

TEACHING FOR SOCIAL JUSTICE

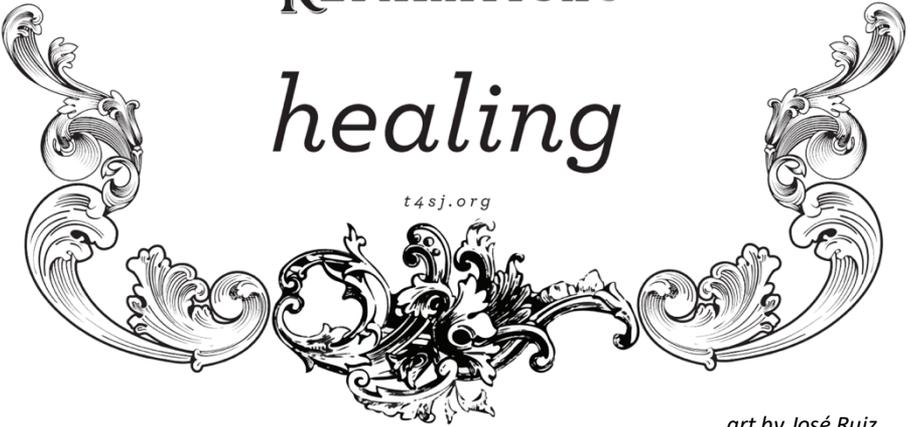


ABOLITION

REPARATIONS

healing

t4sj.org



art by José Ruiz

**19th Annual Conference
Saturday, October 12, 2019
San Francisco, California**

Teachers 4 Social Justice

Our Vision

Teachers 4 Social Justice believes in evolving a society based on equity & love, where each person has access to resources regardless of race, gender, ability, age, socio-economic status, sexual orientation, or faith, for intellectual, spiritual, artistic, and emotional growth. This is a place where political, economic, and cultural systems and structures uphold the people's right to participate in the decisions that affect them and ensure interactions that are based on respect and cooperation toward a sustainable future.

T4SJ is united in the belief that children are the foundation of our future and that teachers, parents, and communities are crucial to a child's growth and development. Toward this end, we need to foster relationships that preclude violence and incarceration. T4SJ shall actualize schools as an extension of the community, reflecting the different histories, issues, and forms of resistance of our diverse peoples. These schools support the efforts of people to develop a critical understanding of their power and role in affecting meaningful change at the local, national, and global levels.

Mission

Teachers 4 Social Justice is a grassroots non-profit teacher support and development organization. Our mission is to provide opportunities for self-transformation, leadership, and community building to educators in order to affect meaningful change in the classroom, school, community and society. T4SJ organizes teachers and community-based educators and implements programs and projects that develop empowering learning environments, more equitable access to resources and power, and realizing a just and caring culture.

Principles

- Involvement of educators of color in all aspects of the organization is crucial.
- Democratic decision-making processes need to be upheld, ensuring the meaningful participation of every member in systems and structures.
- Shared accountability for our actions as individuals and as an organization. Learning and collective action is a partnership between the students, teachers, parents & community. Our actions address root causes of systems of oppression at individual, group, and societal levels (racism, sexism, homophobia, age-ism, able-ism, etc.).
- Our organizational development is based on the evolution of individual & collective process.

Teachers 4 Social Justice is proud to be part of a network of Teacher Activist Groups

These organizations have come together to form a national coalition of Teacher Activist Groups, who are working together to:

- Build relationships while supporting and promoting each other's work.
- Learn from each other to strengthen and deepen our analyses of education & social justice Engage in coordinated political action to build and strengthen a movement for social justice.



www.teacheractivistgroups.org

Rethinking Schools



TAG Philadelphia

THE PEOPLE'S
EDUCATION MOVEMENT

TAG Boston

Teacher Activist Groups (TAG) Education Reform Platform

From New York to San Francisco, our national network of Teacher Activist Groups is united around the following platform, as a vision of change for our schools...

1. Democratic School Governance:

TAG supports efforts to strengthen schools and communities by ensuring and protecting local parent, educator and student leadership of school governance at all levels. We believe in diverse, democratically elected local school boards and councils. We support the creation of structures that enable meaningful and informed inclusive participation.

2. School and Community-Based Solutions to School Transformation:

TAG believes that local communities and those affected by school reform should be looked to for the wisdom and knowledge to transform their local schools. This process should be bottom-up, participatory and highly democratic to engage schools and communities in school improvement and transformation. There should be mutual responsibility and accountability among educators, families, youth, and communities. This process must secure the voice, participation and self-determination of communities and individuals who have been historically marginalized.

3. Free, Public and Equitable Educational Opportunities for All Students:

TAG supports measures that ensure every student access to a fully funded, equitable public education that is not threatened by market-based reforms such as school closures, vouchers, charter schools, or turnarounds by entities that divert public funds to private enterprise. We demand increased funding to end inequities in the current segregated and unequal system that favors those with race or class privilege. We believe that resources should be distributed according to need, and particularly to those historically under-resourced by the impact of structural, racial and economic discrimination and disinvestment. Public schools should be responsive to the community, not the marketplace.

4. Curricula and Pedagogies that Promote Creative, Critical & Challenging Education:

TAG supports transformative curricula and pedagogies that promote critical thinking and creativity in our students. Curricular themes that are grounded in the lived experiences of students are built from and extend community cultural wealth and histories. We promote a pedagogy that leads to the development of people who can work collaboratively, solve problems creatively, and live as full participants in their communities. We promote a vision of education that counters the multiple forms of oppression, promotes democratic forms of participation (community activism) in our society and generates spaces of love and hope.

5. Multiple, High-quality, Comprehensive Assessments:

TAG supports creation of assessments that identify school and student needs in order to strengthen, not punish, schools. We call for ending the reliance on standardized tests as the single measure of student and school progress and performance. Comprehensive assessment should include work sampling and performance-based assessment and should be an outgrowth of student-centered curriculum and instruction. High stakes tests have historically perpetuated existing inequality; in contrast, fair assessments should be used to provide teachers with the information they need to meet the needs of all of their students. High-stakes tests should not be used to determine teacher and school performance. Instead, teacher evaluation should be an on-going, practice with the goal of improving teachers' pedagogical, content, and cultural knowledge and should be based on authentic standards for the teaching profession, not student test scores.

6. Teacher Professional Development that Serves the Collective Interests of Teachers, Students, & Communities:

TAG believes that teacher professional development must support teachers to become effective partners with students and parents, and to be responsive to community needs. The form and content should be determined by teachers themselves with advice from parents and students and should work to develop social justice teaching practices.

7. Protect the Right to Organize:

TAG believes teachers have the right to organize to protect their rights as professionals and workers. Unions should be a place where teachers have a voice in creating and protecting an educational system that is set up in the best interests of students, families, and teachers. We support truly democratic governance of teacher unions and believe that they should champion policies that ultimately serve their communities.

8. School Climate that Empowers and Liberates Students:

TAG believes in working for school discipline policies and a school climate where students and teachers can thrive. Schools must be institutions that support the holistic social and emotional needs of all students, help equip young people with empathy and conflict resolution skills, and work to interrupt and transform oppressive dynamics that threaten the safety of the whole school community. We support ending the practice of and reliance on punitive discipline strategies that push students out of school and into the military or prisons. Schools should remove zero tolerance policies, institute restorative practices and restorative justice models, and create time in the curriculum for community-building practices and social/emotional supports.

Welcome to Teachers 4 Social Justice 19th Annual Conference

Teaching for Social Justice: Abolition, Reparations & Healing

Saturday, October 12, 2019

Registration & Workshop Sign-ups (Childcare will begin @ 8:45am) **8:30 - 9:15**

Conference Resource Fair **All Day**

Visit with and find resources with our education organizations & vendors located on the main halls. Lots of resources to explore and occasional free items!

Welcome & Morning Keynote Presentation **9:15-10:30**

Dr. Bettina Love - Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Dr. Love is one of the field's most esteemed educational researchers in the area of Hip Hop education and the author of *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.

Morning Workshops **10:45-12:30**

Workshop titles, descriptions, grade level and room numbers (pages 5 – 13)

Lunch & Conference Resource Fair **12:30 - 1:30**

Lunch is FREE and available in the cafeteria. Please make a donation. Also enjoy our resource fair of over 50+ organizations.

Special Presentation on the Politics of Ethnic Studies TK-12 **1:45 - 2:45**

Panelists include **Dominique Williams** - High School Ethnic Studies Educator, **Terisa Siagatonu** - award-winning Poet & Arts Educator, **Marilyn Zuniga** - Elementary School Teacher, **Lara Kiswani** - Executive Director of the Arab Resource and Organizing Center. Moderated by **Dr. Farima Pour-Khorshid** - Teacher Educator, University of San Francisco.

Afternoon Workshops **3:00 - 4:45**

Workshop titles, descriptions, grade level and room numbers (pages 14 – 20)

PRAYER & MEDITATION ROOM 302
LACTATION ROOM 113

PLEASE HELP RESTORE THE CLASSROOMS AT THE END OF THE DAY

Our Commitment to Universal Access

Each year Teachers 4 Social Justice works to better attend to issues of universal access. We look forward to further dialogue with the larger community about additional steps to make our organization and its events more inclusive for all.

- ASL interpreters will be on hand during the conference for keynote and workshops. Please let us know how we can support you.
- The event is wheelchair accessible. There are elevators inside the building.
- Point people for accessibility will be at registration and available throughout the day.
- Extra chairs will be reserved for participants with accessibility needs during workshops.

We are grateful to John O'Connell High School for welcoming us into their space.

Please respect the space by keeping it clean and in the afternoon returning all furniture to its original place.

