
YOUTH SOCIAL JUSTICE FORUM XIV

THE AMERICAN CIVIL LIBERTIES UNION OF WISCONSIN

UW-Milwaukee Union, Wisconsin Room
2200 East Kenwood Boulevard
Milwaukee, WI 53211



ACLU

FOUNDATION

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YOUTH SOCIAL JUSTICE FORUM XIV

UW-Milwaukee Union
Wisconsin Room
Presented By:

The American Civil Liberties
Union of Wisconsin Foundation

University of Wisconsin -
Milwaukee

ACLU Student Alliance @
UW-Milwaukee

ACLSA @ MU

Urban Underground

OLB

Idle No More

YWCA of Southeast Milwaukee

TRUE Skool

91.7 WMSE

City of MKE Election Commission

Milwaukee Public Theatre

Pathfinders

MPS - Partnership for the Arts
and Humanities

YES- Youth Empowered in the
Struggle

Running Rebels

United Way of Greater Milwaukee

Peer Solutions and Peacekeepers

UWM - Cultures and
Communities

UWM - Peck School of the Arts

NAACP MKE

DJ Bizzon

ACLSA @ Rufus King

ACLSA @ Alliance HS

ACLSA @ Nova HS

SCHEDULE OF EVENTS

Today's events and actions are dedicated to the living example of **Scott Walter** - Founding faculty member for our UWM ACLU Student Alliance, co-organizer of our Youth Social Justice Forum, proud reader of banned books, educator, leader and all around great person.

REGISTRATION

(All participants **MUST** be pre-registered)
7:30am—8:30am

OPENING CEREMONY

DEBATE TOPIC ADDRESS
8:45am—9:15am

AFTERNOON WORKSHOPS

12:15PM—1:45pm

GENERAL ELECTION

1:45pm—2:00pm

MORNING WORKSHOPS

9:30am—11:00am

CLOSING CEREMONY/ ELECTION RESULTS

2:00pm

LUNCH DEBATE

11:00am—12:00pm

ROOM LOCATIONS

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Opening, Closing Ceremonies and Lunch: Wisconsin Room
Registration, Information & Voting: Wisconsin Room



American Civil Liberties Union of Wisconsin

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Continued

UW-Milwaukee Department of
History

UW-Milwaukee Institute for
Service Learning

Pan African Community
Association

Pathfinders

All the MANY public school
teachers and staff who work to
educate their students on civil
liberties and civil rights.

Cover Art & Shirt Logo

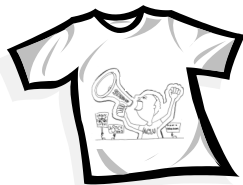
Jasmine Barmore &
Jayne Holmes

DJ

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Hosts

Syd Robinson
Chris Piszczek
Emilio De Torre
ACLU of Wisconsin



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Alisha Klapps-	Darius Scott	Kari Garon	Nicole Paegelow
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Amanda Avalos	Daleshontai Tate	Kavon "KJ" Jones	Pancho Sanchez
Amanda John	Devin Trudell	Kelly DiGiancarlo	Phil Bridges
Amber Cato	Donielle Lewis	Kelly Kirkwood	Principal Bloyer
Amber McGlothian	Donovan Lee	Kennedy Simmon	Rachel Niemann
Anahi Sanchez	Ed Makowski	Kim Hernandez	Ron Scot Fry
Angie Trudell-	EJ Micielica	Kim Loper	Sam Waggoner
Vasquez	Emilio De Torre	Kristin Hansen	Sarah Dollhausen
Anna Molinaro	Emily Antonneau	Lane Hall	Sarah Little Red
Annika Leonard	Ernesto Garcia	LaShawndra Vernon	Feather Kalmansen
Antonio Johnson	Gabrielle Tesfaye	LaSeanza Flowers	Sarah Powers
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Ashley Fox	Gavin Lancello	Lauren Finke	Shalina Ali
Ashley Huren	Gwendolyn King	Layna Davis	Sharlen Moore
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SPECIAL THANKS

Chris Ahmuty, ACLU of Wisconsin
Sarah Dollhausen, TRUE Skool
Sharlen Moore, Urban Underground
MKE Election Commission
Tom Crawford, 91.7 WMSE
Paula Penebaker and Martha Barry of the
YWCA of Southeast Wisconsin
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Colonial Printing
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Barbara Leigh, MKE Public Theatre
Nicole Angresano, United Way of
Greater Milwaukee
Jen Murray & Cameron J. Breither,
UWM LGBT Resource Center



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Can your teacher search your bag or cell phone? Can they demand to see your emails or Facebook page? Students' privacy rights don't end at the school's front door, but must be balanced with students' safety. Learn where the line is drawn between authority and youth, so that together we can make school a safe and inspiring place.	
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Engage a circle of friends, family, or peers in playing trust-building games, asking thought-provoking questions, and participating in meaningful dialogue about topics essential to your life. Move past opinions to real stories, authentic questions, and purposeful shared action. Learn how to foster a fair and inclusive environment in your community.	
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"When I was your age"...."back in my day"... "kids now days"... Do any of these sound familiar? They did to us too. Join Pathfinders and Running Rebels as we discuss how today's adults weren't that much different from you, when they were your age. From your parents, grandparents and before, we'll talk about how young people created new cultures and created a world they wanted to see.	
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Workshop Presenters:

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KNOW YOUR RIGHTS

Urban Underground

Mission: Urban Underground is advancing a new generation of leaders committed to building safe and sustainable communities. We advance our mission through effective and age appropriate programs, strategic partnerships, and youth-led civic engagement campaigns in the areas of health, education, public safety, and community justice. Our programs establish key pipelines for youth leadership, help groups broaden their definitions of diversity and inclusion, and create educational models relevant to today's youth.

Introduction: Urban Underground (U²) was started in January of 2000 by a team of youth and adults who wanted to create a bridge for young people to connect their intelligence and energy to positive community change. Since its start, over 4,000 teens have submitted applications to join Urban Underground, over 500 have participated in the Youth Empowerment Program (YEP), and over 6,500 youth across the country have been touched by Urban Underground workshops, programs, and events.

The Urban Underground YEP provides high school-aged youth with the opportunity to develop leadership skill in an environment that promotes diversity, teamwork, and creativity. The YEP is open to all high school students with an interest in public sector careers including but not limited to: political science, criminal justice, social work, community organizing and/or education.

Workshop:

Know Your Rights: Training Day- This workshop educates young people about their rights and responsibilities during encounters with law enforcement. Interactive activities are used to teach youth how to demand fair and just treatment from law enforcement. Objectives: 1) Teach young people about the three types of police encounters. 2) Explore the role of police within communities of color. 3) Teach participants how to document and fight police brutality.

Addendum for KYR Bust Cards:

In 2004, the Supreme Court upheld a statute that made it a crime for a person to refuse to identify himself to a police officer if the police officer had "reasonable suspicion" to believe the person may have committed a crime. *Hiibel v. Judicial District Court of Nevada*, 124 S. Ct. 2451 (2004). Wisconsin has no such "stop & identify" statute, and in *Henes v. Morrissey*, 194 Wis. 2D 338 (1995), the Wisconsin Supreme Court held that refusal to identify was not grounds for an obstruction of justice charge.



Use your smart phone to scan the QR code or
Download Your Bust Card Here: www.aclu-wi.org/resources



CENSORING THE CITY: HIP HOP, GRAFFITI AND THE FIRST AMENDMENT

Workshop Presenters:

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TS Youth Participant



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TRUE Skool explores how the elements of graffiti and Hip Hop have been used as art forms to voice social justice. Throughout history, graffiti has been used as a communication tool and a voice for the unseen and unheard. Learn how the First Amendment protects these important American traditions. We will continue the dialogue through a hands on art activity.

How can you use art to create change?

- **Murals** can represent a positive message and transform and beautify your neighborhood or school. Talk to local businesses, your school or community groups to find legal walls. Work with your neighbors, businesses, and youth to create an image that represents a positive message and that will help transform and beautify the area.
- **T-Shirts, Clothing, Hats, etc.** Print screening is an easy and affordable way to create fashions to wear and to use as a platform to voice issues. This is also a great way to make a few bucks!
- **Installations.** Work through your local art organizations to create public works of art, such as sculptures, temporary installations of art, etc.
- **Organize.** Work with likeminded people and use art to express your feelings, organize art shows or block parties that allow you to display and sell your artwork, while at the same time using various forms of art to make attendees aware of issues affecting the community.



TRUE Skool's mission is to use the urban arts as a tool to engage youth in social justice and humanities education.



American Civil Liberties Union of Wisconsin

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FREE SPEECH AND T-SHIRT PRINTING

Wearing Your Opinions on Your Sleeve: Political Art and Wearable Expression

A short history of political art in America

Political art in the United States has had a long, rich history. Some examples we might recognize include:

- Benjamin Franklin's "Join Or Die" graphic, cited as the first political cartoon
- Political graphics were important in swaying opinion around important events like the civil war, abolition and women's suffrage, especially with changing technology around printing and newspaper publication
- Early 20th century wars combined simple messages and bold prints in war propaganda (Uncle Sam and Rosie the Riveter)
- As printing technologies became more affordable and accessible in the 1960s-80s, social justice (women's rights, civil rights, gay rights, AIM, etc.) and anti-war movements used screen printing and mimeographs to create their own publications (and buttons, signs, t-shirts) which included lots of strong graphics
- Cable television and the Internet have made our society more visually-saturated. The corporatization of media has widened the gap between high-budget production and local, grassroots

Students have the right to express themselves - even at school

In an important US Supreme Court case called *Tinker v. Des Moines Independent Community School District*, the court ruled that students' right to free expression is not something they leave behind at the "schoolhouse gate." The case was about young students (13 -16 years old!) who chose to wear black armbands at school to protest the Vietnam War. Their school's principal told them that wearing the armbands would provoke a disturbance and asked the students to remove them. They refused and were suspended, but with legal help challenged the suspension all the way to the top court.

