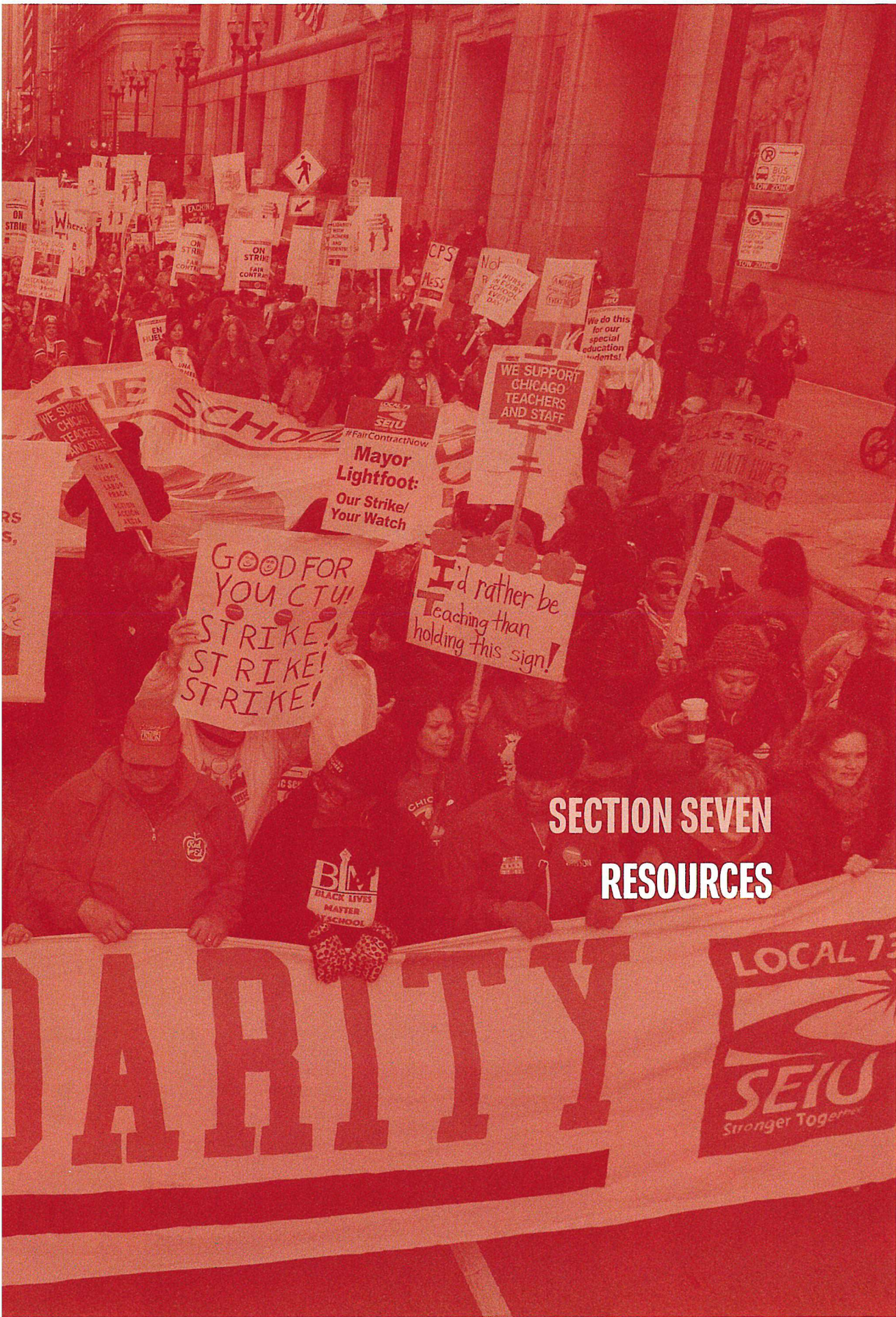




SECTION SEVEN RESOURCES



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The Schools All Our Children Deserve: The Principles That Unite Us

BY THE ALLIANCE TO RECLAIM OUR SCHOOLS

The Alliance to Reclaim Our Schools was founded in 2014 as a national labor-community coalition fighting to strengthen public education. In a yearlong process that engaged individual parent, educator, and community members, the alliance developed the “Principles That Unite Us” to guide the coalition’s work.

We are parents and caregivers, students and community members. We are educators and school staff. We have come together around a common commitment to public education. We believe that the only way to give every child the opportunity to pursue a rich and productive life, both individually and as a member of society, is through a system of publicly funded, equitable, and democratically controlled public schools.

We have not reached this goal as a nation—particularly for poor children and communities of color.

We are not satisfied with an institution that finds the resources to provide some students with the most experienced and well-trained teachers, advanced technologies, expansive course options, and state-of-the-art facilities, while other students languish in substandard buildings and are taught in overcrowded classrooms by teachers lacking the basic supports they need to do their jobs.

