

San Francisco

Board of Supervisors
Public Safety Committee Hearing on
LGBTQ Hate Crimes 12/7/2017

Human Rights Commission

San Francisco Human Rights Commission

Areas and Focus



San Francisco Human rights Commission

- The **Human Rights Commission** works to provide leadership and advocacy to secure, protect and promote human rights for all people. The Human Rights Commission was established in 1964 during the Civil Rights Movement. The Commission enforces City laws and ordinances as they relate to non-discrimination in housing, employment and public accommodations.
- The Commission's **Discrimination Division** investigates and mediates complaints of discrimination and non-compliance in employment, housing and public accommodation, as prescribed by City policy and jurisdiction. In addition, the Division is charged with implementing the Sanctuary City Ordinance by assisting the public in filing, mediating, and investigating complaints of non-compliance with the ordinance.
- The Commission's **Policy Division** collaborates closely with other governmental agencies, community-based organizations and members of the community to address a wide range of civil rights and social justice issues affecting the residents of San Francisco.

Discrimination

Protected Classes

HRC's Discrimination Complaints Investigation and Mediation Division investigates and mediates complaints of discrimination and non-compliance in **employment**, **housing** and **public accommodation**, as prescribed by City policy and jurisdiction.



Policy



LGBTQI Violence Prevention Needs Assessment

- In 2015, the HRC commissioned a needs assessment on violence against our LGBTQI communities in San Francisco.
- The assessment probed the following:
 - What types of violence affect LGBTQI people in San Francisco?
 - Where do LGBTQI survivors of violence seek support?
 - How do experiences of violence compare across gender, race/ethnicity, sex, age, income-level and other key demographics?
 - What are existing violence preventions services for LGBTQI people in San Francisco, and to what degree are these services able to meet the need?
 - How does LGBTQI service utilization compare across LGBTQI subgroups?
 - What are effective violence preventions models at the local and national level?
 - To what extent are "safe spaces" useful as a violence prevention model?

LGBTQI Violence Prevention Needs Assessment

Key Findings

- High proportions of San Francisco's LGBTQI community has experienced violence
 - 81% have experienced harassment
 - 68% have experienced physical violence
 - 48% have experienced sexual violence
 - 33% have experienced all three (harassment, physical violence, and sexual violence)
- Transgender people, particularly women of color, are significantly more likely to experience all three, as compared to cisgender people
- Transgender people, particularly women of color, are up to seven times more likely to feel unsafe and limited by safety concerns as to where to live, work, socialize, and receive health/social services
- LGBTQI people often do not report violence (62% do not report harassment, 44% physical violence, 47% sexual violence)
- Over 1/3 of LGBTQI people do not trust the police.

LGBTQI Violence Prevention Needs Assessment

Key Recommendations

- Increase funding for culturally competent health and social services
- Develop citywide public education campaigns on LGBTQI issues
- Implement sensitivity training for law enforcement
- Focus policy on the most vulnerable populations, including homeless, undocumented, and/or engaged in sex work
- Invest in LGBTQI coalition building

LGBTQI Community Partnerships

Violence Prevention and Intervention Services for Translatinas in the Mission District

- **Grant Recipient:** El/La Para Translatinas
- **Scope of Work:** Case management, community building, education/advocacy services for transgender Latinas in the Mission District

Leadership Development and Legal/Support Services for Incarcerated and Formerly Incarcerated Transgender Persons

- **Grant Recipient:** Transgender, Gender Variant, and Intersex Justice Project
- **Scope of Work:** Leadership development, in-custody and re-entry support, and coalition building services for transgender, gender variant, and intersex people

Transgender Coalition Building and Organizational Support Services

- **Grant Recipient:** TAJA'S Coalition (Fiscal Sponsor: Saint James Infirmary)
- **Scope of Work:** Development of a citywide transgender coordinating council, anti-violence public awareness campaigns, and leadership development for trans-serving stakeholders

Violence Prevention and Intervention Services for LGBTQI Survivors of Violence

- **Grant Recipient:** LYRIC
- **Scope of Work:** Peer support and leadership development services for LGBTQI survivors of violence, with a focus on youth

LGBTQI Policy

- The HRC has been collaborating with the San Francisco Sheriff's Department to develop and implement inclusionary housing and programming policies for transgender inmates at County jails.
 - The effort stems from the historical segregation and disparate treatment of transgender inmates in detention facilities.
 - The long-term goal of the collaboration is for transgender inmates to be housed according to their gender identity (as opposed to assigned sex at birth) and housing preference.
- The HRC has been working with the San Francisco Police Department on policy areas including:
 - Prioritizing Safety for Sex Workers
 - Search Policy for Transgender and Gender-Nonconforming Persons
 - Transitioning in the Work Place Policy for Transgender and Gender-Nonconforming Officers

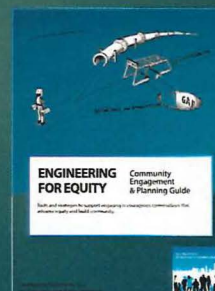
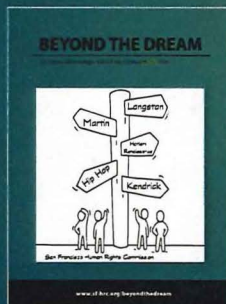
Engineering for Equity

Framework for City Departments

- ▶ Assess Conditions
- ▶ Build Bridges
- ▶ Create Ladders
- ▶ Cultivate Collaboration
- ▶ Consider Impact

Feel free to reach out

- ▶ Sheryl Davis
- ▶ Executive Director, San Francisco Human Rights Commission
- ▶ [415.252.2511](tel:415.252.2511)
- ▶ www.sf-hrc.org
- ▶ Sheryl.Davis@sfgov.org



HELP AGAINST HATE COMMUNITY CONVERSATIONS

HE'S ALWAYS BEEN MY SON: A Mother's Story about Raising Her Transgender Son



WITH

JANNA BARKIN

Join the Human Rights Commission at **25 Van Ness Ave.** for a free, three-part conversation with the author of *He's Always Been My Son: A Mother's Story about Raising Her Transgender Son*.

WEDS.

January 10

January 17

January 24

12-1 PM

Room 70

Room 800

Room 800

The first 15 participants will receive a complimentary copy of the book. Lunch provided for all participants.

COMMUNITY CONVERSATIONS

are meant to inspire courageous dialogue on issues of equity and direct action, in a healing space made for community to express love and provide help against hate.



For more information on the HRC's Community Conversations Calendar, contact the HRC at
25 Van Ness Ave., Room 800, San Francisco, CA 94607 • (415) 252-2500 • sf-hrc.org • hrc.info@sfaov.org

RESPECT AND LOVE

TOOLKIT & RESOURCE GUIDE

TO ADDRESS ISSUES OF
HATE, BIAS & DISCRIMINATION



OVERVIEW

ABOUT

This toolkit serves as a practical demonstration of San Francisco's commitment to serve and support all people. These resources are available for those who live in fear stemming from their immigration status and to educate and inform their allies. The toolkit includes ways to identify and find support for newcomers, ensuring that San Francisco is a safe and inclusive city for everyone, offering access to important services geared toward integration and inclusion.