Other important court decisions that limit student expression include the *Hazelwood School District v. Kuhlmeier* case which said that school administrators do have the power to limit student expression in school newspapers, however if students produce their own underground newspapers or zines they can be distributed (you could only get in trouble if the school can prove that the zine content has disrupted school or has indecent content). Another case, *Bethel School District No. 403 v. Fraser*, said that profanity was not constitutionally protected student speech. But what happens if a student uses curse words in a political statement?



Recent examples of challenged student expression

Bong Hits 4 Jesus – The most recent US Supreme Court decision (*Morse v. Frederick*) that has challenged student expression was in Juneau, Alaska when a student unfurled the infamous “Bong Hits 4 Jesus” banner during an event to watch an Olympic torch-bearer run past their school. The banner was off school property, but the Principal (Morse) and the student (Frederick) got into a conflict and the student was suspended. The suspension was challenged in court and the court found that the “pro-drug” message of the banner was offensive, disruptive and conflicted with the anti-drug educational efforts of the school.

Impeach Bush t-shirt – Students wearing clothing that is critical of politicians is nothing new. However in 2003, a student asserted his right to wear a t-shirt with a picture of President Bush titled “International Terrorist” when doing a report on current events. The case went to a district court in Michigan that protected the student’s right to wear the shirt. Another case in 2004 was less clear when a student wore a shirt with the President’s picture on it along with pictures of drugs and alcohol, alluding to Bush’s former substance use. The political content of the shirt was protected, however the drug and alcohol depictions were not.

Awesome God song – in 2005, a second grader wanted to sing a song with religious content in a voluntary after-school program. The school administrators didn’t let her. In the court case, her choice of song was defended on the grounds that the school allowed students to choose their own song which wasn’t the same as the school’s endorsement of a religion. In this case, a student’s right to freedom of expression and of religion was protected.

Materials:

1. X-acto blade
2. Blades
3. Material for stencil: (options listed below)
 - Cardboard box liners – this material is ideal. It is inexpensive and comes in a variety of sizes. The thickness is not too difficult to cut and it is durable. Online it can be ordered through U-Line (www.uline.com)
 - Manila file folders — they most commonly come in two sizes, for letter (8 1/2" x 11") and legal (8 1/2"x14") size papers. Unfolded they can make a good size stencil. They are easy to cut through, hold together well with highly detailed images, and will absorb paint.
 - Other cardboard — like cereal boxes, corrugated cardboard, and other packaging cardboard can be used as well. Though they are harder to cut through and won't last as long as the file folders, they are found in varying sizes to suit the demands of different sized projects.
 - Poster Board — like the kind you used for those school projects in elementary school, works well when making larger stencils and easy to cut through
 - Plastics — Acetate, Mylar, laminating paper, etc. These are really easy to cut through and can create minute details. Not really good for putting stuff up in the public because they're flimsy and the paint drips off them after a bunch of sprays. Mylar, is another option but, is pricey and comes in rolls or in 3x4 sheets, get the .05mil.
 - Magnets – this material is expensive but ideal for metal surfaces.
4. Silkscreen ink
6. Surface for printing (paper, t-shirts, magnets, etc)
7. Tape
8. Sponges or flat brushes



Making Stencils:

1. Spend time thinking about your image idea/concept.
2. Design your image in a sketchbook or computer program. Consider how your image is going to be placed in the public. Is it a stencil on paper that will be posted in the public? Tacked to a bulletin board? Attached to a telephone pole? Wheat-pasted to a boarded up building? Could your print be on sticker paper? Could the image also be posted on-line, on a website?
3. Draw image onto the stencil material. (make sure that there are bridges or tabs to keep the image as one sheet of paper, or so that the image doesn't fall apart.)
4. Cut out the stencil.
5. Tape the image to the surface that you want to print.
6. Slowly, carefully tap or blot ink onto the stencil openings. NOTE: do not rub or scrub ink. It can tear the stencil or place ink under the stencil.
7. When completed, leave the stencil set and dry. NOTE: removing the stencil can cause ink to smear or stain unwanted areas
8. When dry, remove stencil
9. Place dry t-shirt inside out into the dryer for 30 minutes on high to set the ink permanently

Websites:

www.drawingresistance.org

www.justseeds.org

www.streetartworkers.org

www.cutandpaint.org



POLITICAL CARTOONING AND ART

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An **editorial cartoonist**, also known as a **political cartoonist**, is an artist who draws cartoons that contain some level of political or social commentary. The most common outlet for political cartoonists is the editorial page of the newspaper not the dedicated comic section, although certain cartoons have achieved crossover status. – Wikipedia.org

Social and Political Art – is art work in any medium (painting, sculpture, cloth, wood, food, etc.) that depicts images reflecting an opinion or bias about societal or political occurrences. Below is “La Guernica” a 1937 painting by Pablo Picasso.



Picasso said regarding his mural, “The Spanish struggle is the fight of reaction against the people, against freedom. My whole life as an artist has been nothing more than a continuous struggle against reaction and the death of art. How could anybody think for a moment that I could be in agreement with reaction and death? ... In the panel on which I am working, which I shall call *Guernica*, and in all my recent works of art, I clearly express my abhorrence of the military caste which has sunk Spain in an ocean of pain and death.” Taken from Colm Tóibín, *The Art of War*, *The Guardian*, April 29, 2006.

History/Background:

- Political Cartoons have been around since the 16th century
- Increase of newspaper and magazines in the 1800s provided for the rise in political cartoons
- They advocated social reform using a different method than the usual.
- People with minimal reading skills could still understand the cartoons.
- The cartoons were meant to point out the themes and historical problems that were taking place in a specific historical era.
- They were meant to be humorous, and used symbols, caricature, drawings and exaggerations.
- They are prejudiced and biased because they represent the artist’s point of



view.

- They are intended to be controversial.
- These cartoons appear in the editorial pages of the newspaper.
- Cartoons make people think about political and government issues by:
 - 1) Providing additional viewpoints.
 - 2) Emphasizing one side of an issue.
 - 3) Using humor.
 - 4) Using drawings to make a point.

Who are some social or political cartoonists that you know of?

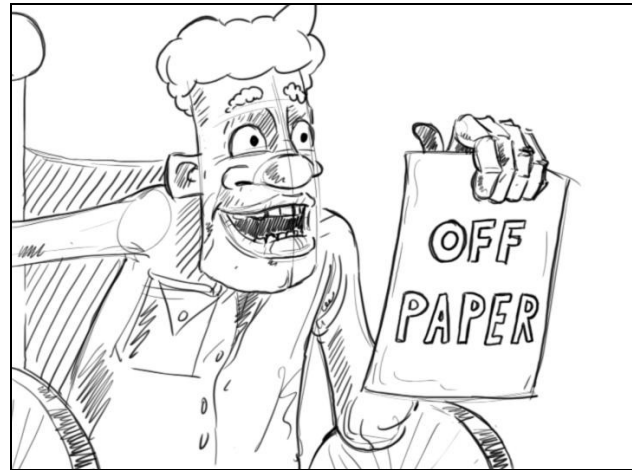
Aaron McGruder - Boondocks

Scott Adams - Dilbert

Matt Groening – The Simpsons, Life is Hell

Garry Trudeau - Doonesbury

Tom Tomorrow – This Modern World



Definitions of Techniques:

Symbolism: Using an object to stand for an idea.

Caricature: exaggerating physical features or habit
(Example = big nose, large ears, etc.)

Captions/Labels: Used for clarity and emphasis.

Bias: A **bias** is a prejudice in a general or specific sense, usually in the sense for having a preference to one particular point of view or perspective.

Analogy: comparison between two unlike things that share characteristics.

Irony: the difference between the way things are and they way they should be or the way things are expected to be.

Juxtaposition: Positioning people or objects near each other. (Side by side)

Exaggeration: Magnifying a problem.



Symbols Used in Political Cartoons

Peace: dove, olive branch, victory sign

United States: flag, stars and stripes, Uncle Sam.

Democrats: donkey

Republicans: elephant

Love: heart, cupid

How to Analyze a Political Cartoon

- Identify the characters, symbols and objects in the cartoon.
- Look for clues that lead to further meaning.
- Identify the main idea of the cartoon by reading the captions.
- Identify any bias the cartoonist may have.

How to Make Your Own Political Cartoon

- Write down what you want to make a statement about
- Begin sketching
- Exaggerate images to draw attention to particular areas.
- Draw in background afterwards to give a sense of place.
- Write a caption. Add dialogue if needed.

ACTION: Using the resource provided or those which you may have on hand, create an editorial cartoon about a social or political issue that is important to you. We would like to post some of them online and/or print them.

Some ideas are:

1. **School dress code**
2. **Racism**
3. **School cell phone policy**
4. **Police Presence in schools**
5. **School Backpack Policy**

Devin Trudell is an artist/author and proprietor of artnightbooks.com. Books for sale by Devin Trudell through www.artnightbooks.com

- The Man Who Lived With Roaches
- 3 Stories (By Devin and Dennis Trudell)

*Also available at Woodland Pattern Book Center



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STUDENT PRIVACY - SEARCHES, CONSENT, AND YOUR RIGHTS

*** Always read your school's handbook or conduct code. It is like a Constitution for your school and you can learn about what is allowed and not allowed and different levels of disciplinary actions.

What does it mean to have a right to privacy?

The Fourth Amendment of the US Constitution guarantees anyone in the United States the right to be free from unreasonable searches and seizures from the government. Outside of a classroom, police should have either a specific warrant to make a search or they should have a clear reason to search you ("probable cause") where they believe that you have been involved in breaking the law.

What does this mean for students?

Privacy rights in schools are different than in your home or on the streets because public schools have a higher standard of protecting all students' safety. In school, warrants are not necessary and the probable cause rule doesn't apply to teachers or your principal (although police should always abide by it). But if school officials do search you, they must at least have "reasonable grounds" for doing the search that they suspect will produce something that is against school rules (weapons, drugs, etc.).

