“Nothing About Us, Without Us, is For Us”

TWIN CITIES 3rd ANNUAL
SOCIAL JUSTICE EDUCATION FAIR

October 17, 2014
Ben Mays International Magnet School
St. Paul
Theme: Nothing About Us, Without Us, Is For Us

Throughout the past year, conference organizers have taken the pulse of our education communities. We found that more and more students, parents and caregivers, communities, support staff and teachers are refusing to be shoved to the margins, silenced, and dominated. Our communities are increasingly unwilling to continue to go along with decisions made for us and about us, without us.

This year’s theme highlights a phrase, or rather a call to action, that has deep roots within (dis)ability studies and activism, among other historical movements, and challenges the marginalization of people marked as different. We mobilize this call to challenge the ways in which the education system has become increasingly efficient at dismissing many of us as abnormal (e.g., queered genders & sexualities), criminal (e.g., black and brown boys), irresponsible (e.g., education workers who desire to exert their collective power through unionization), or failing (e.g., communities who struggle against the privatization and closures of their schools).

We want this year’s fair to move us closer to realizing our collective power in our schools and communities. We invite workshops to address the ways in which classroom practices, organizing campaigns, and social justice projects help us advance how we understand and practice “nothing about us without us”:

- How do we define “us”? How can we highlight and learn from our disagreements about who “us” is? How can we push each other to learn across our different politics and race, class, and gender experiences?
- How can we create deeply transformative spaces within schools and communities in order to disrupt and challenge “normalized” versions of history, social justice, education reform, and our own power?
- What do we and our communities need and want, and how can schools contribute to making that possible?
- How do we make sense of who or what we are up against in our efforts to struggle for and enact the kinds of changes we want to see in our schools, classrooms, and communities?
- What tools do we need to build our movements more safely and effectively in order to amplify our voices, build lasting communities, and successful campaigns?
- How are students, parents, and educators already organizing to exercise their powers and work together for racial, gender, social, and economic justice, and how can we learn from and support their struggles in relation to our own?
Schedule
Breakfast & Registration
8:00am to 9:00am
Room:
Welcome & Opening
9:00am to 9:30am
Room:
Workshop Session 1
9:40am to 10:55am
Workshop Session 2
11:05am to 12:20pm
Lunch
12:20pm to 1:05pm
Room:
Keynote
1:15pm to 2:15pm
Room:
Workshop Session 3
2:25pm to 3:40pm
Workshop Session 4
3:50pm to 5:05pm
Closing
5:15pm to 5:30pm

Workshop Information

Session I
9:40-10:05am

Storying the School to Prison Pipeline: Personal Narratives as a Path Toward Transformation
Philip Borer Nelson, former MPS Student, Letitia Basford, Associate Professor, Hamline University, Joe Lewis, Assistant Professor, Hamline University
Room: 2101
What happens when the so-called victims of the school-to-prison pipeline engage actively in the process of presenting their experiences to educators? In this presentation, we discuss how these experiences served as a form of healing, empowerment, and self-efficacy for Philip. He will share how he has gained a greater sense of optimism about the potential for change. He will highlight how he has come to see the school-to-prison pipeline as an institutional epidemic, that black boys are being targeted, and has become motivated to be an agent of change. We will also highlight the powerful impact on teachers when they hear directly from the victims of the pipeline.

Building Parent/Teacher Partnerships Through Home Visits
Nick Faber, Saint Paul Federation of Teachers, Parent
Room: 2104
Participants will receive an overview of the Parent/Teacher Home Visit Project (PTHVHP) that has trained teachers to use home visiting to create partnerships with parents and increase parent engagement across the country. Participant will learn how PTHVHP was implemented by the union in Saint Paul and outcomes that the program has produced there.

Immigration and Identity: English Language Learners Creating their Future
Irene Fridman-Boyd, ELL teacher, Minneapolis Public Schools
Room: 2105
For many immigrant families, being 100% American as quickly as possible often becomes their road to success, but at what price? Too many English Language Learners give up in a school setting, letting others ultimately make important decisions for them, since they see that their identity is often not considered or represented. Engage in a discussion around ways to put aside cultural assumptions and cultural interpretations for these students and let them lead, create and pave the road to their future.

The Philadelphia Student Union is a youth-led organization that gives young people the tools and skills they need to organize and strategize for a high-quality public education in the city of Philadelphia. We work on school-based, citywide, and national campaigns to fight for education that liberates and transforms communities.

Keynote will take place in the Capitol Hill Auditorium (not on map, follow signs & volunteers)

Mahala Papadopoulos
Koby Murphy

Mahala lives in West Philadelphia and is in 10th grade at J.R. Masterman Highschool. She has been a member of the Philadelphia Student Union for one year. She attends chapter meetings at her school, which was the founding PSU chapter 20 years ago. She is also a member of On Blast, PSU’s youth-led radio production team.