We are not satisfied, but we believe in strengthening, not dismantling, public education in the face of these challenges.

The divide between rich and poor in the United States is vast and growing. Millions of children grow up in oppressive poverty while the super-rich advocate for policies that increase *their* wealth at others’ expense. For the past 20 years, we have watched as corporate interests attempt to dismantle public education and create a new, market-based system of schooling. Their strategies include ever-expanding regimes of high-stakes tests, attacks on the collective bargaining rights of educators, and aggressive school closures that pave the way for privately managed schools. The first targets for this approach have been African American and immigrant communities. Yet despite dismal educational results, those advocating a corporate agenda are now also targeting rural and suburban school districts with their disruptive interventions.

They insist that poverty doesn't matter, as if hunger, unemployment, substandard housing, and epidemic violence have no impact on young bodies and minds. In our work in schools and communities, we confront these shameful challenges daily. Meanwhile, some of those who claim to be "saving" public education by tearing it down also oppose healthcare reform and increases in the minimum wage. Deep-pocketed entrepreneurs who created the home mortgage crisis and advocacy groups that support barriers to voting are interested in public education, not because they understand and want to nurture young minds. Their interests are their own.

Our interest is in public schools that serve *all* children. We need schools that are rooted in communities, that provide a rich and equitable academic experience, and that model democratic practices. We want schools where those closest to the classroom share in decision-making and policymaking at all levels. We need schools where students feel safe, nurtured, and empowered to become productive adults—schools that provide an alternative to the prison pipeline that too many of our children are caught in. We believe that the only way to achieve these schools is by *strengthening* the institution of public education. We are not there yet, but we can imagine no other path.

We are parents, students, and educators who have come together to fight for our schools. No longer will we allow ourselves to be divided. Now, more than ever, access to good public schools is a critical civil and human right. We are committed to working together to reclaim the promise of public education as our nation's gateway to democracy and racial and economic justice.

The Principles That Unite Us

Public schools are public institutions. Our school districts should be providing *all* children with the opportunity to attend a quality public school in their community. The corporate model of school reform seeks to turn public schools over to private managers and encourages *competition*—as opposed to *collaboration*—between schools and teachers. These strategies take away the public's right to have a voice in their schools, and inherently create winners and losers among both schools and students. Our most vulnerable children become collateral damage in these reforms. We will not accept that.

- A public school system serves all students—those with special needs or disabilities, English language learners, homeless kids, and troubled children. Creating schools that keep or push these students out in the name of efficiency or higher achievement for a few is not education reform but a return to segregation and inequality.
- We oppose the creation of charter schools for the purpose of privatization. Charter schools can serve as incubators of innovation, but they must be fully accountable to the public, part of a unified educational system, and regulated and funded for equity and accessibility.
- School closures have become a strategy to transfer students from

public to privately operated schools. No research has shown that the switch from public to private management of schools improves student learning.

- Public education should not be a source of profit.

Our voices matter. Those closest to the education process—teachers, administrators, school staff, students, and their parents and communities—must have a voice in education policy and practice. Our schools and districts should be guided by *them*, not by corporate executives, entrepreneurs, or philanthropists. Top-down interventions rarely address the real needs of schools or students.

- We oppose mayoral control and state takeovers of our school districts. Experience has taught us that these takeovers, usually justified with words like “urgent” and “crisis,” too often simply spell the end of democratic ownership of our schools.
- Our districts and our schools should be governed with multiple structures for genuine input and decision-making by parents, educators, and students.
- We reject disingenuous strategies—like “parent trigger” laws and community hearings offered only after decisions have been made by others—that put profits before students and alienate communities from their neighborhood schools.

Strong public schools create strong communities. Schools are community institutions as well as centers of learning. While education alone cannot eradicate poverty, schools can help to coordinate the supports and services their students and families need to thrive. Corporate reform strategies ignore the challenges that students bring with them to school each day, and view schools as separate and autonomous from the communities in which they sit.

- “Community Schools” that provide supports and services for students and their families, such as basic health care and dental care, mentoring programs, English language classes, and more, help strengthen whole communities as well as individual students.
- Expanded learning time can offer students additional opportunities for academic and social enrichment and offer teachers additional time to collaborate and plan. It should always be implemented as part of whole-school reform, and with all stakeholders at the table.
- We support high-quality early childhood programs that nurture learning and social development. These programs have been shown to improve student outcomes.
- School closures should be a last resort. Closing a school harms both students and the surrounding neighborhood. Closing schools is not an education strategy and should not be used as such.

Assessments should be used to improve instruction. Assessments are critical tools to guide teachers in improving their lesson plans and framing their instruction to meet the needs of individual students. We support accountability. But standardized assessments are *misused* when teachers are fired, schools are closed, and students are penalized based on a single set of scores. Excessive high-stakes testing takes away valuable instructional time and narrows the curriculum—with the greatest impact on our most vulnerable students.