What exactly does "reasonable grounds" or reasonable suspicion mean?

Unfortunately there is no clear boundary for this definition. But school officials should be able to describe their common sense need to do the search: it can't be based on a hunch, a baseless rumor, or simple curiosity. Also your expectation of privacy becomes less important when the seriousness of the search gets more intense.

If they ask to search me, what should I say?

We all have the right NOT to consent to any search of our bodies or belongings. If you do give consent to a search, remember that anything they find can be used against you (whether stuff actually belongs to you or not!). If you consent to a search when the official does not have reasonable grounds to search, anything they find can still be used against you. If you do not consent to a search, speak up in a clear voice and say "I do not consent to a search." Even if you think a search is unjustified, never physically resist a search. This can be used against you too.

What other basic things should I know about searches?

- a school official can use your previous behavior as a part of reasonable grounds for an immediate search
- a school official can never strip search a student – it is against state law, anyone doing a search that involves contact with your body should be of your same sex if at all possible
- a school official can only use physical force on a student if absolutely necessary to stop a disturbance, prevent injury, protect property or remove a disruptive student – hitting or shoving a student out of frustration is illegal



- police officers in schools should get the principal’s permission to search a student unless it is an emergency situation (i.e. suspicion of a weapon)
- school security guards and designated educational resource are considered the same as school officials and only need reasonable grounds to search; Police are still bound by legal requirements of police officers
- the search’s purpose and boundaries should be made clear at the beginning of the search – no one should be looking through your wallet for a gun or under your skirt for a cell phone
- anything that comes up in a search can be used against you in both school disciplinary proceedings and a criminal court (especially if police officers are present)
- school property should be defined in your handbook and usually includes the building, parking lot, school buses and athletic facilities – most courts tend not to extend school authority in the property around the school

What about lockers?

Student lockers, desks and other storage areas in the school are considered school property and can be searched without the consent of the student or even suspicion by the school official. Check the written school policies about locker searches. Many students ask about the “lack of individualized suspicion” or when schools conduct searches of all of the school lockers. Courts have issued conflicting decisions on whether or not this is fair or a violation of privacy rights.

Can they keep what they find in a search?

Illegal, unauthorized or inappropriate items may be confiscated. If the school has a rule that says something isn’t allowed, they can keep it when they search you. This gets tricky when there are rules against having cell phones or electronic items in school. Know the school rules before you bring things to school and whether or not you can get these items back at the end of a school day. Illegal items like drugs or weapons will never be returned.

What about my bag, purse, jacket or other personal items?

You do have an expectation of privacy over your personal belongings, but the reasonable suspicion rule still applies. Your bag can be searched, but the school official needs a good reason.

Remember:

You always have the right not to consent to a search

You always have the right to remain silent

You always have the right to demand an advocate (parent, guardian, lawyer) if you are being accused of a crime.

**** WARNING ****

School and police officials have NO OBLIGATION to contact parents before questioning you. Contact your parent or attorney.

Resources:

Safe and Respectful Schools: http://sspw.dpi.wi.gov/sspw_safeschool

Safe and Supportive Schools: http://sspw.dpi.wi.gov/sspw_s3

Safe Schools for LGBT Students: http://sspw.dpi.wi.gov/sspw_lgbt

IDEA State Complaints: http://sped.dpi.wi.gov/sped_complain

Pupil Non-discrimination complaints: http://sped.dpi.wi.gov/sped_pndguidelns



OUT OF THE CLOSETS AND INTO THE CLASSROOM STRATEGIES FOR LGBTQI ORGANIZING

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What the American Civil Liberties Union says about student rights: *“School officials shouldn't be able to violate your rights just because they don't like your sexual orientation. However, even though a few states and cities have passed laws against sexual orientation discrimination, public high schools have been slow to establish their own anti-bias codes and they're slow to respond to incidents of harassment and discrimination. So while in theory, you can take a same-sex date to the prom, join or help form a gay group at school, or write an article about lesbian/gay issues for the school paper, in practice gay students often have to fight hard to have their rights respected.”*

What to know about starting a Gay-Straight Alliance:

GSAs, also known as Gay-Straight Alliances or Gender & Sexuality Alliances, are student-run school clubs that work to create a safe and inclusive environment for all students regardless of sexual orientation and gender identity.

To start a GSA at your school:

1. **Explain why you need a GSA**—If you are concerned with harassment, or are looking for social, supportive or educational opportunities, write down why you need a GSA.

2. **Read your student handbook**—The details for starting a school club should be in your student handbook which is like the Constitution for your school. Any school that allows noncurriculum-related clubs must allow GSAs. GSAs must be student initiated and attended.

3. **Identify a teacher to be your advisor**—Teachers can be your champions! Find one that you trust to support you, even if an advisor isn't required.

4. Work with your school's

administration for approval—The administration should understand laws about student clubs, but some may argue that groups must be in line with school policies on educational mission, student conduct or sex ed, religious beliefs in private schools. But under the Equal Access Act, all groups should have access to funding, media attention, physical space like other groups.

5. **Keep records!**—Fill out any forms required, write a mission statement, and keep notes on your communications and meetings with the school. If you have problems, your notes can help explain what happened.

Other things to consider:

- If people try to stop you from forming a GSA, remember that the law is on your side!
- Outside complaints from parents, students, teachers, donors, etc. cannot stop a GSA from forming.
- The ACLU of Wisconsin or GSA for Safe Schools can help. Contact them for support.
- VIDEO! aclu.org/blog/lgbt-rights/start-gsa-today



American Civil Liberties Union of Wisconsin

207 E. Buffalo St., Suite 325, Milwaukee, WI 53202-5774 P: 414.272.4032 E: youth@aclu-wi.org FB: www.facebook.com/groups/ACLUUSA/

Dealing with harassment Schools are legally obligated to consider all claims of harassment equally. Any of the amendments and acts listed below can be cited to protect LGBTQI students from harassment and discrimination. Schools that fail to take action in these situations often are held liable and may face legal consequences.

Same-gender prom dates Although many schools may have restrictions around same-sex or same-gender dates at the prom, the First Amendment could be used to challenge these restrictions. Schools may try to justify such restrictions by saying that they are seeking to protect LGBTQ couples from harassment or that LGBTQ couples would distract from the school's educational objectives. However, restricting extra-curricular events are harder to justify under that kind of reasoning.

Dress codes School rules around dress codes must have a reasonable relationship to the school's educational objectives. Schools can sometimes justify unequal restrictions with the argument that dress codes protect students' safety, encourage discipline, lessen distractions from learning, and promote community values. While dress codes try to nurture an effective and safe learning environment, any dress codes that restrict expression based on sex or gender could be a violation of Title IX or the Constitution.



Choosing when to disclose your sexual orientation or gender identity You have a right to privacy including information about your personal life. Teachers, administrators, staff, and parents have no right to disclose your sexual orientation or gender identity for any purpose without your consent. Many schools have enacted anti-discrimination policies to ensure that LGBTQI students are not met with bias or discrimination in their learning environment.



You have legal protection under the following amendments and acts:

- The First Amendment allows for freedom of expression and speech,
- The Fourteenth Amendment allows for equal protection,
- Title IX bans sex discrimination, which can sometimes apply to LGBTQI youth,
- The Equal Access Act allows LGBTQI students access to the same resources and rights,
- Your right to privacy protects any information about your sexual orientation or gender identity,
- The Hate Crimes Prevention Act now includes actual or perceived gender, sexual orientation, gender identity, and disability along with race, color, religion, and national origin under its protection.



Web Resources

Youth/students/teachers

Gay Straight Alliance for Safe Schools (WI): www.gsafewi.org

UWM LGBT center: www.lgbt.uwm.edu

ACLU's LGBT youth resources:
www.aclu.org/lgbt-rights/youth-schools

ACLU's Get Busy! Get Equal!:
gbge.aclu.org

Gay, Lesbian, Straight Education Network:
www.glsen.org

Gay Straight Alliance network:
www.gsanetwork.org

Parents and Friends of Lesbians and Gays: www.pflag.org

Transgender

Gender Spectrum: www.genderspectrum.org

Genderless bathrooms national map:
www.safe2pee.org

Lambda Legal (LGBT rights through the courts): www.lambdalegal.org

National Gay and Lesbian Task Force :
www.thetaskforce.org

Amplify Your Voice – rights, respect and responsibility resources for non-discriminatory education:
www.amplifyyourvoice.org

Anti-bullying and suicide prevention

National Stop Bullying sites:
www.stopbullying.gov
www.stompoutbullying.com

The Trevor Project for suicide prevention, hotline and chat: www.thetrevorproject.org

It Gets Better, videos and resources:
www.itgetsbetter.org

Local Resources and Hotlines

Project Q – LGBT community and youth space:
1110 N. Market St., Milwaukee, WI 53202,
(414) 271-2656 projectqmke.org

UWM LGBT Center – events open to the community:
UWM Memorial Union WG-89, 2200 E. Kenwood Blvd. Milwaukee, WI 53201 (414)-229-4116
peerout@uwm.edu

Wisconsin crisis hotlines:
www.suicidehotlines.com/wisconsin.html

Resources for Safe and Respectful Schools in Wisconsin (check out the bullying prevention guidelines) sspw.dpi.wi.gov/sspw_safeschool

Pathfinders – LGBT inclusive youth shelter:
1614 E Kane Pl, Milwaukee, WI 53202
24-hour hotline: (414) 271-156
Website: www.pathfindersmke.org

SafePath Youth Sexual Abuse Hotline:
(414) 271-9523 or (866) 212-SAFE (7233)

Milwaukee County 24-Hour Crisis Line:
(414) 257-7222



National Day of Silence – April 19
www.dayofsilence.org

Anniversary of Stonewall Riots – June 28

National Coming Out Day – October 11

Transgender Day of Remembrance – November 20

World AIDS Day – December 1



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Books for sale:

STITCHin'MKE

Youth Anthologies available from
Alida for \$5.00

*The Force Your Face Carries
and
Love in War Time*

both by Angie Trudell Vasquez
are available through
www.artnightbooks.com,
Woodland Pattern Book Center
or the Riverwest Co-op

Poetry, Politics, and Power

The personal is political. Poets have died for their words. Poets have been jailed for their words. Poets have been censored and/or banned. To speak truth is controversial in times of war and when civil liberties are threatened. We will read and examine poets in the United States and the world who have moved society forward through their words and actions; sometimes at the risk of their own lives or livelihood.