MORNING WORKSHOPS

10:45 - 12:30

Bringing the Archive to Life: South Asian American History in the Ethnic Studies Classroom

Grades: 6-8, 9-12

Room 203/205

This workshop aims to demonstrate the possibilities for bringing South Asian American histories into the K-12 classroom. Using digital and print materials from the South Asian American Digital Archive and our own archive, we will lead workshop participants through two guided activities that teachers can adapt for use in their own classrooms. Their aim is both to introduce participants to South Asian America (i.e. the population of 4 million Americans who trace their origins to the nations of Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka) and to develop a sense of the historically variable experience of immigration and ethnic community formation. In the process we also aim to challenge some of the prevailing conceptual frameworks (e.g. model minority) for making sense of South Asian American ethnic identity.

Facilitator(s): Gautam Premnath, Monisha Bajaj, and Niralgi Jani are members of the South Asian American Ethnic Studies Collective.

Changing how we think and talk about Gender: The Gender Wheel Curriculum

Grades: all

Room 305

This workshop reorients our understanding of gender in relation to Western patriarchal culture and its colonization of our continent and how our thinking around gender has been impacted by false narratives. By uncovering the root causes of gender oppression and the historical suppression of individuals and nature, we can create a path out of limited binary thinking into holistic, nature-based, & intersectional frameworks. The Gender Wheel, a new symbol and hands-on tool that embodies the dynamic, infinite and inclusive reality of gender, is at the heart of this multidisciplinary and comprehensive curriculum bent on creating lasting systemic change. Participants will walk away with 6 practical actions that can be implemented right now to create personal, community, and systemic transformation for real gender inclusion in the world. Handouts, free resources and suggested books/materials also provided.

Facilitator(s): Maya Gonzalez is the cofounder of Reflection Press, creator of the Gender Wheel and progressive educator whose work addresses systemic inequity. Llano River Blue is a genderqueer artist and advocate. Ember I. Cook, PsyD is a Clinical Child Psychologist.

T4SJ is an entirely volunteer
run organization.

Please support our continued
work at the following link:

<http://bit.ly/t4sjdonate>

Children of Incarcerated Parents: Everywhere and Talking

Grades: 9-12, university

Room 321

Through the story share of children of incarcerated parents, experiences from our youth show how there isn't much being done for CIP (children of incarcerated parents). Their stories show how being a CIP has shaped who they are and how they have become advocates for other CIP. This workshop helps outline the experiences of CIP, the problems/outcomes of incarceration and a chance to ask youth about being CIP by being a youth led workshop. Project WHAT! is a youth led organization that works with youth whose parents are/ were incarcerated and help youth write their story on how their parents incarceration is a part of their life.

Facilitator(s): Oscar Calderon (Program Manager), Jakaela Foster (Program Coordinator) and Project WHAT! Youth

Collective Action in a Time of Teacher Resistance: A Dialogue among Classroom, Community and University Educators

Grades: all

Room 318

This session will include a panel of California teachers, union activists, and teacher educators in dialogue on how university faculty can best support and sustain classroom teachers, their unions, and local communities during this historic moment of resistance. What unites all the players involved is our mutual commitment to ensure quality public education as a human right for all. Possible questions to consider are: How can university faculty, classroom teachers and union activists work together to maximize sharing of ideas and material resources? How can teacher educators change their pedagogy and curriculum to prepare future teachers for political action? To advocate for democracy in their unions? To stand in solidarity with local communities? How can faculty positively prepare for and contribute during local teacher strikes? In this session teacher educators will pose questions of and listen to the responses of classroom teachers and union activists around these issues. The spirit is to flip the traditional power relationship so that teachers and activists involved in grassroots and union struggles are the experts.

Facilitator(s): Susan Katz, Rick Ayers, Ruchi Rangnath (professors of education at USF), Cheryl Jones-Walker (associate dean, USF), Becca Rozo-Marsh, Mayra Alvarado, Chela Delgado, José Padilla (teachers in Oakland), Karen Zapata, Sherif Musaji (teachers in Berkeley), Susan Solomon (president of United Educators of San Francisco), Margarita Berta-Avila, Dale Allender (professors of education at Sacramento State University), Ruben Gonzalez, Dominique Williams, Maribel Rosendo Servin (teachers in Sacramento), Asha Sudra (teacher in San Jose)

Developing Collaborative Community Models of Family Empowerment and Success

Grades: all

Room 319

The goal of this workshop is to emphasize the importance of collaboration within the community and how its essential to the academic, social, and behavioral success of students and their entire family. Our workshop will touch on three models where individuals will disintegrate a group activity that will focus on the concept of collaboration and critical thinking. This activity will act as a metaphor to illustrate the challenges that community organizations face with the sparse resources they have. We will conclude with a case study and a moment of reflection to answer any questions or last minute thoughts.

Facilitator(s): Maritza Aguilar, Janet Martinez, Miriam Lopez, Maria Aguilar and Julio Hernandez

Directing Change: Suicide Prevention & Mental Health Matters Youth Filmmakers & Social Justice Photographers

Grades: 6-8, 9-12

Room 210

Come watch films made by and for youth about suicide prevention and mental health! Meet some of the image makers and learn about their journeys. The Directing Change Program engages students to learn about the warning signs for suicide, mental health challenges and how to help a friend by creating 60-second lms. Teachers are supported with educational resources and lesson plans that are used to educate peers, parents

and others on campus. A 2016 study conducted by NORC at the University of Chicago found Directing Change to be highly effective in increasing knowledge, behavior and attitudinal outcomes related to suicide prevention and mental health and demonstrated changes in school climate. In this presentation attendees will learn how this innovative youth suicide prevention and mental health program was designed to expose students, school staff, and community members to suicide prevention, warning signs, appropriately responding to someone in distress, as well as standing up for others who are experiencing a mental health challenge. Youth film makers and photographers will present their films and talk about their experience with the contest..

Facilitator(s): Student Filmmakers & Photographers: Grace Xu, Ivy Zhang, Roland Zhang, Ashka Patel 2 time student film winners. shiloh burton has been the photography and video teacher at Irvington High School in Fremont, CA since 2006 where she facilitates dynamic spaces for youth storytelling.

Dis-Ability as Creative Constraint-Accessible Arts for All

Grades: all

Room 111

The arts provide a powerful tool for empowering students to find their own voices, not only to express topics of importance in their own lives and cultures, but also stand as a limitless tool for students of all abilities to voice their understanding of materials covered in many subjects. Join this interactive session to try out interdisciplinary arts processes, as you explore creating work as seen through the lenses of people with various dis/Abilities and discover new ways of creating artwork. Explore some low-tech adaptations for your creativity toolkit to help level the playing field in your integral learning environment.

Facilitator(s): Maia Scott and Judy Goodman, Accessible Arts Professors, Disabled Students Programs and Services, City College of San Francisco.

Getting English Language Learners to and Through College

Grades: 9-12, university

Room 204/206

Practitioners will learn about 10,000 Degrees' work in developing a college and career preparation program for English Language Learners in 9th - 12th grade; as well as, the work being done to transition and retain ELLs in college. Attendees will learn about strength-based strategies for advising ELLs like providing students with all of their options for high school graduation and post-secondary plan development. We will highlight the importance of providing ELLs with information in the language they are comfortable with and allowing students to use this language in communicating during college and career planning. We will strategize about empowering students to be active decision makers in their secondary and post-secondary planning; by drawing from their previous school and career-related experiences to achieve future career or college aspirations. Lastly, we will cover the importance of a successful transition to college and providing students with tools for college retention. Tips for unifying a diverse group of students through community and cohort building to strengthen agency in navigating an educational system that often feels inaccessible will also be addressed. The audience will learn about skill development, such as self-advocacy, team building, communication, and utilizing both academic and non-academic resources that are invaluable to ELLs.

Facilitator(s): Sofia Martinez is a second year College Access Fellow at 10,000 Degrees in the Metas Program; Sofia has a bachelor's degree in Sociology from the University of California, Berkeley. Jeanette Perez is a second year College Success Fellow at 10,000 Degrees where she works on the success team placed at College of Marin; she graduated from the University of California Santa Cruz with a double major in Italian Studies and History of Art and Visual Culture

I, Too, Am America – Shared Identity and Collective Consciousness as Catalysts for Social Justice Activism

Grades: 6-8, 9-12

Room 201

From the very beginning of the formation of this country, our leaders have consistently warned that strength can only be found in unity. In this workshop teachers will participate in writing exercises, structured discussions and courageous conversations that they will be able to incorporate into their Humanities, English,

Spanish Heritage, History, Advisory, PD and Ethnic Studies classrooms. Using a Freirian view of naming the current world in which our students and teachers live in, we will be using stats, social trends, historical documents, literature, and pop culture to help cultivate a collective consciousness toward a more unified and equitable America. This workshop is most suitable for middle and high school educators.

Facilitator(s): Manny Martinez - English, 12th Grade Advisor and Sociology Instructor at Leadership High School, SF.

Investigating the Science Behind Environmental Racism and Injustice

Grades: K-5, 6-8, 9-12

Room 214

Building a lifelong passion for science and social justice starts by building a strong foundation that is grounded in early learning. In this workshop, participants will engage in a design challenge that will demonstrate the definitions of equity and social justice in the context of science and the environment. We will be exploring clean water using the TRU Framework, elementary Next Generation Science Standards and the CA Environmental Principles and Concepts. Participants will walk away with a completed learning sequence along with tools and resources to equip teachers with infusing empathy into the lessons. This key foundation will set the stage for examining the social context of science raising consciousness for young people.

