

Date: Tue, Jan 26, 2021, 8:40 AM  
Subject: Thank you for your email!  
To: [REDACTED]

Hello Ms. Cross,

Thank you for reaching out to share your concerns. Our Arizona State Standards include examining current events, not only in their own right, but also include how they intersect and are affected by past events. One of the Standards that states this is 7.SP1.1 *"analyze connections among events and developments in broader historical contexts."* Black Lives Matter and the George Floyd protests are part of our current history and connect with past history. Anytime historical events are taught in a classroom, teachers should remain neutral on the topic, present multiple perspectives and allow students the opportunity to discuss and draw their own conclusions. An example of this would be looking at the debate surrounding the taking down of Confederate monuments and looking at the reasons people support or are against doing so. Some examples of the State Standards aligned to this would be 7.SP2.1 *"analyze multiple factors that influence the perspectives of people during different historical eras"* and 7.SP2.2 *"explain how and why perspectives of people have changed over time."* The Arizona State Standards were not developed by our school district, but were written by a myriad of stakeholders from across the state.

Inaugurations are a long-standing tradition in our country. Showing the event during any election cycle is not taking a political stand; it's involving students in our civic traditions and current history. Any lesson a teacher would choose to present and discuss with their students would focus on the political processes and transfer of power within our country. We would never want our students to feel that they could not openly share their beliefs within our classrooms. In fact, in doing so, it broadens the discussion and conversation surrounding any topic and can often lead to further research. In fact, another Standard that supports this is 7.SP3.6 *"construct and present arguments based on claims and counter-claims while pointing out the strengths and limitations of those arguments."*

Our district values everyone's perspectives and we appreciate the opportunity to respond. Please feel free to reach out should you have future concerns.

Sincerely,

**Marla Hobbs**

***Executive Director of K-12 Curriculum & Professional Development***

**623-486-6075**

**From:** [REDACTED]  
**To:** [Jennifer Mundy](#)  
**Subject:** Project Ideas  
**Date:** Tuesday, February 9, 2021 8:47:23 AM  
**Attachments:** [Civil Rights Final Project Rubric.docx](#)  
[Social Justice Movements.pptx](#)

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Hi Jenn,

I was hoping to run something by you, if you don't mind. I'm coming to the end of my social movements/active citizens unit and I want the students to do a project. I did a lot of thematic elements so my hope was having students apply what they learned by creating their own movement. Unfortunately, the political climate has me a bit anxious. My plan was to limit topics, unless a student asks specifically for something more controversial, and including a notice to parents having them acknowledge their child's topic. I modified a TPT project from 6 small projects to 3 – two mandatory and one choice. The PowerPoint attached came as examples of the project – and I've changed the colors of topics I think students would need explicit permission for. Does this seem appropriate for 8<sup>th</sup> grade? Is there anything you would change/add/omit? Thank you in advance!

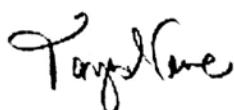
[REDACTED]

7<sup>th</sup>/8<sup>th</sup> Social Studies  
Apache Elementary

**From:** [Tonja Neve](#)  
**To:** [Jennifer Mundy](#)  
**Subject:** RE: Courts Uphold Principal Power to Control Parent Communication  
**Date:** Tuesday, February 2, 2021 9:28:21 AM  
**Attachments:** [image002.png](#)  
[image003.png](#)

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Yes, to everything you've said. At the same time, fielding those calls is part of our admin gig. I expect it. I feel bad for teachers and staff who are working tirelessly in selfless jobs and are catching needless, political comments. It's very upsetting.



