TWIN CITIES 2nd ANNUAL SOCIAL JUSTICE EDUCATION FAIR

Friday, October 18, 2013 at South High School
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Vision & Goals

Vision:
Bring together educators, students, parents, and communities from across the Twin Cities Metro to collaborate, network, and organize social justice in education

Goals:
1. Promote high quality social justice practices and curriculum
2. Identify and work to eliminate the ways schools perpetuate injustice, including but not limited to racism, hetero-patriarchy, ageism, ableism, and capitalism
3. Organize K12 educators, students, parents, and communities to transform our education system on the principles of community self-determination and worker control, sustainability, freedom, and social justice

Theme: Racial Justice

Our organizing theme this year centers on racial justice. While workshops and campaigns will focus on various topics and issues in and related to education and social justice, we ask participants and facilitators to consider what racial justice means for you, the groups, collectives, and organizations you are a part of, and the work that you engage in:

- What histories and stories do we tell to think about and make sense of race and education? And, why are we so often not allowed to tell these histories and stories in school spaces? How have we struggled and continue to struggle to do so?
- How do we engage in open and frank conversations about race in our classrooms given the white supremacist and colonial logics that often structure and manage these spaces?
- How are we compromised, or not, by our institutional locations within the education system (for example, as teachers who teach to the standardized test or fear losing their jobs)? And, how is race mobilized to keep us from asking how we might collectively resist making these compromises?
- How do we understand student ‘success’ given the conditions that face all students, and especially students of color (i.e., whitewashed mandated curricula, gentrification, police and state violence, denial of access to basic resources like food and healthcare, etc.)?
- Why is ‘making it to college’ often positioned as the only solution to ‘poverty’ and racial injustice for students, and what does that mean in an era where students are taking on increasing amounts of debilitating student debt to pay for it with no promise of comfortable or meaningful means of survival after graduating?
- How can we think about racial justice intersectionally (or, how do we think about race in relationship to class, sexuality and gender, ability, and other markers of difference?)
- And, finally, how can we fight for and sustain community self-determining schools according to our desires for racial justice? How do we build our skills and knowledges together to understand what this struggle entails in the short and long term?
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<td>Parent/Teacher Home Visits: Building Partnerships with Parents</td>
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<td>“Youth Telling: Why We Need to Get it Right (Not White)</td>
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<td>From Charter Schools to Corporate Education: Why NOT Wait for Superman</td>
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<td>Reclaiming the Halls: A Student Training for Social Justice (Youth Only)</td>
<td>Reframing Youth Resistance &amp; Public Schooling</td>
<td>The Central Identity Project</td>
<td>Writing for Social Justice in the Language Arts Classroom</td>
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<td>High School Mathematics: Empowering Students to Identify and Interrupt Institutional Racism, Power, and Privilege in our Communities</td>
<td>Becoming Critically Literate: Reading the Word and the World</td>
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**Keynote Panel: Racial Justice and Our Schools**

**Jamal Abdul-Salaam** started his career as a paraprofessional in a special education classroom in St. Paul. “In a room filled with African American males, I felt responsible,” he says. “Why does it seem that the problems they face are labeled as ‘special ed'? I wanted them to have a good example of what an African American man can be. Today, as a Student Success Coach, Jamal makes sure kids know they are scholars. He works with students who need extra support, leads small groups like the Circle of Hope, meets individually with students and, in his words, “gets kids hooked on school.” His most successful program has been starting a drumline. Jamal is now pursuing his Master’s in Educational Leadership at St. Mary’s University.

**Malika Musa** is a senior at Hopkins High School. She is a dedicated, passionate leader who has been involved in many organizations including Youthrive, YMCA Multicultural Achievers, and WomenVenture. Last year, Musa was one of the key student organizers of a walkout to protest racial inequality at her high school.