Facilitator(s): Leena Bakshi (Executive Director, STEM4Real), Ines Trinh (Instructional Coach, San Lorenzo Unified School District)

It is More than- Ebony, Luis & Jin: Making social justice mathematics more meaningful.

Grades: K-5, 6-8, 9-12, university

Room 207

In this current math climate, most attempts of culturally relevant mathematics = SAME problems with a name change. Students are not seeing themselves in math, are not engaged and therefore it is not socially just. In this session, we will explore social justice mathematical rigorous lessons that have been crafted & created for students of color. ALL Educators will participate in creating & analyzing how they can facilitate this learning inside of their classroom.

Facilitator(s): Middle School Teacher, Michelle Cody, SFUSD teacher

Malunggay Magic: Food for Culture and Wellness

Grades: all

Room 311/313

In this workshop, we will work with Malunggay (Tagalog for the medicinal plant also known as Moringa) to prepare a Filipino ginger- based soup called Tinola. While preparing the dish and throughout the session, we will share food memories and explore their connections to identity, ancestry, and wellness. The purpose of this workshop is to center what food knowledge people hold and hold space for memories, ancestral foods, and traditions that have the potential to nourish us physically, emotionally, and spiritually. To close, everyone will have time to consider what bodies of knowledge they value and would like to see integrated into educational spaces.

Facilitator(s): Noelle Guarin, Artist, After School Director at Oakland International High School

Medical Atrocities: Unit 731 and Moral Responsibility of Research

Grades: 9-12, university

Room 218

This workshop will discuss human experiments undertaken by the Japanese in Manchuria before and during WWII in Unit 731. After the war, it is alleged that the results of this research were given to the United States in exchange for war crime immunity. This workshop will showcase 2 lesson plans created by the facilitators. The first lesson plan will introduce students to the causes and effects of the Unit 731 program. The second lesson plan will introduce students to Unit 731 and its use as a Japanese biological warfare research facility, as well as the reason for decades of silence and lack of acknowledgment.

Facilitator(s): Danielle Dybbro - Inclusive Education, Hope Technology School, Christina Tang - Social Studies, Galileo High School, SFUSD

Organizing Across Charter/District Lines

Grades: K-5, 6-8, 9-12, university

Room 309

This workshop is designed to make space for classroom educators to hold difficult conversations about the differences in our public school systems (charter vs. traditional district). Equipped with the belief and understanding that all organizing begins with and is sustained by conversations across lines of difference, we will spend our time examining myths and realities about our respective work environments, and asking questions that seek to find nuance and common ground in our stories and experiences. We will leave this session feeling more connected and grounded in the reality that we have more to win by fighting together than we do by fighting one another.

Facilitator(s): Maya Suzuki Daniels, LAUSD Teacher/UTLA Member and Author of candidirreverence.com; Lydia Craighill, OUSD Teacher and OEA Site Representative

Plant Medicine Offering for Educator Resiliency

Grades: all

Room 310/312

This workshop aims to build an understanding of plant medicine, and its adaptability to our everyday health and wellness. As land stewards and promoters of knowledge from the natural world, we are composting our colonization and cultivating our indigenous ways. We believe that educating our youth begins with our personal and collective journeys to health and wellness. By adapting plant medicine in the classroom one provides a space that becomes safe and available for deep learning, and healing through that learning. By creating a space that allows for curiosity and inquisitiveness around plant medicine, we intend to facilitate an experience where we can discuss what health and wellness means for a community of teachers and their students' educational experience. The different vehicles for personal health and wellness; How those vehicles can be used in the classroom with scholars; Applying our body and making our own personalized herbal teas; Closing with a discussion around the experience and what the group will apply moving forward.

Facilitator(s): Alondra is a Land Steward at Hummingbird Farm and Phanie is a Land Steward and educator at Castlemont High School in East Oakland and together they are Creators of Apothecary For The People. A4TP is a mobile apothecary and education space promoting plant medicine for health and wellness for people and the planet.

Punishment or Support? Special Education for Students with “Challenging Behaviors”

Grades: all

Room 304/306

This workshop will utilize the lens of Dis/ability Critical Race Studies and Kimberle Crenshaw's understanding of intersectionality to examine the current practices attributing to the disproportionality of Black boys with challenging behaviors being placed in Special Education, suspended, and not receiving adequate behavioral support. By exploring the current data regarding the intersection of these identities, (Black, Male, and having a behaviorally related disability), this workshop will look to the research to explore best practices to be utilized to increase outcomes for all students, such as culturally relevant school wide positive behavior interventions and supports.

Facilitator(s): Alexander Shrewsbury, M.S., Victoria Shrewsbury, MSW

Redlining and Race in the Bay and Beyond: How did government policy perpetuate segregation in our cities? A historical analysis of five case studies.

Grades: 9-12

Room 216

This workshop is intended for 6th-12th grade social studies educators, but all are welcome. The practice of redlining after the New Deal has seen great interest in recent years. New primary and secondary sources can now shed more light on how our cities were carved and took shape. From Richard Rothstein's *Color of Law* to digitized archived maps, this workshop will lead participants through a lesson plan that could be used in secondary classrooms. We will contextualize, closely read, corroborate, and discuss various documents about five American cities to understand patterns of systemic racism and inequality.

Facilitator(s): Revaz Ardesher is a history teacher at Hillcrest K-8 in Oakland Unified

REP Educators Panel

REP Participants Only

Room 301

This panel connects educators of color doing social justice work with future educators of color who want to do this work. This session is closed to only REP SF participants.

Facilitator(s): Leslye Lugo, REP SF Coordinator from San Francisco Peer Resources will be facilitating the panel.

Reparation: How Educators Can Support Children's Right to Play

Grades: all

Room 320

The ability to play, dream and reimagine fosters hopefulness and overall well-being, says activist, author and educator, Shawn Ginwright. But what if play is absent or disappearing? Play and the arts as a portal to play are critical tools in growing the courageous imagination we need to bring about a belief in the possibility of change. Restoring the eight basic types of play to the school day makes reparation to students by bringing them critical cognitive, equity-building and empathy-building skills. The most direct way to do this is to find the courage and vulnerability to let ourselves, as adults, play, so that we reexperience the joy of play and can then integrate its benefits. You'll be invited to identify your play strengths using an X-Y axis of your play history through time, and to make and accept play offers from others equally, via a loose parts play activity. Next, the Studio Habits of Play and the Wheel of Play Equity will lead you to explore a variety of arts-enriched play centers in the room, helping you to identify play connections to your curriculum.

Facilitator(s): Nicole Sumner is an adjunct professor and field supervisor for CSUEB credential candidates, and founder of Artways Playways- a provider of equity-based playshops and arts integration. Maranatha Hosick-Farwell, M.S. Ed., is a State Pre-K teacher for the Oakland Unified School District where she provides her students with culturally responsive true play experiences.

Seeing the Unseen: Supporting Youth Experiencing Homelessness and Building Critical Consciousness

Grades: post-12

Room 314/316

The purpose of this workshop is to provide educators and professionals with tools and frameworks that can help them identify if a transitional aged-youth ("TAY" between the ages of 18 and 24 years old) is currently experiencing or at-risk of homelessness. Through this workshop, we will explore culturally relevant pedagogy, the cycle of liberation and harm-reduction practices in the context of serving at-risk or transitional aged-youth currently experiencing homelessness. Workshop participants will raise their consciousness, gain tools and resources to better support TAY who are at-risk and/or currently experiencing homelessness through interactive discussions and lecture.

Facilitator(s): Noorafi Almajid, M.A., Program Manager of the Youth Advisory Board at Larkin Street Youth Services, Mai Foua Her, Program Manager of College Success at Larkin Street Youth Services

Showing Up White - Working Toward White Antiracism

Grades: all

Room 315/317

This workshop is intended as a space for White Educators familiar with the concepts and language of White Supremacy and Antiracism to reflect on their personal and professional growth toward Anti-Racism, identify their growing edge, plan goals for the coming year(s), and interrogate their / our accountability to People of Color. This workshop is not intended as an introduction to White Racial Identity or Antiracism, rather the hope is to create a space and dialogue through which we can challenge ourselves and be intentional in our continued work toward antiracism within our hearts/minds, our families, our classrooms, our schools and our communities. Thank you in advance for your commitment to this work, your vulnerability in exploring this topic, and your heartfelt presence.

Facilitator(s): Amber Mackenzie Taylor is a long time educator and activist, teaching critical disabilities / special education within public and charter school programs for the last 16 years. Amber grew up white in a white suburb in Northern California, she recently completed her Masters in International Multicultural Education at USF, studying Anti-Racism for White Educators. For the past two years, Amber served as the

Elementary Education Specialist at Roses in Concrete Community School in Oakland, California and began working to integrate her intellectual learning into her embodied practice as a White Educator in Oakland.

Singing in the Antibias Classroom

Grades: Pre-K, K-5

Room 208

Early Childhood and Early Elementary teachers and caregivers are invited to sing-along, clap-along and move-along with songs—old and new—that help young children (and us) deal with issues of justice. Racism, sexism and other systems of exclusion and oppression prevent children from developing their full potential. Music, with its amazing power to stir souls, move bodies, and stimulate intellects offers us support, inspiration and information as we learn to recognize and overcome entrenched biases that harm our young children and communities. We will examine how songs from a wealth of traditions can nurture understanding of difference and deepen multicultural learning beyond a superficial “tourist” approach. We will sing and discuss songs that help children develop authentic ethnic and cultural identity, help children relate to others from different backgrounds with respectful interest, question stereotypes of all kinds, and that encourage and celebrate active participation in creating thoughtful, kind, and fair relationships. Recording devices are welcome. No special musical training is required in order to use the ideas presented here, and there will be some simple chants and games you can use on Monday morning.