- All children deserve a well-rounded and rich educational experience, with a culturally relevant and comprehensive curriculum that includes the arts, world languages, the sciences, social studies, and physical education.
- Excessive testing has narrowed the content and skills our students are taught. In some districts, students lose a full month or more of instructional time due to preparing for and taking tests. We must end excessive testing and teaching to the test and focus instead on a rich and rigorous curriculum that keeps our children engaged in school and helps them succeed in college, careers, and civil society.
- Teachers need to have the training, the time, and the tools to evaluate their students' progress through multiple measures. Appropriate student assessment information includes documentation and evaluation of ongoing work, observations, and discussions with students themselves.
- Assessments used for public reporting and accountability should include these multiple types of assessment information, gathered over time and reflecting clear standards and learning goals.
- Assessments must be administered and reported in a timely manner, and both students and teachers should have access to individualized results so that the assessments can inform and guide instruction.
- No single exam should be used as a stand-alone hurdle to determine classroom funding or a student's course placement, grade promotion, or eligibility to graduate.
- Assessment results alone should not be used to rate and rank teachers, administrators, or schools, or be linked to financial rewards, bonuses, or penalties.

Quality teaching must be delivered by committed, respected, and supported educators. Today's corporate reformers have launched a war on teachers. We believe that teachers should be honored. Teaching is a career, not a temporary stop on the way to one. Our teachers should be well trained and supported. They should be given the opportunity to assume leadership roles in their schools. Highly qualified teachers and school staff are our schools' greatest assets. Let's treat them that way.

- Teacher preparation should be comprehensive and include significant student-teaching time in the classroom under the supervision of a highly skilled and experienced educator.
- Districts must address disparities in the distribution of experienced teachers. All of our students deserve access to high-quality teaching, as well as a teaching staff that reflects their cultures.
- Alternative teacher credentialing programs should not be targeted exclusively at low-income schools or our most vulnerable students.
- Professional development should be school-based and tailored to the individual needs of the teachers and school staff in the building. It should include opportunities for teachers and community partners and parents to work and learn together to strengthen the quality of student academic experiences.
- Collective bargaining must be defended to ensure that educators feel free to advocate for their students and for fair working conditions and compensation.
- Class size matters. Particularly in the most struggling schools, class size must be kept low enough that teachers are able to differentiate their instruction and provide individualized support to their students.

Schools must be welcoming and respectful places for all. Schools should be welcoming and inclusive. Students, parents, educators, and community residents should feel that their cultures and contributions are respected and valued. Schools that push out the most vulnerable students and treat parents as intruders cannot succeed in creating a strong learning environment. Respectful schools are better places to both work and learn.

- School offices should be accessible to families whose primary language is one other than English. School enrollment forms and other materials should be available in languages that are significantly represented in the community.
- All schools should strive to provide the services and support needed by students to succeed in a diverse classroom. Practices that deny services to students with disabilities or high needs, or that segregate or disproportionately punish or push out these students, have no place in our public schools.
- Respect between administration and staff is a crucial component of a strong and healthy school climate.
- Respect for students includes elimination of zero-tolerance and other policies that push students out of school. Students should play a role in creating and enforcing discipline policies that are grounded in restorative practices.
- As workplaces, schools must be safe and secure, as well as resourced for the purposes of teaching and learning.

Our schools must be fully funded for success and equity. More than 50 years ago, in *Brown v. Board of Education*, the U.S. Supreme Court acknowledged that African American students were being denied their constitutional right to an integrated and equitable public education. We have not come far enough.

Today our schools remain segregated and unequal. When we shortchange some students, we shortchange our nation as a whole. It is time to fund public schools for success and equity, for we are destined to hand off the future of our nation to all our young people.

- We must end the practice of funding our schools based on local property wealth. Only when we take responsibility for *all* our schools, and *all* our children, will schools succeed for *all* our society.
- School and district budgets should be developed through a transparent and democratic process that is guided by a commitment to equity.
- Corporations, Wall Street, and the wealthy must pay their fair share of taxes at the local, state, and national levels so that our schools have the resources they need to succeed. Wealthy corporations and individuals should not be allowed to “privatize” their contributions to public education through the use of tax write-offs or credits in lieu of payments that support all schools.
- Education funding should reflect the real costs of supporting and nurturing our young people, rather than budgetary convenience or economic circumstances. The devastating state and local budget cuts to our schools must stop. If we can find the money to support new stadiums and offer tax breaks to the wealthy, we can find the money to educate our children.

A Call to Action. Our schools belong to all of us: the students who learn in them, the parents who support them, the educators and staff who work in them, and the communities that they anchor. No longer will we allow ourselves to be divided. We have developed these principles and are committed to working together to achieve the policies and practices that they represent. Corporate-style interventions that disregard our voices and attempt to impose a system of winners and losers must end. None of our children deserve to be collateral damage.

