Using Contract Language to Build Power with Parents and Community

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• Who we are

3700 members

Teachers and all licensed professionals (nurses, social workers, librarians, etc.)

Educational Assistants

School and Community Support Professionals

39,000 Students

- Asian American (31.4%)
- African American (29.6%)
- Caucasian (23.7%)
- Hispanic (13.6%)
- American Indian (1.8%)
Successes:

• Contract wins in 2013-15 campaign
  Smaller class sizes
  More PE, Music and art
  Increased number of nurses, counselors and social workers
  Increase in librarians
  More funding for pre-K
  Better family engagement
  ....and more (plus a raise!)

• School Board Victory this fall
Changing a Narrative

• What is the public narrative about public education and teachers unions?

• Why did you go into education? What brings you to work every day?
Building Relationships: PTHVP

- Attend a four hour training in the model led by our members and parents who are trained as trainers
- Visit 3-5 families first year, 6-8 the subsequent years
- Maintain a log
- Attend spring and fall debrief sessions

The importance of building partnerships directly between home and classroom teacher.

Difference between parent engagement and involvement.
Building Power: School Redesign

Allows school communities to initiate a process of school design if there is support from the school leadership team and parents. Could change:

- Curriculum
- Learning model
- Family/parent engagement model
- Types of curricular or standardized tests used
Building Capacity and Power

• **School Climate Improvement Teams**
  SCITs are parents, teachers and students looking at discipline data to make school decisions regarding school climate.

• **Class size committee**
  Principal, Asst. Supt, teacher, steward, parent deciding exceptions to class size language.
Building Capacity and Skills: APTT
Open Bargaining and PIC

Bargaining sessions are open to members, parents, community members, and media. Because of our legal status in negotiations, we still decide who speaks at the table.
Contract for the Common Good
Please complete the evaluation for this breakout session!