This is a snapshot of the services available in San Francisco; for a more comprehensive look, please visit www.sfgov.org/oceia/immigrant-affairs or call 311 and press 3 for "other services."

INCLUDED IN THIS GUIDE

1. Information about SF City laws
2. Referral resources for legal education, immigration legal defense, pathways to citizenship, and other important topics
3. How to help support immigrants, undocumented immigrants, and immigrant families



ABOUT THE SANCTUARY CITY ORDINANCE

WHAT IS THE SANCTUARY CITY ORDINANCE?

In 1989, San Francisco passed the "City and County of Refuge" Ordinance (also known as the Sanctuary City Ordinance). The Sanctuary City Ordinance generally prevents City employees from using City funds or resources to help Immigration and Customs Enforcement (ICE) enforce federal immigration law unless it is required by federal or state law.

Later, in 2013, San Francisco passed the "Due Process for All" Ordinance. If someone is in jail in San Francisco, the Due Process for All Ordinance limits when City law enforcement officers may give ICE advance notice that they are being released from jail. It also prevents City law enforcement officers from cooperating with ICE detainer requests, also known as "ICE holds."

WHAT DOES IT MEAN THAT WE ARE A SANCTUARY CITY?

Under current law, City employees generally may not use City resources to:

- Assist or cooperate with any ICE investigation, detention, or arrest relating to alleged violations of the civil provisions of federal immigration law.
- Ask about immigration status on any application for City benefits, services, or opportunities, except as required by federal or state statute, regulation, or court decision.
- Limit City services or benefits based on immigration status, unless required by federal or state statute or regulation, public assistance criteria, or court decision.
- Provide information about the release status or personal information of any individual, except in limited circumstances when law enforcement may respond to ICE requests for notification about when an individual will be released from custody.
- Detain an individual on the basis of a civil immigration detainer after that individual becomes eligible for release from custody.

Please note that federally-funded programs may have different rules, record-keeping, and reporting requirements.

WHY DID SAN FRANCISCO ADOPT THE SANCTUARY CITY ORDINANCE?

The Sanctuary Ordinance promotes public trust and cooperation. It helps keep our communities safe by making sure that all residents, regardless of immigration status, feel comfortable calling

the Police and Fire Departments during emergencies and cooperating with City agencies during public safety situations. It helps keep our communities healthy by making sure that all residents, regardless of immigration status, feel comfortable accessing City public health services and benefit programs.

IS SAN FRANCISCO THE ONLY SANCTUARY CITY IN THE COUNTRY?

No. In fact, San Francisco is just one of hundreds of cities across the U.S. with sanctuary policies or related law enforcement orders. California and certain other states also have related laws or policies.

ARE CITY SERVICES AVAILABLE TO ALL?

City employees will not include on any application, questionnaire, or interview form for City services any question regarding immigration status other than those required by federal or state law, regulation, or court decision.

WHERE CAN I GET MORE INFORMATION?

Brochures on the Sanctuary City Ordinance are available in English, Spanish, Chinese, Vietnamese, and Russian at <http://sf-hrc.org/sanctuary-city-ordinance-documents>.

The full text of the San Francisco Sanctuary City Ordinance is available in English, Spanish, and Chinese at <http://sf-hrc.org/sanctuary-city-ordinance-documents>.

To request a Sanctuary City poster in English, Chinese, Russian, Spanish, Tagalog or Vietnamese, please call 311.



**WORK
TOGETHER**

WORK TOGETHER

City agencies work together to ensure San Francisco laws are followed. Our partnerships also extend to local nonprofits and other groups. Many of these groups have come together to assist immigrants, undocumented immigrants, and immigrant families. Below are two of these groups, with contact information for each of the agencies that makes up part of the network or collaborative.



THE SAN FRANCISCO IMMIGRANT LEGAL EDUCATION NETWORK

SFILN represents immigrants from African and Afro-Caribbean, Arab, Asian, and Latino communities. They provide free immigrant legal assistance and community education to low-income immigrants in San Francisco. SFILN provides services in over 20 languages and dialects and is made up of the following 13 organizations:

Dolores Street Community Services (lead agency of SFILN): 415.282.6209

African Advocacy Network: 415.503.1032

Arab Resource & Organizing Center (AROC): 415.861.7444

Asian Americans Advancing Justice (Asian Law Caucus): 415.896.1701

Asian Pacific Islander Legal Outreach: 415.567.6255

Causa Justa :: Just Cause: 415.487.9203

Central American Resource Center: 415.642.4400

Chinese for Affirmative Action: 415.274.6750

Filipino Community Center: 415.333.6267

La Raza Centro Legal: 415.575.3500

La Raza Community Resource Center: 415.863.0764

Mujeres Unidas y Activas: 415.621.8140

People Organizing to Demand Environmental & Economic Rights (PODER): 415.431.4210

THE SAN FRANCISCO IMMIGRATION LEGAL DEFENSE COLLABORATIVE



SFILDC provides free, high quality, culturally competent legal services on behalf of immigrant children and families. Through direct legal representation, informed advocacy, and technical assistance, SFILDC works together to protect immigrants' rights and ensure that everyone is represented in the judicial process. SFILDC is:

Central American Resource Center (CARECEN) (lead agency of SFILDC): 415.642.4400

Asian Pacific Islander Legal Outreach: 415.567.6255

U.C. Hastings Center for Gender & Refugee Studies: 415.565.4877

Dolores Street Community Services: 415.282.6209

Immigration Center for Women & Children: 415.861.1449

Immigration Legal Resource Center: 415.255.9499

Kids in Need of Defense: 202.824.8680

La Raza Centro Legal: 415.575.3500

La Raza Community Resource Center: 415.863.0764

Legal Services for Children: 415.863.3762

Pangea: 415.254.0475

University of San Francisco Legal Clinic: 415.422.6307

San Francisco Bar Association: 415.989.1616



YOU ARE PROTECTED

The Human Rights Commission (HRC) investigates discrimination based on a PROTECTED CLASS. Someone should not be treated differently in housing, employment, or at a business/public accommodation because of their:

RACE (or Ethnicity)

COLOR (of your skin)

NATIONAL ORIGIN

(a country you came from)

PLACE OF BIRTH

(the country you were born in)

ANCESTRY

(Ethnicity, or where you and your family are from more generally)

FAMILIAL STATUS

(for housing, having minor children)

SOURCE OF INCOME

(for housing, where you get money)

DISABILITY

(mental or physical, including not reasonably accommodating a disability; can be temporary)

SEX

(your biological sex)

GENDER IDENTITY

(the gender you identify as)

SEXUAL ORIENTATION

(who you are attracted to)

RELIGION/CREED

WEIGHT

HEIGHT

HIV/AIDS STATUS

AGE

MARITAL STATUS

(whether or not you are married)

DOMESTIC PARTNER STATUS

(whether or not you have a domestic partner)