Facilitator(s): Bonnie Lockhart is a teaching artist-in-residence at Peralta School in Oakland and a variety of Oakland & Berkeley Preschools.

Songs of Ourselves - Teaching Intersectionality

Grades: 9-12

Room 109

The intersection of our multiple identities drives what we experience socially, politically, economically, and spiritually, but it is people from the most vulnerable and marginalized communities that have to resist and challenge multiple forms of oppression. In this hands-on workshop, students will present their culminating projects about intersectionality where they painted their self-portraits, created poetic statements, and wrote research papers to document their learning. In our workshop session, we will make art, write poetry, and dig into the theoretical and poetic frameworks of Kimberle Crenshaw, Gloria Anzaldúa, The Combahee River Collective, Walt Whitman, and Rodolfo “Corky” Gonzales. Participants will walk away with the lesson plans and inspiration to teach about intersectionality.

Facilitator(s): Richmond Cal Prep students, Alliyah White, Sierra Ojeda, and Yatziri Garces, Richmond Cal Prep teachers, Inbal Rubin and Liza Gesuden,

Storytelling as Sanctuary

Grades: 9-12, university

Room 322

How can storytelling be used to create a sense of safety and sanctuary? How can individual artmaking connect to larger social justice movements? In this interactive workshop, we’ll explore how art and storytelling can be utilized to develop more inclusive, empathetic classrooms and community spaces. We’ll discuss the power and ethics of representation by reading narratives from Voice of Witness’s award-winning oral history book series and sharing client stories from Oakland’s iconic legal services clinic, Centro Legal de la Raza. And we’ll uncover how these stories can inform and inspire the creation of powerful new works of art—art that challenges mainstream narratives and builds a sense of belonging across physical and cultural spaces. Participants will receive sample lesson plans and multimedia storytelling resources, as well as the opportunity to create their very own piece of resistance art during the workshop.

Facilitator(s): Ela Banerjee, Community Partnership Coordinator at Voice of Witness

Teaching the Whole Child: A Trauma-Informed Approach

Grades: Pre-K, K-5, 6-8

Room 212

Children need to be healthy and supported in order to thrive in the classroom. However, many children face challenges such as poverty, family instability, and poor environmental conditions that put them far behind

their peers before they even get to school and prevent them from fully engaging in the classroom. These adverse childhood experiences alter the body's ability to stay healthy and the brain's ability to promote optimal development. In this workshop, participants will engage with educators from The Primary School to discuss and practice the ways that social emotional learning and a trauma-informed approach can help students build the connection and skills to engage in learning.

Facilitator(s): Zoe Duskin & Kyndal Easter, Principal + Assistant Principal at The Primary School, East Palo Alto

Teaching, Understanding, and Representing Arabs Throughout History: Bay Area Arab Experiences in the Classroom

Grades: 6-8, 9-12

Room 308

This workshop will feature a presentation by Arab and Muslim students and community organizers who will go over the results of their most recent 2019 youth-led research project, TURATH (Teaching Understanding, and Representing Arabs Throughout History). The results came out of surveys conducted in SF and Oakland school districts, which assessed the ways in which Arab and Muslim communities are represented in the classroom, and the experience they have in schools. Students, teachers, and administrators were surveyed on topics ranging from representation in curriculum, discrimination, relationship with staff and other students, and overall academic experience. Participants of this workshop will leave with a clearer understanding of the experience of Bay Area Arab and Muslim students and the role that greater representation of Arab American studies in high school would play in the health and well being of marginalized students.

Facilitator(s): Sharif Zakout, Organizer at the Arab Resource and Organizing Center, Students from Arab Youth Organizing (AROC's youth program)

The Early Years: Social Justice with the Youngest Learners

Grades: Pre-K, K-5

Room 324

In this workshop, the focus is on social justice in the early years. While ample resources exist to guide teachers working with older students in creating social-justice classrooms, far fewer exist for teachers of the youngest students. This workshop aims to equip participants with both a framework of social justice in the early years as well as concrete, tangible ideas and lesson plans they can begin implementing immediately.

Facilitator(s): Emily Starr Bean is in her 11th year as a kindergarten teacher in Oakland, California, where she works at a dual immersion (Spanish-English), project-based school.

The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies

Grades: 6-8, 9-12, university

Room 202

One of the central tenets of Critical Race Theory calls for dismantling white supremacy in interdisciplinary ways. Put differently, to be interdisciplinary is to create mixtapes. That is, the mixtape, as a medium of Hip Hop, allows the subaltern to control the modes of cultural production and distribution in ways that reassemble something new, original, and culturally sustaining. By mixing Ethnic Studies, Decolonial, and Hip Hop pedagogies, a mixtape can generatively create breaks that say NAH (Not Anymore Homie) to the ways that THUG LIFE (The Hate U Give Little Infants Fucks Everyone) enacts its violence towards historically marginalized folks in society. This mixtape of pedagogies works to explore processes, practices, and conditions that examine, disrupt, and transform how the colonial project and its offspring, white supremacy and capitalism, have normalized western-centered ways of thinking, knowing, valuing, feeling, doing, being, and becoming. This interactive workshop will specifically explore the breaks by mixtaping multimedia, improvisational Hip Hop cyphering, subaltern voices from Hip Hop and critical theory, and testimonio to create an experience where participants can radically imagine the ways that we can make sense of, heal from, and transform our racialized, gendered experiences.

Facilitator(s): G Reyes is a community engaged scholar praxitioner with CSUEB and the Homies Empowerment Community High School for Oakland Success (HECHOS)

This is a Calling: Teaching & Healing in K-5 Classrooms

Grades: K-5

Room 307

In this workshop Emily and Marylin will use Dr. Bree Picower's 6 Elements of Social Justice Framework to provide real life examples of pedagogy and student work. They will share routines & rituals that allow them to center the healing of K-5 learners and how they are able to lead with heart and spirit in this sacred work.

Facilitator(s): Elementary Teacher Marylin Zuniga, Elementary Teacher Emily Angulo

Unpacking Patriarchy

Grades: all

Room 325

This workshop is intended for people who identify and/or have been socialized as male. This workshop will use circle practice to draw on the knowledge of participants regarding the existence and impacts of patriarchy on our lives and in our schools. Participants will be invited to consider how we've been shaped by patriarchy, and how and when we reinforce patriarchy. We will ground our discussions in the lived experience of participants and everyone will be invited to participate/facilitate.

Facilitator(s): james boutin is language arts and social studies high school teacher from Seattle, WA.

YOUth IN Power: Youth Participatory Action Research as curriculum and praxis toward an education that connects, celebrates and liberates all

Grades: Pre-K, K-5, 6-8, 9-12

Room 108

Who makes decisions about what students learn or do not learn in schools? In this hands-on workshop, I suggest it should be youth themselves who co-design the curriculum they are subjected to, along with their educators and school administrators through engaging in a process of Youth Participatory Action Research (YPAR). We will work together to combine concepts and frameworks from YPAR, Culturally Relevant Pedagogy, Pedagogy of the Oppressed and art making to shift the paradigm in curriculum building and work toward creating curricula alongside youth to engage in *concientizacao* (Freire,1970). Note: Please invite youth to this workshop!

Facilitator(s): Martin Urbach, drummer, activist, educator. Music teacher & Restorative Justice Dean at Harvest Collegiate High School, NYC. Doctoral Candidate in Music Education, Teachers College, Columbia University.

WE NEED YOUR FEEDBACK!

Please provide feedback for your workshops & the conference.

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Special Presentation on The Politics of Ethnic Studies starts at 1:45pm
 Afternoon Workshops begin at 3:00pm

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AFTERNOON WORKSHOPS

3:00 – 4:45

A Story of Equity Reform: First Year Math at SFSU

Grades: 9-12, university

Room 203/205

This workshop focuses on how SFSU realigned their first-year math curriculum to better serve their students. We will present the story as an example of how to make structural changes in the service of equity. Together, we can explore how these changes open up opportunities for students, yet still leave us with dilemmas to consider. This workshop will be a call-to-action for participants to look for inequities in their own sites, but also to find concrete actions they can take to make a change.

Facilitator(s): Bryan Swartout, completing his Master's in Math at SFSU and continuing his work as an Instructional Aide at Skyline College. Katie Waddle, former Math Teacher at SFUSD for 8 years and is now a graduate teaching assistant at SFSU and a Master's student in math.

Best Practices for Supporting Undocumented Students

Grades: 9-12, university

Room 309

During this political climate it is important to remind the people in our community that everyone can receive an education, regardless of changes happening to policies and laws at the federal level regarding undocumented people in this country. We at 10,000 Degrees believe that all students regardless of race, socioeconomic status, religion, sexual orientation, and documentation status should have a right to receive an equitable education. With this in mind our goal is to educate and create awareness of the challenges and opportunities undocumented students face in trying to obtain a college education. Those who attend our workshop will learn about the different laws and policies that help undocumented students receive financial aid; while learning some best practices on how to support these students and connect them to resources.

Facilitator(s): Marisol Magaña Bright, Josue Castillo, Bibiana Luna - 10,000 Degrees College Success Fellows and Students

Birth of the Mexican Border

Grades: 6-8, 9-12, university

Room 201

After the U.S.-Mexico war, the United States took almost half of Mexico, including California. The war also triggered this country's first anti-war movement. And yet, the war is barely mentioned in the traditional history curriculum. This participatory workshop will focus on how to introduce students to a multicultural perspective on the war, the birth of the border, and how to enlist students in thinking more critically about how textbooks frame these events. These activities are transferable to other content areas.