Koby is an alumni of the Philadelphia Student Union and a graduate of the Philadelphia School District. As a member of PSU, Murphy participated in Movement Music, which was a project that aimed to share students experiences through music. As an alumni, Murphy supports PSU by playing a leadership and mentorship role to younger members.
Session I (cont.)
9:40-10:55am

Locked out of Paradise: Native Americans, Prisons, and Education
Valerie Barber, Master’s Candidate, Graduate School of Education, The College of St. Scholastica, Duluth, MN

Room: 2711
This workshop will provide background and an overview of the disparate incarceration rate among the Hawaiian and Native American populations. It will also examine the ways in which culture may influence the effectiveness (or non-effectiveness) of education to facilitate return to one’s home community.

Crossing Boundaries
Camille Holthaus, Parent, Field Middle School, Bisexual Organizing Project

Room: 2107
The intersection of marginalized identities can complicate organizing. Gay and African American, Hindu and transgender, non-neurotypical and female. What happens when the spaces that are supposed to be for us, exclude us? This workshop uses participants’ experiences to explore how individuals and groups exclude individuals and how groups exclude other groups when they share some of the same marginalization but not others. Designed primarily for formal and informal community leaders; participants will discuss how we frame us/them, learn strategies to support individuals who are being excluded and explore how clearly framing the purpose of an organization empowers safe spaces.

More Authentic, Less Punitive: Assessments that Promote Learning and Social Justice
Corinth Matera, English teacher and Open Program Coordinator, South High School
Robert Panning-Miller, Open 9th grade social studies teacher, South High School, Michelle Ockman, Open 9th grade English teacher South HS

Room: 2709
Standardized tests are frequently criticized because of their inauthenticity, their punitive use, and their bias. But what about our classroom assessments and grading systems? For the past several years, teachers in the Open Program at South High School in Minneapolis have been working to shift students, parents and teachers away from a focus on points and grades and toward a focus on genuine learning. This workshop will present a framework for evaluating assessments: how can we make our classroom assessments and grading systems less punitive and more authentic? The panelists will share practical examples from their own classrooms and will talk about barriers to this more authentic grading system. Participants in the workshop will have an opportunity to evaluate and discuss specific assessments from various disciplines.

Stereotype Threat in the Math Classroom
Jennifer George, Roseville Area Schools, Melanie Meyer - teacher, North High School

Room: 2108
This workshop addresses ways in which stereotype threat is perpetuated in the math classroom. Stereotype threat is the experience of anxiety in a situation in which a person has the potential to confirm a negative stereotype about his or her social group. It also includes activities that connect social justice to the math classroom, such as teaching about racial profiling through hypothesis testing and finding inequitable patterns using linear regression.

How To Make Your Classroom Less Like Prison:
Radical Thinking and Teaching designed to empower, decolonize and create real relationships
Kenna Cottman – Hall Elementary, Minneapolis Public Schools; Voice of Culture Drum and Dance; Black American Griot, Alissa Case – University of Minnesota, PhD Candidate

Room: 2708
We will engage in a dialogue with participants about how schools function like prisons beyond disciplinary means. Through our discussion, will set up our framework for how we view decolonization, invite a co-construction of how colonization happens in schools and collectively imagine how we can radically shift our practices to honor and emancipate our students.

What Counts as Knowledge: Employing Critical Pedagogy in an IB Theory of Knowledge course
Ahmed Amin, Minneapolis Roosevelt High School, Jehanne Beaton, Minneapolis Roosevelt High School/ University of Minnesota

Room: 2710
Our workshop invites you to participate in a conversation about what kinds of knowledge count in school, an activity we use in our Theory of Knowledge class, which serves as a cornerstone of the International Baccalaureate program at Roosevelt High School. Using interactive teaching methods, participants will examine multiple texts that push back on the ways knowledge is framed by our educational system. Participants will reflect on their own school experiences and discuss ways in which the Theory of Knowledge course offers students an opportunity to question and rethink the ways they have been socialized to assign value to only certain types of knowledge.

What is a union good for?
Shaun Laden, MFT 59 ESPs, Jefferson Community School, Anna Brelje, Education MN

Room: 2106
The current model of business unionism is failing its members and society as a whole. As unions have become less radical in their critique and programming they’ve lost ground. But if description continued on p. 5
unions aren’t just about reduced insurance rates and discounts on merchandise for their members what are they for? Unions are organizations that can grow and use collective power to better working and living conditions, build and use political power to change the rules of the game and can struggle in coalition to achieve broader societal changes. Those broad goals can only be achieved with active empowered locals. How can we activate members in our unions to make them into organizations that can improve our working conditions and raise our standards of living? How can we struggle with community to win collective goals?

This workshop will ask members to envision how collective action can be used to solve a problem they have on the job. We’ll also emphasize the possibilities of working in coalition to achieve shared goals to build community relationships and power for pro-labor causes.

Session II
11:05am to 12:20pm

Opting Out: An Educator’s Guide
Robert Panning-Miller, Mary Manor, Corinth Matera; All of us are teachers at South Senior High School in Minneapolis and founding members of the Rank and File Educators Advocating for Change (REACH).