ASSOCIATION

(being treated differently because you are associated with one of the other listed protected classes)

PERCEPTION

(being treated differently because you are perceived to be in one of the other listed protected classes)

EXAMPLES OF POSSIBLE DISCRIMINATION:

- You have a disability that requires a companion animal and your landlord will not waive their “no pets” policy.
- You identify as female, but your coworkers routinely misgender you as “he” and refuse to identify you as “she” for over a year, even though you have complained to your boss about it many times.
- After you have a child, your landlord gives you lease violations for violating the unit’s occupancy restrictions.
- You applied to rent an apartment and the property manager was very friendly on the phone. However, as soon as the property manager saw you (and saw that you have a different skin color, a visible disability, were wearing a hijab, are gender non-conforming, etc.), his demeanor changed completely. Afterwards, they said the apartment was rented out, but you saw it back on Craigslist a few days later.
- You apply for housing with your section 8 voucher and the landlord says that you were otherwise eligible, but, “we don’t take section 8.”
- You were forced to wait for over an hour to be served at a restaurant, while other people who are not from the same country as you, but came in after you, were served before you. Later, this happened to two of your friends who are also of the same national origin.

For more information, contact the HRC.

Call (415) 252-2500; email hrc.info@sfgov.org; or visit www.sf-hrc.org. Thank you for contacting us.

ADDITIONAL PROTECTIONS: THE FAIR CHANCE ORDINANCE

The Fair Chance Ordinance (FCO) is designed to give people with arrest and/or conviction records the opportunity to be considered for employment and housing on an individual basis, giving them a “fair chance” to effectively reintegrate into the community and provide for their families and themselves.

Who Does the FCO Apply to?

In housing, the FCO applies to affordable housing providers. In employment, the FCO applies to any employer with 20 or more employees.

What Does the FCO Cover?

The FCO creates a process that employers and affordable housing providers must follow when they are considering conviction history. Under the FCO, you have the right to:

- Have all of your other qualifications for a job or affordable housing decided **BEFORE** the employer or affordable housing provider knows anything about your conviction history.
- Not be asked about your conviction history through a rental application form.
- Be provided with a copy of the **FCO Notice** before your background check is run.
- **NOT have any of the following six “off limits” categories considered**, or even requested: arrests that did not result in a conviction; participation in a diversion or deferral of judgment program; expunged, judicially dismissed, invalidated or otherwise inoperative convictions; any juvenile record; most convictions more than seven years old; and most infractions.
- **Have your record assessed individually** (an “individualized assessment”), in which only directly-related convictions and unresolved arrests in your record may be considered.
- Be provided with a **copy of the background check report** and told which conviction or unresolved arrest is the basis for the employer or housing provider’s proposed denial or other “adverse action.”
- **Respond orally or in writing** to any proposed adverse action to show why you shouldn’t be denied or they shouldn’t take the action. You can point out inaccuracies in the report; provide evidence of rehabilitation such as satisfying parole or participating in a drug treatment program; and any other “mitigating factors” about the circumstances of the conviction.

Who Enforces the FCO and how can I contact them?

The San Francisco Human Rights Commission (HRC) enforces the housing portion of the FCO. They can be reached in person at 25 Van Ness Avenue, Room 800, San Francisco, CA 94102; by phone at (415) 252-2500; via email at hrc.info@sfgov.org; or by filing an online inquiry at <http://hrc.sfintranet.firmstep.com/achieveforms-node/discrimination-public-form>.

The San Francisco Office of Labor Standards Enforcement (OLSE) enforces the employment portion of the FCO. They can be reached in person at City Hall, Room 430, 1 Dr. Carlton B. Goodlett Place, San Francisco, CA 94102; by phone at (415) 554-5192; or via email at fce@sfgov.org.

If you have any questions about the FCO or would like more information about a possible violation of the FCO, contact the HRC.

IF YOU NEED HELP:

IMMIGRATION-RELATED SERVICES

SF PATHWAYS TO CITIZENSHIP

The San Francisco Pathways to Citizenship Initiative offers free legal advice, application assistance, language services, fee waiver application assistance, and other multilingual legal services and assessment, as well as fee-waiver and loan assistance, for mix-status families and individuals seeking naturalization.

Citizenship services include large group, one-stop processing, legal screenings and consultations by immigration attorneys, N400 Naturalization application assistance, fee waiver and disability waivers, derivative citizenship applications, trained interpreters and document translation, civic engagement, ESL/naturalization classes, and volunteer training of attorneys and community members.

For additional information on upcoming naturalization workshops, please visit

www.sfcitizenship.org; email sfpathwaystocitizenship@gmail.com; or call: English: 415.662.8901
Spanish: 415.662.8902
Cantonese: 415.295.5894
Mandarin: 415.295.5896
Filipino: 415.692.6798
Russian: 415.754.3818

RAPID RESPONSE SOCIAL SERVICES

24 Hour Hotline

San Francisco non-profit organizations staff a 24-hour, multi-lingual hotline to connect City residents impacted by civil immigration enforcement with services, including assistance with gathering client and/or family information and documents, and connecting those individuals to wrap around case management or crisis response services.

This service is only available to San Francisco Residents.

To reach the hotline, call: (415) 200-1548.

There is Spanish, Arabic and Chinese language capacity.

DISCRIMINATION

The San Francisco Human Rights Commission enforces the City's anti-discrimination laws, including the Sanctuary City Ordinance as well as complaints of discrimination in employment, housing and public accommodations. If you believe you have been discriminated against, please call the Human Rights Commission at (415) 252-2500; email hrc.info@sfgov.org; or visit the office at 25 Van Ness Avenue, Room 800, San Francisco, CA 94102; or file an inquiry online at: <http://hrc.sfintranet.firmstep.com/achieveforms-node/discrimination-public-form>

MORE RESOURCES

For more information on immigrant and language rights, services and resources, visit www.sfgov.org/ocea; email civic.engagement@sfgov.org; or call 415.581.2360.

QUESTIONS AND ANSWERS FOR FAMILIES AFTER THE PRESIDENTIAL ELECTION

Q: I am a member of the Muslim community and am concerned about how the new federal administration will affect me. Who can I call?

A: Contact the Council on American-Islamic Relations, San Francisco Bay Area Office: (408) 986.9874, <http://ca.cair.com/sfba> (languages: English, Farces, Urdu, Arabic).

Q: I am a member of the LGBTQQ community and am worried about how what is happening after the election will affect me. Who can I call?

A: Contact the San Francisco LGBT Center, (415) 865-5555 (languages spoken: English). For youth, call the LYRIC Center for LGBTQQ Youth, (415) 703-6150, <http://lyric.org>, info@lyric.org (languages: English, Spanish, Cantonese, and Tagalog). For the transgender community, call the Transgender Law Center helpline at (415) 865-0176 or visit <http://transgenderlawcenter.org> (languages: English and Spanish).

Q: I am undocumented, or I have a family member who is undocumented, and I want to know what my rights are as an immigrant. Who can I call?