Facilitator(s): Bill Bigelow taught high school social studies for almost 30 years, and is the curriculum editor of Rethinking Schools magazine and the co-director of the Zinn Education Project.

Creating Belonging for LGBTQ+ Students in Schools

Grades: all

Room 310/312

Come together with other educators, school leaders, and student ambassadors from a middle school LGBTQ+ Club to co-create a change package to make your school a safe, joyful space for queer students and allies. Advisors and students from our middle school's student-led LGBTQ+ Club will conduct a quick Gender and Sexuality 101 before facilitating and participating in this process with you. You will examine your current school environment for potential areas of growth in inclusivity and collaborate with other participants to find creative ways to improve your school setting. Leave with concrete resources and ideas to create a student-led LGBTQ+ club, disrupt heteronormativity, and make sure every student at your school feels welcome.

Facilitator(s): B Wiesen, Julie Ruble (co-facilitators of LGBTQ+ Club at High Tech Middle Media Arts in San Diego) and LGBTQ+ Club Student Leaders

Creative Activism: Arts Integration in Social Justice Education

Grades: Pre-K, K-5

Room 320

Creative Activism: Arts Integration in Social Justice Education will provide practical strategies for integrating social justice themed literary, performance, and visual art in the classroom. This interactive workshop will provide an introduction to artists, performers, and authors who focus their creative work on solutions to social justice issues. Participants will examine their own experience of the creative process, create an original collaborative lesson plan, and set goals for integrating art for social change into their classroom teaching. Teachers curious about creative activism will discover ways to navigate arts integration—often an intimidating prospect—within the support of a dynamic learning community.

Facilitator(s): Cynthia Trapanese, Lead Teacher in First Grade-New School of San Francisco, and Faculty-Institute for Humane Education

Cultivating Curiosity: How an Inquiry Practice Supports Equity in the Classroom

Grades: PreK, K-5, 6-8, 9-12

Room 304/306

Practicing inquiry as teachers helps us to see ourselves as learners, constantly adapting practice and questioning our assumptions so that we can walk the walk and truly be agents of social change. This workshop begins with a dialog between a panel of teachers who have experienced the transformative power of collaborative inquiry through their engagement with Mills Teacher Scholars. Participants will then have a chance to reflect on their own teaching, and to engage in conversations that will supportively challenge them to think in new ways about their puzzles of practice.

Facilitator(s): Mills Teacher Scholars facilitator Julia Moss, and OUSD teachers Ellen Hum, Malia Tayabas-Kim, and Miranda Buddington

Decolonizing school lunch

Grades: all

Room 218

Have you ever wondered why cow's milk is served for breakfast and lunch when around 2/3 of our students are lactose intolerant? Join us for a presentation on the interrelatedness of social justice issues as they relate to our food system. We'll be discussing everything from environmental racism to food apartheid to animal welfare to colonialism. We'll also learn about what we are doing at the state level, the school level and the individual level to make a difference. You will leave this presentation with the knowledge and tools to engage in conversations and effect change.

Facilitator(s): Monica Chen, E.d.M, B.A. is the National Programs Director of the Factory Farming Awareness Coalition, Louise Michel is a senior high school student in SFUSD

Developing Deep Maps for Land-based Pedagogies and Urban Landscapes.

Grades: all

Room 214

This hands-on workshop will examine notions of *land* and *place* in the urban context through walking and mapping practices, seeking to expand how we discuss and teach about human and nature relationships. The workshop encourages participants to consider *land* as a “spiritually dynamic and relational place” (Styres, Haig-Brown Blimkie, 2013. p. 51) that contains the stories of shared time and histories. Utilizing prompts of sensory engagement explored through walking, mapping, and observing, participants will be encouraged to consider various aspects of *land* in relation to self and the urban landscape. The workshop concludes with a *deep mapping* exercise that pulls together participants observations from the day. *Deep mapping* is a term used to describe new forms of mapping that provides a “new creative space that is visual, structurally open, genuinely multimedia and multilayered” (Bodenhamer, et al., 2016, p. 4) and is a framework for broadly defined notions of mapping, situating them within art, sensory experiences, narrative folklore, stories, and historical memory (Harris, 2016).

Facilitator(s): Raquel Vigil is a Chicana educator and curriculum consultant focused on climate change education, sustainability, and edible education. She holds a Masters of Arts in Curriculum and Teaching from Teachers College, Columbia. Uses She/Her and They/Them Pronouns

Discipline for Social Justice

Grades: all

Room 311/313

This workshop is intended to serve as an instructional discussion for educators and students concerned with developing strategies and frameworks for addressing discipline issues in their school. After framing the important relationship between ideas of social justice and school discipline, participants will be asked to share questions and concerns on the issue of school safety and educator practice in the context of anti-oppressive/anti-discriminatory educational efforts. While the presenter cannot claim to have all of the answers, the workshop space is intended to serve a dual purpose of being an educational space while also challenging the feelings of alienation and confusion that educators of social justice experience when confronted with highly charged disciplinary incidents or atmospheres.

Facilitator(s): Darrick Smith is an Assistant Professor of Educational Leadership at the University of San Francisco and Co-Director of the School of Education's new Transformative School Leadership (TSL) program

Ethnic Studies Podcasts: A youth-centered counter-hegemonic voice in social media

Grades: K-5, 6-8, 9-12

Room 202

This session highlights the use of a Critical Digital Multiliteracies; an approach that recognizes, values, and integrates the dexterity of student linguistic practices (formal academic English, Spanglish, street discourse); various literacy practices (textual, visual, auditory, digital and social media); and a critical consciousness around socio-political issues and their communities. We will share examples and findings from an Ethnic Studies podcast project where high school students identified hegemonic and counter hegemonic representations of People of Color in the media and produced podcasts for public dissemination and social action. Presenters will briefly introduce the San Francisco high school Ethnic Studies Program then lead participants through various phases of this project including some hands-on practice of applying Critical Digital Multiliteracies toward their own classrooms.

Facilitator(s): Cliff Lee is a former Humanities high school teacher in East Oakland and currently Associate Professor of Education at Mills College and Scholar-in-Residence at YR Media (formerly Youth Radio). JR Arimboanga is a veteran Ethnic Studies teacher and Instructional Coach working with schools in East Oakland, Southeast SF, and now, back home in Northeast Stockton.

Exploring Environmental Justice & Challenges: The Big Picture thru Documentary Film & Visuals"

Grades: all

Room 212

This workshop will focus on current critical environmental issues (both local and global) & explore essential themes that may be integrated into classroom or community settings. Are we doing ourselves, our students and future generations a disservice if we avoid these issues? Are our students prepared to understand both environmental challenges and possible solutions facing the planet; access to clean water, food security and the surrounding myths of global hunger, land security, indigenous rights, corporate pollution, overconsumption and the using up of the earth's resources and climate change? Do they know about grassroots resistance movements locally and world-wide? What is our responsibility, as educators, to initiate this learning and this dialogue and where and how might we begin? How will teachers begin to develop their own and their student's knowledge, understanding, caring disposition and commitment to problem solving and action related to these issues?

Facilitator(s): Lisa Grady-experienced middle school and high school educator focused on environmental learning, facilitated teacher workshops in El Salvador and Oaxaca, Mexico; Irazema Guerrero-Spanish immersion educator and workshop facilitator in Oaxaca, Mexico; Inji ElGhannam-Reggio Emilia educator, Berkeley, facilitated workshops in El Salvador and Oaxaca, Mexico; Kurt Kaaekuahiwi-Middle School Ethnic studies in Oakland and facilitator of teacher workshops in El Salvador and Oaxaca, Mexico; Alestra Menendez-science literacy educator facilitates workshops nationally for school districts and has also worked as an educational facilitator in El Salvador and Oaxaca, Mexico; Dr. Sudia Paloma McCaleb- Dean of Teacher Education for 15 years in Teacher at New College and is the founding director of CCEGL (Center for Critical Environmental & Global Literacy)--working for 10 years as an international education facilitator.

Filling Our Well: Investing in Teachers' Health & Wellbeing to Promote Educational Equity

Grades: all

Room 207

In this session, participants will learn about the biology of stress and trauma through the lens of the education system. Through a somatic-based process, participants will learn to identify their own stress signals, understand how they carry stress in their bodies, and learn tangible ways to support themselves and their colleagues with stress resilience, emotional regulation, and sustainability. Specifically, the session will use a dynamic and interactive combination of learning through listening, conversation, writing, drawing, mindfulness, and somatic practices to cover: What is trauma and how does it affect the nervous system? How do teachers' bodies respond to working in classrooms and communities with high exposure to trauma? How can teachers and others on the frontlines of the education system manage their trauma exposure to prevent burnout and be their best selves in the work? What tools can you add to your toolkit to calm your nervous system to tap into deeper resiliency, sustainability, & longevity in your work as an educator?

Facilitator(s): Sonya Mehta, M.Ed., Director of Partnerships at The Teaching Well & Margarita Acosta, M.Ed., Mindful Support Specialist at The Teaching Well

Intergenerational Activism: Sharing Power and Challenging Adulthood

Grades: 6-8, 9-12

Room 216

This workshop creates a space for discussion of intergenerational relationships, power, and political collaboration between children, youth, and adults in the context of activist spaces, including school-based clubs and organizations. Drawing from insights and approaches developed in a social movement with a forty-year history of striving to create more egalitarian relationships between children and adults, it provides tools for analyzing and challenging adulthood. Participants will have an opportunity to reflect on their own internalized assumptions about childhood, adulthood, and age-based power and authority, to consider some of the challenges of creating more horizontal intergenerational relationships, and to strategize together about how to build activist spaces that foster and support young people's power.