Principal  
Desert Valley Elementary

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**From:** Jennifer Mundy <JMundy@pusd11.net>  
**Sent:** Monday, February 1, 2021 10:57 PM  
**To:** Tonja Neve <TNeve@pusd11.net>  
**Subject:** RE: Courts Uphold Principal Power to Control Parent Communication

Exactly. I worry about the image we are projecting at board meetings. What these people are propagating isn't a good look for a district that says they value diversity and inclusion and are looking to attract more students as well as teachers. If I were a parent looking to bring my child here and watched a board meeting to get a feel for the district, I'd move as far away from Peoria as I could after listening to those public comments. I felt like I took the Q&A with Carter at the end in the wrong direction and that definitely wasn't my intent, but there's a huge disconnect for me in allowing this behavior to continue and pushing forward with diversity and inclusion at the same time. I can't separate them out like some people are able to. I imagine some schools feel that their hands are tied because of the parent pushback to anything resembling diversity and inclusion (and truth). Everyone talks about how stressed teachers are, and it's true, but administrators are in the same boat. They don't need this additional stress. It's too much. And they're the ones whose laps it's landing in.

*Jennifer Mundy*

**K-12 Social Studies Curriculum Coach**

6330 W. Thunderbird Road

Glendale, AZ 85306

Ph. 623-412-5301

**Subject:** RE: Courts Uphold Principal Power to Control Parent Communication

This is exactly what I was in a round about way pushing for without saying the exact words. But I feel like at this point, it needs to come from the very top.

Jennifer Mundy

**K-12 Social Studies Curriculum Coach**

6330 W. Thunderbird Road

Glendale, AZ 85306

Ph. 623-412-5301

Email [jmundy@pusd11.net](mailto:jmundy@pusd11.net)



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**From:** Tonja Neve <[TNeve@pusd11.net](mailto:TNeve@pusd11.net)>

**Sent:** Monday, February 1, 2021 5:29 PM

**To:** Jennifer Mundy <[jmundy@pusd11.net](mailto:jmundy@pusd11.net)>

**Subject:** FW: Courts Uphold Principal Power to Control Parent Communication

This is the case Ashley was referring to. Admin has some control to quiet those pushy voices.

*Tonja Neve*

Principal  
Desert Valley Elementary

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**From:** Mark Joraanstad [REDACTED]

**Sent:** Friday, January 29, 2021 8:59 AM

**Subject:** [EXTERNAL] Courts Uphold Principal Power to Control Parent Communication

This message originated from outside our district.

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Two recent cases in 9<sup>th</sup> Circuit (which includes AZ) uphold Principals' plans controlling the rights of communication between schools and unruly or difficult parents.

<https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principle-leadership-january-2021/legal-matters-january-2021/>

Mark Joraanstad, Ed. D.  
Executive Director  
Arizona School Administrators



**To:** [REDACTED]  
**Subject:** RE: Black History Month Resources  
**Date:** Monday, February 8, 2021 4:14:11 PM  
**Attachments:** [image003.png](#)

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Thank you for sharing your personal experiences so openly. Your words carry a lot of weight and mean so much to me that I've reread them three times already. I will definitely be creating something similar for Women's History Month.

Jennifer Mundy

**K-12 Social Studies Curriculum Coach**

6330 W. Thunderbird Road

Glendale, AZ 85306

Ph. 623-412-5301

Email [jmundy@pusd11.net](mailto:jmundy@pusd11.net)



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**From:** [REDACTED]  
**Sent:** Monday, February 8, 2021 3:53 PM  
**To:** Jennifer Mundy <[JMundy@pusd11.net](mailto:JMundy@pusd11.net)>  
**Subject:** RE: Black History Month Resources