A: Contact these agencies: San Francisco Immigrant Legal & Education Network (SFILEN): (415) 282-6209, extension 115 or 129, <http://sfilen.org> (languages: English and Spanish); African Advocacy Network: (415) 282-6209, extension 113 or 128, <http://aansf.org> (languages: English, French, Arabic, Creole, Yoruba, Amharic, Portuguese).

Q: I want to report a hate crime. Who can I call?

A: Contact the San Francisco District Attorney's Office Hate Crimes Hotline: 415-551-9595 (languages: English, Spanish, Cantonese, Mandarin, Russian and Tagalog).



QUESTIONS AND ANSWERS FOR FAMILIES AFTER THE PRESIDENTIAL ELECTION

Q: Can my family access health care services if we are undocumented?

A: In San Francisco, Yes. San Francisco remains committed to health care for all residents. Healthy San Francisco and Healthy Kids offer the full range of health services to San Francisco families at various income levels, including undocumented residents. These programs remain in place. Undocumented immigrants who meet all eligibility requirements may also receive emergency and pregnancy-related medical services and, when needed, state-funded long-term care. And no one, regardless of their immigration status, will be turned away from emergency rooms at San Francisco Hospitals. For more information on **health care programs**, contact: **Healthy San Francisco:** (415) 615-4555, www.healthysanfrancisco.org; **Healthy Kids:** (415) 777-9992, <http://www.sfhp.org/visitors/healthy-kids>; **Medi-Cal:** (415) 558-4700, <https://www.mybenefitscalwin.org/> or visit 1440 Harrison Street and 1235 Mission Street in San Francisco.

Q: My family participates in public assistance programs including Medi-Cal, CalFresh and CalWORKs. Can we still access these programs, even if someone in my family is undocumented?

A: Yes. It is important to remember that undocumented immigrants never qualified for CalFresh, CalWORKs or full healthcare coverage provided by Medi-Cal. CalFresh and CalWORKs are public assistance programs that provide cash aid and nutrition assistance to families who qualify.

If members from your family are currently eligible to participate in Medi-Cal, CalFresh, CalWORKs or other public benefit programs, they are still eligible. There have been no changes to California's public assistance eligibility requirements. The Human Services Agency will continue to process your applications, renewals and provide benefits to you just as it has in the past. This includes all eligibility guidelines and access to benefits for legal permanent residents and clients with qualifying immigration status.

For more information on **Medi-Cal:** <http://www.sfhsa.org/102.htm>.

For information on **food assistance programs**, call **CalFresh:** (415) 558-4700, <http://www.sfhsa.org/143.htm>.

For information on **financial assistance**, contact: **CalWORKs:** (415) 557-5100, <http://www.sfhsa.org/172.htm> (languages: English, Spanish, Vietnamese, Mandarin, Tagalog, Russian).

Q: I or someone I know is depressed and/or may be suicidal. Is there a crisis line that they can call?

A: Yes. The **San Francisco Suicide Prevention Crisis Line** has a 24-hour phone service that provides immediate crisis intervention and emotional support. Call (415) 781-0500. Over 200 languages spoken.



HOW CAN I HELP?

BE AN ALLY

Ally: “one that is associated with another as a helper; a person or group that provides assistance and support.” – Merriam-Webster

- Do not engage in hate speech and activities

STAY INFORMED AND HELP OTHERS

- Listen to those who are feeling threatened about their fears/anxiety
- Attend workshops
- Educate yourself on the issues
- Speak up to friends and families; share truth and not opinions
- Host a workshop or gathering to help people understand the facts
- Put a poster/sign in your window
- Write social media posts celebrating #humansofSF and other stories of humanity. Share stories of the rich diversity and people who come to SF.

VOLUNTEER

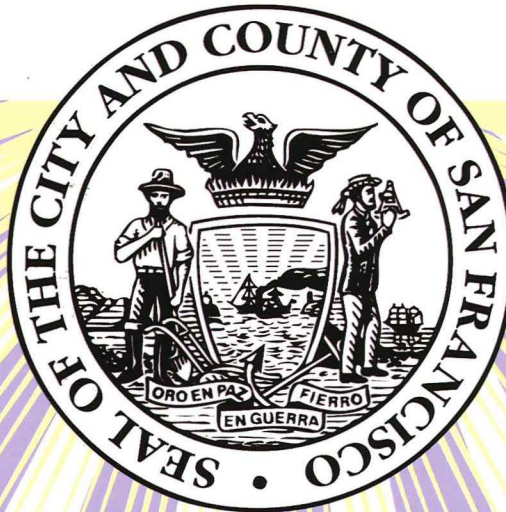
- Help organizations hosting Know Your Rights workshops
- Help distribute materials
- Call organizations helping those feeling threatened and see how you can support their efforts
- If you have special expertise, find an organization that could benefit from your help

SHOW LOVE!

For more information on how to help, contact the San Francisco Human Rights Commission. Call us at 415.252.2500; email hrc.info@sfgov.org; or visit www.sf-hrc.org. Thanks for reaching out!

THANKS

TO THE SAN FRANCISCO AGENCIES THAT PRODUCED THIS TOOLKIT



Mayor's Office of Housing and
Community Development



San Francisco Public Library



LANGUAGE ACCESS NETWORK
OF SAN FRANCISCO



**Our Children,
Our Families Council**



ADDITIONAL PROTECTIONS: HRC LGBT INITIATIVES



Violence Prevention Services for TransLatinas in the Mission District

The HRC continued to work with El/La Para TransLatinas, an advocacy and education organization for transgender Latinas (transLatinas), on violence prevention and intervention services. The HRC provided grant funding to El/La Para TransLatinas to provide services to transgender Latinas, including case management, community building, and education/advocacy.



Leadership Development and Legal/Support Services for Incarcerated and Formerly Incarcerated Transgender Persons

The HRC strengthened its partnership with Transgender, Gender Variant and Intersex Justice Project to continue serving incarcerated and formerly incarcerated transgender people. The partnership provides City funding for the provision of leadership development, in-custody and re-entry support, and coalition building services for transgender, gender variant, and intersex people.



Transgender Coalition Building and Organizational Support Services

The HRC developed a partnership with TAJA's Coalition to provide coalition building and organizational support services to transgender communities across San Francisco. The partnership, now in its second year, supports the creation of a citywide transgender coordinating council, anti-violence public awareness campaigns, and leadership development for trans-serving stakeholders.



Violence Prevention Services for LGBTQI Survivors of Violence

In light of ongoing violence against the City's LGBTQI community, the HRC formed a partnership with the SF LGBT Center to provide trauma counseling, peer support groups, and leadership development services for LGBTQI survivors of violence. The partnership is in its second year and involves collaboration with a number of health and social service providers to engage survivors of violence around culturally competent services.

For more information, contact the HRC.

Call (415) 252-2500; email hrc.info@sfgov.org; or visit www.sf-hrc.org. Thanks for reaching out!

HOW DO I FILE A COMPLAINT?