Facilitator(s): Jessica Taft, Associate Professor of Latin American and Latino Studies at the University of California, Santa Cruz

Intersectional Allied Behavior: What if I'm white or straight or cisgender or middle class?

Grades: all

Room 314/316

From the abolitionist to the male feminist to the parent of a trans child, we have been activating allied behavior from our agent identities throughout history. Witness, Accomplice, Agent of Change, Conspirator, Ally...regardless of the changing terminology, this workshop will dive deeply into what conscious allied behavior looks like and how to build skills to be more effective in our solidarity work with people of color, the LGBTQ community, people experiencing poverty and any group being marginalized today. We will examine our fragility, identify our challenge areas and work with current case studies to unearth implicit bias. We will practice disrupting behaviors that perpetuate racism, sexism, trans and Islamophobia, and through self-reflection, storytelling and group dialog, focus on and commit to the most current and effective practices in conscious allied living.

Facilitator(s): Tarah Fleming, Facilitator and Coach at Start Dialog

Lessons Of The Oakland Teachers Strike

Grades: all

Room 111

The teacher strike wave that spread throughout the United States and beyond came to Oakland in late February. Similar to struggles elsewhere, the fight in Oakland was very quickly transformed into one far beyond just the contract, into one that included important demands of the community such as stopping the proposed closure of 24 schools, largely concentrated in East and West Oakland. The passive culture that, "the union will take care of things for us" was transformed into a culture that, "we are the union!" Teachers, staff,

students and parents who had never been active before in anything stepped up into various leadership roles at their schools and beyond. Organizers linked up across schools to strategize. Outreach was made to parents, churches and community groups. With roughly 94-97% of students staying home and countless acts of solidarity on the picket lines, it can be argued that what could have been limited to a teachers strike was transformed into a broader community strike for the schools that our students truly deserve. A tremendous power was certainly unleashed. However, many teachers, students and community members felt that the contract that came out of the strike fell far short of what Oakland students need and deserve. Come discuss lessons of the Oakland strike:-We are the ones that we have been waiting for - The importance of self-organization-Everyone can be an organizer - Practical tools to get started -Building broader links with communities to fight for the schools our students deserve -Possible shortcomings of the strike and moving forward

Facilitator(s): Sarah Goudy (OEA Rep and Cluster Leader in East Oakland), Einam Livnat (OEA Rep), Jason Wins (OEA Rep) and possibly more facilitators.

Liberation Drum Circles: Drumming, Singing & Chanting for Collective Liberation

Grades: Pre-K, K-5, 6-8, 9-12, all

Room 108

This hands-on workshop begins with a somatic body percussion and singing circle aimed at facilitating togetherness and community. Participants have an invitation to improvise, take risks, and open themselves up emotionally through song if they chose to. Once we've established a sense of community through praxis, the workshop begins to link critical and liberatory pedagogy of Paulo Freire, bell hooks and Audre Lorde with the activism driven community music making of AfroBrazilian ensembles Olodum, Batala as well as American artists Janelle Monaé, Jidenna and Rebel Diaz. Finally, participants will create a collective soundscape that responds to a theme of oppression and liberation of their choice by drumming, singing and chanting in community.

Facilitator(s): Martin Urbach, drummer, activist, educator. Music teacher & Restorative Justice Dean at Harvest Collegiate High School, NYC. Doctoral Candidate in Music Education, Teachers College, Columbia University.

Mixed: Exploring Racial Middle Ground

Grades: all

Room 210

In this workshop, we make use of counterstorytelling as a source of power, healing, and transformation. Multiraciality and multiracial people have often been studied and defined by "outsiders" - by those operating within a monoracial framework. This workshop is a chance for "insiders" to be in community with each other and to define multiraciality by their lived experiences. For any allies who are attending, this will provide them the skills to more sensitively work with multiracial students or colleagues. We hope that our workshop will prompt educators to think critically about how to include multiracial individuals in the community of their classroom, schools, and education spaces more broadly.

Facilitator(s): Maddie Alvendia, E.d.M, B.A., is an 8th Grade Social Studies teacher at Caliber Beta Academy in Richmond, CA.

#OurEducationWillNotBePiced (Our Education Will Not Be Piced)

Grades: K-5, 6-8, 9-12

Room 305

This is a youth-led workshop that re-imagines safety for Students of Color in the face of unfair, toxic discipline practices and being criminalized in schools. We will have fun learning and working together to understand root causes, find solutions that break the school-to-prison pipeline and bring refuge to students who feel unsafe in school. Using real world incidents and interactive activities, attendees will leave with a new understanding of the effects of policing in schools. We will end with self-care stations including a Know Your Rights coloring page, temporary tattoos, crystals, and button making.

Facilitator(s): Makalah Contreras, Briseis Portillo, Tanya Trejo, Kelliz Bragg, Madeline Chavez. All facilitators are with Children Making a Change (CMAC) Coleman Advocates, San Francisco.

Palestine: Points of Parallel

Grades: K-5, 6-8, 9-12

Room 315/317

This workshop will be led by a delegation of educators who recently returned from Palestine. Facilitators will teach a demo lesson and lead breakout groups, making connections between our students' lives and those of students in Palestine. Participants will leave with resources and opportunities for future collaboration.

Facilitator(s): Alexandra Ahn, Kristia Castrillo, Alvin A. Rosales, Zeiad Shamrouch, and Jody Sokolower

Politics of Language

Grades: 6-8, 9-12, university

Room 109

As teachers, we traffic daily in language, and yet how often do we pause to discuss the ways language is used to disempower, chastise, and repress? In this workshop, participants will learn from stories of people whose languages colonizers attempted to destroy across the globe as well as learn about the multiple ways Indigenous people resisted and continue to fight back. Using mixers, readings, and poetry, participants will come away with ideas to trouble the premise of a standard language.

Facilitator(s): Linda Christensen, taught high school language arts for 30 years in Portland, OR. She is currently the director of the Oregon Writing Project, Rethinking Schools editor, and author of Reading, Writing, and Rising Up; Teaching for Joy and Justice, Rhythm and Resistance.

Sexual Slavery and Sex Trafficking through the Lens of “Comfort Women”

Grades: 9-12, university

Room 301

The goal of this interactive workshop is to educate teachers and others about the sidelined and misrepresented history of the sexual enslavement of an estimated 200,000 Japanese military sex slaves, often referred to as “comfort women.” The largest scale of military sexual slavery in the 20th century has been sidelined and misrepresented as voluntary prostitution for decades by the Japanese government. Since the 1990s, the survivors of the Japanese military sexual slavery have courageously spoken out to demand an official apology, reparations, and continuing education. They have dynamically gathered support throughout the world to leave a legacy of truth. While the 2017 California H-SS Framework focuses on this topic as an example of sexual slavery, the SFUSD’s focus is on sex trafficking. At this workshop, the importance of teaching the history and issues of “comfort women” in conjunction with sexual slavery and sex trafficking as well as pedagogical strategies will be discussed.

Facilitator(s): Christina Tang - Social Studies, Galileo High School, SFUSD, Erin Hanlon - Social Studies, 9th grade Modern World History and 11th grade United States History at Lowell High School, SFUSD, Sung Sohn - Founder of SFUSD Korean/English Two-Way Immersion Program, Co-Founder and Executive Director of Education for Social Justice Foundation

Transforming Pains to Gains: Healing Centered Development

Grades: all

Room 204/206

In this workshop, we will discuss self-care and its impact on healing. We will identify both personal and universal forms of self-care and critically analyze how self-care affects the mental health of youth and adults. Participants are encouraged to come with an open heart and an open mind. After our interactive discussion, we will practice some simple forms of self-care as a group.

Facilitator(s): Kiani Shaw, high school advisor, activist, poet

Trauma-informed Critical Pedagogy: The Intersections of Epigenetics, Educational Trauma, & Resilience

Grades: K-5, 6-8, 9-12

Room 322

Trauma-informed critical pedagogy places value on student's voice and lived experience. It is also rooted in an understanding of how trauma affects brain development, which guides the teacher in implementing modifications that set students up for success. Historical and race-based trauma along with societal

conditioning has informed our equity lens resulting in implicit bias and stereotypes that have limited the quality of our cultural-responsiveness in teaching and learning. We must use our educational spaces to interrogate systems of power that cause harm and to work toward transforming those systems. Moreover, it means centering practices of compassion and love in everything we do. Often, our trauma is re-triggered by the nature of our work with children and colleagues in the high-needs schools we serve. Here we will take a deeper dive into the epigenetics of historical trauma, becoming aware of new emotional capacities to improve pedagogy, social-emotional awareness to increase outcomes for teaching and learning. We will also look at how resilience is a building block for overcoming trauma both as a skill and an emotional capacity.

Facilitator(s): Shawn Nealy-Oparah, adjunct professor at Mills College and District Partnership Director at Partners in School Innovation, Tovi Scruggs-Hussein, adjunct professor at Mills College, an expert educational leader in equity and emotional and transformational coach.

Understanding the Roots of Injustice Through Game-Based Learning

Grades: 6-8, 9-12

Room 324

Using Game-Based Learning, this hands-on workshop gives you an approach to help students understand and address the legacy of discrimination and economic exploitation. Through a ‘rigged’ monopoly game, students come to appreciate some of the roots of inequity in wealth by exploring the economic impact of the enduring legacy of slavery. Specifically designed to confront the myth of ‘equal opportunity’, the activity reveals the adage that wealth begets wealth and poverty begets poverty, and encourages students to explore possible remedies. Participants will leave with a lesson plan that can be adapted to different historical contexts. Extensions activities can incorporate spreadsheets and digital graphing. Adapted from materials by Teaching Tolerance, Southern Poverty Law Center.