Poets you may want to look up on your own time: Anna Akhmatova, Rae Armantrout, Maya Angelou, Margaret Atwood, W. H. Auden, Amiri Baraka, Wendell Berry, Gwendolyn Brooks, Ana Castillo, Sandra Cisneros, Lorna Dee Cervantes, Martin Espada, Lawrence Ferlinghetti, Carolyn Forché, Charlotte Perkins Gilman, Allen Ginsberg, Nikki Giovanni, Gil Scott Heron, Langston Hughes, Victor Jara, June Jordan, Galway Kinnell, Denise Levertov, Federico Garcia Lorca, Audre Lorde, Cherrie Moraga, Pablo Neruda, Marge Piercy, Adrienne Rich, Gary Soto, Dennis Trudell, John Trudell, Mark Twain, Anne Waldman, Alice Walker, Walt Whitman and Saul Williams. There will be poetry presentations by local Milwaukee poets: Angie Trudell Vasquez, Alida Cardos Whaley and Kavon Jones.

Lawrence Ferlinghetti Discusses the Publication of "Howl"

The legendary Beat poet and publisher Lawrence Ferlinghetti had the foresight to contact the ACLU before publishing Ginsberg's poem Howl, anticipating the possibility it would be censored. Sure enough, in 1957, U.S. Customs officials seized the books, stating, "You wouldn't want your children to come across it."

Ferlinghetti wrote at the time, "It is not the poet but what he observes which is revealed as obscene. The great obscene wasters of Howl are the sad wastes of the mechanized world, lost among atom bombs and insane nationalisms." ACLU attorney Al Bendich defended Ferlinghetti and his publishing company, City Lights Books, at the closely-watched trial. San Francisco Superior Court Judge Clayton Horn ruled in this landmark case that the poem could not be suppressed as obscene by local authorities.

In 1997, Ferlinghetti joined the lawsuit *ACLU v. Reno* because, in his words, "This new law to censor the Internet would have a chilling effect on the First Amendment. It's upsetting and it's also un-American. We are still publishers of Allen Ginsberg's poem Howl. Howl was judged not obscene in a landmark trial, but we fear that the book could now be at risk again, more than forty years later."

Please come prepared to write and hopefully you will want to share with others. We will practice free association writing and explore "first thought best thought" as a technique and a lifelong practice. We will talk about the writing profession, techniques, where you can get published, how to become a better writer and where you can attend open mikes to share your own work, hear from other poets and network. Milwaukee is full of fantastic poets, writers and activists. Come learn, create and be inspired to advocate for social justice!



Here's an example of a political poem written recently by one of the presenters:

Peace Brokers

Peace brokers dance
even when there's no chance
of winning, they move to
their own beat path
plan for the best and worst
and recant all previous positions
if necessary - they are not
too proud to say they were wrong
or misguided; and listen to the hand
extended in warmth, gripping
close with their own heart
all that they hold dear; and
perchance a day of reckoning comes near
and the dead rise from their graves
find their tongue and debate
with heat about the success
of so many years spent lying beneath the grass;
the peace brokers listen, take tea,
nod when they agree,
hold up a pen
when they do not
indicating they'd like time
at the podium of truth
when others are done speaking;
peace brokers take notes, ask questions,
and resolve not to leave the table
until all has been said, heard and agreed
until an action plan is set for the next meet
and they do not give up ever or admit defeat
because what is to gain is so sweet.

By Angie Trudell Vasquez
Published Nov. 13, 2012
by The New Verse News

Resources:

Where you can submit your work, network, learn about publishing opportunities and grow your knowledge:

Verse Wisconsin, www.versewisconsin.org, check out links

The New Verse News, publishes political progressive poetry on current events and topical issues & can be found on Facebook and at www.newversenews.com.

Wisconsin Fellowship of Poets, wfop.org, \$12.50 annual student membership, WFOP Museletter, contests & opportunities.

Stillwaters Collective, www.stillwaterscollective.com

Poets & Writers Magazine, "nation's largest nonprofit organization serving creative writers," <http://www.pw.org>

The Poetry Foundation, www.poetryfoundation.org, located in Chicago, Illinois, at 61 West Superior Street, is a library of poetry. It is open daily Monday through Friday 11AM to 4PM and once a month on Saturdays; also home of Poetry Magazine publishing poets and poetry since 1912.

Woodland Pattern Book Center located in the Riverwest neighborhood in Milwaukee, woodlandpattern.org.

Poetry Out Loud, www.poetryoutloud.org & Wisconsin Arts Board, artsboard.wisconsin.gov.

Poetry has been used to inspire and rally people around civil liberties and civil rights since the earliest days of the United States

"If you look back over the past 100 years, you can see how vital poetry has been in the movement for peace and social justice."

Matthew Rothschild, Senior Editor at The Progressive, text from a speech delivered to the Wisconsin Fellowship of Poets, November 3, 2012, in Stevens Point, WI.



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CREATING AUDIO PSAS

Can 30 Seconds Change A Life? Public Service Announcements 101

A **Public Service Announcement (PSA)** or **Community Service Announcement (CSA)** is a non-commercial advertisement typically on radio or television, ostensibly broadcast for the public interest. PSAs and CSAs can take on a variety of topics, including the most common type of PSA – safety or health awareness messages informing or educating about local or national issues. PSAs are employed by a variety of agenda-oriented groups, including religious institutions and the armed services, which use PSAs to help generate publicity and spread their message. Additionally, TV and radio stations often air PSAs to exhibit their commitment or allegiance to a particular cause, i.e. community involvement or public initiatives.

The Ad Council, the largest producer of PSAs in the country, is a think-tank that has produced memorable PSA slogans such as “A mind is a terrible thing to waste” and “Friends don’t let friends drive drunk.” Perhaps more importantly, their work has produced statistics indicating that PSAs can effectively reach an audience. During the first 18 months of an Ad Council mentoring campaign, over 6,000 children were paired with mentors. Also, safety belt usage is up from 14% to 79% since their safety belt campaign launched in 1985. With effective messaging and reach, a PSA campaign can go a long way in swaying public opinion.

What Do PSAs Look And Sound Like?

Human Rights <http://www.youtube.com/watch?v=ixjACBv2mE>

Anti Smoking <http://www.youtube.com/watch?v=JndtG8Y7yfw>

Marriage Rights <http://www.youtube.com/watch?v=G2nsGtd7y3c>

Child Hunger <http://www.youtube.com/watch?v=2RUyKzJio24>

ACLU Student Alliance PSAs

<http://www.youtube.com/ACLUofWI>

Things To Consider When Watching A PSA

- What were your thoughts and feelings while watching/listening?
- What emotional response did the PSA try to evoke?
- What message(s) were created or conveyed?
- Do you believe the message?

Making Effective Community Messages

There is no single recipe for making a good PSA, much in the same way there is no single way of telling a good story. A quality PSA comes from inspiration, which is difficult to categorize. However, the following guidelines might act as a helpful platform to deliver message effectively and clearly:



- Choose a clearly defined topic to address. You want your listener to pull away a definite message from your PSA. Focus.
- Pick a topic you care about. If you are not invested in your topic, it will be clear in the final product. Invest.
- Once you have your issue narrowed down, tell a compelling story – open your listener’s eyes to a new perspective. While this issue may be an important topic in your life, it may not be for your listener. Share.
- Use narrative, statistics, research, humor, drama, a slogan, or whatever you feel most effectively argues your point. Inform your listener and draw an emotional response. Use the tools you know how to use best. Express.
- Take your time. Practice and record as much as you can. Your message isn’t good if it doesn’t sound good. Refine.

Potential Topics

School Issues: School Dress Code, School Cell Phone Policy, Police in the Classroom, Police Presence in Schools

Milwaukee Issues: Racial Profiling, Age Profiling, Segregation, Community Violence, Access to Jobs, Transportation (MCTS), Paid Sick Days, Privatization of Water

National Issues: Anti-Smoking, Anti-Drugs, Teenage Pregnancy, Marriage Equality, Human Rights, Environmental Issues

Software Resources

Don’t have a studio? Don’t fret. There is plenty of free and open source software out there. If you have a message, you can find a way to deliver that message.

Video: Microsoft Movie Maker and iMovie come free with new Apple and Windows machines. You can also research Avid FreeDV, Zwei-Stein or Wax.

Audio: There are a ton of these out there, including Garage Band for Apple. Also, check out Audacity.

Distribution: Use whatever you can – youtube.com, facebook.com, twitter.com, start a blog, start a podcast. Distribution is easier than it has ever been.

Learn more about community powered **WMSE 91.7FM Frontier Radio** at www.wmse.org or just turn on your radio, tune it to **91.7 FM** and enjoy.



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IT'S BIGGER THAN BULLYING

What is Bullying?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase that children or young adults have to go through, it is not "just messing around," and it is not something to grow out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- **Imbalance of power:** people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to cause harm:** actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** incidents of bullying happen to the same the person over and over by the same person or group

Types of Bullying

An act of bullying may fit into more than one of these groups:

- **Verbal:** name-calling, teasing
- **Social:** spreading rumors, leaving people out on purpose, breaking up friendships
- **Physical:** hitting, punching, shoving
- **Cyberbullying:** using the Internet, mobile phones or other digital technologies to harass others

Freedom of Expression vs. Bullying and Harassment

Freedom of Speech is guaranteed by the First Amendment and protects what you say, what you write, and how you organize with others. Public schools may, however, regulate the "time, place and manner" of exercising these free speech rights, particularly when the speech falls within one of three categories:

- It is legally "obscene"
- It is libelous or slanderous (writing or saying something that you know, or should know, is untrue, and that harms someone's reputation)
- It creates an immediate danger (and causes students to commit an act that is unlawful or against school rules or causes a substantial disruption)

Harassment is conduct (both physical and verbal) that is intentionally intimidating or demeaning on the basis of sex, race, ethnicity, sexual orientation, gender identity, disability, religion, and other categories and that interferes with a student's educational benefits, opportunities, performance, or physical or psychological well-being.

