



SESSION TITLES	SESSION DESCRIPTIONS
<p>SCREENING 1: A TALE OF THREE CHINATOWNS</p>	<p>A TALE OF THREE CHINATOWNS is a feature-length documentary that explores the survival of urban ethnic neighborhoods. Specifically examining Chinatowns in three American cities, the film looks at the forces altering each community and the challenges that go with them. The film profiles Chinatowns in Washington, D.C., Chicago, and Boston and features the voices of residents, community activists, developers, government officials, and others who have a connection to this ubiquitous neighborhood.</p>
<p>SCREENING 2: CANE FIRE</p>	<p>Cane Fire – a documentary that examines the past and present of the Hawaiian island of Kauai, interweaving four generations of family history, numerous Hollywood productions, and troves of found footage to create a kaleidoscopic portrait of the economic and cultural forces that have cast Indigenous and working-class residents as "extras" in their own story.</p>
<p>SCREENING 3: FOR THE RIGHTS OF ALL: ENDING JIM CROW IN ALASKA</p>	<p>For the Rights of All: Ending Jim Crow in Alaska - Elizabeth Peratrovich, an unassuming Tlingit Indian mother of three, testified before the Alaska Territorial Senate in 1945 and swayed the floor vote with her compelling testimony in favor of the passage of the Anti-Discrimination Act, the first civil rights bill passed in the United States since the Civil War.</p>
<p>SCREENING 4: GUMBO COALITION</p>	<p>Gumbo Coalition - An intimate portrait of two leading civil rights and social justice leaders, Marc Morial, head of the National Urban League, and Janet Murguia, head of UnidosUS, during the tumultuous years of the Trump presidency. The documentary showcases the work of these two organizations fighting for criminal justice reform and changes to our harsh immigration policies through the lens of personal stories that bring home the resulting impacts to our communities and individual lives. The COVID-19 pandemic, the killing of George Floyd, voter suppression, and the 2020 election denial and subsequent attack on the Capitol force both leaders and organizations to go into overdrive in their fight to give voice and agency to all of us as we strive to build a better America. Gumbo Coalition is a timely reminder of the power of people to effect change for the better as we head into the 2024 election.</p>
<p>SCREENING 5: ON THE DIVIDE</p>	<p>On the Divide - McAllen, Texas is the home to the last abortion clinic on the U.S./Mexico border after a wave of shutdowns. Here, three different Latinx/e people's lives converge, despite their differences in their views and values. On the Divide captures an intense and emotional look into what happens when people of color in a conservative state are on the ground, in the trenches at their final frontier for Reproductive Justice.</p>
<p>SCREENING 6: TRANHOOD</p>	<p>Tranhood - this HBO documentary chronicles the lives of four young people and their families as they navigate growing up transgender in America's heartland.</p>

<p>SESSION A1: AAPIS AND THE LABOR MOVEMENT: SWIMMING UPSTREAM TO BUILD SOLIDARITY</p>	<p>The history of AAPI workers in the United States is intertwined with the contradiction of our labor being needed, but our presence often being unwanted. From the Chinese Exclusion Act of 1882 to modern acts of hate directed against our communities, "othering" has been used as a means to exclude and diminish our presence and contributions. Despite these toxic dynamics, we have played a critical role in building the labor movement with visionary leaders who have demanded an inclusive and progressive agenda that serves all workers. This workshop puts their leadership in the context of the times to examine how revolutionary their leadership was. It also explores where AAPI union members stand today, including our vital role in civic engagement.</p>
<p>SESSION A2: AN INTRODUCTION TO EQUITABLE EDUCATION FOR NEURODIVERSE LEARNERS</p>	<p>This workshop, crafted by neuro-divergent educators, is designed to illuminate the significance of neurodiversity within the classroom and school settings. It delves into what it means to be neuro-divergent, explores how neurodiversity influences learning and behavior, and highlights how a profound understanding can pave the way for an exceptional educational experience for neuro-divergent scholars and educators.</p>
<p>SESSION A3: ANTISEMITISM, ORGANIZED BIGOTRY, AND WHITE NATIONALIST INFLUENCE IN SCHOOLS</p>	<p>Antisemitism has become an increasingly prevalent force in American society, where it is regularly weaponized to further social division, isolation, intolerance, and hatred. This form of bigotry is central to the ideology of white nationalist movements and increasingly normalized in mainstream discourse. This workshop will connect the dots between the alarming rise in antisemitic rhetoric and violence, how white nationalist movements are using antisemitism to exploit fault-lines and fractures in our society, and the consequences for American communities (hint: this is not just a problem for Jewish people). We'll workshop strategies for recognizing and responding to weaponized antisemitism, organized bigotry, and white nationalist influence in schools and community institutions.</p>
<p>SESSION A4: ASSETS, STRENGTHS, AND RESILIENCE OF IMMIGRANT STUDENTS</p>	<p>The United States has always been seen as a refuge for people who are seeking safety and a better future for their families. We often focus on the myriad of challenges for our immigrant students; economic, language, cultural, anti-immigrant sentiment and separation of families. In this workshop, we will focus on the assets and strengths of immigrant students, which enriches our classrooms. We will look at the immigrant population of families and students and ways to support them so that they feel safe at school. By fostering inclusive classrooms, promoting cultural understanding, and offering targeted resources, we can create an environment where immigrant students feel valued, and empowered to reach their full potential.</p>
<p>SESSION A5: BUILDING RACIALLY JUST SCHOOLS: PRACTICES FOR RESPONDING TO RACIST, ANTI-BLACK RHETORIC</p>	<p>Across the nation, racist leaders are waging a relentless assault on public education, including a deliberate and extremist erasure of the truthful historical narrative from classrooms, especially concerning communities of color and marginalized groups. This campaign is a direct attack on the Black community, and it also negatively impacts white children, depriving them of an honest understanding of their ancestors' contributions to America's political and societal evolution. Participants will be introduced to practices that educational leaders can employ to dismantle these anti-Black initiatives effectively. Together, we will collaboratively develop an actionable plan to implement immediate change in our school communities.</p>