Facilitator(s): Devin Hess is the Academic & Civics Engagement Coordinator and Director of Technology Integration for the UC Berkeley History-Social Science Project, leading professional development for educators in the SF Bay Area since 2012. Currently, he heads UCBHSSP’s “Integrated Action Civics” research programs. Mr. Hess has a Masters in Curriculum and Instruction and has taught at both the middle and high school levels.



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NOTES

Teachers 4 Social Justice Study Groups 2019-2020

Study Groups provide teachers with focused, peer-based professional development opportunities that are tied to existing classroom practice. Instead of one-shot “training” workshops that happen during the conference, this curriculum is built around investigation of a specific topic through research and personal experience over time.

H.E.L.L.A Teachers of Color East Bay Study Group - East Bay

(H)ealing (E)mpowerment (L)ove (L)iberation (A)ction

This critical racial affinity group explores critical theories such as community cultural wealth, radical healing, intersectionality and critical race theory by learning from and building with other school and community practitioners of color who are committed to putting these frameworks into praxis. The study group is centered and driven by educators of color and is intended to build on the leadership strengths, critical analyses, racially diverse experiences/testimonios, and pedagogical creativity of classroom & community based educators who are dedicated to working in solidarity w/ students and communities in under-served, culturally & linguistically diverse schools.

H.E.L.L.A. People’s On the Run - East Bay

H.E.L.L.A. Peoples on the Run is grassroots organization collaboration between the Teachers 4 Social Justice and the People’s Education Movement to create family friendly opportunities explicitly for educators/organizers of color to heal collectively, network and build together. Every fourth Saturday of the month beginning in October and ending in May 2019, a group of POC will practice collective care through mindful meditation, yoga, walking, jogging or simply enjoying a potluck and playdates for your children at Lakeside Park (at the entrance of Grand Ave and Bellevue Avenue) located at Lake Merritt in Oakland with the exception of rainy days. Parents/Caretakers have the option of joining any of the exercise groups as long as they have their children with them because we will not have free childcare available on site. *Please check T4SJ’s Facebook event page for updates in the event that weather does not permit gathering.

Book Club - SF

Teachers in this group will use literature and discussions as a basis for rethinking their actions in the classroom. Teachers will alternate reading Young Adult fiction and scholarly non-fiction. We will gather to hold a structured discussion using a protocol that allows every voice to be heard and every topic or question a participant brings to be examined. As an educator book club, we’ll make what could be difficult to do solo engaging, collaborative, reflective and fun.

East Bay Radical Reading Group

We will be focused on building community and engaging in critical scholarship. We will follow monthly themes and hold short, complex texts in conversation in order to push our own analysis and understanding of social justice and education. Examples of themes include trauma and healing, challenging deficit thinking and decolonizing education. Our intention is to build a community that prioritizes the needs and perspectives of people of color. We welcome community- based educators, classroom teachers and organizers to join us. Meetings will be held in Albany, California.

Writing Group – SF

This writing group will be for educators who want to write and need the space to write. We will meet monthly on Wednesdays starting in November in San Francisco. Writers can write curriculum, articles, their own YA novel, or whatever they are holding. We will spend the first hour writing and the second hour sharing our work. Currently accepting new members.

New Teacher Underground West – SF

New Teacher Underground West is a social space for newer and recently certified teachers of color in their early years of teaching (1-3 years) to find support from experienced educators to build an analysis and be a part of a collective that focuses on social justice education in San Francisco. Through political education and sharing our stories, we strive to be empowered both in and out of the classroom. In each session we will build community, give and take advice, problem solve, do some political education, and have fun. New Teacher Underground West will meet the first Thursday of every month from 5:00pm-7:00pm in San Francisco.

WORKSHOP LISTINGS BY SUBJECT AREA

ARTS

Morning

Dis-Ability as Creative Constraint-Accessible Arts for All	Room 111
Malunggay Magic: Food for Culture and Wellness	Room 311/313
Reparation: How Educators Can Support Children's Right to Play	Room 320
Singing in the Antibias Classroom	Room 208
Songs of Ourselves - Teaching Intersectionality	Room 109
YOUth IN Power: Youth Participatory Action Research as curriculum and praxis toward an education that connects, celebrates and liberates all	Room 108

Afternoon

Creative Activism: Arts Integration in Social Justice Education	Room 320
Liberation Drum Circles: Drumming, Singing & Chanting for Collective Liberation	Room 108

ENGLISH

Morning

I, Too, Am America – Shared Identity and Collective Consciousness	Room 201
Malunggay Magic: Food for Culture and Wellness	Room 311/313
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

Birth of the Mexican Border	Room 201
Lessons Of The Oakland Teachers Strike	Room 111
Politics of Language	Room 109
Sexual Slavery and Sex Trafficking through the Lens of "Comfort Women"	Room 301

ETHNIC STUDIES

Morning

Bringing the Archive to Life: South Asian American History in the Ethnic Studies Classroom	Room 203/205
Redlining and Race in the Bay and Beyond: How did government policy perpetuate segregation in our cities? A historical analysis of five case studies.	Room 216
I, Too, Am America – Shared Identity and Collective Consciousness	Room 201
Medical Atrocities: Unit 731 and Moral Responsibility of Research	Room 218
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

Birth of the Mexican Border	Room 201
Decolonizing school lunch	Room 218
Ethnic Studies Podcasts: A youth-centered counter-hegemonic voice in social media	Room 202
Lessons Of The Oakland Teachers Strike	Room 111
Politics of Language	Room 109
Sexual Slavery and Sex Trafficking through the Lens of "Comfort Women"	Room 301

EXCEPTIONAL EDUCATION

Morning

Dis-Ability as Creative Constraint-Accessible Arts for All	Room 111
Punishment or Support? Special Education for Students with "Challenging Behaviors"	Room 304/306

HEALTH

Morning

Directing Change: Suicide Prevention & Mental Health Matters Youth Filmmakers & Social Justice Photographers	Room 210
Filling Our Well: Investing in Teachers' Health & Wellbeing to Promote Educational Equity	Room 207
Malunggay Magic: Food for Culture and Wellness	Room 114
Punishment or Support? Special Education for Students with "Challenging Behaviors"	Room 304/306
Teaching the Whole Child: A Trauma-Informed Approach	Room 212
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

Mixed: Exploring Racial Middle Ground	Room 210
Transforming Pains to Gains: Healing Centered Development	Room 204/206

LANGUAGES OTHER THAN ENGLISH

Morning

Getting English Language Learners to and Through College	Room 204/206
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MATH

Morning

It is More than- Ebony, Luis & Jin: Making social justice mathematics more meaningful.	Room 207
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Afternoon

A Story of Equity Reform: First Year Math at SFSU	Room 203/205
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SCIENCE

Morning

Filling Our Well: Investing in Teachers' Health & Wellbeing to Promote Educational Equity	Room 207
Investigating the Science Behind Environmental Racism and Injustice	Room 214

Afternoon

Decolonizing school lunch	Room 218
Exploring Environmental Justice & Challenges: The Big Picture thru Documentary Film & Visuals"	Room 212

SOCIAL STUDIES

Morning

I, Too, Am America – Shared Identity and Collective Consciousness as Catalysts for Social Justice	Room 201
Medical Atrocities: Unit 731 and Moral Responsibility of Research	Room 218
Redlining and Race in the Bay and Beyond: How did government policy perpetuate segregation in our cities? A historical analysis of five case studies.	Room 216
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

Birth of the Mexican Border	Room 201
Decolonizing School Lunch	Room 218
Developing Deep Maps for Land-based Pedagogies and Urban Landscapes.	Room 214
Intergenerational Activism: Sharing Power and Challenging Adulthood	Room 216
Lessons Of The Oakland Teachers Strike	Room 111
Mixed: Exploring Racial Middle Ground	Room 210
Politics of Language	Room 109
Sexual Slavery and Sex Trafficking through the Lens of "Comfort Women"	Room 301

WORKSHOP LISTINGS BY GRADE LEVELS
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PRE-K**Morning**

Singing in the Antibias Classroom	Room 208
Teaching the Whole Child: A Trauma-Informed Approach	Room 212
The Early Years: Social Justice with the Youngest Learners	Room 324
YOUth IN Power: Youth Participatory Action Research as curriculum and praxis toward an education that connects, celebrates and liberates all	Room 108

Afternoon

Creative Activism: Arts Integration in Social Justice Education	Room 320
Cultivating Curiosity: How an Inquiry Practice Supports Equity in the Classroom	Room 304/306

K-5**Morning**

Investigating the Science Behind Environmental Racism and Injustice	Room 214
It is More then- Ebony, Luis & Jin: Making social justice mathematics more meaningful	Room 207
Organizing Across Charter/District Lines	Room 309
Singing in the Antibias Classroom	Room 208
Teaching the Whole Child: A Trauma-Informed Approach	Room 212
The Early Years: Social Justice with the Youngest Learners	Room 324
This is a Calling: Teaching & Healing in K-5 Classrooms	Room 307
YOUth IN Power: Youth Participatory Action Research as curriculum and praxis toward an education that connects, celebrates and liberates all	Room 325

Afternoon

Creative Activism: Arts Integration in Social Justice Education	Room 320
Cultivating Curiosity: How an Inquiry Practice Supports Equity in the Classroom	Room 304/306
Ethnic Studies Podcasts: A youth-centered counter-hegemonic voice in social media	Room 202
#OurEducationWillNotBePoliced	Room 305
Palestine: Points of Parallel	Room 315/317
Trauma-informed Critical Pedagogy: The Intersections of Epigenetics, Educational Trauma, & Resilience	Room 322