Schools have a duty to maintain a safe environment for all students and must stop acts of harassment.

Sources: StopBullying.gov; "You Have the Right to... Not Remain Silent" by the ACLU of Northern California



American Civil Liberties Union of Wisconsin

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Cyberbullying, instead of happening face-to-face, happens through the use of technology such as computers, cell phones and other electronic devices.

Examples of cyberbullying include:

- Sending hurtful, rude, or mean text messages to others
- Spreading rumors or lies about others by e-mail or on social networks
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

When Bullying May Be a Civil Rights Violation

Schools that receive federal funding (including colleges and universities) are required by federal law to address discrimination on a number of different personal characteristics. The statutes the Department of Education's Office for Civil Rights (OCR) enforces include:

- Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

School districts may violate these civil rights statutes and the U.S. Department of Education's implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

While current laws enforced by OCR do not protect against harassment based on religion or sexual orientation, they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as gender-based and sexual harassment of gay, lesbian, bisexual, and transgender individuals. A school is responsible for addressing harassment incidents about which it knows or reasonably should have known.

How to Handle a Bully

- Try to use humor to diffuse the situation.
- Resist the urge to get "EVEN" and become a bully yourself.
- Print out and save anything negative you see about you on the internet for evidence in case problems persist.
- Use the Ignore or Block Sender button to ignore comments from undesired users.
- **SPEAK UP!** Tell your favorite teacher or counselor or anyone who will listen about what's going on!
- Report your story to cyberbullyingreport.com (a free service available to anyone with a valid email address)

How To Prevent Bullying

Bullying is less likely to occur when there are strong messages against it. Work with your campus, community, or other groups to create and support these messages by:

- Getting involved with your community and around campus to find ways to prevent bullying.
- Creating an assembly, performance, or event to spread the message.
- Teaching others that bullying is not okay and that they can stop bullying before it begins.

Special Thanks to stopbullying.gov for information



Bystanders have the power to play a key role in preventing or stopping bullying.

Negative Bystanders

- **Supporters** encourage the bullying by laughing, cheering, or making comments that further stimulate the bully.
- While **Followers** join in the bullying once it has begun.
- **Disengaged Onlookers** passively support and accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

Positive Bystanders

- Some **Defenders** directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying
- While **Indirect Defenders** get help by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

If the bullying gets worse and you need additional help, consider the following if:

Someone is at immediate risk of harm because of bullying	Call the police - 911
Someone is feeling suicidal because of bullying	Contact the suicide prevention hotline at 1-800-273-TALK (8255)
A teacher is not keeping you or other students safe from being bullied	Contact local school administrator (principal or superintendent)
Your school is not keeping you or other students safe from being bullied	Contact Department of Public Instruction at http://dpi.wi.gov/sspw/safeschool.html
Someone is sick, stressed, not sleeping, or is having other problems because of bullying	Contact your counselor or other health professional
Someone is bullied because of their race, ethnicity, or disability and local help is not working to solve the problem	Contact the U.S. Department of Education's Office and/or the ACLU of Wisconsin at www.aclu-wi.org/story

Powerful YouTube Videos:

"Bully's Victim Strikes Back" <http://www.youtube.com/watch?v=47dGIPtHjU>

"Bullying forces family to remove child from school" <http://www.youtube.com/watch?v=4lgluZB7csM>

"Stop bullying school project w/stats" <http://www.youtube.com/watch?v=jlnCAR4M9II>

MTV - Bullying video: <http://www.youtube.com/watch?v=D3KsGTleO7A&NR=1>

"Anti Bullying suicide PSA" <http://www.youtube.com/watch?v=pIKrp7JOcDk&NR=1>

"Words Hurt" - <http://www.youtube.com/watch?v=lj6YA03hm4k>

"Delete cyberbullying PSA" <http://www.youtube.com/watch?v=bdQBurXQOeQ&NR=1>

"Jeffrey Rodemayer Suicide and Lady Gaga" <http://www.youtube.com/watch?v=Nif28JkDifg>

"Powerful Teen Bullying Prevention - a cyber bullying suicide story"
<http://www.youtube.com/watch?v=iDBiqUVRtMo>



Related behaviors that don't fit the definition of bullying:

Hazing: the imposition of strenuous, often humiliating, tasks as part of an initiation.

Teen Dating Violence: Psychological/emotional, physical or sexual violence within a current, or past, dating relationship

Gang Violence: a group of people that claims control of an area, have a code of conduct and a leader, and engage in collective or individual violence.

Stalking: repeatedly following and harassing a person.

Bullying is not:

A single episode of social rejection or dislike

Random acts of aggression or intimidation

Mutual arguments, disagreements or fights

Making a complain about another student if through appropriate methods

The Bigger Picture

Does community violence affect bullying? What about socio-economical conditions?

Why do some countries/communities have more bullying than others?

Even though bullying has being analyzed extensively, in different contexts, we still lack the deep understanding of why bullying is higher in certain areas/communities/countries than others.

Recent reports indicate that the higher than wealth gap among community members the higher the incidents of bullying.

What's YOUR take on it?

Parents, Guardians and Students:

Young people have the right to access to an adequate education. I use the phrase, "adequate education" because it is guaranteed by the state constitution.

Your child does not have to talk to law enforcement - for any reason - without you there. He/she doesn't have to sign or write an account of anything either. He/she should ask for you to be there as often as he/she has to, regardless of perceived or threatened consequences.

When communicating with the school, we encourage you to send correspondence and requests for information, such as a request for the school to detail what responses or investigations it is conducting in this area, in writing! This may be very important later. Keep copies of all correspondence too.

Resources

- Wisconsin's Pupil Non-Discrimination Law <http://sped.dpi.wi.gov/files/sped/pdf/pndbrochure.pdf>
- Pupil Non-discrimination program as it pertains to DPI http://sped.dpi.wi.gov/sped_puplnondis
- DPI's Bullying Prevention program, to skip ahead to page 75 for your rights, some encouraging words and the complaint process. <http://ssp.w.dpi.wi.gov/files/ssp/pdf/bullyingprogram.pdf>
- DPI Bullying brochure: <http://ssp.w.dpi.wi.gov/files/ssp/pdf/bullyingbrochure.pdf>
- DPI resources and links from DPI http://ssp.w.dpi.wi.gov/ssp_safeschool
- GSAFE: www.gsafewi.org/ 1.608.661.4141
- Stop Bullying (website run by the federal government as part of an anti-bullying initiative led by the White House) <http://www.stopbullying.gov/index.html>
- Bullying and Victimization: What Adults Can Do (PDF)
http://www.extension.unl.edu/c/document_library/get_file?folderId=221677&name=DLFE-3202.pdf
- Online Anti-Bullying Network: <http://www.antibullying.net/>

This information is for education purposes only and is not meant to impart legal advice. You may find that you will want to retain the services of a lawyer in the future.



Workshop Presenters:

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eliminating racism
empowering women
ywca

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**WAKE UP! SMELL THE OPPRESSION?
YOU CAN INTERRUPT IT!**

What can you do?

Think about times you've been offended by a hurtful comment someone has said. Often when we hear these comments we freeze and don't know what to say. We feel angry and speak angrily to others.

In this workshop, you'll learn rules, goals and tools to help you defuse hurtful situations.

Oppression is a system of structured dis-equality where the goods, services, rewards, privileges and benefits of the society are available to individuals according to their presumed membership in social identity groups. This system of dis-quality of dis-equal allocation of resources is supported and reinforced by the power structure (money, military, police, etc.) of the society. (*Barbara J. Love, 1994. "Understanding Internalized Oppression"*)

Power + Privilege + Prejudice = Oppression

Social power means access to resources that enhance one's power, including the power to name and define standards. We use our social power to get the things we want. In analyzing race issues, it is important to think about who has the power in the situation.

Privilege allows the dominant group greater access or availability to resources, status or immunity because of their membership in a particular group. The dominant group's way of thinking and living is seen as the norm against which all others are compared. Life is structured around those norms for the benefit of the dominant group, e.g., steps outside and inside buildings are commonplace; airplane seats and seatbelts are standard size; school classes are taught at pre-determined levels. (*Lutheran Human Relations Association*)

Prejudice includes attitudes or opinions based on pre-judgment; often based on beliefs rooted in stereotypes or from insufficient information or misinformation or missing information. Prejudice can result in a set of negative beliefs, generalized about a whole group of people.

We invite you to look at oppression and how you can interrupt it at Everytown Wisconsin.

Everytown Wisconsin, a program of the YWCA Southeast Wisconsin

A week-long, teen social justice leadership camp held in August. High school teens (having completed freshmen year through senior year) spend six days together with dedicated staff building community, challenging stereotypes, growing your self-confidence and leadership skills; becoming empowered to act against adultism, racism, and sexism, while enjoying outdoor activities, and working on creative projects.



JOIN US!!



Workshop Presenters:

Kate Werning

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Valeria Cerda

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YES!
YOUTH EMPOWERED
IN THE STRUGGLE

Voces De La Frontera

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Darlene Johns

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**Amnesty International
Rufus King High School
President**



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STUDENT BILL OF RIGHTS

The Student Bill of Rights (SBR) campaign was formed in the wake of the mass student walkout at ALAS High School in October 2011. Student activists organized this walkout in opposition to the heavy cuts our schools suffered under Gov. Walker's budget, but also walked out in opposition to much more systemic issues in our school system – lack of funding for bilingual education; prison-like security conditions; overcrowded classrooms; and a school administration that chose to ignore the voice of the students.