Room: 2710
After more than a decade of No Child Left Behind (NCLB) and five years of Race to the Top (RTTT), what has been exposed by all of the standardized testing, is just how toxic standardized tests are for students. Standardized testing has narrowed curriculum and deprived students of music, the arts, physical education, and other experiences. The testing is used to rank and sort student, teachers, and schools, and disproportionately identify students and teachers of color as “failing.” As educators, we have a professional and moral responsibility to actively resist the failed testing regime. Teachers in Seattle’s Garfield High School, risked disciplinary action and their jobs by refusing to exposing their students to the MAP test. Resistance is not limited to Seattle or to this type of action. This workshop is designed for educators who to learn about and develop multiple strategies that will compliment the “Opt Out” efforts of parents and students. However, everyone is welcome to participate as the effort to create authentic learning experiences will require a unified movement of teachers, parents, and students.

Bilingual Education: Foundations and Future
Sonia Núñez-Gibbs, Current MPS School Board Forum en español coordinator @ Waite House, Former MPS middle school, bilingual Social Studies/ESL/Spanish Teacher: Andersen, NSJ, Folwell, Former MPS middle school bilingual AE: NSJ

Room: 2104
Bilingual Education in our homes, schools or political arenas is often discussed or implemented without an understanding of basic best practices. Learn about the cognitive foundations of bilingual education, basic guidelines for quality instruction, and various programming designs. Hear how district and school level planning for bilingual education can dramatically impact student learning, and about community efforts to maintain access to quality bilingual education.

Unionizing Charter Schools
Leah Steiner Suter - Twin Cities German Immersion School (first charter school in MN to unionize)! (*has to go in this timeslot for scheduling)

Room: 2105
The Twin Cities German Immersion School (a public charter school) was the first charter school in Minnesota to form a teachers’ union, and we hope to help other charter schools unionize as well! We will present the process our teachers went through in unionizing, answer questions about benefits as well as pitfalls and hurdles, and facilitate discussion on what is needed to help your charter school teachers mobilize and unionize.

Beyond Girls Rock Camp: Amplifying a Myriad of Voices
Brita Higgins, Amy Lee Hinz, Izzy Buckner, Our affiliations are: Girls Rock Camp Alliance, Not So Macho Music Collective, Women In Music Initiative (Guitar Center)

Room: 2106
The Girls Rock Camp movement aims to create an empowering experience for female identified youth ages 8-16 during week long summer music programs. The facilitators have taught at Girls Rock Camps and are inspired by their approach, but are thinking about how some of the important gaps the camps fill as a feminist/youth empowerment oriented music education model can be brought to other kinds of learning spaces that are less temporary and available to the full range of identities. We look forward to exchanging ideas with workshop participants on how to transform the culture of music education both in and out of the classroom.
Session II (cont.)
11:05am to 12:20pm

Ed Talk: Advocating for Racial Justice in Educational Settings
Danielle Barker, University of Wisconsin, Jamie Utt, Consultant

Room: 2107
In the world of education, interrupting White supremacy and “race-neutral” ideology is vital to building environments where all people can learn and express themselves fully. Unfortunately, though, finding effective ways to challenge privilege while inspiring anti-racist action is not easy in systems that are fundamentally built upon racism. This workshop will offer educators and education professionals who work in secondary and post-secondary contexts tools for engaging students and colleagues with unexamined privilege inspiring more meaningful anti-racist action.

A Community Discussion: Recruitment and Retention of Special Education Teachers that Reflect our Communities
Kellie Krick Oborn & Shelley Neilsen Gatti, University of St. Thomas, College of Education, Leadership, and Counseling, Special Education and Gifted Education Department

Room: 2108
The need for teachers from diverse backgrounds has become a national concern. The majority of school districts nationwide list the recruitment and retention of teachers of color as a priority. Many administrators cite difficulties finding adequate personnel, particularly with the added challenge of severe special education teacher shortages (Tyler, Yzquierdo, Lopez-Reyna, & Flippin, 2002). Join us for a collaborative conversation aimed at identifying facilitators of, and barriers to recruiting and retaining diverse individuals to the field of special education. Explore diversifying the special education workforce as a strategy toward advancing how we understand and practice “nothing about us without us”. What do our communities need and want related to the staffing of special education programs that serve our children and families? How can community members, schools, and universities collectively contribute to making that possible? We hope you’ll join the discussion.

Social Justice Unionism--Using Contracts to Fight for Schools our Children Deserve
Nick Faber, Vice President, Saint Paul Federation of Teachers, Other members of our bargaining team

Room: 2708
Participants will learn about how the Saint Paul Federation of Teachers engaged parents and community in the their last contract campaign that resulted in winning smaller class sizes, more counselors, more social workers, more librarians, more pre-k openings, and less testing for our students and community. Participants will also learn how SPFT used the contract to guarantee parents and community input on how issues like class size and school climate are handled in their students school. We will discuss how SPFT is using that contract language to continue to build parent power and stronger partnerships between parents and teachers.

Talking about talk. A Seminar on African American Language, using 2 Poems by Paul Laurence Dunbar
Abigail Rombalski, Univ of Minnesota

Room: 2709
Paideia Seminar refers to student-driven seminars focused on a common original text (text could be poetry, prose, art, spoken word, etc.) that encourage students to ask questions and to think critically about great ideas. We will use two poems by Paul Laurence Dunbar, one written in African American Language and the other in Dominant American English, to explore the meanings and power in language, and to extend to how we include or exclude language and culture in education today.