We call on our communities, and commit the power of the organizations that we represent, to pursue these principles in our schools, districts, and states. Together, we will work nationally to make this vision of public education a reality.

Reclaimourschools.org

Building Racial Equity Teams

An excerpt from the 2019 Seattle Education Association Contract with Certificated Non-Supervisory Employees



See Drew Dillhunt's article (p. 129) on Seattle's work to develop a series of supports to strengthen professional growth. One component was the establishment of Racial Equity Teams at every school.

Collective Bargaining Agreement Between Seattle Public Schools and Seattle Education Association Certificated Non-Supervisory Employees 2019–2022

ARTICLE II: PARTNERSHIP FOR ENSURING EDUCATIONAL AND RACIAL EQUITY

. . . 6. Building Racial Equity Teams/Program Racial Equity Teams

a. Vision Statement: The commitment to institutionalizing racial equity is essential for the success of all learning communities; therefore, all committees must commit to make racial equity the core of their charge. This commitment requires the understanding and utilization of racial equity analysis tools, materials, and resources to support convening, planning, and action.

We must ensure that all work is focused on implementing School Board Policy No. 0030 – Ensuring Educational and Racial Equity. . . .

SEA and SPS will co-lead and implement the following:

- 1) Racial Equity Literacy trainings for school sites and teams.
- 2) The district will convene all Racial Equity Teams at least twice per school year for training and collaboration on a regional or districtwide basis. The Partnership Committee will oversee the planning of these meetings. in conjunction with the SPS (Seattle Public Schools) Department of Racial Equity Advancement and SEA (Seattle Education Association) Center for Racial Equity.
- 3) The district will provide five trainings for the induction phase of newly established teams. SEA Center for Racial Equity and SPS Department of Racial Equity Advancement will jointly plan these trainings.

b. For purposes of eliminating disproportionate discipline; promoting stronger relationships between schools, their staff, parents, and students; and supporting student learning and the closing of achievement and opportunity gaps, each building and program that is selected by the Partnership Committee will establish its own Racial Equity Team (RET) that meets a minimum of once per month.

c. The Racial Equity Team will consist of at least:

- 1) A building administrator/program supervisor, and
- 2) At least four (4) SEA-represented staff. One of the four (4) seats will be designated for classified SEA-represented staff. Schools are encouraged to include staff members from Special Education and English Language Learning Departments. If the team exceeds seven (7) SEA members, representation of classified staff should at a minimum be two, ideally one Paraprofessional and one SAEOP (Seattle Association of Education Office Professionals).

Because one of the shared beliefs is that those impacted by recommendations must be given an opportunity to be involved, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Racial Equity Team. Buildings/programs will examine the possibilities of altered workweek scheduling, shared office coverage, limited use of voicemail coverage, and other strategies that encourage and enable the participation on behalf of paraprofessional and office staff representatives.

Certificated and classified staff will be paid equal shares of the Racial Equity Team stipend. Classified staff will submit a time sheet for hours equivalent to their share of the stipend.

- 3) The Building Leadership Team (BLT) team may also appoint a parent and/or student representative with consent of the Racial Equity Team. Other staff members may also be invited to participate in the Racial Equity Team meetings in a non-voting capacity. To the extent possible, the Racial Equity Team will reflect the racial and ethnic diversity of the school/program staff and school community.

d. Building/Program Racial Equity Teams are chaired by a SEA-represented member or co-chaired by a SEA-represented member and a building administrator/program supervisor.

e. The work of the Racial Equity Team may be combined with other school or program committees.

f. The responsibilities of the Racial Equity Team are to:

- 1) Support the analysis of individual, institutional, and structural racism that is contributing to schoolwide disproportionality.
- 2) Review the district's recommendations on best practices and recommended initiatives.
- 3) Review school/program data on disproportionality in discipline and other areas.
- 4) Create and lead discussions on how to reduce disproportionality in educationally supportive ways.
- 5) Facilitate problem-solving around identified issues of disproportionality or inequity, especially pertaining to race.
- 6) Work with the BLT on the CSIP (Continuing School Improvement Plan), budget, and professional development plan to incorporate strategies to reduce disproportionality and inequity.
- 7) In collaboration with the BLT, facilitate a review of the CSIP as it pertains to Eliminating Opportunity Gap goals.
- 8) Participate in and coordinate with district-level efforts to address disproportionality and inequity.
- 9) BLT and RET will collaborate to review the CSIP, budget, professional development plan, and other whole school initiatives.
- 10) Program growth for RETs.
 - a. SEA and SPS commit to expanding Racial Equity Teams to all school sites and programs.
 - b. SPS will provide \$260,000 for RET program growth.
 - c. Within the funding, DREA/CRE will determine the annual number of teams that can be supported based on their capacity, to include non-school-based programs.
 - d. Current and new teams in good standing will continue to be funded for the duration of the contract in order to sustain the investments of Board Policy No. 0030 – Ensuring Educational and Racial Equity . . .

seattlewea.org/file_viewer.php?id=27081

Teacher Home Visit Project

An excerpt from the 2017 St. Paul Association of Educators Contract



See Nick Faber's article (p. 138) about how the St. Paul Association of Educators won district support for Teacher Home Visits.