<p>SESSION A6: CENTERING HUMANITY: TEACHING ENSLAVEMENT IN ELEMENTARY SCHOOLS</p>	<p>Join 1619 Project Education Network alumni in this session that offers lower and upper elementary teachers new resources and frameworks for teaching young learners about enslavement. They will also introduce the Identity Resource Screening Tool (IRST), a flowchart of questions and pathways to help teachers reflect on how they have taught about a particular identity. Warning: This session will transform the way you engage students with hard histories in your classroom. Come prepared to be reflective about your own teaching practices.</p>
<p>SESSION A7: CENTERING QUEER IDENTITY IN A MULTILINGUAL CLASSROOM</p>	<p>Most multilingual educators are aware of the need to center culturally diverse materials in their instruction and do a wonderful job of doing so. However, queer culture and characters are not often included for a variety of reasons, even though queer individuals exist in all cultures. Students who are a part of that community need to see themselves as well. This workshop will provide age-appropriate materials and information that is accessible across all language levels and will provide educators with tools to address sensitive topics in a way that will encourage acceptance (or at least tolerance) of all peers and adults.</p>
<p>SESSION A8: CHALLENGES WHEN MOVING FROM "TRANSFORMING" TO "DECOLONIZING"</p>	<p>Transforming curriculum is essential, but it's not enough. We need to be "decolonizing," if we want to be effective anti-racist educators. Decolonizing includes closing the knowledge gap about Native American history and culture in the United States. It means defining colonialism alongside racism and understanding settler privilege. It means recognizing Indigenous knowledge before and after 1492. This workshop will provide definitions, content, and an expanded perspective on James Banks's model of curriculum transformation.</p>
<p>SESSION A9: COURAGEOUS CONVERSATIONS: WHAT DOES THAT MEAN? HOW CAN WE HAVE THEM?</p>	<p>This workshop will explore the definition of what the courageous conversations compass is and how the compass helps us to process and engage with information about race when we are communicating. We will examine a look at why courageous conversations are important in any educational, work, or professional environment. Participants will assess how to develop courageous conversation agreements that are beneficial prior to engaging in dialogue about race or other topics. The workshop will analyze a scenario that will help participants delve into ways to navigate courageous conversations and develop strategies to foster ongoing supportive courageous conversations as they understand intent vs. impact during their discussions.</p>
<p>SESSION A10: EMPOWERING BIPOC LEADERSHIP: BUILDING PATHWAYS FOR SOCIAL JUSTICE</p>	<p>This workshop will participants a way to explore successful models and strategies for fostering inclusive leadership and advancing social justice initiatives. Through showcasing our Social Justice Academy's work and BIPOC Pathways to Leadership project, we aim to inspire and equip participants to take meaningful action in their own locals and communities to create a more just and equitable society where everyone has the opportunity to thrive. Join us to be inspired and equipped with practical strategies and tools to foster inclusive leadership, advance social justice initiatives, and promote equity in your respective communities.</p>

<p>SESSION A11: EMPOWERING EXCELLENCE: STRATEGIES TO RETAIN BLACK EDUCATORS IN THE TEACHING PROFESSION</p>	<p>This session is a dynamic exploration of strategies to foster equity in education by addressing the unique challenges faced by Black educators and implementing retention and empowerment practices. Participants will engage in discussions, share insights, and gain practical tools to create a more inclusive environment. By the end of this session, attendees will be equipped with actionable strategies to not only retain but also empower Black educators, contributing to a diverse and thriving educational community.</p>
<p>SESSION A12: EQUITY AND THE RESTORATIVE TRANSFORMATION OF SCHOOLS: GOING BEYOND THEORY TO PRACTICE</p>	<p>Educators recognize that the academic gap is not a reflection of student abilities but an opportunity gap embedded in our educational system. To truly transform schools, we must dismantle oppressive structures and embrace antiracist practices. This workshop focuses on six equity categories and community building as essential components for closing the opportunity gap. Participants will delve into the exploration of how schools can foster community through restorative practices and develop instructional strategies grounded in equity principles. The session aims to empower educators to integrate these practices into their classrooms, contributing to the holistic growth of students.</p>
<p>SESSION A13: FIRST GENERATION STUDENT TURNED FIRST GENERATION PROFESSIONAL</p>	<p>Supporting first-generation students as they transition into first-generation professionals is an investment in creating a more inclusive, diverse, and dynamic workforce. It not only benefits the individuals directly involved but also contributes to a workplace culture that values and celebrates unique journeys and perspectives. However, these individuals often face unique challenges and navigating uncharted territory in both education and the professional world. This workshop will explore the challenges these individuals face, as well as tangible ways to support them.</p>
<p>SESSION A14: HARMONY IN EDUCATION: EQUITY AND JUSTICE FOR DEAF AND HARD OF HEARING STUDENTS</p>	<p>This workshop encapsulates a commitment to creating a balanced, inclusive and just educational environment for students with hearing loss. This approach emphasizes the importance of harmony within the educational system, ensuring that every student, including those who are deaf or hard of hearing, has equal access to educational opportunities. By promoting harmony in education through inclusivity, accessibility, equal opportunities, advocacy, cultural competence, collaboration and continuous improvement, we can build a supportive and equitable foundation that empowers deaf and hard of hearing students to thrive academically and socially, fostering an atmosphere of justice and inclusivity within the educational system.</p>
<p>SESSION A15: INCORPORATING ANTI-RACIST TEACHING AND MULTICULTURALISM IN THE CLASSROOM</p>	<p>The purpose of this presentation is to provide educators with lessons and strategies in order to incorporate multicultural learning in their classroom. One of the goals in this presentation includes identifying texts that are authentic, which reflect students who are forced into marginalization. Our students deserve to be part of the learning process. This includes, but is not limited to, Black, Indigenous, People of Color, people with disabilities, refugees, immigrants, people who identify with LGBTQIA+. By the end of the presentation, participants will take away at least one lesson or strategy that they can immediately incorporate in their classroom.</p>