Session III
2:25pm to 3:40pm

Cultivating Partnerships With Youth For Us
Sarah Gunderson, National Youth Leadership Council, Youth Advisory Council Member, Arway Boker, NYLC Professional Development Manager

Room: 2612
How often do we truly “listen” to the voices of young people? What are their truths? How can adults better engage youth, the primary stakeholders in education, in revealing and confronting educational and social issues? Join NYLC Youth Advisory Council members, as they share strategies and activities to support the development of healthy youth-adult partnerships – which are essential to addressing community needs long-term. Come learn how to effectively harness youth voice and walk away with methods and tools to create partnerships that are beneficial to all involved.

Decolonizing Sex Positivity – No Femen Here Please
Nafeesa Dawoodbhoy – Planned Parenthood, The Spiral Collective

Room: 2105
As an immigrant and a queer woman who was raised muslim, decolonizing western philosophies, especially feminism has been at the core of my politics. When I was younger, I found feminism to be sexually liberating (as in its essence it is meant to be) but I also found that this liberation came upon the backs of my muslim sisters, mothers and grandmothers. The idea for this workshop is an expansion of a spoken word poem I wrote called - Maybe I can love my clit and also my
mother (who tried to cut mine off). I envision guiding a deconstruction of sex positivity and re-thinking of what it can look like for different people.

**The National Fight for Our Public Schools Comes to Minnesota**

Shaun Laden, MFT 59, Jefferson Community School, Anna Brelje, Education Minnesota

**Room: 2106**

The workshop would start with an overview of the neoliberal program in the United States to dismantle public institutions, specifically public education, and where the program has had success and where it is fighting now. Then it would lay out the landscape in Minnesota and Minneapolis Public Schools specifically. Finally, the session will end with an overview of the teacher/esp union locals that are fighting back through mutual struggle with parents, students and community to create strong public schools for all families.

The goal of this session is to provide a basic understanding of the players and motivations around the “corporate education reform movement” and provide a sense of what is happening to counter it.

**Using the Civil Rights as a Tool to Help Students Find and Use Their Voice**

Lawrencina Mason Oramalu, MPS Director of Equity & Diversity, Artësha Saballos, Student at Washburn High School

**Room: 2107**

Participants will hear from the members of the Minneapolis Public Schools’ Social Justice Fellows Program. In April, 40 high school students had the opportunity to visit Alabama and Georgia, states that were at the heart of the Civil Rights Movement. After the five-day civil rights tour, students took seminars at the University, where they learned more about the Movement. Many of the Fellows are seeking ways to share what they learned, and MPS is exploring ways to educate more students on the significance of the Movement. We want to help students understand that the fight is not over, and that their voices are needed. Facilitators will talk about how programs such as SFJ can inspire, engage and empower young people to lead and use their voice to influence change at school and in their communities.

**Youth Traveling Cooperative Institute: Rural Democratic Education & Cooperative Organizing in the Style of the Farmers Alliance & Grange Movement**

Emily M Lippold Cheney, Northcountry Cooperative Foundation

**Room: 2101**

The Youth Traveling Cooperative Institute (Youth TCI) is a program that moves throughout the rural Upper Midwest and uses a peer-to-peer model to educate youth (age 17-30) about cooperative business development. Traveling training in the Upper Midwest is not a new practice, it follows the organizing and education traditions of the Farmers Alliance and Grange. Many of the agricultural cooperatives in existence today are a result of that work almost a century ago. The two-part curriculum for the program uses democratic education practices, and focuses on building capacity within the 25 local communities visited so a traveling trainer is eventually no longer needed. Organizing community members to attend the trainings is the hardest part - which has led to some insights and further questions about how to organize folks to self-educate. During this workshop, participants will get an overview of the Youth TCI work to date, engage with one of the training activities done out on the road, and discuss together the relationship between democratic education and community organizing.

**The Journey to Identify Mentacidal Learning Environments**

Timothy R. Warren, MA Candidate Post secondary Teaching and Learning Program, University of Minnesota Twin Cities

**Room: 2108**

Bobby Wright (1974) first coined the term mentacide in reference to the collective stripping of the intellectual power and knowledge of Black people. Azibo (1989) similarly incorporated the term in his extensive research on healthy and destructive Black personality classification. Learn how the combination of these two scholars results in a description of mentacidal behaviors that result from Black people’s adoption of values, belief systems, and ideas that lead to the denial of self-knowledge and knowledge of themselves within a positive African context. Explore a classification system designed to better organize the magnitude of mentacidal behaviors, to increase educator, students parents, and community awareness, and ultimately lead to the development of interventions that support Black student achievement.