The Human Rights Commission (HRC) investigates complaints under a number of City ordinances, including anti-discrimination ordinances and the Sanctuary City Ordinance. The guidelines below are generally applicable to the HRC complaint process.

TO FILE A COMPLAINT, CONTACT THE HUMAN RIGHTS COMMISSION

- In person: 25 Van Ness Avenue, 8th Floor, San Francisco, CA 94102
- By phone: (415) 252-2500
- In writing: mail to the address above or send via email to hrc.info@sfgov.org
- Online at <http://hrc.sfintranet.firmstep.com/achieveforms-node/discrimination-public-form>

PARTICIPATE IN AN INTAKE INTERVIEW

- Bring any documents you have to support your claim.
- Bring contact information for the complainant (you or the person(s) filing) and respondent (the person(s) or organization(s) that discriminated against you).
- Explain how you were discriminated against and issues you are having as a result.

DETERMINATION

- HRC staff will interview you to determine if the HRC has jurisdiction to investigate your claims.

FORMAL COMPLAINT

- Depending on the nature of the case, a letter of concern or a formal complaint can be sent to the respondent, who will be required to respond in writing.

MEDIATION

- After receiving a response from the respondent, an HRC staff member may attempt to resolve the complaint through mediation.
- Mediation is a free, voluntary and confidential opportunity to reach a mutually-agreeable resolution to the complaint.
- The mediation can occur with all parties in the same room or through separate meetings with the mediator.

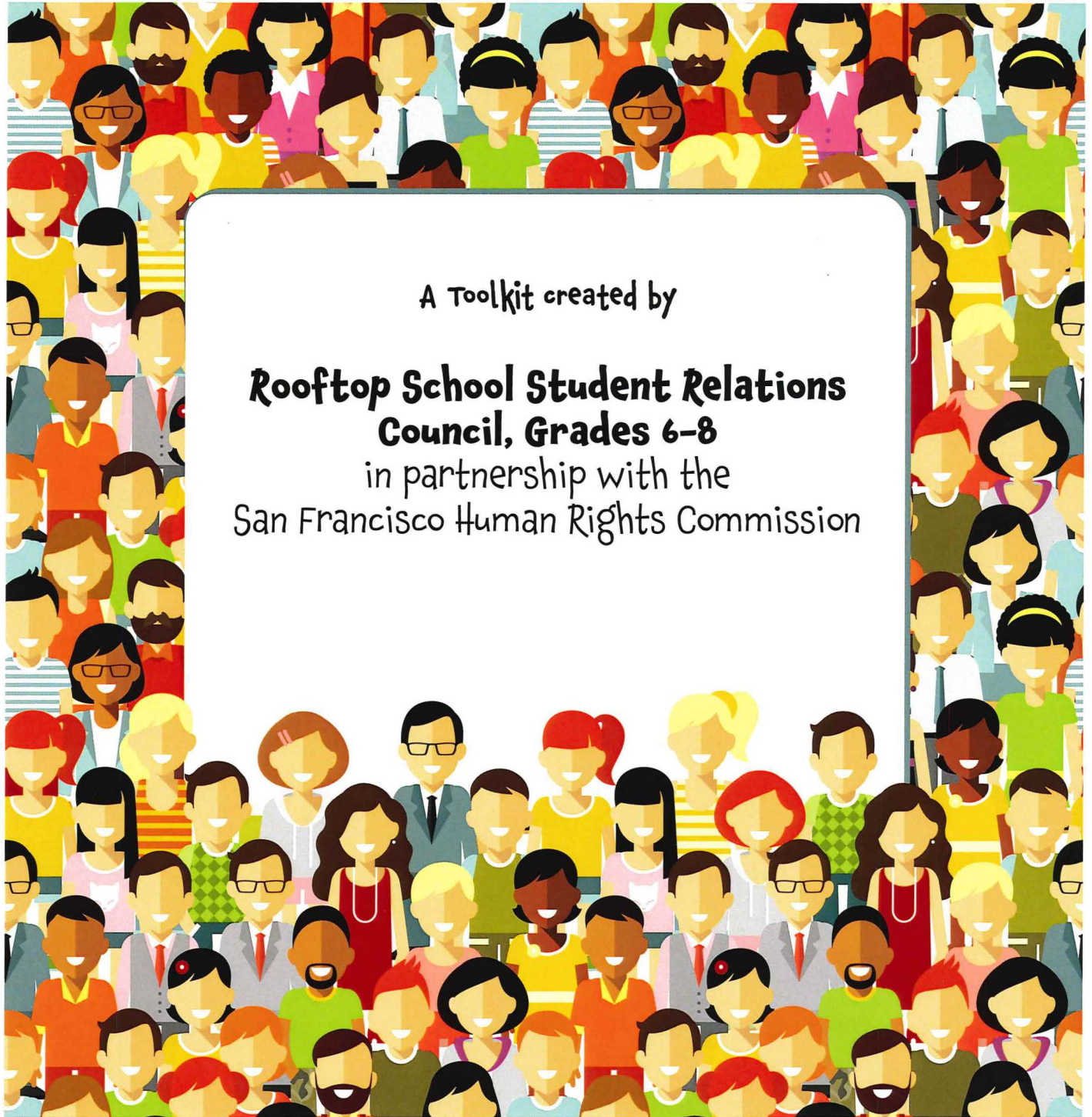
INVESTIGATING AND CLOSING THE CASE

- If mediation is successful and both parties reach an agreement, the HRC will close the case.
- If mediation fails or is rejected by any party, or in cases where mediation is not appropriate, HRC staff may conduct a formal investigation.
- If there is sufficient evidence of a violation, the HRC may issue a Director's Finding of Non-Compliance with the ordinance at issue and may forward it to the Board of Supervisors and the Mayor's Office.

For more information, contact the HRC.

Call us at (415) 252-2500; email hrc.info@sfgov.org; or visit www.sf-hrc.org. Thanks for reaching out!

Guide to A Better Day



A Toolkit created by

**Rooftop School Student Relations
Council, Grades 6-8**
in partnership with the
San Francisco Human Rights Commission



January – May 2017



HELLMAN FOUNDATION

A Message From Members of the Student Relations Council



We have carefully considered people, places and ways to improve community in our school. We have assembled our thoughts to create a toolkit that we hope will help create a welcoming climate and provide suggestions on where to go when students feel uncomfortable with issues they see or experience at school.

This document has been completed in partnership with the San Francisco Human Rights Commission.

We proudly submit this document to students, faculty, staff, family and friends of Rooftop School. We hope this will be used as a tool to build community, respect differences and support in challenging times. We recognize this document can be improved and encourage others to contribute, as this will help the work proceed.