<p>SESSION A16: ITS DEEPER THAN DISNEY: MOANA, EDUCATIONAL EQUITY, AND POLICY</p>	<p>You grew up watching The Rock on WWE. Your partner finds Jason Momoa attractive. You just learned how to pronounce Taika Waititi. Despite the rise in visibility of AAPI communities in recent years, PI communities continue to go unseen, unheard, and underrepresented. As a result, deep structural inequities persist that manifest as economic injustice, disproportionate health risks, lack of political representation, barriers to educational access, and more.</p> <p>This session, through Pacifica cultural practices, will increase participants' awareness of Native Hawaiian and Pacific Islander communities and equip educators with advocacy tools to affect policy change within their local districts.</p>
<p>SESSION A17: LOUDFORCHANGE: AMPLIFYING STUDENT VOICES, FOSTERING CHANGE</p>	<p>Embark on an engaging exploration with LoudForChange's roundtable, "LoudForChange: Amplifying Student Voices, Fostering Change" as we delve into transformative education advocacy. Through a captivating group presentation, our coalition of adults and high school students will discuss how student voices took center stage, shaping our agenda. Join us for an interactive session, gain valuable insights, learn from our journey, and receive expert guidance to ignite your own impactful youth advocacy movement.</p> <p>Engage with our team during the Q&A session, making this an opportunity to connect, learn, and fuel the passion for positive educational change.</p>
<p>SESSION A18: POWER OF STORYTELLING: USING YOUR AUTHENTIC VOICE TO GALVANIZE AND INSPIRE</p>	<p>Everyone loves a good story, and educators have the best stories. Participants in this session will explore ways to use stories from their personal experiences as educators to help advance student success, public education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, behavior, and win support for public education.</p>
<p>SESSION A19: RETHINKING DIVERSITY, EQUITY, AND INCLUSION</p>	<p>Diversity, Equity, and Inclusion have become keywords for institutions wanting to be known as anti-racist but often these words are only used for "chequity". This workshop will look at the different dimensions of these words, and yes, there are dimensions, and work on how you can incorporate ideas and self into society and be respected and valued for your contributions. It's not just embracing diversity, equity, and inclusion concepts, but embracing YOUR diversity. Join me in a robust discussion as we explore the dimensions of these words and how we may incorporate them into our institutions to truly move towards become anti-racist for the benefits of the students, the families, staff, and community.</p>

<p>SESSION A20: SCHOOLS, LITERACY, AND SOCIAL MOVEMENTS</p>	<p>Illiteracy can result in higher rates and generational cycles of poverty, social isolation, and unemployment. This session will present documentaries on literacy movements in the United States and Latin America, including the Freedom Schools of the Civil Rights Movement, the Freedmen's Bureau Schools for the formerly enslaved, the Cuban National Literacy Campaign, and the legacy of Paolo Freire, author of the groundbreaking education justice book "Pedagogy of the Oppressed." The filmmakers and virtual guests (activists and educators from the films) will engage this audience in a Q&A about the documentaries and discuss the relevance of these literacy movements to public school educators today.</p>
<p>SESSION A21: SOCIAL JUSTICE AND CULTURALLY RESPONSIVE TEACHING THROUGH STEM</p>	<p>CT STEM Academy is proud to share their community engagement work that supports both students and educators. Since 2011, CT STEM Academy has been at the forefront of engaging underrepresented youth populations in STEM programming in partnership with the Spanish Community of Wallingford, local school districts and non-profit agencies throughout Connecticut. Most recently, CT STEM Academy has founded the CT STEM Educator Leadership Institute to address the ongoing need of a diverse teacher population and providing high quality culturally responsive STEM professional development to educators. Join us to hear about our journey, tips for beginning your own movement in your community and engage in fun hands-on STEM investigations!</p>
<p>SESSION A22: THE POWER OF INCLUSION: BRINGING LGBTQ+ HISTORY TO OUR CLASSROOMS</p>	<p>In 2023, NEA partnered with Making Gay History (MGH) to bring teachers across the nation together for a Teaching Fellowship which dove into the archives and episodes of the MGH podcast as source material for developing lessons for grades 7-12 (and professional development). Session attendees will be inspired by well-known figures and lesser-known individuals who made LGBTQ+ history, as featured in MGH podcast episodes. Learn from the first cohort of NEA teachers who participated in this official partnership. Explore the lessons now available as a result of this work. Dive into the history, the podcast (https://makinggayhistory.com/), and ways to bring these resources to your NEA state and local affiliate.</p>
<p>SESSION A23: THE TRUTH BEHIND ASTROTURF PARENT "EMPOWERMENT" GROUPS</p>	<p>Frequently organizations that appear to be grassroots advocacy organizations are actually fronts for special interest groups that are not acting in the best interests of students, families, and communities. In this session, participants will hear learnings when working as a staff member inside a charter school advocacy organization in St. Louis, MO. Participants will also learn about other astroturf parent groups. Participants will learn valuable skills on how to research and expose the political operatives behind parent groups in their communities and how a pro-public agenda can defeat them.</p>
<p>SESSION A24: THE URGENCY OF NOW: SPREADING JUSTICE IN SCHOOLS AMIDST GROWING RACIAL DIVERSITY</p>	<p>For our communities to thrive now and in the future, an inclusive and just multicultural education is essential for all students. In this interactive session, explore how the changing demographics of U.S. schools require educators to revise their lenses to identify how justices and injustices manifest. Participants will leave with a renewed sense of awareness, equipped to deepen their pedagogy within various school spaces such as classrooms, educator meetings, and family-school gatherings through the lens of equity and justice.</p>