Agreement between the Saint Paul Board of Education and the Saint Paul Federation of Teachers

2017–2019

SAINT PAUL PUBLIC SCHOOLS Independent School District No. 625

TERMS AND CONDITIONS OF PROFESSIONAL EMPLOYMENT

ARTICLE 22. PARENT AND FAMILY ENGAGEMENT

SECTION 1. HOME VISIT PROJECT

Parent/Teacher Home Visits (PTHV) was developed by parents in Sacramento, California, where it has been successfully implemented since 1998 and brought to Saint Paul by SPFT in 2010. The goals of Parent/Teacher Home Visits are to build a stronger partnership between teachers and parents, to promote Saint Paul Public Schools, and to work with parents to eliminate racial predictability of student outcomes. Parent/Teacher Home Visits operates on a model where parents are seen as an asset to the educational process. By meeting parents in an area of their comfort, teachers have more success in working with them in partnership around academics.

Subd. 1. Teacher participation in Parent/Teacher Home Visits requires the following commitments:

1. Attendance at four-hour Parent/Teacher Home Visit training;
2. For the first year a teacher participates: completing at least one visit with a minimum of three families;
3. For all additional years a teacher participates: completing at least one visit with a minimum of eight families;
4. Attendance at fall and spring debrief session;
5. Document visits on project visit tracker;

6. An agreement to conduct visits that follow the model outlined in the training:

- voluntary for teachers and parents
- conducted in pairs
- not solely targeting a particular group of students
- relation-based, focused on the hopes and dreams of the family

7. The district shall meet with the project's local training/leadership team at the team's December and June meetings for the purpose of evaluation and leveraging home visiting work to promote common SPPS/SPFT parent engagement goals.

Subd. 2. Compensation. Teachers who participate in Parent/Teacher Home Visits shall be paid an additional \$50 stipend for each home visit conducted by the teacher. Payment of the stipends shall be made after the fall and spring debrief sessions.

The total amount of payments shall not exceed \$175,000 during each school year. In addition, no one teacher in grades pre-K–4 can earn in excess of \$2,500 during each school year. No one teacher in grades 5–12 can earn in excess of \$3,000 during each school year.

spfe28.org/wp-content/uploads/2019/11/F-C-Teacher-17-19-FINAL.pdf

Restorative Practice

An excerpt from the 2018 Boston Teachers Union Contract



The Boston Teachers Union won language regarding restorative practices in their contract. See Leigh Dingerson's article (p. 158) about the efforts underway to build restorative practices in Howard County, Maryland.

Boston Teachers Union 2018–2021 Contract Book

23. Restorative Practice

IN SY 2017–2018, the BPS will hire and maintain, after consultation with the BTU president or her designee, a districtwide Restorative Practice Coach in a BTU position that shall oversee Restorative Practice Implementation and support school-based coordinators in the district.

The coach will organize a minimum of 12 hours of compensated professional development for school-based Restorative Practice coordinators, in partnership with the BTU Restorative Practice Organizing Committee.

Alternatively, the 12 hours can be arranged into two all-day sessions, with release time provided. The coach shall work the regular teacher workday and work year plus 18 days, and shall be compensated in accordance with the BTU salary grid plus a differential of 10%. All compensation paid shall be retirement worthy.

In addition, the BTU and BPS shall collaboratively determine three schools to hire educators for the purpose of implementing Restorative Practices across the school. These positions may be either Community Field Coordinators or hybrid teacher roles, where teachers are released from classroom duties to coordinate Restorative Practices across the schools where they teach.

From the Boston Teachers Union 2018–2021 Contract Book. btu.org/wp-content/uploads/2020/01/Corrected-BTU-2018-2021-Contract-Book-Text.pdf

Pilot Program—Exemption from Administrative Searches

An excerpt from the 2019 United Teachers Los Angeles Contract

CONTRACT
EXCERPTS

See Arlene Inouye’s “Lessons from the Los Angeles Strike (p. 252) to learn about Students Deserve and their demand for an end to random searches.

Memorandum of Understanding Between United Teachers Los Angeles and Los Angeles Unified School District Pilot Program—Exemption from Administrative Searches

Schools are faced with instances of violence, including the use of weapons on or adjacent to school campuses. The district strives to provide a safe environment for students to learn, explore, and create, and for teachers and administration to be able to focus on teaching and providing students with these opportunities. The district school safety measures include random metal detector searches, locker searches, and other measures under the settled principles of constitutional construction, which permits reasonable application of metal detectors in schools. Bulletin 5424.2 focuses on random searches, metal detector searches, and locker searches.

