

## 11 Things We Can Do to Bring Class Equity to School

1. Remember that no set of teaching strategies works for all, or even most, students experiencing poverty (or for any group that we define based on a single identity dimension). The range of ways students experiencing poverty learn is exactly the same as the range of ways anyone else learns.
2. Fight to keep students experiencing poverty from being placed unfairly into lower academic tracks. Fight to get them into gifted and talented programs. Better yet, fight to eliminate tracking altogether.
3. Teach about class and poverty locally and globally. Teach about the lack of living wage jobs, the dissolution of labor unions, the growing wealth gap, hunger, and other topics related to class and poverty.
4. Teach, as well, about the important anti-poverty work and ideas of people whose activism in this area has been erased from mainstream history: Martin Luther King, Jr., Helen Keller, Mark Twain, the Black Panthers, and others. Also teach about why their anti-poverty work has been erased from mainstream history.
5. Keep extra coats, school supplies, and snacks around for students who need them. Distribute these resources discreetly to avoid drawing unnecessary attention to students' poverty.
6. Make family involvement accessible to low-income families, who often work multiple jobs (including evening and night hours), don't have paid leave, and may not be able to afford public transportation or childcare.
7. Keep in mind that many students experiencing poverty do not have easy access to computers and the Internet. Be thoughtful about the homework you assign.
8. Similarly, many of their families do not have easy access to computers and the Internet. Some might lack stable cell phone service. Be thoughtful about how you communicate with families and how you make information available.
9. Have high expectations for students experiencing poverty. Give them access to the types of higher-order curricula and pedagogies often reserved for their wealthier peers. Poverty is not a disability; it's an unjust social condition.
10. Make sure curriculum content, illustrations, and examples are relevant to the lives of low-income students.
11. Continue reaching out to families experiencing poverty even if they are initially unresponsive. Remember that it can take more than a call or two to help them trust a system that historically has been inequitable or even hostile to them.