SESSION B1: ACCESSIBLE ISSUE ORGANIZING: WIELDING
WORKPLACE POWER FOR JUST STUDENT OUTCOMES

Do you dream of harnessing the power of your union to ensure your students aren't falling through the cracks? Do you wish for deeper connections between your union and the communities you serve? Participants will learn campaign theory and hear examples of campaigns that bridge the gap between union members and the populations we serve. In groups, participants work through campaign scenarios to hone their understanding of these campaigns, adjusting their plans to ensure accessibility for individuals with differences. A group discussion centered around applying these lessons to participants' contexts will close the workshop.

SESSION B2: ADVOCACY FOR DISABLED EDUCATORS AND AGAINST
ABLEISM IN OUR SCHOOLS

What contributes to the stigma that keeps school employees from being open about their disabilities and chronic illnesses? This session is for both disabled and non-disabled educators who want to advocate for themselves and their colleagues. We explore the common disabilities and chronic illnesses that arise from working conditions and discuss how professional expectations can engender ableism. Finally, we learn about the most applicable resources for accommodations and laws, including FMLA and ADA.

SESSION B3: BUILDING SOLIDARITY FOR BLACK LIVES IN ASIAN
COMMUNITIES

This workshop will explore the conservative and systemic forces that have historically built wedges between Black and Asian communities. We will look at the shifts that are being made in Asian communities to fight anti-Blackness and why grassroots organizing in working-class Asian communities are key to sustaining the long-term goal of building cross-community solidarity.

SESSION B4: COMMUNITY ORGANIZING & SCHOOL BOARDS

Learn about community organizing models and tools geared for engaging educators, students and families to recruit a new generation of racial justice champion school board candidates to committed to honest, accurate, equitable and fully funded public education. You will hear about a new national campaign called Public School Strong, which is recruiting and training leaders around the country to build teams to implement a strategic approach to having strong school boards.

SESSION B5: COOKING UP CONNECTIONS: RECIPES FOR BUILDING
DIVERSITY, EQUITY, AND INCLUSION

Did you know that foods are used to teach values, beliefs, and cultural diversity? Join us for an engaging workshop that harnesses the power of food to explore the rich tapestry of cultural diversity in education. Discover how foods/recipes can be bridges to building diversity, equity, and inclusion in classrooms and the community.

SESSION B6: CREATING SCHOOLS WHERE TRANSGENDER AND NON-
BINARY STUDENTS THRIVE

Do you believe that transgender and non-binary students should have all they need to thrive in school? Do you use your voice and role to move forward best-practices supporting these populations—or want to? Research has shown that having at least one supportive adult can save a transgender child's life and with over 500 anti-LGBTQ bills introduced in over 40 states in 2023, our students need us more than ever. Using The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive, participants will explore the policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

SESSION B7: EDUCATING WITH PRIDE!

In recent years, LGBTQ+ issues have become a cultural lightning rod in education. The goal of this workshop is to educate LGBTQ+ educators and their allies on their rights in and out of the classroom and discuss how best to support themselves, their colleagues, and students. We will be discussing the current state of LGBTQ+ issues in education, real-world cases and examples, and what rights you have in navigating complex issues. We will show you how to start becoming the best ally you can be!

SESSION B8: EMPOWERING EDUCATIONAL COMMUNITIES THROUGH THE URGENCY OF THE GUN VIOLENCE EPIDEMIC

In an era where educational institutions should be sanctuaries for growth, learning, and empowerment, the looming threat of gun violence casts a shadow over the very essence of these spaces. The urgency of comprehending and addressing the epidemic of gun violence within educational communities cannot be overstated. This workshop aims to empower educators, public health advocates, and community empowerment organizations and to dissect the multifaceted layers of gun violence, presenting a comprehensive approach to empower educational communities in the face of this pressing public health crisis.

SESSION B9: EMPOWERING EDUCATORS: RESPONDING TO EXTREMIST ATTACKS ON INCLUSIVE PRACTICES

Schools are hubs of our communities, but they have become battlegrounds for extremist organizing and recruitment sites for white nationalist groups targeting young people. This session will empower educators to recognize and respond to white nationalist rhetoric in the classroom. Participants will leave equipped to help students understand tactics like scapegoating, false equivalency, conspiracy theories, and hateful ideologies disguised as humor. They will also gain access to a free toolkit (published by Western States Center) to support prevention strategies throughout their school and communities.

SESSION B10: EMPOWERING MULTILINGUAL LEARNERS THROUGH SUPPORT AND RESOURCES FOR FACULTY

This presentation will demonstrate how and why higher education faculty can best support and empower Multilingual Learners (MLs) when they themselves are resourced and bolstered by administrative support. Higher education faculty and administrators who work with MLs, especially at Hispanic Serving Institutions will discuss lived experiences with ML students. Come join this session to create a collective thesis on how to best leverage administrative support of faculty to uplift and empower Multilingual Learners in higher education.