As part of the district’s efforts to ensure an effective learning environment by maintaining a safe and secure campus, secondary schools are authorized to implement random metal detector searches. These are administrative searches. This policy does not include searches conducted by law enforcement.

For the 2019–20 school year, schools may apply to be exempt from administrative searches—i.e., “wandering”—for the length of the MOU and 14 schools will be selected. This application may be sent from the Local School Leadership Council or similar governance council to their Local District review by March 15, 2019. The Local District shall submit the applications to District Operations for final approval.

For the 2020–21 school year, schools may apply to be exempt from administrative searches—i.e., “wandering”—and 14 additional schools will be selected. This application may be sent from the Local School Leadership or School Site Council to District Operations for review by March 15, 2020. The Local District shall submit the applications to District Operations for final approval.

The city of Los Angeles and the district shall work together to add services such as the LA City Gang Reduction and Youth Development (GRYD) programming to schools participating in the proposed “wandering” pilot program as well

as select schools with traditional random searches. It is not the intention of both parties to add additional police presence as part of the programming on campuses.

The district may terminate a school's participation in this MOU, if it determines it is necessary to do so to preserve the safety of the students and staff at that school(s). Prior to making a final decision, the district will provide notice to the school that it is considering terminating the school's participation in the MOU, including its concerns, and provide the school with the opportunity to respond to the district's concerns. The school will have five calendar days from receipt of the district's notice to respond. Once the school has responded or the five calendar day period has elapsed, the district will provide written notice of its final decision to the school.

This MOU will terminate on June 30, 2021.

From "2019—2022 Agreement Between Los Angeles Unified School District and United Teachers Los Angeles." utla.net/sites/default/files/2019-2022_utla-laUSD_collective_bargaining_agreement.pdf

Structure Tests

From Jane McAlevey's *A Collective Bargain: Unions, Organizing, and the Fight for Democracy* (2020). Reprinted with permission from the author. (See Inouye, p. 252 and Schirmer, p. 227.)

UNIONWIDE STRUCTURE TEST	DATE	IMPLEMENTATION OF STRUCTURE TEST
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Each of these was done by hand, face-to-face, across 900 schools. They were carried out by teacher leaders under the guidance of staff organizers. Each test helps the leadership understand where they are strong and where they are weak, which helps to prioritize their efforts.

Regional rallies in the contract that had expired in 2011	November 2014	Used an “I’ll be there” sign-up sheet in the weeks before these smaller regional rallies, as they planned their first big citywide rally set for early 2015. This was the contract the new leadership inherited: the people who lost the election had been negotiating it for more than three years.
Organizing for February 2016 Stand Up citywide rally for the 2011 contract	January 2015	Launched a campaign-commitment card with check boxes of what people were willing to do: school-site picketing, parent outreach, attend a downtown rally in February 2015, boycott faculty meetings, protest testing, and strike if necessary.
Stand Up rally at Grand Park, escalating to citywide	February 2015	15,000 union members attended, making it the largest action since the 1989 strike

The teachers win big, a 10 percent raise (the first raise in 10 years), finally settling the 2011 contract and demonstrating to members that the new methods of organizing work.

**UNIONWIDE
STRUCTURE TEST****DATE****IMPLEMENTATION OF STRUCTURE TEST**

Launch I'll Vote Yes to
Build the Future, Fund
the Fight

Fall 2015

More than half of the members of the union signed a public petition saying they would vote yes to increase their dues, which they framed as Build the Future, Fund the Fight.

Membership-wide
union election to
allow the rank-and-file
members to vote to
increase dues

February 2016

A majority of members actually participate in the ballot, with 83 percent voting yes. Like most union elections, as with most American elections, traditionally only a minority vote. But UTLA was determined to have real union democracy, with an important question going to the members, and they achieved more than 50 percent turnout.

School site-based
rallies for health
insurance

Fall 2017

Health benefit negotiations took place parallel to the overall contract bargaining (with a coalition of LAUSD unions), because nonteachers and teachers alike negotiate insurance benefits at the same time.

All In launches
and ratification of
healthcare contract

February 2018

Because the union anticipated that the right wing would prevail in the *Janus* Supreme Court case, it planned ahead and had the entire membership sign new cards with language the court would stipulate.

4 Questions petition
launch

April 2018

This petition asked members about their willingness to take four actions, indicated by hand checks on boxes and their signature.

All-In for Respect rally

May 2018

12,000 members turn out at Grand Park rally

Strike vote

August 2018

84 percent turn out and participate, 98 percent vote yes.

I Will Strike petition

Fall 2018

More than 75 percent sign.

Labor and Educational Justice Organizations

Advancement Project *advancementproject.org*

The Advancement Project works at both the national level and on the ground with community partners—including young people—to examine, expose, and reform practices that lead to the criminalization of students.

The Albert Shanker Institute *shankerinstitute.org*

The Albert Shanker Institute promotes discussions and sponsors research to explore innovative structures, services, and roles for unions as they work to meet the challenges of a changing economy and workforce.