This walkout of nearly 200 students (out of a school of 220) inspired a movement that has culminated in the creation of the Student Bill of Rights – a manifesto written by hundreds of students from across MPS that demands student rights in the areas of organizing and student voice, school environment, bilingual education, freedom from discrimination, security and discipline, and life after school. These rights were written based on the feedback of over 1,000 students through surveys written and administered by the students themselves. The SBR empowers us as students to fight for our voice within our education.

In March 2012, over 250 students testified before the MPS School Board in support of the Student Bill of Rights, and as a result, the Bill passed unanimously through the School Board. However, the Board asked YES and our allies to figure out ways to implement the SBR to make actual changes in our schools – that's where you come in.

Youth Empowered in the Struggle (YES) is a multicultural, youth-led organization that fights for student, immigrant, and workers' rights and is the arm of Voces de la Frontera. YES is made up of 15 chapters in the high schools and universities of southeastern Wisconsin.

To get involved with YES, call or text 414-469-9206 or come to one of our weekly meetings on Thursdays at 5:30 pm at Voces de la Frontera, 1027 S. 5th St.

Find us on Facebook: Youth Empowered in the Struggle, Follow us on Twitter: @YESstudents

Student Bill of Rights

Student Power and Voice

- I. Students have the right to organize and have a voice in their school.
- II. Student representatives should be included in any decision-making that significantly affects the student body.
- III. Students have the right to full disclosure by administration, as do parents, teachers, staff, and the community.
- IV. Students have the right to organize across schools. The students of a district have the right to establish an inter-school organization in which the issues of different schools are shared and the entire student community can provide support to ensure that no school is isolated.
- V. Students and parents/guardians are to be informed of the students' rights. Students shall present the Student Bill of Rights peer-to-peer annually and have access to a copy.
- VI. Students have a right to a school environment where all teachers and staff have the right to collectively bargain.
- VII. Students have the right to a desegregated public education system that is not undermined by privatization.



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School and Classroom Environment

- I. Students have the right to a reasonable class size where the teacher can give adequate attention to each and every student.
- II. Students have the right to a focused and peaceful environment through mutual respect between teachers and students. This should translate into equal power dynamics in the classroom and expectations applied equally to both students and adults.
- III. Every student has the right to a quality education that meets his or her needs. Students have the right to additional support such as tutoring and support for students with disabilities.
- IV. Students have the right to hands-on and cultural activities to enhance their learning experience, including access to technology, arts, and music. Student input should be listened to in regards to teaching style and classroom activities in order to craft a classroom environment in which students learn best.
- V. Schools should hold events that foster a positive relationship between the school, parents, and the community. Schools should also foster inter-generational relationships in order to establish a stronger school community.
- VI. Students have the right to an affordable, nutritious, and dignified lunch that is properly cooked, as well as a lunch period that allows sufficient time to eat.
- VII. If a student's family financial situation prohibits them from paying school fees, they should have the right to financial assistance.
- VIII. All students deserve access to good transportation to and from school.
- IX. All students deserve a school facility that is a safe and adequate space for learning.

Bilingual Education

- I. Students have the right to learn two languages, including their home language.
- II. Students who are in the process of learning English deserve access to their school's curriculum with support in their native language.
- III. Students who are proficient in English should still be given the opportunity to continue to develop their native language fluency and literacy skills.
- IV. Bilingual students deserve access to teachers who are certified in bilingual education by the Department of Public Instruction, bilingual curricular resources and materials, and bilingual guidance counseling.

Freedom from Discrimination

- I. Students have a right to freedom from all forms of discrimination. This includes but is not limited to discrimination based on ethnicity, class, sex, disability, pregnancy, religion, native language, sexual orientation, gender expression, housing status, self-expression/personal style, or immigration status.
- II. Students have the right to teachers, staff, and administrators who understand the community in which they are working and have taken anti-racist/anti-bias training.
- III. Every student has the right to access high-level curriculum and advanced classes, and to be encouraged to take these classes.
- IV. Students have the right to a culturally diverse, anti-racist curriculum that values ethnic studies and reflects the student body and the diversity of the United States.
- V. Students have the right to form any student organization or group free from discrimination, as long as the group does not advocate discrimination or harm toward others.
- VI. Schools are required to equally enforce policies with all students (dress code, disciplinary actions, etc.), without discrimination or favoritism. Schools also must evaluate their policies to be sure they are not inherently discriminatory.
- VII. Schools must document the demographics of students who are reprimanded by police in school, suspended, or expelled, in order to track and protect against racial profiling.
- VIII. Students have the right to appeal if they feel they have been discriminated against.

Security and Discipline

- I. Every student has the right to a school environment in which they feel safe.
- II. Schools should not reflect prison-like conditions or perpetuate this mentality towards the student body.
- III. Schools should attempt to resolve safety issues by investing in the culture of the school, through anti-bullying initiatives and other programs, rather than relying only on enforcement strategies.
- IV. Students have the right to be informed of security's reasonable cause before being singled out for searching or questioning.
- V. Any disciplinary action should seek to address the root of the problem the student is experiencing, instead of just removing them from the learning environment.
- VI. Schools should not rely upon the police to resolve issues that can be handled by mediation by students, administration, or faculty members through a restorative justice model.
- VII. Police and security officers cannot be aggressive, violent, or disrespectful toward students.
- VIII. Students have the right to a clear and simple complaint process that produces real results if they feel they have been unfairly searched or punished, or disrespected by an officer.

Life After School

- I. All students have the right to qualified staff who will assist them through their college application process and encourage them to attain a post-secondary education.
- II. Students have the right to access college information such as scholarships, colleges to choose from, financial aid opportunities for low-income or undocumented families, and the positive impact of college education.
- III. Students have the right to organized counseling programs that will guide and advise them throughout their high school years. Students have the right to confidentiality in these programs with the exception of direct and imminent harm to the student or another person.
- IV. Students have the right to beneficial activities aimed at improving their self-esteem, physical well-being, and overall person. This includes the right to health information including full information about sexual health.
- V. Students have the right to be presented with unbiased truths that aid the students in the transition from school to higher education or the work force. Students who have plans to enter the work force should be provided with worker rights orientation in the same way that college bound students receive support to continue their education.
- VI. Students have the right to know what kind of activities and courses favor them in the college admission process, and to have access to the courses and programs that colleges look for.
- VII. Undocumented students should have the right to access in-state tuition rates at the colleges and universities in their state of residence.



SHARED POWER, SHARED VOICE - THE CIRCLE WAY

Workshop Presenters:

Student Circle Keepers:

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Cardear Anderson
Abigail Machak
Jeramiah Owens
Janessa Black
Jamila Gates
Tony Sayarath
Ernesto Garcia
Kelly Kirkwood
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The student circle keepers from The Alliance School are highly skilled circle keepers and passionate contributors to our community. They have led circles of understanding, circles of support, and repairing harm circles for young people and adults from the local, national, and international communities. They've led repairing harm circles in other schools, served on restorative justice panels at the state level, and taught students and adults basic restorative practices. The Alliance circle keepers have hosted community building circles for numerous international guests from countries such as Egypt, Georgia, Ukraine, Canada and seven additional countries.

How to conduct a circle with your family and/or friends!

1. Select a talking piece, a candle (use *flameless candles in public spaces*) and a quiet comfortable place to hold your circle.
2. Select a date/time that works for all participants (allow 1 ½ hours – 2hours for this circle) **time can be adjusted for shorter gatherings*
3. Invite at least 4 participants (minimum of 4 people not including yourself)
4. Select an opening verse (i.e. a brief meaningful poem or statement that connects everyone)
5. Select a topic from the list below
 - Education
 - Love
 - Family meals
 - Listening
 - Money
 - Addictions/Substance Abuse
 - Violence – Fair & Unfair Fighting
 - Secrets
 - Hopes & Dreams
 - Relationships
 - Future Goals
6. Select a game to play (i.e. Feelings Charades) – be sure your game relates to your topic!
7. Prepare/gather all materials for your circle, game and activity.
8. Prepare 3 questions that invite story sharing for each go-around (see examples below)
 - Tell about a Time when you felt proud of something someone accomplished in this circle....
 - Tell about a Time when someone in this circle made you smile...
 - Tell about a Time when you felt heard, and needed to talk to someone in this circle listened...
9. Select a closing exercise/activity (i.e. Each participant writes I hope/wish/goal for your family on note cards and place them on fridge).
10. Select closing verse (i.e. Our closing verse)
11. Have each participant complete the participant feedback form!
12. Complete Circle Keeper Journal Reflection Form!



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Restorative Justice Community Building Circle Outline

Lead Circle Keeper Name: _____

Are other circle keepers working with you? Yes _____ No _____

If yes, list their names: _____

What is your talking piece? _____

Do you have a candle? Yes _____ No _____

Where is the quiet/comfortable place you will hold your circle? _____

What date/time will you hold your circle? Date _____ Time _____

What are the names of your participants (minimum of 4 people not including yourself)

What is your opening verse? _____
(if long attach a copy)

What is the topic for your circle? _____

What game will you play & how does it relate to your topic?

Game: _____

Supplies needed: _____

Estimated time for game: _____

How this game relates to circle topic: _____

Are there any materials you don't have? Yes _____ No _____

If No, how will you get what you need? _____

What 3 questions will you ask participants that relate to your topic? Be sure each question invite story sharing for each go-around.

What is your closing exercise/activity? List supplies needed for the activity. Be sure the activity will give participants something to reflect upon and brings positive action toward each family member/participant.

What is your closing verse? _____
(If long, attach a copy)

- Have each participant complete the Participant Feedback Form!
- Complete Circle Keeper Journal Reflection Form!



Circle Participant Feedback Form

Student circle keeper name: _____

Date: _____

Participant name _____

Relationship to student _____

What is something you learned that you did not know?

Name one thing you liked about the circle.