**Pia Payne-Shannon** has taught at Nellie Stone Johnson Community School since Fall 2008. She is a graduate of North Community High School and a north Minneapolis resident. She began her teaching career at the Minneapolis Urban League - Street Academy before becoming a teacher in Minneapolis Public Schools. Upon leaving Street Academy, she taught at Hans Christian Anderson Contemporary, Franlin Middle School, Susan B. Anthony Middle School, and Afrocentric Academy. She also spent two years at the district offices in the literacy department specializing in secondary literacy/English Language Arts. She believes every student has the capacity to learn and become a critical thinker.

**Brian Lozenski** is the coordinator of Uhuru Youth Scholars at the Network for the Development of Children of African Descent (NdCAD). Uhuru Youth Scholars dual-credit (high school/college) course taught through Augsburg College where youth engage in critical participatory action research based upon connecting their lived realities to African knowledge systems and African-centered cultural practices. He is also a PhD Candidate in the Dept. of Curriculum & Instruction at the University of Minnesota. His research focuses on social and cultural contexts of education connected to critical participatory action research with youth of African descent.

**Tabling Information**

Haymarket Books  
Occupy Homes MN  
BQullective  
Juxtaposition Arts  
Neighborhoods Organizing for Change (NOC)  
Neighborhood House  
MXDWELL Online

National Youth Leadership Council  
Save the Kids  
EDIT (EDITtheworld.org)  
OutFront MN  
Peace Coffee  
MMEP: Solutions Not Suspensions

Rethinking Schools  
St. Mary’s University Graduate School of Education  
WE WIN Institute  
Animal Rights Coalition  
Experimental Community Education (EXCO)
Session I:
9:55-11:05am

Parent/Teacher Home Visits: Building Partnerships with Parents

Nick Faber, St. Paul Teacher, Secretary of St. Paul Federation of Teachers, and Coordinator for SPFT’s Parent/Teacher Home Visit Project
Zuki Ellis, Parent and Training for the Parent/Teacher Home Visit Project

Room: 146

Description: Participants will receive an overview of the Parent/Teacher Home Visit Project used in St. Paul and Colombia Heights locally as well as 16 other states around the country. Participants will find out how home visits by teachers can lead to building respectful partnerships between teachers and parents and lead to positive outcomes in schools.

Reproductive Justice and Youth

National Asian Pacific American Women’s Forum (NAPAWF), Twin Cities Chapter: Ariana Yang, Melissa Kwon, Liang Xiong, Xue Xiong, Chay Douangphouxay, Pa Lee

Room: 132

Description: NAPAWF is a grassroots, non-profit organization that empowers API women, girls, and youth to advocate for social justice and human rights. This interactive workshop will define and explore the reproductive justice movement and how youth can be involved. The workshop will discuss reproductive oppression, history of reproductive justice, current events related to autonomy and how youth can be involved. The workshop will discuss reproductive oppression, history of reproductive justice, current events related to autonomy and how youth can be involved. NAPAWF’s work with the Minnesota Young Women’s Collaborative will be highlighted. MYWC’s goal is to mentor and empower youth to be community based participatory researchers, and social justice advocates and activists.

The Wall: Interrogating Privilege & Bias in the Classroom

Jamie Utt, Independent Consultant. former Chicago Public Schools teacher

Room: 130

Description: In the Twin Cities, 76% of students are students of Color while 85% of teachers are White, many coming from suburban and rural communities. As such, educators need a model for and ethic of introspection about one’s identity privileges and conscious or subconscious biases.

The Wall is an interactive workshop designed to inspire critical self reflection while helping participants understand the connection between interpersonal experiences of prejudice with the continued impact of systems of oppression. The workshop offers a framework for understanding and impacting the judgements that teachers make about their students based on race, class, religion, gender, sexual orientation, citizenship status, ability, etc.