6-8**Morning**

Bringing the Archive to Life: South Asian American History in the Ethnic Studies Classroom	Room 203/205
Directing Change: Suicide Prevention & Mental Health Matters Youth Filmmakers & Social Justice Photographers	Room 210
I, Too, Am America – Shared Identity and Collective Consciousness as Catalysts for Social Justice Activism	Room 201
Investigating the Science Behind Environmental Racism and Injustice	Room 214
It is More then- Ebony, Luis & Jin: Making social justice mathematics more meaningful.	Room 207
Organizing Across Charter/District Lines	Room 309
Teaching the Whole Child: A Trauma-Informed Approach	Room 212
Teaching, Understanding, and Representing Arabs Throughout History: Bay Area Arab Experiences in the Classroom	Room 308
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202
YOUth IN Power: Youth Participatory Action Research as curriculum and praxis toward an education that connects, celebrates and liberates all	Room 325

Afternoon

Birth of the Mexican Border	Room 201
Cultivating Curiosity: How an Inquiry Practice Supports Equity in the Classroom	Room 304/306

Ethnic Studies Podcasts: A youth-centered counter-hegemonic voice in social media	Room 202
Intergenerational Activism: Sharing Power and Challenging Adulthood	Room 216
#OurEducationWillNotBePoliced	Room 305
Palestine: Points of Parallel	Room 315/317
Politics of Language	Room 109
Trauma-informed Critical Pedagogy: The Intersections of Epigenetics, Educational Trauma, & Resilience	Room 322
Understanding the Roots of Injustice Through Game-Based Learning praxis toward an education that connects, celebrates and liberates all	Room 324

9-12

Morning

Bringing the Archive to Life: South Asian American History in the Ethnic Studies Classroom	Room 203/205
Children of Incarcerated Parents: Everywhere and Talking	Room 321
Directing Change: Suicide Prevention & Mental Health Matters Youth Filmmakers & Social Justice Photographers	Room 210
Getting English Language Learners to and Through College	Room 204/206
I, Too, Am America – Shared Identity and Collective Consciousness as Catalysts for Social Justice Activism	Room 201
Investigating the Science Behind Environmental Racism and Injustice	Room 214
It is More than- Ebony, Luis & Jin: Making social justice mathematics more meaningful.	Room 207
Medical Atrocities: Unit 731 and Moral Responsibility of Research	Room 218
Organizing Across Charter/District Lines	Room 309
Redlining and Race in the Bay and Beyond: How did government policy perpetuate segregation in our cities? A historical analysis of five case studies.	Room 216
Reparation: How Educators Can Support Children's Right to Play	Room 320
Songs of Ourselves - Teaching Intersectionality	Room 109
Storytelling as Sanctuary	Room 322
Teaching the Whole Child: A Trauma-Informed Approach	Room 212
Teaching, Understanding, and Representing Arabs Throughout History: Bay Area Arab Experiences in the Classroom	Room 308
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

A Story of Equity Reform: First Year Math at SFSU	Room 203/205
Best Practices for Supporting Undocumented Students	Room 309
Birth of the Mexican Border	Room 201
Cultivating Curiosity: How an Inquiry Practice Supports Equity in the Classroom	Room 304/306
Ethnic Studies Podcasts: A youth-centered counter-hegemonic voice in social media	Room 202
Intergenerational Activism: Sharing Power and Challenging Adulthood	Room 216
#OurEducationWillNotBePoliced	Room 305
Palestine: Points of Parallel	Room 315/317
Politics of Language	Room 109
Sexual Slavery and Sex Trafficking through the Lens of "Comfort Women"	Room 301
Trauma-informed Critical Pedagogy: The Intersections of Epigenetics, Educational Trauma, & Resilience	Room 322
Understanding the Roots of Injustice Through Game-Based Learning	Room 324

UNIVERSITY / POST-12

Morning

Children of Incarcerated Parents: Everywhere and Talking	Room 321
Getting English Language Learners to and Through College	Room 204/206
It is More than- Ebony, Luis & Jin: Making social justice mathematics more meaningful.	Room 207
Medical Atrocities: Unit 731 and Moral Responsibility of Research	Room 218

Organizing Across Charter/District Lines	Room 309
Seeing the Unseen: Supporting Youth Experiencing Homelessness and Building Critical Consciousness	Room 314/316
Storytelling as Sanctuary	Room 322
The NAH (Not Anymore Homie) Mixtape: Breaks in THUGLIFE through mixing Ethnic Studies, Decolonial, and Hip Hop Pedagogies	Room 202

Afternoon

A Story of Equity Reform: First Year Math at SFSU	Room 203/205
Best Practices for Supporting Undocumented Students	Room 309
Birth of the Mexican Border	Room 201
Politics of Language	Room 109
Sexual Slavery and Sex Trafficking through the Lens of “Comfort Women”	Room 301

ALL**Morning**

Changing how we think and talk about Gender: The Gender Wheel Curriculum	Room 305
Collective Action in a Time of Teacher Resistance: A Dialogue among Classroom, Community and University Educators	Room 318
Developing Collaborative Community Models of Family Empowerment and Success	Room 319
Dis-Ability as Creative Constraint-Accessible Arts for All	Room 111
Malunggay Magic: Food for Culture and Wellness	Room 311/313
Plant Medicine Offering for Educator Resiliency	Room 310/312
Punishment or Support? Special Education for Students with “Challenging Behaviors”	Room 304/306
Reparation: How Educators Can Support Children’s Right to Play	Room 320
Showing Up White - Working Toward White Antiracism	Room 315/317
Unpacking Patriarchy	Room 325

Afternoon

Creating Belonging for LGBTQ+ Students in Schools	Room 310/312
Decolonizing school lunch	Room 218
Developing Deep Maps for Land-based Pedagogies and Urban Landscapes.	Room 214
Discipline for Social Justice	Room 311/313
Exploring Environmental Justice & Challenges: The Big Picture thru Documentary Film & Visuals”	Room 212
Filling Our Well: Investing in Teachers’ Health & Wellbeing to Promote Educational Equity	Room 207
Intersectional Allied Behavior: What if I’m white or straight or cisgender or middle class?	Room 314/316
Lessons Of The Oakland Teachers Strike	Room 111
Liberation Drum Circles: Drumming, Singing & Chanting for Collective Liberation	Room 108
Mixed: Exploring Racial Middle Ground	Room 210
Transforming Pains to Gains: Healing Centered Development	Room 204/206

WE NEED YOUR FEEDBACK!

Complete your workshop & conference evaluations!

Also please help restore the workshop classrooms to their pre-conference conditions to be ready for students on Tuesday!

Abolitionist Teaching

ab•ō•li•tion•ist teach•ing
(Noun)

The practice of working in solidarity with communities of color while drawing on the imagination, the creativity, the refusal, (re)membering, visionary thinking, healing, rebellious spirit, boldness, determination and subversiveness of abolitionists to eradicate injustice in and outside of schools.
(Love, 2019)



Nominate an Educator 4 Social Justice

T4SJ's Thank a Social Justice Educator, Annual Fundraiser and Celebration!

Do you know any educators who are committed to working for social justice, whose practice demonstrates **abolitionist teaching**?

Nominate them! T4SJ's annual "Thank a Teacher 4 Social Justice" evening year end event in May 2020 will celebrate the teachers, paraprofessionals, after-school, youth workers and even administrators who are working hard to create empowering learning environments for all youth.



Visit www.t4sj.org to NOMINATE in February 2020!

At Teachers 4 Social Justice, we end every meeting with APPRECIATIONS.

To the T4SJ core group and others who helped organize this conference:

Karen Zapata	Chalida Anusasananan	Nicole Ramirez	Chela Delgado
Pui Ling Tam	Mira-Jean Carberry	Liz Murray	Amber Lancaster
Tara Ramos	Andrea McEvoy-Spero	Cady Sitkin	Andrew Yeung
Sarah Brant	Farima Pour-Khorshid	Karina Hwang	Gabriela López
TR Amsler	Jamil Moises Liban-Ortañez	Liana Koehler	Caroline Varner
Jeremiah Jeffries	Maureen Sullivan	Our T4SJ Children, Partners & Families	

To our distinguished presenter: **Dr. Bettina Love**

To our community partners:

Chris Mendieta, Masterpiece Catering	Vincent Toan, Assistant Principal Susan Ryan, Principal Matt Colley, Teacher Custodial & Security Staff John O'Connell High School Family	David Sanchez, Native Hands
Bruce Wolfe, Database Management		José Ruiz, Artist
		Chris Gazalehs, Artist
Peer Resources	Mark Sanchez & Gabriela López, SF Board of Education	Spotlight Printing
University of San Francisco Teacher Education Department	SFUSD Superintendent Vincent Matthews Cheryl DeSanti, Executive Assistant to the Superintendent Cristina Mariscal, Real Estate Office Lourdes Espejo, Docs & Publishing	518 Valencia - Eric Quezada Center for Culture & Politics
MetWest High School		Arab Resource and Organizing Center (AROC)
		The Haven
Ethnic Studies Warriors: Dominique Williams, Terisa Siagatonu, Marylin Zuniga & Lara Kiswani		
Our ASL Interpretation Team		

Teachers 4 Social Justice Advisory Board and our Fiscal Sponsor:

Mark Sanchez, President	Pui Ling Tam	Jeremiah Jeffries
Susan Sandler	Karrie Amsler	Community Initiatives

To the workshop facilitators, resource fair organizations & vendors, childcare providers, volunteers, friends, family and all who help make this day possible:

THANK YOU!

T4SJ is in solidarity with Immigrant children and families crossing borders, DACA students, Dreamers, Muslims, Black, Palestinians, Native and Indigenous Peoples and the marginalized fighting for justice and self-determination and our planet.