**Session IV**

**3:50pm to 5:05pm**

**See Youth Activists Summit Insert for additional workshops during this session**

**How Do We Begin to Eliminate the Single Story?**

Lawrencina Mason Oramalu, Minneapolis Public Schools’ Office of Equity & Diversity, Dr. Lanise Block, MPS Social Studies Content Lead, MPS Students who participated in Social Justice Fellows Program

**Room: 2101**

In her TED talk, Danger of a Single Story, novelist Chimamanda Adichie challenges the audience to eliminate stereotypes and single stories. In this workshop, participants will watch the Danger of a Single Story clip and discuss some of the single stories that are being told about youth, particularly African American students. How can we change the narrative in our schools and in our communities so that Afri
can American youth are not looked at through a lens of fear and inadequacy? How can we invite students to the table to help reshape the curriculum and the culture in their schools so that they feel that their identity, culture, history and experiences are affirmed and celebrated? In this workshop, the facilitator and MPS students will share some of the work that has been started in MPS and invite others to share what they are doing and how together, we can work to change the narrative.

**Engaging Saint Paul Teens in the Career Pathways Processes**
Oanh Vu, Science Museum of Minnesota (dept: Kitty Andersen Youth Science Center)

**Room: 2104**
This workshop focuses on a community engaged research project that investigated the lack of connections between teens (specifically teens of Color and teens from lower income communities in the metro area) to experiences and resources that will give them knowledge and skills to pursue professional careers. Our team (Teen Tech Crew) is made up of 9 high school aged youth based in Saint Paul, MN who work together to bring visibility to community issues and empower youth through technology. We seek to create avenues to bring relevant and beneficial technological tools to other teens of color in the twin cities metro area. With our greatest skills as community leaders and technology educators, we are planning to partner with a technical developer to see our civic technology tool through to fruition. Through this collaboration, we hope to combine our expertise to create the ideal tool to address this issue.

**Making an Impact as a Parent**
Camille Holthaus, Parent Representative, Field Middle School Site Council, Past Treasurer, Waite Park Community School (Minneapolis, MN), Past Parent Representative, Waite Park Community School Site Council

**Room: 2105**
As parents concerned with social justice, our work in the schools has to go beyond the support we give our own children. Our voices and actions can move administrations, elect school boards and shape policy in the classroom, school building, and school district. This participatory workshop is designed to share information on the many ways parents shape the school experience from effective leadership on your school’s site council to one on one work with teachers and administrators. We'll exchange ideas, discuss barriers we've encountered and brainstorm solutions. Whether you’ve never gotten involved before or you are an experienced advocate for social justice in education, this workshop will give you tools, ideas and connections to keep making things better.

**Youth Paideia Seminar: Quotes on Peace & Justice**
Erick Taggart (South High School, MPS) and Erin Hester (Prior Lake High School), Augsburg College Paideia Program

**Room: 2106**
Paideia (pi day a), Greek, means the upbringing or education of a child. It is an educational program presented by Mortimer Adler and the Paideia Group in 1982 to get students actively engaged in their own learning. Participants first read a common text centered on great ideas like peace and justice, and then they take part in a student-driven discussion where they share ideas and opinions, ask questions, and push each other to think critically about the text and what those great ideas mean to them. Paideia discussions are useful for students of any age, from elementary school through college, and students become more engaged in their educations when they become more involved, proving that “nothing about us, without us, is for us.” The overall goal of Paideia is to encourage our global citizens to be engaged, lifelong learners. Our primary audience is educators, and our goal is to present student-lead discussions as a valuable tool for educators to utilize in their classrooms. We will provide a demonstration using students from classrooms of Paideia institute.

**“From Education to Incarceration: Dismantling the School to Prison Pipeline” Talk with Authors**
Author Panel facilitated by Reies Romero: Deborah Appleman, Hollis L. Caswell Professor and chair of educational studies at Carleton College, Joe Lewis, Ph.D., assistant professor in the School of Education at Hamline University, Letitia Basford, Ph.D., is an assistant professor in the School of Education at Hamline University, Nancy A. Heitzeg, Ph.D., professor of Sociology and Co-Director of the Critical Studies of Race/Ethnicity Program at St. Catherine University, Anthony J. Nocella II, Ph.D., an intersectional academic-activist, Visiting Professor in the School of Education at Hamline University and Senior Fellow of the Dispute Resolution Institute at the Hamline Law School, Kim Socha, Ph.D

**Room: 2107**
This panel part of the National Week Against Pushouts is by authors in the book “From Education to Incarceration: Dismantling the School to Prison Pipeline” (2014). The school-to-prison pipeline is a national concern, from the federal to local governments, and a leading topic in conversations in the field of urban education and juvenile justice. From Education to Incarceration: Dismantling the School-to-Prison Pipeline is a ground-breaking book that exposes the school system’s direct relationship to the juvenile justice system. The book reveals various tenets contributing to unnecessary expulsions, leaving youth vulnerable to the streets and, ultimately, behind bars.

**Step Up: Creating Social Change through Bystander Intervention**
Anastasia Press, Bronte Stewart-New, University of Minnesota

**Room: 2108**
description continued on p. 9
Educators want to create a safe environment where everyone is free to explore ideas; we want what’s best for our students. But what do we do when that environment is threatened by things like racial slurs, homophobic language, or other hostility? What about students who face personal struggles that affect their ability to engage with the material? Our workshop, Step Up, a bystander intervention training program, aims to give people the ability to not only recognize events where they should intervene, but also the skills to effectively do so. We focus on the Five Decision-Making Steps, and we will discuss reasons why people do or do not intervene, how to communicate effectively when working with sensitive issues, and how utilize the “3 Ds” (Direct, Delegate, and Distract). Finally, we will present scenarios and, as a group, discuss different ways to effectively intervene. Our goal is to give educators the tools they need to intervene, as well as help them encourage their own students to be more than just bystanders.