The “Discretion” of Practice in Social Justice Teaching

Audrey Lensmire, PhD, Augsburg College Education Department

Room: 128

Description: If “discretion” points both to autonomy and to the keeping of secrets, then in this workshop, we will explore the ways in which teachers working for social justice make use of discretion in their work. Often, teachers exercise discretion behind closed doors and can’t claim this kind of work in official spaces. Participants in this session will write and share stories of discretion. Then, we’ll explore a conception of the teacher that educational philosopher Jim Garrison calls “teacher as prophetic trickster.” Through storytelling and discussion, we will embolden ourselves to make more powerful use of our discretion as we seek justice through education.

Building an Equitable Education

Ramona Kitto Stately - ISD279 Indian Education Program Director, Success For the Future Program

Tim Warren - ISD279 Educational Equity Team

Room: 126

Description: We will discuss building an education system that works for all students. Understanding the effects of historic trauma on Native and Black communities will help us understand that the entire curriculum content must change. By raising awareness and working together as a community, we can repair the invisibility to children of color within the educational system. White allies are an important part of this work. Ramona Kitto Stately is an enrolled member of the Santee Sioux Nation and holds a BA in Dakota Art and Culture and a MA in Education with a focus on Teacher Leadership from Augsburg College. Tim Warren is an artist, educator and an advocate for social justice.

School to Prison Pipeline

Letitia Basford, professor, Hamline University School of Education
Joe Lewis, professor at Hamline University School of Education

Room: 120

Description: We discuss the school-to-prison pipeline through the lived experiences of a mother and her two sons. We then move toward a discussion of what K12 schools and schools of education must do to resist and ultimately dismantle the pipeline. We argue for culturally-relevant, student-centered teaching, a classroom and school-wide practice that places meaningful relationships at its core and strives to nurture the whole student. We hope that audience members will leave with a variety of strategies to consider implementing in their schools.
**Session I cont.:**

**9:55-11:05am**

**“Policing the Campus: Academic Repression, Surveillance, and the Occuppy Movement”**: Book Release & Talk

Scott DeMuth, PhD candidate in Sociology at the University of Minnesota, Oyate Nipi Kte. and Anpao Duta editoral collective

Anthony J. Nocella II, PhD, Visiting Professor Hamline School of Education, Senior Fellow, Dispute Resolution Institute at the Hamline Law School.

Kim Socha, PhD, professor, ARC, Institute for Critical Animal Studies, NORML, and Save the Kids.

Room: 125

Description: This workshop/presentation is a book talk and release focused on academic repression, corporatization of higher education, and how universities are become an industrial complex. With the rise of the corporate university and the academic industrial complex, colleges and universities throughout the United States are becoming monitored, armed, gated, and contracted out in the name of security. Policing the Campus is a collection of essays by activist academics and campus organizers from a variety of fields and movements.

**Dare 2 Be Real...about Race: Building Systemic STUDENT anti-racism**

Dr. Patrick Duffy, Anthony Galloway, Lisa Skaff

Room: 131

Description: Have you struggled to create authentic interracial partnerships for students in your school? Are you trying to develop truly systemic programming that is research-based and has been shown to positively address the racial predictability of student achievement while building the capacity of an entire community to address anti-racism? In this session we will learn collaboratively about the development of an interracial student leadership group called D2BR that has grown in numerous middle schools, high schools, and colleges. Through the testimony and personal narrative of youth adults and an exploration of the impact of critical race theory on curriculum design and instruction, we will explore ways in which students can internalize anti-racism as a part of their individual and collective mission.

**Session II:**

**11:15-12:25pm**

**Food Sovereignty in Indigenous Communities**

Deanna StandingCloud, MPS Indian Education

Sammie Ardito-Rivera, Dream of Wild Health

Room: 132

Description: This workshop will define food sovereignty & discuss how tribal communities exercise their sovereignty through food security.

**Let’s Talk About It: Intersections of Race, Religion, Gender, and Sexual-ity in the Classroom**

JP Arcani & Tayvon Caples: Trans Youth Support Network

Room: 126

Description: We’ll focus on how understanding the intersections of race, religion, and gender & sexuality allows us to have the hard conversations about race in the classroom. Participants are encouraged to bring their experience in having had these conversations and what tactics worked/didn’t work well. Note that this is a space to teach and be taught through personal experiences, outside resources and networking and collaborating. Participants will leave with a common understanding of how our intersectionalities play a significant role in starting conversations about race, as well as concrete strategies.