Jenn and Michele,

Thank you for making this a priority. It makes a difference. I'm an Arizona native and a product of Arizona education (degrees from U of A, ASU, and NAU). I had a great education, but learned very early on that I needed to be at my best at all times because people were watching...and judging my race based on what I did. It's a heavy burden to carry. When you don't see yourself reflected in the education you receive, in the teachers and staff on campus, and in the important people in the world around you, there is an underlying subliminal message that says, "Maybe you don't belong, maybe you're not important, or maybe you aren't good enough." Fortunately, I was raised by strong parents from strong parents and in a diverse, supportive community. I am intelligent, strong, confident, compassionate, and enlightened. But there is still that whisper in my ear that says, chin up, don't stop, work harder, don't quit, don't stumble because people are watching...and judging. I am 60 and I still can't shake that subliminal message of my youth. As a woman and an African American, I am acutely aware of inequities because of my gender and my race. I know in my heart and my conscientiousness that education, communication, and collaboration are the keys to breaking down barriers, misconceptions, and fears. Thank you for making a commitment to furthering understanding. Thank you for acknowledging the fact that African Americans have made important contributions to our nation and to the fabric of our democracy. I hope that you will also

make the same commitment to the importance of the contribution of women during Women's History Month in March.

Sincerely,

[REDACTED]

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**From:** Jennifer Mundy <[JMundy@pusd11.net](mailto:JMundy@pusd11.net)>

**Sent:** Monday, February 8, 2021 10:59 AM

**To:** [REDACTED]

**Subject:** Black History Month Resources

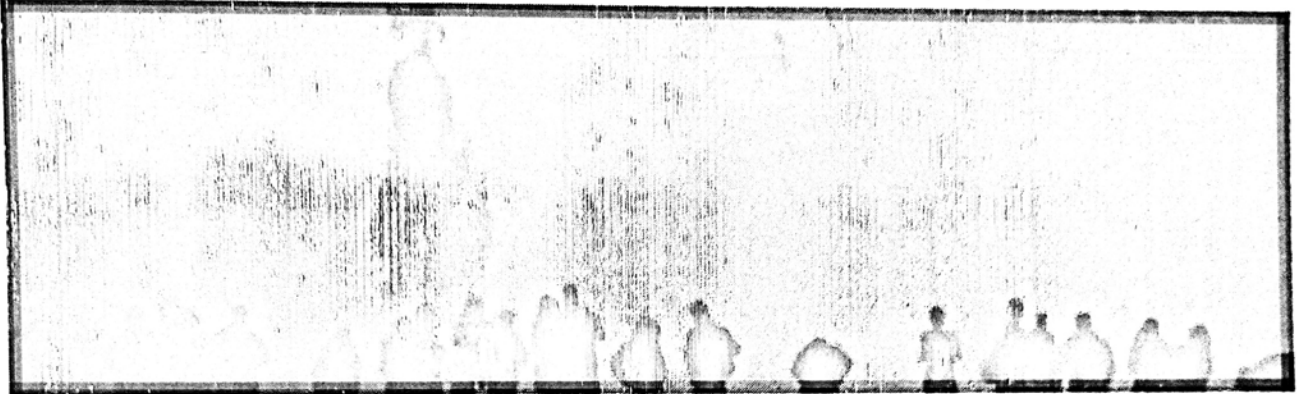
Good morning,

As many of you know, February is Black History Month. Below you'll find a Sway full of linked resources for all grade levels. Before you dive in, here is a message from the **National Council for History Education *History Matters! February 2021 Edition...***

*As we think about how to best represent the authenticity of African Americans' experiences in our history this month, our challenge to you is not only to celebrate the legacy and power of the African American experience but to identify ways to imbue the histories we tell and the curriculum*

*we teach with Black voices always, so that our history better reflects the diversity of experiences and people who shaped our present.*

The following link will take you to a Sway with links to outstanding free lessons, resources, and educator learning opportunities to use this month and throughout the year.



## Black History Month February 2021

A message from the Arizona Department of Education February 2021 Newsletter...

[Go to this Sway](#)

Please let us know if you have any questions or if we can support you in any way.

Thank you,  
Jenn and Michele

Jennifer Mundy

**K-12 Social Studies Curriculum Coach**

6330 W. Thunderbird Road

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Ph. 623-412-5301

Email [jmundy@pusd11.net](mailto:jmundy@pusd11.net)