Name one thing that surprised you about the circle.

Would you recommend this to others? Why or why not?

(*all participants from your circle should complete this form)

Student Circle Keeper Journal Reflection Form

Name _____

Date _____

How did you feel running the circle?

What surprised you during the circle?

Were there any barriers you had to overcome (inside & outside of yourself)?

What skills did you use?



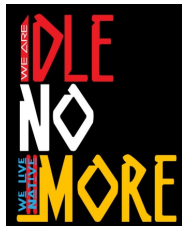
Workshop Presenters:
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www.OverpassLightBrigade.org
www.facebook.com/OverpassLightBrigade
@OLBlightbrigade (Twitter)

Overpass Light Brigade

Kim Loper
kimberly.loper@gmail.com

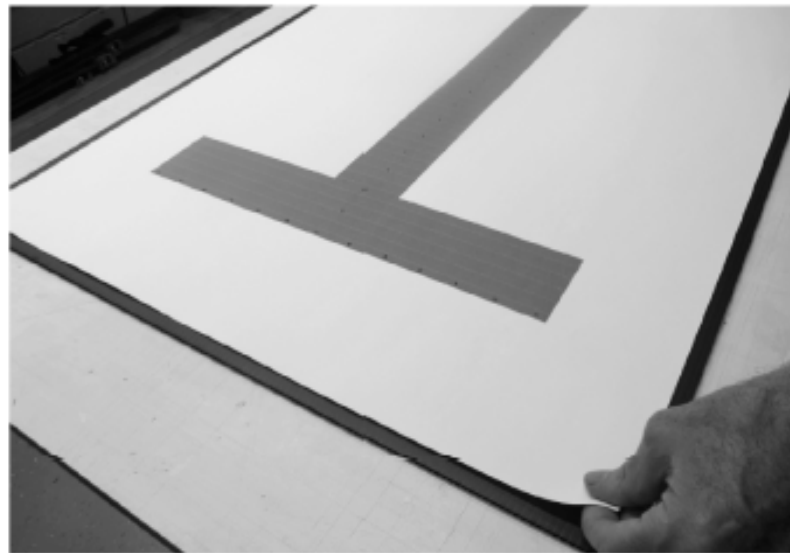


**Sarah Little Red Feather
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#IdleNoMore

The People's Bandwidth



Hey, How Do I Make These Things?



Materials List:

1) corrugated plastic ("coroplast") which can be purchased in 4x8 sheets at plastics wholesale/retails stores, or through sign shops. This is strong and light and waterproof and very easy to cut and drill. (One could use any drill-able surface, but watch the weight for field carrying. Pegboard is a possibility, and would be very convenient for a large stationary sign.) We got ours at a regional plastics manufacturer, Midland Plastics. Be aware that "coroplast" is a specific brand, but most people call all corrugated plastic "coroplast."

2) LED Christmas lights: battery powered for field use or plug-in light strings for stationary settings. We shopped around, and these Sylvania lights are the best, available from True Value. Best price, too. Sometimes you can find similar items offered very cheaply on eBay.

Note: other battery-operated LED light strings work fine, though you might have to adjust hole size and on/off switch specs to fit.



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3) 3/4" x 1.25" pine (dimensions could vary) for framing sign.

4) Liquid Nails ("Heavy Duty Construction" on label).

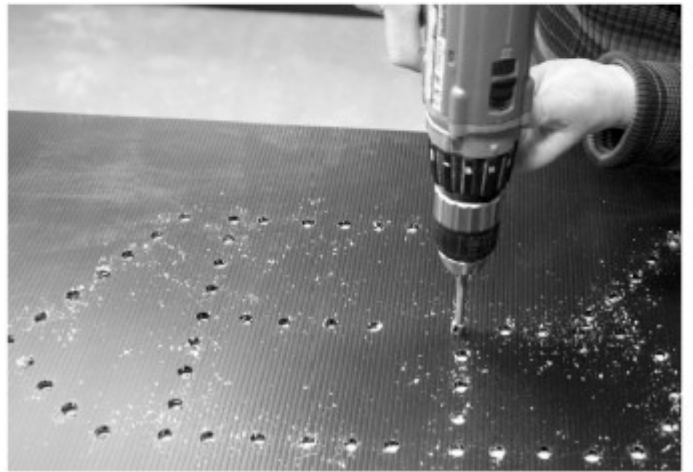
5) various tools: hand drill, bit - size for lights to fit snugly in (we used 1/4", but this would vary according to your lights), tape measure, velcro, 3/4" (#10) wood screws, awl or nail for poking holes.



You will get cleaner results if you print your letters to size. Use a simple font - we use Arial Narrow. The print does not need to be on good paper or good quality. You can "tile" a print on small paper if you don't have access to larger prints. Some folks have projected letters onto the board, some have done it freehand. Once printed, we mark out the holes. We place our lights at approximately 1.25 inch intervals. Once marked, we lightly poke through and thus transfer the layout marks to the plastic sheet.



You are now ready to drill the holes. Obviously, put something under the plastic to protect your tabletop. Test that your drill hole is the proper size for your lights to fit snugly into. It is worth noting that we use a wood-working drill bit known as a "Forstner bit." This is not a normal twist-drill bit. It cuts very clean holes by cutting the circumference first.



Next come the lights. These are battery operated (4 AA batteries) and seem to last for quite a while. They have some automatic timer which we don't use, but could be cool for stationary use. Regular plug-in lights would work as well - more colors, blink, etc., but would only be good for stationary use. If you had a small "boat" style battery with an inverter, you can install them on a vehicle (hassle, but could have great application on a cart, boat or bicycle.) There are many brands of these available at Amazon and eBay. They are generally cheap and made in China (alas!). Be sure to get LED strings: they use very little power. (see list in back for other suggestions. Some lights are hard to find when not in holiday season.)



Setting them in is like a puzzle, in that you want to think about how to get from one letter to the next. If you need to skip a light (no hole nearby) merely tape it with electrical tape. This makes sense when you do it. Also we have found that "hopscoching" by skipping every other hole out to an end of a letter (for instance, the upper part of a "Y") and then hopscoching back means you don't have lots of unused lights in the string. Works great!

You'll use lots of Liquid Nails the lights onto/into the holes. It is easy to do if the lights are firmly placed into the correct sized hole, and it is a bit tedious to do them all. I set down 2 "spacer boards" on my work table so the lights don't hit the surface of the table.



Gluing the lights into the holes. They "hand fit" in snugly enough to stay, but the glue is to get them field-worthy. This job is the worst part of the process. I squelch the Liquid Nails out on to a plate, and use a little micro-spatula (any little blade would do, but a little "oil painter's" palette knife works great!) to apply the glue around the lights.



The boxes are the battery packs for each string. We velcroed them on to the plastic sheet at convenient places. Note two other things in this picture:

Our lights have a little "push" on/off switch. We drilled a hole on the sheet plastic and placed the switch right behind that hole. A pencil can turn on/off each string of lights from the front. 5 light strings = 5 holes. Plug in lights could avoid this, and be all strung together with only 1 cord coming out of the bottom.

On/off hole in front of sign. Easy and works well! (use pencil eraser to push)



On/off hole

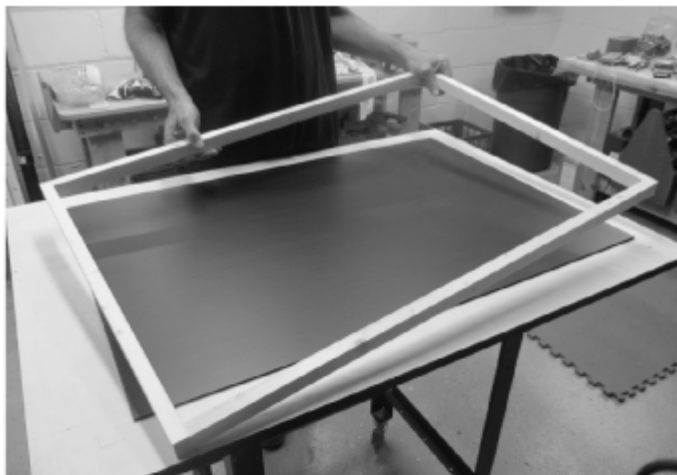
Light (from outside)



#mikmaqblockade - **NATIONS RISING** - #Elsipogtog



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1) A wood frame is mounted (screwed with 3/4" phillips head screws.). This frame is slightly wider than the amount the battery boxes stick up. Some folks don't use a backing. We find that it protects them during handling.

2) A piece of solid coroplast is then screwed down over this frame. If battery change is needed, this can easily be unscrewed to get at the guts.

If you end up making some lighted signs, perhaps you will want to join our movement of Light Brigades? We now have affiliates all over the country. We ask that you contact us so that we can pursue national collaborations. We also ask that you put the words "Light Brigade" somewhere in your group's name.

For more information, check out the "how-to link at:

www.OverpassLightBrigade.org



Supplies and Where to Find Them

note: suppliers change frequently. These are suggestions from other Light Brigades. We have no direct experience with these brands or suppliers.