**Getting ready to talk about race: White racial identity**

Timothy J. Lensmire

Department of Curriculum and Instruction, University of Minnesota

Room: 146

Description: Many of our attempts to talk about race with white people fail. For me, part of the blame for this failure rests with us as anti-racist educators and activists. In this workshop, I propose an alternative to the ‘white privilege’ framework that is often assumed in anti-racist work. Drawing on the writings of the Reverend Thandeka and Ralph Ellison, among others, I sketch a portrait of white racial identity that emphasizes the conflicts and ambivalence at the core of white selves in the U.S. Then, together, we will explore how understanding this ambivalent white self might help us better plan for and engage in work with white people on anti-racist and social justice projects.

**Urban Speaks: Music and Building Community**

Antoine Duke (Keno Evol), Resident Teaching Artist, Pillsbury House Theater

Room: 131

Description: The spoken word performance workshop I will be leading will be centered around building community, and the different genres of music found in community. I will provide samples of music I feel are found in my community. Genres included will be hip hop, blues and neo soul I will have samples of lyrics from various genres, and have participants interpret and embody the words using social justice theater exercises. I will then have participants personalize the lyrics provided by developing music, and reflecting on the community they have built.
Session II cont.:
11:15-12:25pm

Antiracist Pedagogies with White Practicing Teachers: Lessons from the RaceWork Professional Development Program

Zachary A. Casey, PhD, & Shannon K. McManimon University of Minnesota
Room: 128
Description: We will share the process and outcomes of a year-long professional development course conducted by two university teacher educators with eight white practicing teachers on structural racism, white racial identity, antiracist pedagogy & practice. Meeting monthly, “Race Work: Understanding Ourselves, Our Schools, and Our Teaching” aims to help white teachers understand the history of race and whiteness in the U.S. and how it plays out in our classrooms today. After presenting this work, we will engage participants in activities designed for them to incorporate lessons from RaceWork into their own goal setting and action plans for their work in classrooms.

Becoming Critically Literate: Reading the Word and the World

Tracey Pyscher, Anne Crampton, Maggie Struck: Curriculum & Instruction, University of Minnesota
Room: 120
Description: There is no one way to read a text; texts are read in different ways by different people—these are social, cultural and political acts. A critical literacy framework focuses on ways to approach the complex texts (print, media, and digital) that students must interpret, analyze, and critique across disciplines. In this session, we will discuss several resources, and pedagogical strategies. We will explore how texts position readers, how readers position texts, and how texts are positioned within social, cultural, political, and historical contexts.

High School Mathematics: Empowering Students to Identify and Interrupt Institutional Racism, Power, and Privilege in our Communities

Morgan Fierst & Stephanie Woldum: South High School Mathematics Dept.
Room: 125
Description: Teaching mathematics is a political activity that requires the participation of educators, students, families, communities, and administrators. However, the vast majority of math classrooms across America are absent of a political and racial context and dialogue. Explore the mathematics classroom as a vital place to discuss and analyze racism, power, and privilege. Understand how to implement a culturally relevant curriculum that cultivates student engagement in rigorous mathematical tasks. Engage in activities that explore this intersection, which include investigating racial disparities in mortgage lending practices with recursive sequences and exploring segregation with standard deviation. Leave with a framework that acknowledges obstacles, but also guides student-centered critical race theory in mathematics.

Let’s Get Smart.: Race and Other Factors of the Achievement Gap

Ah Vang-Lo, National Youth Leadership Council (NYLC), Youth Initiatives Manager
Ila Moua, NYLC, Youth Advisory Council, Stillwater Area High School
Sandra Osei, NYLC, Youth Advisory Council, Tartan Senior High School
Room: 146
Description: A workshop designed by youth for youth, participants will receive an active look at White privilege and the role it plays on youth and in the achievement gap. Walk away with knowledge on how you can become an agent of change to “Serve. Learn. Change the World.”

