How might teacher and police unions collaborate constructively in the midst of COVID-19 and Black Lives Matter?

Two stories are dominating the national news. The first—which has been everybody’s lead for four months—is the COVID-19 pandemic. The second is "Black Lives Matter." Together they are altering the American social, economic, and legal landscapes in ways that no one foresaw or predicted during the first quarter of 2020.

These two top stories are intertwining in some profoundly impactful ways, says Dr. Jim Castagnera. Public school districts across the country are struggling with whether to open or not to open. Opening in August or September means risking infecting students, teachers, administrators, and families. Not opening means repeating the unsatisfactory second-best of online learning. COVID-19 poses a unique challenge of unprecedented dimensions.

How has the "Black Lives Matter" movement impacted the already daunting task of reopening our schools? Across the country, teachers’ unions are joining the movement for police-free schools. The American Federation of Teachers has called upon the nation’s public-school systems to cease using police officers for school security. Teachers' unions from coast to coast have jumped on this bandwagon. But teachers’ unions have come in for their own share of criticism, raising parallel questions about whether teachers should be put under the same kind of accountability microscope, and how their unions should approach law enforcement policy.

Jim’s July Labor Pulse article discusses the intersection of these national crises, and how teacher and police unions might collaborate constructively, in "Teacher and police unions are on a collision course in our public schools: Why?"

MainStory: LaborNews UnionsMembers Discrimination IndustryNewsTrends Covid19 GCNNews