LED Battery powered Lights

-Ebay

--40 LED, White Fairy Lights, 3xAA's(\$3.49, shipping included)

http://www.ebay.com/itm/Battery-Operated-40-LED-White-Light-String-Fairy-Party-Wedding-/190837312783?pt=US_String_Lights_Fairy_Lights&hash=item2c6eca4d0f

--40 LED, Blue Fairy Lights, 3xAA's(\$4.99, shipping included)

http://www.ebay.com/itm/310434563689?ssPageName=STRK:MEWNX:IT&_trksid=p3984.m1439.l2649

--40 LED, Red Fairy Lights, 3xAA's(\$4.99, shipping included)

http://www.ebay.com/itm/350690836076?ssPageName=STRK:MEWNX:IT&_trksid=p3984.m1439.l2649

-DHGATE

--40 Pure White Lights, 3xAA (\$2.77 each for 100, free shipping)

<http://www.dhgate.com/free-shipping-by-ems-fedex-or-dhl-3xaa-battery-pf8080813781ee15013795e22b9e3949.html#prod-body-related>

--20 Pure (cool) White strings - Novelty Lights - pricey but very bright! (OLBSD), run on 3 AA's

\$5.45 - \$7.45 depending on quantity ordered

<http://www.novelylights.com/20-LED-Battery-Operated-Christmas-Lights-Pure-White.html>

Coroplast(corrugated plastic board for OLB)

-Beacongraphics.com

--18"x24" (\$1.29+shipping)

<http://www.beacongraphics.com/bgllc/amazing/itemdesc.asp?ic=4MM-BLACK-24X18&eq=6Tp=>

--24"x36" (\$3.15+shipping)

<http://www.beacongraphics.com/bgllc/amazing/itemdesc.asp?ic=4MM-BLACK-36X24&eq=6Tp=>

-check local plastics wholesalers and/or sign shops

-Coroplast(distributor map)

Check the map for a distributor near you.

(look on the top bar and click on "distributors")

<http://www.coroplast.com/>

-Laird Plastics (all colors we got black)

(48" x 96" / 4x8 foot) - Cut good cause deal \$10 a sheet)

<http://www.lairdplastics.com/locations-list>

The Overpass Light Brigade

Founded in Milwaukee in 2011, the **Overpass Light Brigade** is a loose group of volunteers – activists, workers, teachers, parents, students, retirees – who come together to create community action in public space using open-source, low-tech illuminated signs invented and developed by Lisa Moline and Lane Hall. Falling somewhere between netroots activism, relational art, street theater, embodied poetry, and direct political action, members of OLB build meaningful relationships across communities while giving visibility to progressive causes.

More information about the Overpass Light Brigade can be found at:

Website= www.overpasslightbrigade.org

Facebook = www.facebook.com/OverpassLightBrigade

Wikipedia = en.wikipedia.org/wiki/Overpass_Light_Brigade

flickr = www.flickr.com/photos/40969298@N05/sets/

Twitter = twitter.com/OLBLightBrigade

Film Website = www.olbfilm.com

Kim Loper is an artist and educator working with a variety of mediums that include magazine collage, paint, wood and plaster casting. In her art work she seeks to explore human anatomy, identity, and social constructions. A product of Milwaukee public art schools, Kim continued her interest in art education at the University of Minnesota where she studied Studio Arts and Social Justice. Kim has led arts programming in parks, public schools, community centers and non-profit organizations for over 8 years. She is a Public Ally graduate from the class of 2013 and is dedicated to utilizing the power of art for social change. Loper currently lives in Milwaukee where she teaches and exhibits her work.



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STREET ART 101: HOW TO MAKE A WHEAT PASTE POSTER

MAKING THE WHEAT PASTE

YOU WILL NEED:



- 1 MEASURE OUT A 1:4 RATIO OF WHEAT FLOUR/WATER AND PLACE THEM IN SEPARATE CONTAINERS.
- 2 ADD WATER TO POT AND BOIL.



- 3 ONCE THE WATER REACHES BOILING, POUR WHEAT FLOUR INTO POT AND STIR THOROUGHLY. MAKE SURE YOU DON'T HAVE ANY FLOUR BALLS OR CLUMPS IN THE MIXTURE.

- 4 ONCE THE WHEAT PASTE REACHES A SMOOTH AND GLUE-LIKE CONSISTENCY, TURN OFF HEAT AND POUR THE PASTE INTO A SEPARATE CONTAINER.



- * ADD A LITTLE SUGAR FOR EXTRA STICKINESS
- * USE THE WHEAT PASTE AS SOON AS POSSIBLE. IF YOU PLAN ON WAITING A DAY OR TWO, STORE IN REFRIGERATOR.

MAKING A POSTER

YOU WILL NEED:



- 1 MAKING A BIG DRAWING? IF YOU DON'T HAVE A LARGE SHEET OF PAPER, YOU CAN TAPE COMPUTER PAPER TOGETHER INTO A GRID TO FORM ONE LARGE PIECE OF PAPER. DON'T OVERLAP THE EDGES.



- 2 ON THE OTHER SIDE, DRAW YOUR DESIGN. DON'T MAKE THE BORDERS OF YOUR ARTWORK TOO INTRICATE BECAUSE YOU ARE GOING TO BE CUTTING IT OUT.



- 3 USING A SCISSOR, X-ACTO KNIFE OR RAZOR, CUT OUT THE DESIGN.



- NOT GOOD AT DRAWING? YOU CAN PRINT OUT IMAGES FROM A COMPUTER AND DESIGN SOMETHING USING A PHOTO-EDITING PROGRAM. OR YOU CAN JUST PRINT OUT TEXT.



PASTING THE POSTER

YOU WILL NEED:



- 1 FIND A SMOOTH OR SEMI-SMOOTH WALL SURFACE THAT IS BIG ENOUGH FOR YOUR ARTWORK. CONCRETE SURFACES WORK BEST.



- 2 PREP THE SURFACE BY APPLYING A LAYER OF WHEAT PASTE.
- 3 PLACE YOUR ARTWORK ON TOP OF THE WET SURFACE.
- 4 APPLY A LAYER OF WHEAT PASTE ON TOP OF THE ARTWORK UNTIL IT IS SOAKED.



LET IT DRY FOR A FEW HOURS

TAKE PRIDE IN YOUR STREET ART (BEFORE SOMEONE TAKES IT DOWN)



BY YUMI SAKUGAWA 2012



Idle No More was launched by four women, community activists, in Canada during the hunger strike of Chief Therese Spence in 2012 because of how the Government had been eluding the treaty rights. Naturally, Wisconsin heard the call to join in solidarity for Wisconsin Tribes and Communities which continue to suffer the same mistreatment of human rights by our Government—both local and federal. IdleNoMore is a Peaceful Movement of Integrity and Honor with a concrete focus to protect our lands, water and the trust and agreement inclusions of sovereignty rights for a quality of life for our future generations.

It's been said that "The only thing we learn from history is that we learn nothing from history" and the current mining bills before the Wisconsin state legislature would perpetuate a long, tragic, and shameful history of U.S. treaty violations with Indigenous Peoples.—The 7th Generation has begun.

Idle No More calls on all people to join in a revolution which honors and fulfills Indigenous sovereignty which protects the land and water. The movement wants to stop the government from passing more laws and legislation that will further erode treaty and indigenous rights and the rights of all Indigenous people globally. - We are in Solidarity with Canada, Minnesota, Michigan, and Wisconsin to Idle No More, Protect our Lands and Water. Sisters and Brothers leading Idle No More Wisconsin are: Rachel Byington, Choctaw Nation of Oklahoma; Arvina Marin, Ho Chunk Nation; Diana Miller, Menominee Nation; Sarah LittleRedfeather, decent of the Anishinaabe, MN Chippewa Band - White Earth; Sanford LittleEagle, Ho Chunk Nation; and Chuck Davis, Sr.

More info

Blog: www.idlenomorewisconsin.tumblr.com

Facebook: //IdleNoMoreWisconsin and //StandWithWisconsinTribes

Twitter @LilRedfeather

Stand With Bad River <https://www.facebook.com/StandWithWisconsinTribes>

IdleNoMore Wisconsin <https://www.facebook.com/IdleNoMoreWisconsin>

Global Native News <https://www.facebook.com/pages/Native-Citizen-News-Network/145183048844531>

We Live Native - Community, and Appropriation - Fashion <https://www.facebook.com/WeLiveNative>



Youth Identity : A Culture of Resistance

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Dear (insert your name here),

If you are receiving this letter it is because a teenager in your life has attended a workshop entitled Youth Identity: "A Culture of Resistance at the Youth Social Justice Forum", and we have a challenge for you. We challenge you to remember. To really remember how things were "back in your days"; to remember what it felt like to not feel accepted; to not feel heard; to feel isolated. Remember what it's like to question the world around you and to not receive answers that satisfy your curiosity. Remember. Think about the times you were told both directly and indirectly that you were not good enough; that how you chose to express your inner most feelings were not clear enough. Think of all the times you were blamed for not being who others wanted you to be. Now look at the teenager in your life. Look at them and the world they live in; a world that tells them that their very existence is a problem. They live in a world where they know they can be shot and killed, and the murder will go unpunished. They live in a world where people openly discriminate against them; a world where they can be attacked for daring to be themselves. They live in a world where people don't acknowledge their presence; their voice is silenced. They live in a world where they are invisible because they don't give you any problems; you know, "the good kid". They are not acknowledged for their intelligence, their questions remain unanswered, and they question their value. They need you not as a friend, but to remember what it was like for you at their age. Take your memories and apply them to your interactions with your teen; they need it. And when you become overwhelmed don't give up... remember. Remember they need you.

Signed,
Someone who remembers

"We don't look nothin' like the people on the screen
You know the movie stars, picture perfect beauty queens
But we got dreams and we got the right to chase 'em"- J Cole

"If the truth is told, the youth can grow
Then learn to survive until they gain control"-Nas

"March to the streets Annotate'cuz I'm willing and I'm able
Categorize me, I defy every label
And while you're selling dope, we're gonna keep selling hope
We rising up now, you gotta deal you gotta cope
Will you be electric sheep? Electric ladies, will you sleep?
Or will you preach?"- Janelle Monet

"If the kids are united then we'll never be divided"-Sham 69

"Open your eyes, don't tell me lies
I'll be the one to live and rise
I'll think for myself and I'm sure to find
That society's rules won't change my mind
But why I am going insane?
Why am I the one to blame?"- Agnostic Front





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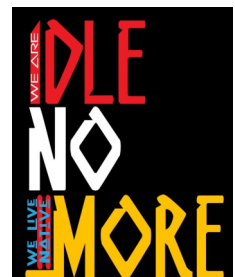


Stitch



OVERPASS LIGHT BRIGADE

YES!
YOUTH EMPOWERED
IN THE STRUGGLE



City of Milwaukee Election Commission