Session III: 1:20-2:30pm

Youth Telling: Why We Need to Get it Right (Not White)

Lamia Abukhadra, Freesia Towle, Saidah Mahamud, Kyra Hood, and Fatuma Abdi, s.t.a.r.t. (students together as allies for racial trust) at South High School with other s.t.a.r.t. leaders & Adult Advisor Kate Towle
Room: 131
Description: Our cultural history of justice continually imprints narratives that emphasize white superiority and privilege. With Minnesota students more diverse than we ever and with Minnesota’s “achievement” gap the second largest in the nation, students desperately need learning venues that can help us combat the growing inequalities. Yet, students are taught a whitewashed version of history that denies our country’s true racial past—we are rarely asked or given a venue for telling our stories. When youth are given space to lead the dialogue, perspectives deepen and new solutions emerge. In this workshop, students lead a dialogue to highlight lies and inequities we experience at school, adulthood as an obstacle, and how s.t.a.r.t. enables youth telling and new leadership within our community.

“We are They”: Working More Effectively with Students with Physical Differences

Ed Bourgeois. SEA in the POHI group at South High School
Room: 146
Description: Working more affectively with Students with Physical differences. An overview of the ADA, simple accommodations, The discrimination of low expectation. The Socio economic gulf. Heightened awareness of the challenges, academically, and socially faced by some students with physical impairments.
Multiple Perspectives: Incomplete Stories

Deb Sheffer, Hamline University, School of Education
Room: 128

Description: Conventional approaches of teaching history, usually told from a dominant perspective, have ignored and marginalized the contributions and voices of the other. No one text tells the whole story. What is better than a single textbook with a single perspective? It is different books on the same topic, from multiple perspectives. An important purpose of teaching through a multiple-perspectives approach is that teachers are able to include the stories of the voiceless, the unheard, the unaccepted, and the less privileged. In this workshop, students will have the opportunity to compare/contrast sources; to search for omissions, untruths, the underrepresented; and to question from whose perspective were these stories written and told.

From Charter Schools to Corporate Education: Why NOT Wait for Superman
Mysnikol Miller, Kerry Jo Felder, and Nicque Mabrey
Room: 132

Description: This panel will examine how charter schools, which are anti-union, are not an answer to oppression and education justice. Further, this panel will speak specifically about Twin Cities case studies of how charter schools are doing more destructive and taking large amounts of money out of public schools and the community, where a few people profit. This panel will explain how corporations are working with organizations such as TFA and other right-wing nonprofits to push anti-union, zero tolerance, and high-stakes testing agendas on school boards and Departments of Education.

Edutators, Students, and Parents Together: an IWW Approach to Organizing in Education
David Boehnke and Sadie Cox, educators and members of the IWW Education Workers Committee
Room: 130

Description: How can we build the educator, student, parent coalition necessary to save public schools while creating a public education system worth fighting for? Beginning with our own experiences and building through a number of interactive activities we will collectively reflect and strategize, sharing the IWW Education Committee’s organizing model as a basis for making transformative change.

Kick Wells Fargo Off Campus (KWOC)
Alisha Roopchand
Macalester College Kick Wells Fargo Off Campus (KWOC)
Room: 126

Description: Macalester Kick Wells Fargo Off Campus (KWOC) is a coalition of students, alumni, and community members coming together to hold big banks accountable for their actions that have harmed our communities through the foreclosure crisis. KWOC is a national campaign of United Students Against Sweatshops (USAS), a coalition member of Minnesotans for a Fair Economy (MFE), and a partner of Occupy Homes MN. As college students it is exciting to fight corporate racism. Our demands and tactics have brought our school’s administration to the table, and even gotten attention from Wells Fargo corporate.

