meetings, and city council meetings.

5. Be Persistent

- a. Don't give up if you do not receive a favorable response from leaders. Have multiple members of your group contact them and press them for action.
- b. Record responses from leaders, follow-up, and hold them accountable for what they say they will do.

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SECTION 3: Template Letter/Script

Greeting: *Hello, [NAME].*

Identification: *I'm [NAME], a [mom, dad, grandparent, community member] in [CITY]. I'm calling/writing on behalf of concerned parents and community members.*

Reason for call/email: *I'm calling/writing to you regarding [curriculum/topic] being used in my child's classroom. I'm concerned about it because [Summarize your opposition in a couple of sentences. Insert facts or statements from experts who also oppose.].*

Make your request: *I represent a group of local voters and parents who oppose [curriculum/topic] being used in the classroom, and we'd like your help in correcting this. Given the [inaccuracies, list other concerns], we want this [removed from the classroom or replaced with XX].*

Wait for a response: If the response is favorable, ask specifically what he/she can do to address the issue. Ask him/her for others you can contact who may support you or have the ability to take action on the issue. If the response is unfavorable, record the response and move on. Consider having others in your group reach out again to those who responded unfavorably for added pressure.