SESSION B11: EXPLORING THE IMPACTS OF THE DOBBS DECISION ON MARGINALIZED COMMUNITIES

The Supreme Court case of Dobbs has generated significant discussions and concerns regarding women's reproductive health, particularly for women of color. This workshop aims to analyze the effects of the case on access to reproductive healthcare, reproductive rights, and the well-being of marginalized communities. By examining this topic, we seek to deepen our understanding of the challenges faced by women of color in obtaining comprehensive reproductive care and advocate for equitable reproductive health outcomes.

SESSION B12: FIGHTING LEGISLATIVE DISCRIMINATION AND PROTECTING ENGLISH LEARNERS FROM ACT 20 (WI)

What do union educators do when an unjust, harmful law is enacted against students? We fight and organize to defeat it! Learn how the Milwaukee Teachers' Education Association, families, a community partner, and school board members joined together to protect English Language Learners, against Wisconsin Act 20. Act 20 was legislation that mandated students who do not understand, speak or write English to be assessed through English only tests. Join the discussion and learn how your union local can successfully organize on behalf of students through community organizing, school board elections, resolutions, and board meetings to advocate on behalf of students.

SESSION B13: FOUNDATIONS AND FUTURES: ADVANCING ETHNIC STUDIES THROUGH AAPI CURRICULA

There is an urgent need for accessible educational materials on the diverse histories and narratives of Asian Americans and Pacific Islanders (AAPI). Our current historical moment has seen anti-Asian violence and anti-Critical Race Theory attacks that are effectively attacks on academic freedom and democracy. This session offers an overview of the development of Foundations and Futures: Asian American and Pacific Islander Multimedia Textbook, a narrative change project that weaves open-access technology, more than 50 years of Ethnic Studies scholarship, and Ethnic Studies K-12 pedagogy to develop historical empathy and critical thinking skills among students, teachers, and the greater public through humanizing narratives of our communities.

SESSION B14: KNOWING MYSELF TO BETTER CONNECT WITH STUDENTS, EDUCATORS, AND THE COMMUNITY

Dr. Sonia Nieto, a cultural competence expert, noted it is important that we know ourselves as individuals who come from a particular culture. During this interactive workshop participants will learn more about themselves and the influence of culture and socialization. Developed from the foundations of diversity, social justice, and cultural competence, the presenters will lead participants in exercises to enhance their cultural self-awareness. Participants will reflect on how that impacts the way they view themselves and others. They will develop a plan for continuing growth in understanding cultural norms and building relationships with mutual respect for diverse perspectives held by students, parents, educators, and community members.

SESSION B15: POWER IN IMPROVING EDUCATOR DIVERSITY! RESEARCH-BASED STRATEGIES

Research shows students benefit when they have access to diverse educators, yet educators of color leave schools at a higher rate than white educators. This session focuses on lessons gleaned from six school districts across the country that have designed and implemented strategies for improving the recruitment, support, and retention of educators of color. We will start by gaining a better understanding of why educators of color leave schools based on evidence. Participants will consider school/district-focused solutions for better supporting and retaining educators of color and learn how a cohort of district teams across the country are taking a learning sciences approach to addressing educator diversity.

<p>SESSION B16: RACIAL LITERACY CIRCLES: THE HIP-HOP EDITION SOUNDTRACK</p>	<p>Where's my Hip-Hop "headz" at? Imagine being in a workshop where the anticipatory set is Queen Latifah U.N.I.T.Y, Inspectah Deck of the Wu Tang Clan - "Triumph" verse is used to study how to cultivate genius in Black and Brown students. DMX - "Slippin" to develop strategies to create schools that are a refuge for students. Bone Thugs-N-Harmony - "Tha Crossroads" to study how to advocate for more social workers, counselors, and restorative justice practices. We are going to study these MCs' words, rap the lyrics, have "fulljoy" moments, and add on to the "cypher" in this workshop. (To the English teachers, I deliberately place a preposition at the end of the sentence at the top because it's so Hip-Hop.) (Fine print: All are welcome to build in this session).</p>
<p>SESSION B17: REIGNITING EDUCATORS' FIRE THROUGH PROFESSIONAL GROWTH</p>	<p>We'll be sharing our story of how we are reimagining the work of professional growth by grounding ourselves in union values, area-specific needs, and a Racial and Social Justice lens. We'll discuss the tenets of adult learning and improvement science to drive decision-making, share tools and strategies for applying an equity lens to the work, and create space for reflection for leaders on their own needs and goals using strategies from the National Equity Project that can be applied enterprise wide.</p>
<p>SESSION B18: RJOY - RESTORATIVE JUSTICE COMMUNITY HEALING CIRCLE</p>	<p>This session will include an interactive healing space where participants will partake in a restorative justice healing circle and learn how to share space with others in the process. This will be an opportunity to learn the basic principles of restorative justice, as well as build relationships with individuals with like minds from different parts of the country.</p>
<p>SESSION B19: STORYTELLING: USING THE POWER OF YOUR VOICE, FUELED BY YOUR STORY</p>	<p>Storytelling is the ultimate source of truth and power leading us to feel, connect, and engage with each other. During this session, we'll collaborate, share stories, and plan to use this tool to initiate action, claim power and advocate for our rights. We must build a space where all voices are heard, valued, and celebrated. Through our connections we build on our collective power to change not just our lives but the lives of others – our students and communities. We will celebrate the strength, determination, and triumphs of Black, indigenous, and people of color. We'll collaborate on how to make connections, share the work we are doing and build on our organizing skills, so others see the need to work towards a more just society for all.</p>
<p>SESSION B20: THE ROOTS AND MANIFESTATIONS OF ISLAMOPHOBIA</p>	<p>Race is a social construct. When a whole group of people are 'otherized' through narratives of being inferior, savage, in need of civilizing or to be controlled, any political agenda can be justified. Islamophobia portrays Arabs, Muslims, and anyone who is perceived as such as the enemy. The demonization generates fear and hatred to justify colonialism, imperialism, war, the policies of US Exceptionalism, and the acceptance of a surveillance state and militarized society. This doesn't happen in a vacuum. The political context has existed for a century before the September 11 attacks, and it continues to exist through today (for example, the 2023 genocide of Palestinians). Come join this workshop to explore the various parts of Islamophobia.</p>