Tabling Information

Tabling will take place in the **Yellow Atrium** throughout the day.

- Rethinking Schools
- University of St. Thomas
- Trans Youth Support Network
- Save the Kids
- El Colegio Charter High School
- University of St. Thomas Special Education and Gifted Education Department
- RLM Art Studio
- Occupy Homes MN
- Becky Dembach
- Bella Luna Midwifery
- Rank and File Educators Advocating for Change Caucus (REACH)
- Experimental Community Education of the Twin Cities (EXCO)
- Saint Mary’s University, Grad. Cert. in Culturally Responsive Teaching
- Face to Face Health and Counseling
- Youthrive
- National Alliance on Mental Illness Minnesota (NAMI MN)
- National Asian Pacific American Women’s Forum (NAPAWF)
- To Succeed You Must Read!
- Remember 1934 Committee
- Animal Rights Coalition
- Neighborhoods Organizing for Change
- NAACP St. Paul Youth and Collegiate Branch
- Twin Cities Industrial Workers of the World
- OutFront Minnesota
- Big Brothers Big Sisters of the Greater Twin Cities

Nothing About Us, Without Us, is For Us
General Information
Registration...... outside the Red Atrium
Breakfast ..........................Red Atrium
Childcare Room....................1102
Quietroom/nursing room ..........2103
Tabling ............................ Yellow Atrium
Lunch.....two cafeterias on the first floor (across from red and yellow atriums respectively)
Keynote.......... Capitol Hill Auditorium
(This is technically in a different school on the other side of the building. We will be posting signs and volunteers will help folks find their way.)

Twin Cities Social Justice in Education Awards
We would like to honor this year’s finalists for the TC Social Justice in Education Award: Cristina Benz, Visual Arts teacher at Washburn HS; James Christy, Special Education, South HS; Morgan Fierst and Stephanie Woldum, math teachers at South HS; Linda Lucero, Associate Educator at Anishinabe Academy; Janice Phillips, community advocate and EA, Nellie Stone Elem.; Crystal Spring, founder of the Social Justice Theatre program at Washburn HS; Ricki Williams, student at Robbinsdale HS; Enitan Yarbrough, Special Education in MPS

2014 Award Winners

Eshay Brantley

Brantley is a senior at Washburn High School who is in her third year in the Washburn Blackbox Theater Program. She is the first person in her family to do social justice theater and/or spoken word. Through her acting and poetry she strives to bring self-awareness to youth and to be an example of a young person making their voice heard. Her work is all about undoing oppression by being a black, educated, powerful young woman who’s not afraid to speak truth to power. (CONT p. 11)
Gibney is faculty in English at Minneapolis Community and Technical College (MCTC), where she teaches courses in critical and creative writing, journalism, community organizing, and African Diaspora Studies. She has been a leader in many of MCTC’s equity initiatives throughout her seven years there, and is a consistently strong voice for students -- particularly those who are most vulnerable. Specifically, she headed up the faculty group who created MCTC’s new AA with Emphasis in African Diaspora Studies, one of the first programs of its kind, if not the first, in the country, and wrote an initial grant for a comprehensive institutional-wide student equity audit, which was carried out under the leadership of Dr. Joi Lewis, in 2012. All of this work made Gibney a target by College and MnSCU leadership, culminating in a letter of reprimand that the College issued her last fall, after it determined that she had discriminated against two white male students in a Mass Communications class last fall. Based on the information available, Gibney, a Black female faculty member, was the first MCTC faculty member in 10 years to be issued such a finding and discipline by the College. Gibney decided to fight the finding and discipline, and with the help of her faculty union, the letter of reprimand was rescinded this spring, although the finding still stands, and is currently in her permanent file. Gibney was offered a buy-out by MnSCU leadership to leave MCTC altogether, but declined, as educating and matriculating the state’s most vulnerable students is her life’s work.

Jennifer Heimlich has been teaching at Hopkins High School for 12 years and has been the Equity Coordinator for 8 years. She is personally and professionally invested in issues of social justice, especially focused on issues of race. As a graduate student at the U of M in the 1980’s, she worked for the Dr. Martin Luther King program as a graduate assistant, teaching and advising students of color in their first years of college. Before she was a high school teacher, she also taught in prison, for the park board in Minneapolis, and for the Adult Basic Education program in Minneapolis, so she has varied experiences with different groups of people. She teaches the senior level AVID class at Hopkins, which helps non-traditional students get ready for and get into college. She also teaches a course called Diversity Seminar, which is a senior class where we focus in on issues of race, social class, ability/disability, and sexual orientation. Her students come out of that class with a wider sense of the world, and more understanding and empathy toward others. She was an ally to the students, many who were in her diversity seminar, who staged a walkout last year at Hopkins in protest of students of color being disproportionately targeted for disciplinary action and under-represented in the school’s curriculum.