ALEC Exposed *ALECexposed.org*

A website dedicated to exposing the American Legislative Exchange Council. Check out their page on school privatization.

The Alliance to Reclaim Our Schools (AROS) *reclaimourschools.org*

An alliance of parent, youth, community, and labor organizations that coordinates national strategies to strengthen public education. See their platform, “The Principles That Unite Us,” on p. 409.

American Federation of Teachers (AFT) *aft.org*

Black Lives Matter at School *blacklivesmatteratschool.com*

The Black Lives Matter at School movement started as a day of action in Seattle during the fall of 2016, when thousands of educators in Seattle came to school on Oct. 19 wearing shirts that said “Black Lives Matter: We Stand Together.” Today, Black Lives Matter at School is a national coalition organizing for racial justice in education.

Coalition of Labor Union Women *cluw.org*

Formed in 1974, the Coalition of Labor Union Women (CLUW) is America’s only national organization for union women.

Dignity in Schools Campaign (DSC) *dignityinschools.org*

Dignity in Schools is a national coalition that challenges the systemic problem of pushout in our nation’s schools and works to dismantle the school-to-prison pipeline. DSC builds power among parents, youth, organizers, advocates, and educators to transform their own communities; to support alternatives to a

culture of zero-tolerance, punishment, criminalization, and the dismantling of public schools; and to fight racism and all forms of oppression.

Education International (EI) *ei-ie.org*

EI is a global union federation that represents organizations of teachers and other education employees. It is the world's largest, most representative global, sectoral organization of unions, with more than 32.5 million trade union members in 384 organizations in 178 countries and territories. Check out their campaign against school privatization at unite4education.org.

Education Law Center (ELC) *edlawcenter.org*

The ELC serves as a leading voice for New Jersey's public school children and is one of the most effective advocates for equal educational opportunity and equitable school funding in the United States. See their national report card: "Is School Funding Fair?"

In the Public Interest *inthepublicinterest.org*

A research and policy center on privatization and responsible contracting, it has issued several reports on the dangers of school privatization. Subscribe to their e-newsletter "Cashing in on Kids."

Journey for Justice (J4J) *j4jalliance.com*

An alliance of grassroots community, youth, and parent-led organizations in 21 cities across the country, pushing back on school closings and racism in education and demanding community-driven alternatives to the privatization of public school systems.

Labor Notes *labornotes.org*

A media and organizing project that since 1979 has been the voice of union activists who want to put the movement back in the labor movement. It promotes organizing and social justice through its monthly magazine, website, books, conferences, and workshops. Subscribe to their monthly publication.

National Day Laborer Organizing Network *ndlon.org*

NDLON improves the lives of day laborers, migrants, and low-wage workers. It builds leadership and power among those facing injustice so they can challenge inequality and expand labor, civil, and political rights for all.

National Education Association (NEA) *nea.org*

The Network for Public Education (NPE) *networkforpubliceducation.org*

An advocacy group whose mission is to preserve, promote, improve, and strengthen public schools. Check out their NPE Toolkit: School Privatization Explained.

Opportunity to Learn Network (OTL) *schottfoundation.org/our-work/otl-network*

The OTL unites a nationwide coalition of Schott Foundation for Public Education grantees and allied organizations working to secure a high-quality public education for all students.

Public Funds Public Schools *pfps.org*

Public Funds Public Schools is a national campaign supported by the Southern Poverty Law Center, SPLC Action Fund, Education Law Center, and Munger, Tolles, & Olson LLP that strives to ensure that all public funds for education are used to maintain and support public schools.

Rethinking Schools *rethinkingschools.org*

A nonprofit publisher and advocacy organization dedicated to sustaining and strengthening public education through social justice teaching and education activism. Its magazine, books, and other resources promote equity and racial justice in the classroom and in school policy. Subscribe to their magazine.

United Caucuses of Rank and File Educators (U-CORE) *ucore.org*

A network of social justice educators and union activists working together to advance economic and racial justice and democracy, U-CORE works to transform unions at the local, state, and national levels into militant, democratic organizations capable of leading the fight against corporate control and for equitable, fully funded public schools.

Zinn Education Project *zinnedproject.org*

The Zinn Education Project promotes and supports the teaching of people's history in classrooms across the country, with a special emphasis on issues of class, race, gender, and other areas of oppression. At their website there are free teaching activities about labor struggles and other social movements. The Zinn Education Project is a joint project of Teaching for Change and Rethinking Schools.

Worth the Read

Books about teacher unions and social justice unionism

COMPILED BY BOB PETERSON

A Fight for the Soul of Public Education: The Story of the Chicago Teachers Strike

By Steven Ashby and Robert Bruno

(ILR Press, 2016)

An analysis of the contested terrain of educational “reform” in Chicago that was the context for the CTU’s unprecedented 2012 strike.