When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.
-Audre Lorde

Kids Make History: Travel Study and Social Justice curriculum at Southside Family Charter School
Melissa Favero, teacher at Southside Family Charter School
Room: 125

Description: On October 8-10, 2013 the 6, 7, and 8th grade students at Southside Family Charter School went on a trip to northern Minnesota. They learned about Minnesota history, focusing on Native American history and culture. One of the stops of their trip was to the home of Dennis Banks, an activist and founding member of the AIM movement. This student-led presentation will give people an introduction to the school and the travel study curriculum. Students will present photos and information on their latest travel study experience to Northern Minnesota, and talk about the upcoming 10-day Civil Rights History trip thorough the southern United States. Southside Family Charter School is a small, k-8 school that has a social justice curriculum. We teach students about oppression, resistance, justice and kids who have changed the world.

Session IV: 2:40-3:50pm

The Central Identity Project
Candida Gonzalez, coordinator, Green Central Community Education & Greta McLain, artist
Room: 132

Description: We will describe the process of the Central Identity Project, in which we created the new mural on Green Central school through working with youth, Central community and Central organizations. This was the first community mural created using the polytab method process in Minneapolis and was inspired by the community murals of the Philadelphia Arts Mural Project. The presentation will consist of photos and videos of the project.
Session IV cont.: 2:40-3:50pm

Teachers Unions: A conduit for Social Justice
Nick Faber, Officer, Saint Paul Federation of Teachers
Room: 128

Description: This workshop will outline how the St. Paul Federation of Teachers has intentionally incorporated social justice work into their union. We will also provide steps for moving your union into a more social justice framework.

Special Education as The New Eugenics: Dismantling the School to Prison Pipeline for Collaborative Inclusive Education
Facilitated by organizers from Save the Kids:

Save the Kids (STK) is a grass-roots organization grounded in the values of Hip Hop activism and transformative justice, which advocates for alternatives to, and the end of, incarceration of all youth. STK focuses on dismantling the school-to-prison pipeline.

Room: 125

Description: Today more and more economically disadvantaged and students of color are being pushed into special education with IEPs and stigmatized as having a disability. This workshop examines how special education is the first stop in the pipeline from the school to the prison. This workshop will examine how special education is a modern form of Eugenics. This workshop will further discuss educational tools that perpetuate standardization. You will leave this workshop with: A critical perspective of special education, alternatives to special education, a few practical collaborative teaching skills, and terms and theories to watch out for that perpetuate the school to prison pipeline.

Writing for Social Justice in the Language Arts Classroom
Jessie Tierney & Stephanie Rollag, U of M, Minnesota Writing Project
Room: 130

Description: As middle school teachers, graduate instructors, and Teacher Consultants for the Minnesota Writing Project, we have have explored what it means to write for social justice in classrooms and believe that writing for justice relates to students’ lives, engages students in meaningful literacies, and acts as a rehearsal for taking action in the world.

In this session, we will provide a framework based in critical writing pedagogy for embedding social justice themes in students’ writing. Using that framework, we will ask participants to draft their own short, justice-themed pieces, to engage in a “read around” as they share those pieces, and to reflect upon the affordances and challenges related to writing for change. We will ask participants to name the ways they engage in such writing in their classrooms, both explicitly and implicitly. Drawing from themes in Linda Christensen’s Reading, Writing, and Rising Up (2000) and Teaching for Joy and Justice (2009), we will also share student examples from our teaching and research which demonstrate how social justice writing has the potential to be personal, political, and powerful. Finally, we will ask participants to discuss what it means to write and act for racial justice in classrooms and to consider how a critical writing pedagogy does/does not support frank and open discussions about race in classroom spaces.

Fired Up: Managing Disagreement about Race
Abby Rombalski, educator in grades 6-12 for 15 yrs. Currently at the University of Minnesota & a Paideia Seminar Facilitator with Augsburg College
Room: 126

Description: Using a Paideia Seminar platform similar to a debate, “Examining Viewpoints,” participants will discuss race in American society based Tupac Shakur’s song “Changes.” Will we change or not?