SESSION B21: TRAUMA INFORMED PRACTICE FOR FAMILY ENGAGEMENT

As education evolves towards a more inclusive and culturally responsive approach, recognizing and addressing the impact of trauma on students and their families has become an important concern for educators and school staff. This workshop aims to provide an overview of trauma informed practices and their connection to family, student engagement, and success. Additionally, it equips participants with culturally sensitive and strength-based practices to support families from diverse backgrounds, including those who are newly arrived from other countries. Educators will understand the impact of trauma on academic success, educators can tailor their approaches to accommodate the unique needs of students from diverse backgrounds.

SESSION B22: UNSETTLING THE COLONIAL MINDSET: INDIGENIZING CLASSROOMS AND COMMUNITIES

Montana Federation of Public Employees members used an NEA Community Advocacy and Partnership Engagement (CAPE) grant to host nationally acclaimed author Dr. Cornel Pewewardy on a whirlwind trip across Montana to discuss his book "Unsettling Settler-Colonial Education: The Transformational Indigenous Praxis Model." Attendees included educators, aspiring educators, community and union members, and policymakers. Indigenous food was served in decolonized settings. Attendees evaluated their own place on the Transformational Indigenous Praxis Spectrum and challenged themselves to "wave jump" to the next level of decolonization. Hear about the grant application process, tour planning and experience, and outcomes.

SESSION B23: WALK TOGETHER, CHILDREN, DON'T YOU GET WEARY ...BUT WHAT IF I AM?

This session will address how to take care of the needs of our professional community. This is a space to be heard, without judgment, to release the thoughts we repress because we don't think anyone cares or will understand. This circle aims to give participants a place to name their mental and physical stress. A place where you can put your guard down, tell your story, and find rest. To have someone listen who understands. Welcome to a sacred listening/healing circle for advocates. This will be a sacred space, and what is said in this space stays in this space. Your words and feelings are valued and respected. Take a moment to rest from the battles you fight daily, heal, and return to the fight more robust than before.

SESSION B24: WHO WROTE THE STORY, AND WHO GETS TO TELL IT?

The classroom can be a nurturing, supportive space or a systemic breeding ground for narrative dissonance that can often manifest over time as an addiction and/or mental illness. In this workshop, we will explore our own narrative dissonance, challenge our thinking, use our awareness to become more adept at recognizing our role in narrative dissonance, and discuss practical ways to break the cycle.

SESSION C1: A PLACE WHERE THEY BELONG: CULTIVATING EXCELLENCE IN BLACK MALE EDUCATORS AND STUDENTS

Join us for an engaging and interactive workshop, as we explore strategies and stories of success in recruiting and retaining Black male educators and students who have often been pushed to the margins. Discover how to create a space where Black male educators and students truly belong, fostering excellence and advancing social justice in education. Walk away with immediate, actionable takeaways to implement in your educational institution, organization, and community with an awareness of post-pandemic realities.

<p>SESSION C2: AN EXPLORATION INTO SOGI: SEXUAL ORIENTATION AND GENDER IDENTITY IN SCHOOLS</p>	<p>Do you have LGBTQ+ students and/or colleagues? Do you have the courage to create a safe environment that fosters bravery to explore sexual orientation, gender identity and expression? This workshop is a transformative experience into privilege, identity, laws and terms as it applies to SOGI. It may be of particular interest to those who want to foster positive relations and support LGBTQ+ students and colleagues. This workshop designed to assist participants to understand and highlight anti-LGBTQ+ bias by exploring the barriers that exist in a heteronormative environment and the effects that privilege of sexual orientation and gender have in our schools.</p>
<p>SESSION C3: BARGAINING FOR THE COMMON GOOD</p>	<p>Across the country, NEA affiliates are rethinking bargaining and advocacy and expanding their demands to include economic, social, and racial justice. This session focuses on strategies to build power and fight for the common good. Participants will be given the opportunity to reflect on their own local circumstances and will be challenged to consider how these types of strategies might be implemented in their local and how they could impact their schools and communities back home.</p>
<p>SESSION C4: BRIDGING WORLDS: INTERSECTIONALITY, DISABILITY, AND CULTURALLY SUSTAINING COLLABORATION</p>	<p>Join this moderated panel discussion on understanding and navigating intersectionality, specifically relating to disability, within the educational context. The session explores effective methods for Disability-Centered Culturally Sustaining collaboration among educators, students, and families. The goal is to deepen educators' understanding of the interplay between various social identities and disability, and how these intersections affect the experiences of students and the dynamics of parent-teacher collaboration. Participants will engage with and learn from students, families, educators, and disability activists who have multiple marginalized identities. This session aims to enhance social justice leadership and advocacy skills.</p>
<p>SESSION C5: CREATING A RESTORATIVE CULTURE FOR THOSE FURTHEST FROM JUSTICE</p>	<p>In this session we will evaluate the study of community and relationships. Educators embody a key component in keeping the intersectionality climate of any school. This session will engage educators with information on building healthy relationships with students and self, centering Black and Brown well-being, supporting healing spaces in school based upon the demographics they serve. We will establish key definitions, concepts, and frameworks to strengthen our racial analysis and engage in intentional self-reflection. We will explore Abolitionist and Cultural Responsive Pedagogical practices as well as the need for creating just and equitable space for all students to thrive.</p>
<p>SESSION C6: DECRIMINALIZING BLACK YOUTH: PROBLEMS AND SOLUTIONS TO DISPROPORTIONATE DISCIPLINE</p>	<p>Discipline data from Florida school districts reflect disproportionality between Black students and their Latine and white peers. Black students consistently showed up as the lowest percentage of student population in the state, but those with the highest rates of discipline. This occurs because of a broken system that perceives Black youth as guilty or defiant. Reducing discipline in schools and expanding opportunities for students to stay in school and engaged in learning provides positive outcomes for society as a whole. Policies concerning school discipline can be addressed at the school, district, or state level, but they must stay focused on student well-being and inclusivity.</p>