The following workshops stem from active campaigns and organizing projects on a variety of education justice issues taking place across the Twin Cities. If you are interested in getting involved, please check out the following:

**Workshop Session I:**
- What is a union good for?, Shaun Laden, MFT 59 ESPs, Jefferson Community School, Anna Brelje, Education MN Room: 2106, see p. 4 in program for workshop description
- Opting Out: An Educator’s Guide, Robert Panning-Miller, Mary Manor, Corinth Matera; South Senior High School teachers and founding members of the Rank and File Educators Advocating for Change (REACH). Room: 2710, see p. 5 in program for workshop description
- Unionizing Charter Schools, Leah Steiner Suter - Twin Cities German Immersion School (first charter in MN to unionize!) Room: 2105, see p. 5 in program for workshop description

**Parents & Caregivers Track**

In the coming years, we are hoping to build connections with and support parent organizing taking place across the Twin Cities. If you are a parent and are interested in getting involved in this work and/or you are engaged in parent organizing, please contact us: tcedfair@gmail.com, (612) 787-2272

The following workshops are especially geared toward parents and caregivers:

**Workshop Session I:**
- Building Parent/Teacher Partnerships Through Home Visits, Nick Faber, Saint Paul Federation of Teachers, Parent Room: 2104, see p. 3 in program for workshop description
- Opting Out: A Parent’s Guide, Sarah Lahm (MPS parent, freelance writer, member of ACT for Education and the Coalition for Quality Public Schools) Room: 2101, see p. 5 in program for workshop description
- Making an Impact as a Parent, Camille Holthaus Parent Representative, Field Middle School Site Council Room: , see p. in program for workshop description
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!

**Organizers**


A special thank you to Shannon Edberg and to all the members of her household for allowing us to have a warm & cozy “home” base for our meetings.

**Supporters and Sponsors**

Industrial Workers of the World (IWW)
Education Workers Committee, Local 620
Minneapolis Federation of Teachers
St. Paul Federation of Teachers
Emma Birkmaier Critical Literacy and Urban Education Fund
Department of Curriculum & Instruction, University of Minnesota
The CLASSroom Project, University of Minnesota
Department of Education, Augsburg College
College of Education, Leadership, & Counseling, University of St. Thomas
Mississippi Market
Co-op Partners Warehouse

**Contact Information:**

Website: tcedfair.org
Contact: tcedfair@gmail.com
(612) 787-2272
Donate: Paypal link on our website, and you can make checks payable to “Twin Cities Social Justice Education Fair”
Facebook: https://www.facebook.com/classroomstruggletc
Twitter: https://twitter.com/tcedfair # TCEdFair14
The Youth Activist Summit is about creating space at the TC Social Justice Education Fair for youth to speak their truth, to learn from their peers from Philly and the Twin Cities, and to gain skills in order to build power to transform their schools. Youth and chaperones are welcome to attend any workshop sessions but we want to highlight the following workshops as by and for youth:

**Session III**

2:25pm to 3:40pm

**Action Research and African Knowledge: Self-Determination as a Basis for Learning**

Brian Lozenski, Quincy Ballard, and Cadaja Brown – Network for the Development of Children of African Descent (NdCAD), Patience Zalanga, MCTC

Room: 2105

This workshop explores the historical movements of people of African descent in the U.S. for self-determined systems of education. Drawing from thinkers such as DuBois, Woodson, hooks, Watkins, Hilliard, and others, we illustrate how the Network for the Development of Children of African Descent (NdCAD), an African-centered family education center in St. Paul, is building self-determined educational programming by combining critical participatory action research with classical African knowledge systems. Youth of African descent are best positioned to address the issues that impact them by drawing from their intellectual and cultural heritage. The workshop presents research conducted by high school youth who traveled to multiple Historically Black Colleges and Universities (HBCUs) in order to answer the question: why are HBCUs left out of the conversation regarding options for post-secondary education for youth in St. Paul? The youth found that systematic misinformation about HBCUs has led to misconceptions about these schools that add to a lack of access.

**Aquaponics and Vermicomposting**

Spark-Y Youth Action Labs and Southside Family Charter School students

Room: 2708

Spark-Y and SFCS have partnered to build and maintain two aquaponics and vermicomposting systems in their classrooms. Learn how the process of creating and maintaining the systems had lead to greater understanding of environmental issues, sustainability, youth empowerment and ecosystems. This hands-on workshop will give you a better understanding of the tools and resources you need to build one in your own classroom! Aquaponics is the growing of fish and plants in a closed system. Vermicomposting is using worms to compost food waste.