Red State Revolt: The Teachers’ Strike Wave and Working-Class Politics.

By Eric Blanc

(Verso 2019)

An in-depth analysis of the largest teacher strike wave in this century.

Secrets of a Successful Organizer

By Alexandra Bradbury, Mark Brenner, and Jane Slaughter

(Labor Notes, 2016)

An excellent organizers’ handbook.

How to Jump-Start Your Union: Lessons from the Chicago Teachers

By Alexandra Bradbury, Mark Brenner, Jenny Brown, Jane Slaughter, and

Samantha Winslow

(Labor Notes, 2014)

Lots to learn from the CTU, and reading this is one of the best ways to do it.

Strike Back: Using the Militant Tactics of Labor’s Past to Reignite Public Sector Unionism Today

By Joe Burns

(Ig Publishing, 2014)

“A clear roadmap to what type of unionism it will take to get working people engaged with communities.” —Karen Lewis, former CTU president.

55 Strong: Inside the West Virginia Teachers’ Strike

By Elizabeth Catte, Emily Hilliard, and Jessica Salfia, editors.

(Belt Publishing, 2018)

Photos and writings by the educators who sparked the 2018 strike wave.

Solidarity Divided: The Crisis in Organized Labor and a New Path Toward Social Justice

By Bill Fletcher Jr., and Fernando Gapasin
(UC Press, 2019)

Using concrete examples, the authors argue that “class struggle and trade union struggle are not necessarily the same thing.” They also maintain that “race and gender are not just grafted onto class divisions.” They call for social justice unionism and describe what that would look like for the entire labor movement.

The Newark Teacher Strikes: Hopes on the Line

By Steve Golin
(Rutgers University Press, 2002)

Golin explores Newark teachers from World War II to the 1971 strike looking at educational reform and union democracy.

Beaten Down, Worked Up: The Past, Present, and Future of American Labor

By Steven Greenhouse
(Knopf, 2019)

Former *New York Times* labor reporter recounts the rise and fall of labor unions in the U.S. by describing pivotal episodes that built the union movement up through the #RedforEd teacher strikes.

United Mind Workers: Unions and Teaching in the Knowledge Society

By Charles Taylor Kerchner, Julia E. Koppich, and Joseph G. Weeres
(Jossey-Bass, 1997)

An in-depth explanation of professional unionism. Unfortunately, it makes no mention of racism or segregation.

“All Labor Has Dignity”

King, Martin Luther Jr.
(Beacon Press, 2012)

A moving collection of King’s speeches, statements, and writings about the importance of labor and unions.

A Collective Bargain: Unions, Organizing, and the Fight for Democracy

By Jane McAlevey
(HarperCollins, 2020)

McAlevey argues that strong unions are the key to fighting the corporate takeover of our society, highlighting nurses in Pennsylvania, tech workers in Silicon Valley, and teachers in Los Angeles.

No Shortcuts: Organizing for Power in the New Gilded Age

By Jane McAlevey
(Oxford University Press, 2016)

McAlevey describes organizing in the context of nursing homes, a pork factory, and the Chicago Public Schools. Her lessons can be universally applied.

Blackboard Unions: The AFT & the NEA 1900–1980

By Marjorie Murphy

(Cornell University Press, 1992)

This single volume provides an overview of the long histories of the AFT and NEA

Uncivil Rights: Teachers, Unions, and Race in the Battle for School Equity

By Jonna Perillo

(University of Chicago Press, 2012)

Well-researched and clearly narrated account of the tensions between teacher unions and communities of color in New York City since the Great Depression.

Transforming Teacher Unions: Fighting for Better Schools and Social Justice

Edited by Bob Peterson and Michael Charney

(Rethinking Schools, 1999)

Articles and interviews on social justice teacher unionism, including a description of the failed merger attempt in the 1990s between the NEA and AFT.

Citizen Teacher: The Life and Leadership of Margaret Haley

By Kate Rousmaniere

(State University of New York Press, 2005)

The story of the amazing elementary school teacher and fighter who took on Chicago's corporate moguls as well as the male-dominated NEA leadership.

Teacher Strike! Public Education and the Making of a New American Political Order

By Jon Selton

(University of Illinois Press, 2017)

A provocative analysis of key teacher strikes in the 1960s and 1970s and how they opened the door to neoliberal attacks on urban school systems. The racial divide between unions and communities of color overshadows these strikes.

Reds at the Blackboard: Communism, Civil Rights, and the New York City Teachers Union

By Clarence Taylor

(Columbia University Press, 2011)

A detailed history of the remarkable work of the Teachers Union in New York City and the right-wing campaign to destroy it.

The Future of Our Schools: Teachers Unions and Social Justice

By Lois Weiner

(Haymarket Books, 2012)

A clear analysis of neoliberal education “reforms” and the multiple ways teacher unions are fighting back.

For additional books about labor unions, including those that can be used to teach people of all ages about labor history, see p. 399

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