Amelie L'Etoile-Goga

Andez Lopez

Brenda Bernabe

Camilla Arguello

Deji Lasi

Jordyn Morrell

Kendric Sanders

Klara Johnson

Nathan Evans

Pretty Sims

Raihan Cooper

Skyler Holmgren-Lee

R. E. Eymann

Andrew Lopez *Kendric Sanders*

Raihan Cooper

Brenda Bernabe

Pretty Sims

Jordyn Howell

Skyler H-L

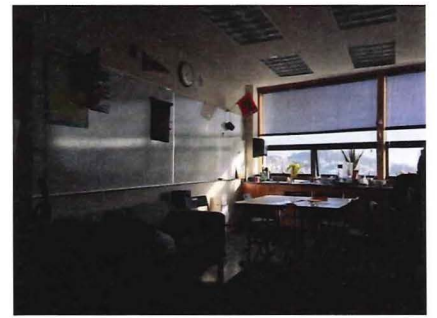
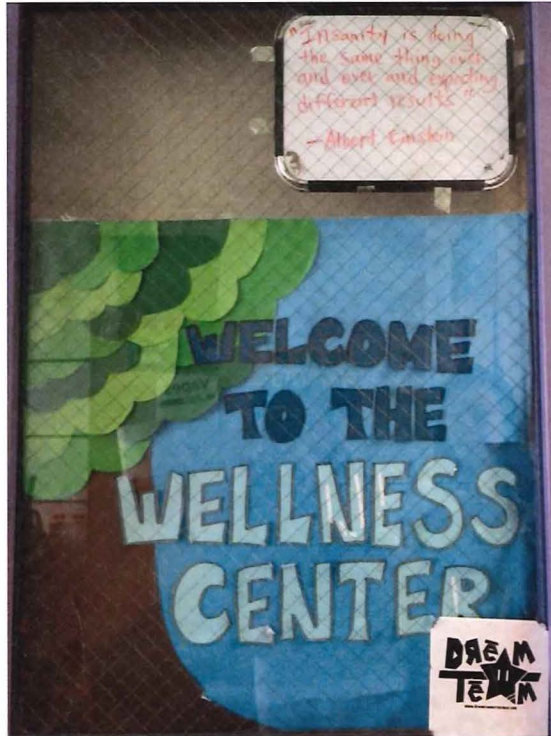
Jeff JAM

Amelie Letoile-Goga

Klara Johnson



Prumy



Guide to A Better Day

A Toolkit created by the Rooftop Student Relations Council

TABLE OF CONTENTS

Table of Contents

1.0 GENERAL INFORMATION

1.1	PURPOSE.....	1
1.2	SCOPE	1
1.3	STUDENT RELATIONS COUNCIL OVERVIEW.....	1
1.4	PLACES TO GO.....	2
1.5	PEOPLE TO TALK TO	2
1.6	THINGS TO DO.....	2

2.0 STRATEGIES

2.1	SONG	4
2.2	STORYTELLING	8
2.3	POETRY.....	8
2.4	EXPERIENCE	8
2.4.1	ROAD TO SUCCESS.....	10
2.4.2	MAPS.....	11
2.5	YOUTH VOICE	16
2.6	STUDENT RELATIONS COUNCIL.....	17

3.0 NEXT STEPS

3.1	STUDENTS	19
3.2	ADULTS	19

1.0 GENERAL INFORMATION



1.0 GENERAL INFORMATION

1.1 Purpose

This is meant to be a guide to help address issues of peace and equity. This toolkit was created to provide ideas and suggestions for where to go if you feel alone. We wanted to share ideas for helping people to talk to each other and things you can do to help yourself and others feel better.

1.2 Scope

This toolkit was created for students, filled with suggestions to help them calm down when they are upset. It is also a tool to help adults and youth consider ways to talk about challenging issues like equity and managing differences of opinion.

1.3 Student Relations Council Overview

The Rooftop Student Relations Council (SRC) is composed of twelve 6th-8th grade students who meet weekly. Principal Michael Reichle, who founded the SRC, describes the Council's mission: "In the midst of turbulent times culturally, politically and socially, we felt that students needed a place to use their voices and speak about what Rooftop could be for them. Furthermore, we are determined to hope for the kind of society we wish to see established based upon the social harmony we can create here." HRC partnered with Rooftop and the SRC for its "Equity Engineers" pilot program to address issues students were experiencing and witnessing at school. HRC and Rooftop staff engaged the SRC in the courageous conversations around race, class, gender, hate, equity, human rights, and bullying that led to this toolkit.

1.4 Places to Go

- The Library
- Somewhere quiet
- Wellness Center
- Mr. Cavazos's Room
- The Office
- Class
- Visit the Roof

1.5 People to Talk to

- Counselor
- Elder
- Family
- Friend
- Mentor
- Ms. Banks
- Ms. H
- Ms. M
- Parent
- Afterschool Program staffer
- Andy (Andy always has exciting activities going on)
- Teacher
- Trusted adult
- Visit JPL
- Visit the Library

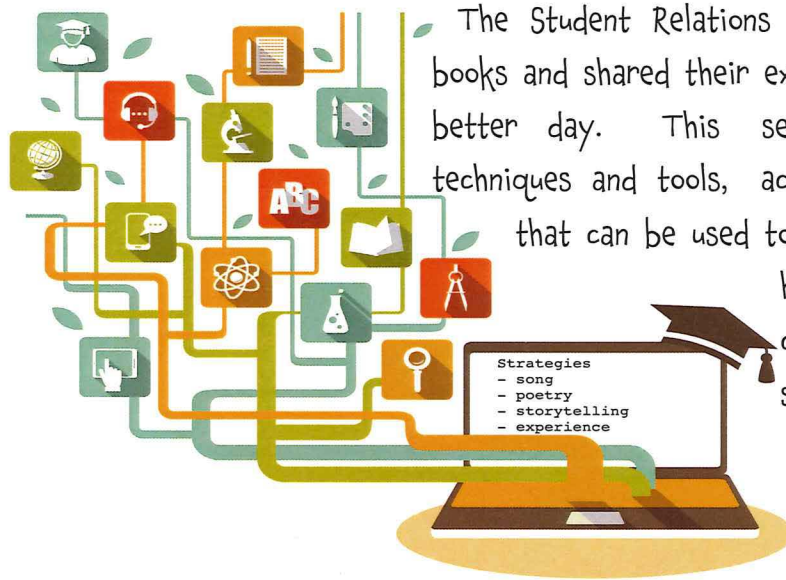
1.6 Things to do

- Focus on positive
- Forget about it
- Don't think about the negative
- Sit it out
- Don't talk to the person that made me angry
- Take deep breaths
- Calm down alone
- Talk to friends
- Eat a bag of Ruffles to calm down
- Take a breath of fresh air



2.0 STRATEGIES

2.0 STRATEGIES



The Student Relations Council has identified songs and books and shared their experiences as strategies to have a better day. This section includes the suggested techniques and tools, activities, curriculum and materials that can be used to support building community or having courageous and caring conversations. Consider your own songs or ways to use music.

2.1 Song

The Songs listed below are recommendations from the Student Relations Council. The SRC believes these songs can serve as encouragement and help motivate someone during difficult or challenging times. The songs can also be used to spark conversations and discussions that can help build community and empathy.

America by Motionless in White feat.