SESSION C7: EMPOWERING COMMUNITIES, TRANSFORMING EDUCATION: GRASSROOTS ORGANIZING TO SAVE SCHOOLS

In this session, participants will hear from K-12 educator-organizers in a grassroots community-based coalition, the New Bedford Coalition to Save Our Schools (NBCSOS), located in New Bedford, Massachusetts. The coalition comprises unionized education workers from various locals and state affiliates, students, families, elected officials, and community leaders who are committed to defending and reclaiming our public schools. Join us to learn about building community coalitions and developing education justice campaigns. You will also have the opportunity to ask questions and reflect on your own organizing practices through a critical feminist and antiracist lens.

SESSION C8: EMPOWERING LGBTQ+ EDUCATORS IN AN EVER-CHANGING LANDSCAPE

LGBTQ+ educators and their voices have never been more critical. In this session, participants will first hear stories from a panel of diverse LGBTQ+ educators and then explore readily available resources and tools. Finally, participants will use their experiences and presented resources to develop their personalized action plans. This session is open to LGBTQ+ educators and allies.

SESSION C9: EMPOWERING OUR UNIONS: INTENTIONAL ORGANIZING FOR BIPOC MEMBER RECRUITMENT/RETENTION

Join us for an enlightening session where we delve into the critical role of BIPOC educators in strengthening union power. Representatives from two red states will share their transformative journeys in engaging, recruiting, and retaining BIPOC educators, leading to a significant shift in union dynamics. As demographic diversity continues to rise in America, our unions must evolve to mirror this change. This session will explore the discrepancies in power dynamics and decision-making within teachers' unions and highlight the vulnerabilities that arise from this disconnect. Join us in this inclusive session that welcomes participants from all states, red or blue, to be inspired and take actionable steps toward intentional organizing efforts.

SESSION C10: ESTABLISHING SAFE AND BRAVE SPACE FOR DIFFICULT CLASSROOM DISCUSSIONS

This presentation is designed to teach knowledge and skills to foster a classroom environment that invites discussions on difficult topics through modeling. As the facilitator, I will provide opportunities for the participants to engage in discussions about difficult topics (i.e. racism, sexism, LGBTQ+ discrimination, abortion) using the skills being presented. Participants will also be provided with an opportunity to ask questions and share experiences with each other so we can all learn from each other. The strategies we provide are not the only effective ones to use, so we will look to learn from each other.

SESSION C11: FEAR OR NOT: LEADING RACIAL AND SOCIAL JUSTICE WORK IN A CULTURE OF FEAR

Are you living in a culture of fear? How is that serving you as racial and social justice leader? We are currently living in a time where a culture of fear is a prominent structure in our communities. In this session we will examine this concept and its connections and consequences to the practices of White Supremacy Culture. Our goals in this session are to clearly define fear culture and identify ways to deconstruct it in our personal lives, education settings, and our union affiliations at the local and state levels.

SESSION C12: HIDDEN VOICES: COUNTERNARRATIVES TO DISMANTLE FEARS OF MUSLIM STUDENTS AND EDUCATORS

What are common Muslim myths and perceptions that negatively impact Muslim educators and students? How can we use counternarratives to debunk dominant narratives regarding marginalized groups, such as Muslim educators and students? Participants will learn an example by understanding historical events and data on hate crimes against Muslim educators and students, including relevant terminology, the negative role of the media, dress code, teachers and students who identify (or won't identify) as Muslims, code-switching, and safety concerns in the classrooms. Participants will learn how a story of self can be used as a counternarrative and develop the beginnings of one.

SESSION C13: IS ASKING YOUR BLACK STUDENTS TO "SIT DOWN" RACIST? EXAMINING CLASSROOM MANAGEMENT

Educators are trained to "maintain control" of a classroom. However, is what we are taught by our institutions any different from the systems of control used throughout history to have power over others? This interactive session will explore the subconscious ties from our past with chattel slavery and today's classroom management styles. Sometimes, simple directions can have serious consequences. Get ready to "sit down!"

SESSION C14: OMISSION IS VIOLENCE: INDIGENOUS RESEARCH AND SOLUTIONS FOR NATIVE EDUCATION

In this workshop, this dynamic partnership will walk through the data and research models proving root causes of the omission and invisibility of Native peoples, and what we can and have been doing to undo these harms and make positive change for our Peoples. Specifically, we will unpack key reasons for resistance as well as ways to bring people into the fight for Native Justice and supporting tribal sovereignty. During this session, by demonstrating how research insights coupled with actionable next steps can help us shift the public image of Native people, we illuminate a path towards creating a more equitable future and justice for Native education and beyond.

