An End to the Privatization of Education and Real Community Control
by Parents, Students and Community Members of Schools Including
Democratic School Boards and Community Control of Curriculum,
Hiring, Firing, and Discipline Policies

What is the problem
- Sixty years since Brown v. Board of Education, the school-to-prison pipeline continues to play in role in denying Black people their human right to an education and privatization strips Black people of the right to self-determine the kind of education their children receive. This systematic attack is coordinated by an international education privatization agenda, bankrolled by billionaire philanthropists such as Bill and Melinda Gates, the Walton Family, and Eli and Edythe Broad, and aided by the departments of Education at the federal, state, and local level. Inequitable funding at the school district, local and state level leave most public schools — where poor communities of color are the majority — unable to provide adequate and high quality education for all students, criminalizing and targeting Black students through racist zero-tolerance discipline policies. The cutting of key staff such as teachers, counselors and nurses, and the inability to provide learning resources such as textbooks and science equipment, leave Black school districts unable to ensure their students graduate on time, college and career ready, and leave them vulnerable for privatization and education profiteers. Using mayoral control and state takeover, they impose their experimental, market-based approach to school reform. Key stakeholders, such as parents, teachers, and students are left out of the decision making process. Their concerns and needs are ignored by those appointed to run the school districts — individuals who are more accountable to the institutional leaders who have appointed them than to the communities they are tasked to serve. This leaves room for corporations, lobbyists, and big philanthropy to play influential roles on education policy at the local, state, and federal level where their money can buy access into a cash-strapped system. Their aims are to undermine Black democracy and self-determination, destroy organized labor, and decolor education curriculum, while they simultaneously overemphasize Standardized Testing, and use school closures to disproportionately disrupt access to education in Black communities.

What does this solution do?
- Build an international movement of people of African descent to force nations to ratify and recognize education as human right, and end privatization.
- Guarantee public education is protected by federal government
- End state takeovers and mayoral control of public education while building new democratic structures, such as people’s assemblies, that prepare parents to govern again.
This document contains a list of policy demands for Black Lives, specifically focusing on educational policy. The demands are divided into federal and state actions. The federal actions call for a moratorium on charter schools and school closures, increased federal funding for schools, and the elimination of corporate-backed market reformer programs. The state actions focus on local control of schools and the elimination of debt in Black municipalities.
Local Action:

- It will be difficult to say until we understand the impact of new Every Student Achieves legislation on our education system.
- Create Community Schools that have wrap-around services for students and community members as a turnaround model instead of closing schools or charterization.
- Create and implement elected school boards.

How does this solution address the specific needs of some of the most marginalized Black people?

- The education crises plaguing most of our public school districts are the result of corporate-controlled, state-sanctioned and federally-funded attacks to reverse Brown v. Board of Education, and create a desuetude discrimination and educational apartheid that must be challenged and overthrown. State governments are abdicating their civic responsibility of preparing all Black children for full and first class citizenship. First, by criminalizing Blacks students through the school-to-prison pipeline, then stripping their parents of the democratic control of their schools. Finally, we must stop closing their schools and selling them to corporate school reformers to be made into test subjects of experimental, market-based education reforms. Budget cuts, standardized tests, and rabid charter expansion places Black students in buildings that are falling apart, creates unhealthy learning environments (physically and emotionally), and robs them of the futures —graduating unprepared for college, career or community. These same students, instead, are subject to increased police violence, disproportionate suspensions and expulsions, and are likely to be pushed out of school altogether. Generations of Black students are sent out into the world, unprepared for the realities of a shrinking job market, increasing gentrification of the neighborhoods, and the high costs of higher education.

Resources:

- Every Student Succeeds Act Explained
- AROS Demands Memo
- Journey For Justice

Organizations Currently Working on Policy:

- Alliance for Educational Justice
- Alliance to Reclaim Our Schools
- Journey for Justice

Authors & Contributors of this Policy Overview

- Jonathan Stith, Alliance for Educational Justice
A VISION FOR BLACK LIVES:
POLICY DEMANDS FOR BLACK
POWER, FREEDOM, & JUSTICE

- Hiram Rivera, Philadelphia Student Union
- Chinyere Tutashinda, Center for Media Justice