Changing Teacher Preparation: A Dialogue
Alissa Case, Saint Mary’s University, Director of the Culturally Responsive Teaching Program
Room: 120

Description: I believe the solutions to eliminate disparities in our system exist within our community. In order to achieve racial justice and equitable schools/classrooms, teacher preparation as we know it needs to change. This session will be a facilitated dialogue where participants will collaborate to produce ideas for changing teacher prep programs. Some of the ideas generated in our discussion will be presented to members of the Minnesota Association of Colleges for Teacher Education.
**Assemblies:**

4:00-4:55pm

Assemblies are action-oriented dialogues around specific issues and active campaigns. These sessions are discussion-oriented and are excellent opportunities to network, collaborate and organize.

No TFA in Minnesota
Room: 146

Solutions Not Suspensions
Room: 130

Developing the Dreams of Dare 2 Be Real – Creating a Network for Anti-Racist Student Leadership
Room: 132

Social Time and Curriculum-Sharing
Room: Commons

*Special Session (youth only)*

**Reclaiming the Halls:**

A Student Training for Social Justice

2:40-4:55pm in Room 131

Facilitated by the Youth Committee of the Twin Cities Social Justice Education Fair Planning Team

Room: 131

Description: Created and co-led by students, this training is an opportunity to learn skills and strategies for student organizing in schools. Participants will have a chance to discuss issues that are most important and pressing to them, and consider strategies and tactics for building student power. Join us for snacks, music, spoken word, fun games, and networking as we foster our skills for demanding change together!

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**General Information**

**Childcare** - Room 149

**Wifi Access** - MPS-Guest

**Breastfeeding/Pumping Area** - Room #120 (science room with access to a sink)

**Continuing Education Units (CEUs)** are available to pick up at registration table at the end of the day
Guidelines for a Healthy Dialogue

The Twin Cities Social Justice Education Fair recognizes and values that everyone comes from different places, backgrounds, and experiences. We seek to create an environment where people treat each other respectfully and where we can hold each other accountable.

With this in mind, we’d like to offer some guidelines for fostering productive, healthy, and just dialogue.

The following are taken from guidelines produced by Project South, Teachers 4 Social Justice, the Chicago Freedom School, and Free Minds, Free People for the 2013 conference:

- **Our time together is precious.** WAIT (Why Am I Talking?). Because we have limited time available, we want to make sure that as many people as possible can participate. Please make sure your comments and questions are concise and address the issue at hand.

- **In this space, we are all teachers and learners.** Everyone can learn from one another as well as bring their experience to the community.

  **Step up, step back.** In order to support everyone’s participation, if you are usually a talkative person, be mindful of others and step back a bit. If you are usually quiet, we encourage you to step up a bit and be more vocal.

- **Keep an open mind.** Be prepared to listen to others, even if you do not agree with them. And be prepared to have your views challenged by others.

- **Challenge people respectfully.** Please focus your comments on the idea, not the person expressing it. Remember, we all make mistakes. Making mistakes is part of the learning process.

- **Be aware of power and voice in the room.** Be mindful of your privilege (e.g., being white, male, without a disability, straight, an adult, holding an advanced degree, etc.), and step back when appropriate.

- **Please turn off cell phones or put them on vibrate.**

Thank You to All Who Made this Possible!

A big thanks to David Boehnke, Sadie Cox, Antoine Duke, Erin Dyke, Shannon Edberg, Dakessa Hector, Cara Kemnitz, Tamera Larkins, and Julia Shumacher among many other volunteers and friends that helped along the way - for your beautiful spirits, commitment to justice, and for all your hard work over the past months!

And, a huge thank you to our inspiring keynote panelists, our amazing workshop facilitators, and all of the wonderful participants working for justice in the TC!

**Supporters and Sponsors**

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