**I'm More than a Score: Putting Equity to the Test**

Loren Towle, South Senior, Mekhi Taylor, South Senior, Nagma Garane, South Senior, Sara Osman, South grad, student at the Minneapolis Community & Technical College, Saida Mahamud, South grad, U of M student in Global Studies, Connor Gleason, South grad, U of M graduate in Communications, Jack Ribar, South grad, U of M student in Political Science, Kate Towle, Adult Ally, Equity Consultant

Room: 2709

This workshop will be delivered by students educated during No Child Left Behind. From the time we were in grade school, we have been given a multitude of tests to constantly inform us of our skill level and competence. In the current emphasis on measuring knowledge, we will explore the extent to which our tests might be reflecting cultural or other biases. We will examine the possibility that testing disparities have become a self-fulfilling prophecy, placing added pressure and stress on the very low-income students and students of color they are being designed to help. We will share
and discuss an example of test bias. We will talk about ways to identify bias as well as the history of ways in which test bias has impacted students. Recent research about the impact of high-stakes testing will be considered, as we look at how equity practices could be compromised by tests that have decreased the number of African American educators and perpetuate tracking systems for students. We will discuss with workshop participants policy perspectives that are fueling education reform. Finally, we want to talk with you about other alternatives for evaluating our performance as students.

Staying true to you: Identity, scholarship, and activism

Members of Whose Diversity?

Room: 2710

In keeping with the workshop’s theme, we intend to discuss the importance of students reclaiming a sense of ownership of their educational experiences through scholar activism. We will help conceptualize scholar activism, while also describing how to negotiate such an identity. We will help students recognize academia is more than a learning setting. It is also a highly contested terrain in which existing power structures work to suppress dissent and any threat to the status quo of corporatized education. In spite of these bureaucratic pressures, spaces to cultivate substantive social justice movements do exist on college campuses. We intend to help students see the possibility to carve out similar spaces within their own educational experiences. We hope to help foster a sense of possibility that positive changes can be affected in education even before one begins college. We will also help students recognize that many social movements on college campuses movements are disproportionately comprised of aggrieved students from historically marginalized communities. As a result, the biographies of such students cannot be divorced from their social justice missions. Instead, an immense amount of pain, passion, and love inform our work to affect positive social changes within our institutions of higher learning.

**Hip Hop from the Classroom to the Streets**

Reies Romero, Kable Reid, Twin Cities Save the Kids

Room: 2104

This workshop is twofold first to define what Hip Hop activism is and then break up in groups to talk about tactics and topics that Hip Hop activism addresses and employs, such as battling as a form of conflict transformation and protesting mass incarceration. The second part of this workshop is to discuss and provide a few examples on how to incorporate Hip Hop into school curriculum and how Hip Hop is inclusive social justice education and cultural relevant education/pedagogy.

**Session IV**

**3:50pm to 5:05pm**

**Q & A with the Philadelphia Student Union**

PSU Alumni, Koby Murphy, and Youth Media Organizer, Beth Patel

**Room: 2708**

The Philadelphia Student Union is a youth-led organization that gives young people the tools and skills they need to organize and strategize for a high-quality public education in the city of Philadelphia. We work on school-based, citywide, and national campaigns to fight for education that liberates and transforms communities. PSU Alumni, Koby Murphy, and Youth Media Organizer, Beth Patel, will answer your questions about youth-led organizing and the struggle for educational justice.

**Dismantling The School-to-Prison Pipeline**

NAACP St. Paul Youth and Collegiate Branch, Unchain Our Children

**Room: 2711**

A youth facilitated workshops and dialogue on the school to prison pipeline that focus primarily on the concerns of parents and students. People who attend this workshop will be given a basic breakdown of what the pipeline looks like on a local and national basis. The youth will also be addressing radical methods of solvency to combat oppressive structures that the pipeline is made up of.

**AAPI Youth in the Reproductive Justice Movement**

Chay Douangphouay, Melissa Kwon, Ariana Yang, Sara Cronquist, Pa Lee, Chee Lor, May Loslosa, National Asian Pacific American Women’s Forum (NAPAWF) Twin Cities Chapter

**Room: 2709**

The National Asian Pacific American Women’s Forum (NAPAWF), Twin Cities Chapter 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 what the reproductive justice movement is and how youth can become involved. Reproductive Justice uses an intersectional analysis and is based on a social justice framework. The workshop will discuss reproductive oppression, history of reproductive justice, current events related to reproductive justice, and how youth can be a reproductive justice advocate.

**Undocumented Students: Acces to Higher Ed and Next Steps**

Emilia Gonzalez and Navigate MN Youth Organizers

**Room: 2710**

Navigate will provide information and resources about college access for undocumented students and share stories of accomplishments and next steps. Navigate is a grassroots organization focused on leadership development for young adults in Minnesota facing financial, social and legal barriers to achieve access to college education, jobs and legal status.

**Basecamp as a Youth-led Ethnographic Community Engaged Research Project Technological Tool**

Jasmine Nurnberg, Jakob Komar, Samsam Dirie, Shiranithi Goonathilaka, and Maggie Struck, Kitty Anderson Youth Science Center (KAYSC)

**Room: 2612**

This workshop focuses on the ways in which social media tools such as Basecamp, a project management tool, and Google tools can be used in youth-led ethnographic community engaged research projects. We will share how these tools were used in a summer project The Pathways Project that investigated how young people want to be recognized for the skills/abilities they’ve developed in connected learning (CL) programs, how are they actually recognized in other settings and how youth navigate shifting and often uncertain pathways to future work. CL refers to experiences where young people pursue their creative interests with the support of peers and mentors and produce work that is shared with the public or allied interest communities (http://connect-edlearning.tv/).