SESSION C15: RACELIGHTING: THE GASLIGHTING OF DEIBJ PRACTITIONERS

At our institutions, DEIBJ practitioners are often people of color. After the summer of 2020, many educational institutions committed to racial equity work. They committed to removing structural barriers and to increasing budgets and staff. Some even declared themselves "anti-racist." However, three years later, DEIBJ practitioners find themselves gaslit. The gatekeepers are not ready to give up power. They are not ready to "lean into discomfort." From the top down, they are stymied by what Paul Gorski refers to as "racial equity detours." In this talk we discuss what we, as BIPOC DEIBJ practitioners, need to do when the gatekeepers are not willing to give up power, with the essential question being, "Is it time for us to leave PWIS?"

SESSION C16: RACIAL AND SOCIAL JUSTICE: A MUST FOR ALL MEMBER LEADERS

The NEA Leadership Competency Framework has seven domains but not one for Racial and Social Justice. Why is that? Because racial and social justice is embedded in every domain in the framework. This session will explore racial and social justice elements in each of the domains in an effort to help member leaders understand the unique set of competencies that they need to lead in their professions/careers and association. Attend this session to learn how this framework can be a catalyst for a racially and socially just vision of leadership.

SESSION C17: RACIAL BATTLE FATIGUE'S IMPACT ON EDUCATORS AND THEIR FAMILIES

This workshop explores ways racism-related stress is situated in the U.S. education system and the ways that Black, Indigenous, Brown, and educators of Color respond to this racialized stress through racial battle fatigue (RBF). We will also discuss how racial battle fatigue crosses over and spills outside the school institutions. Finally, we will discuss strategies to combat racial battle fatigue inside and outside of the workplace. As a note, this is not a primer on race, racism, and anti-racism.

SESSION C18: REAL TALK: WE NEED ANTI-ABLEIST SCHOOLS

Despite the growing emphasis on diversity, equity, and inclusion, students with disabilities are often left on the periphery of our educational landscape. This session delves into the critical need to move beyond intentions and actively confront ableist structures ingrained in our schools. We'll explore how our failure to address these issues perpetuates inequities and discuss strategies to bridge knowledge gaps, challenge entrenched beliefs, and redefine our educational outcomes through an anti-ableist lens. Join us in this imperative dialogue as we unravel the interconnectedness between dismantling ableism and eradicating racism, steering away from token efforts toward genuine inclusion. Join the movement of disruptors committed to reshaping our educational ecosystem.

SESSION C19: THE A.B.C.'S OF INCLUSION: LOOKING THROUGH A RACIAL AND SOCIAL JUSTICE LENS

As our awareness grows, so does our ability to improve. Arthur Chan wisely states, "Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome." Let's build bridges with intention, prioritizing inclusion and advocating for racial and social justice. In this session, participants will gain a deeper understanding of relevant terminology related to inclusion, racial and social justice. Furthermore, this session includes various resources, strategies, and an action planning activity for Accessing, Building, and Cultivating a more inclusive environment for all.

SESSION C20: THE INTERSECTIONALITY OF RACIAL EQUITY AND RESTORATIVE JUSTICE PRACTICES

This workshop explores the complex relationship between two concepts: racial equity and restorative justice practices. Racial equity focuses on addressing systemic disparities and ensuring fairness and justice for all racial and ethnic groups. Restorative justice, on the other hand, emphasizes healing, repairing harm, and rebuilding relationships. The workshop delves into how these two concepts intersect, acknowledging that marginalized youth of color often face disproportionate levels of harm within society, and that follows them into the classroom. By integrating the principles of restorative justice with a focus on racial equity, the workshop aims to create a more holistic approach to addressing systemic issues that impact our youth.

SESSION C21: UNDERSTANDING POWER, PRIVILEGE, AND OPPRESSION

In order to counter the impacts of white supremacy culture, we must understand how power, privilege and oppression has created and sustained systemic inequity and racial and social injustice that has impacted our communities. This session explores critical concepts to build our collective awareness while providing the space to intentionally engage in the necessary mirror work to further our own personal journey to advance racial justice and equity.

SESSION C22: VOTING EXTREMISTS OFF BUCKS COUNTY SCHOOL
BOARDS

Since 2020, school board meetings in Central Bucks and Pennridge devolved into dark comedies as extremist school board majorities pushed ideological policies into our schools.

Partnering with community allies, our unions supported slates of school board candidates who swept the 2023 elections, cementing pro-public education majorities for our members and our students. Challenges we have collectively faced include maintaining safe, equitable and inclusive environments, advocating for the voices and experiences of our most vulnerable students, initiating, and maintaining Diversity, Equity and Inclusion programming and Organizing, Advocating and Fighting Institutional Racism and White Supremacy Culture in our schools and communities.

SESSION C23: WHY ASIAN PACIFIC ISLANDER DESI AMERICAN
CURRICULA MATTERS AND HOW TO INTEGRATE IT

This workshop will cover the importance of including Asian Pacific Islander Desi American (APIDA) history in school curricula through exploring the contributions of APIDAs in labor activism; the fight for school integration and citizenship rights; the use of Model Minority Myth as a racial wedge; how the Perpetual Foreigner Stereotype is part of systemic racism; and the intersectionality of APIDAs and other minority communities. Participants will also explore multiple ways to integrate APIDA histories into existing teaching strategies. They will be given opportunities to brainstorm ways to seamlessly include APIDA narratives and to move beyond focusing on heritage months and holidays.