Michael Vampire

Apparently by J. Cole

Firework by Katy Perry

I Love Myself by Hailee Steinfeld

Land of the Free by Joey Bada\$\$

Man in the Mirror by Michael Jackson

Me Too by Meghan Trainor

Mean by Taylor Swift

Own Appeal by Oddisee

Partition by Beyoncé

Rise Up by Andra Day

Titanium by David featuring Sia

Who Says by Selena Gomez

Wonderful World by Louis Armstrong

Titanium

Artist: David feat. Sia

“Shoot me down, but I won’t fall”

CONVERSATION – talk about self-love and confidence!

Land of the Free

Artist: Joey Bada\$\$

“Leave us dead in the street then be your organ donors

They disorganized my people, made us all loners

Still got the last name of our slave owners

In the land of the free, it’s for the free loaders

Leave us dead in the street then be your organ

donors

They disorganized my people, made us all loners

[Hook] Can’t change the world unless we change ourselves

Die from the sickness if we don’t seek the health

All eyes be my witness when I speak what’s felt

Full house on my hands, the cards I was dealt

Three K’s, Two A’s in AmeriKKka”

CONVERSATION – To think about this song’s general themes will spark thoughts about Black Lives and the current conundrum of how African American citizens are treated.

Own Appeal

Artist: Oddisee

“Get everything you want it ain’t always good for your soul”

CONVERSATION – Get to know these people first and find common ground. This lyric will spark conversation about our action in a world where we hear rappers and celebrities talking about gold chains and expensive cars. It’s good to think how these items, or riches, affect a person’s soul or well-being.



Firework

Artist: Katy Perry

“Even brighter than the moon...”

Wonderful World

Artist: Louis Armstrong

“And I think to myself, what a wonderful world”

Rise up

Artist: Andra Day

“And I’ll rise up

I’ll rise like the day

I’ll rise up

I’ll rise unafraid

I’ll rise up

And I’ll do it a thousand times again”

Apparently

Artist: J. Cole

“And I need to treat you better

Wish you could live forever

So we could spend more time together...”

Partition

Artist: Beyoncé

“I sneezed on the beat and the beat got sicker”

America

Artist: Motionless in White feat. Michael Vampire

“Making saints out of useless pop stars”

CONVERSATION – Do we put pop stars' opinions/everything before ourselves and treat them like Gods/saints?

Who Says

Artist: Selena Gomez

“Who says you’re not perfect”

**Mean**

Artist: Taylor Swift

“You, with your words like knives
And swords and weapons that you use against me
You, have knocked me off my feet again,
Got me feeling like a nothing
You, with your voice like nails

On a chalk board, calling me out when I’m
wounded You, picking on the weaker man”

You can take me down
With just one single blow
But you don’t know what you don’t know
Someday I’ll be living in a big old city
And all you’re ever gonna be is mean
Someday I’ll be big enough so you can’t hit me
And all you’re ever gonna be is mean
Why you gotta be so mean?”

I Love Myself

Artist: Hailee Steinfeld

“Gonna love myself, no, I don’t need
anybody else”

Me Too

Artist: Meghan Trainor

CONVERSATION - In this song it’s not
actually the lyrics but on YouTube you can
see videos of how she didn’t let anyone
Photoshop her because she’s proud of
herself

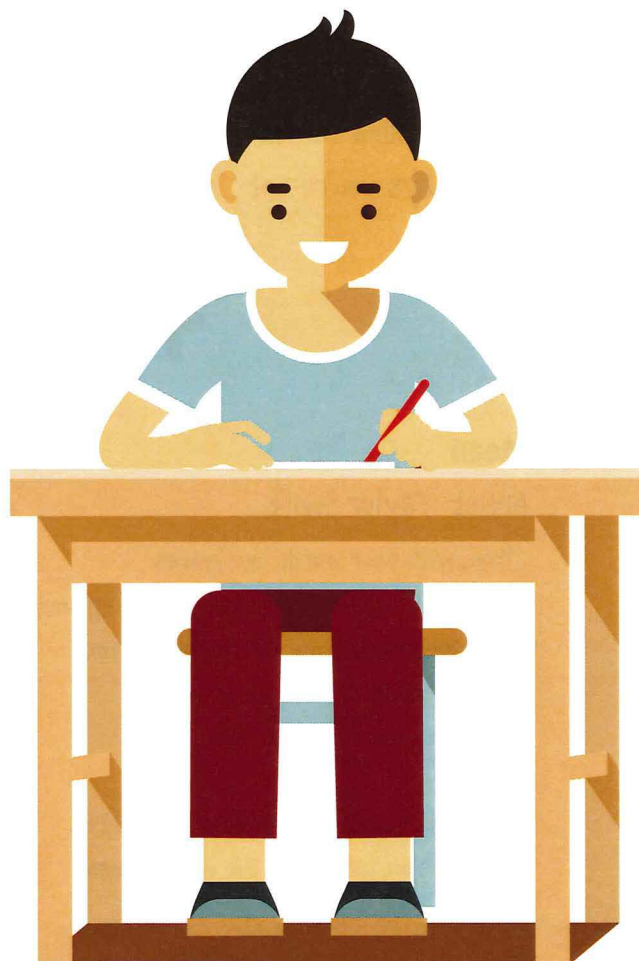
Man in the Mirror

Artist: Michael Jackson

“If you wanna make the world a better place
(If you wanna make the world a better place)
Take a look at yourself, and then make a change”

2.2 Storytelling

- ***What If?*** by Randall Munroe
- ***Brown Girl Dreaming*** by Jacqueline Woodson
- ***Wonder*** by R.J. Palacio
- ***Out of my mind*** by Chris Colfer
- The Boy Who Cried Wolf, Aesop's Fables
- Edgar Allen Poe books
- Tim Burton books
- Mike Lupica books



2.3 Poetry

The SRC suggested reading poetry from:

Langston Hughes

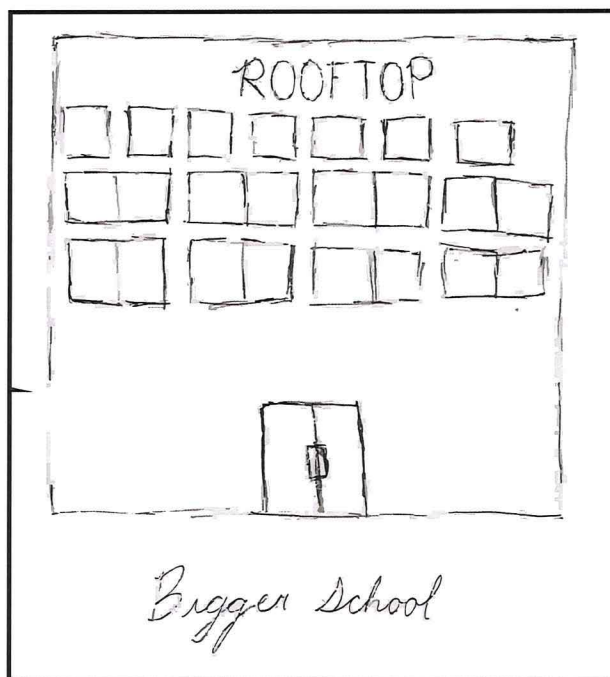
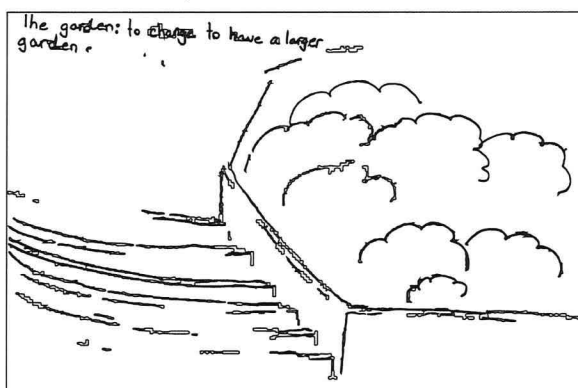
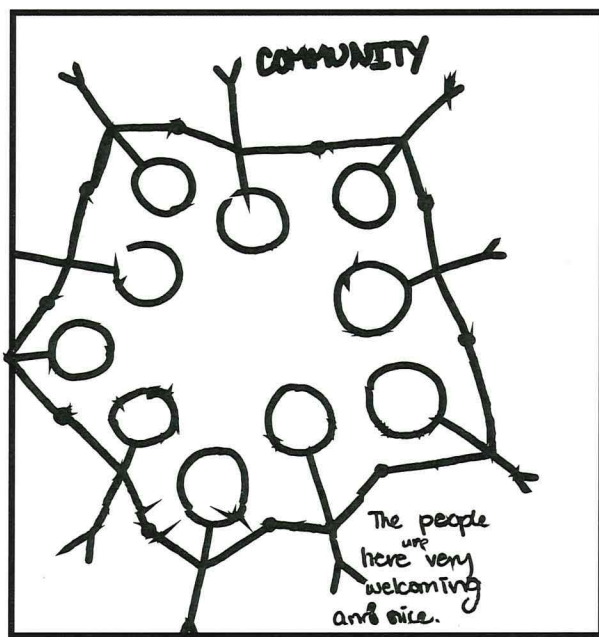
Tupac – he was a rapper, but his lyrics are like poetry

Rumi

"The Hate U Give" by Angie Thomas

2.4 Experience

Through a series of activities and projects the SRC shared their experiences and what they think is required to build community and help achieve success. What follows in this section is the work of the students and the suggestions they have for improving school community and helping students find their way to success.



2.4.1 Road to Success

The SRC shared their ideas on what they think students need to find success. The SRC considered what barriers young people might face on their journey, including challenges like trauma, poverty and bias. Outlined below are the tools the SRC identified to help address challenges youth could encounter.

- | | |
|---|---|
| <input type="checkbox"/> A home/housing | <input type="checkbox"/> Learning –opportunities to learn |
| <input type="checkbox"/> Acknowledge that everyone has bias | <input type="checkbox"/> Love |
| <input type="checkbox"/> Be fully alive | <input type="checkbox"/> Park/recreation |
| <input type="checkbox"/> Community and Support in school | <input type="checkbox"/> Participation |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> People's Support |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Safe Places |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Feedback | <input type="checkbox"/> Self- acceptance |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Self- reliance |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Sleep |
| <input type="checkbox"/> Good role model | <input type="checkbox"/> Support |
| <input type="checkbox"/> Hard work | <input type="checkbox"/> To be challenged |
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Trust |
| <input type="checkbox"/> Hope | <input type="checkbox"/> Work |
| <input type="checkbox"/> Inspiration | |

Education

College is a symbol of a quality education.

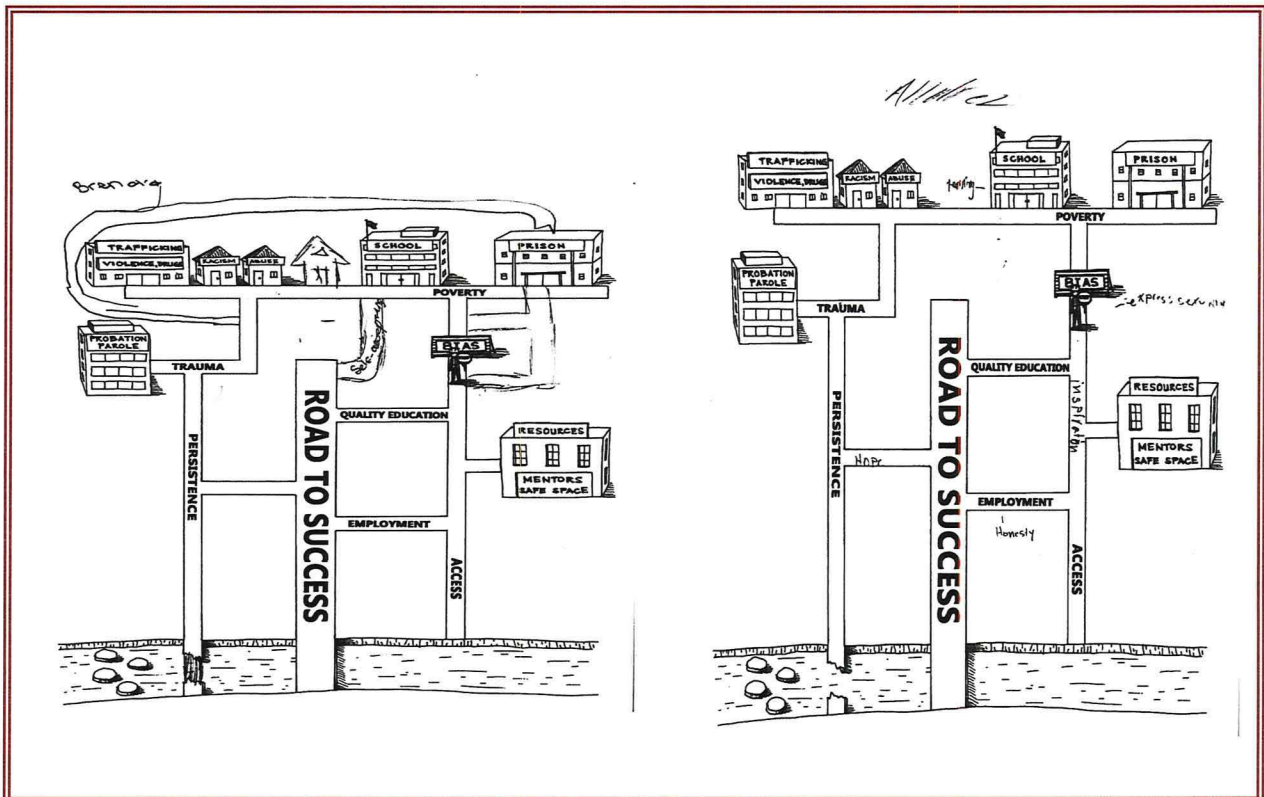
In order to move to a higher education, youth need to work hard and be supported.

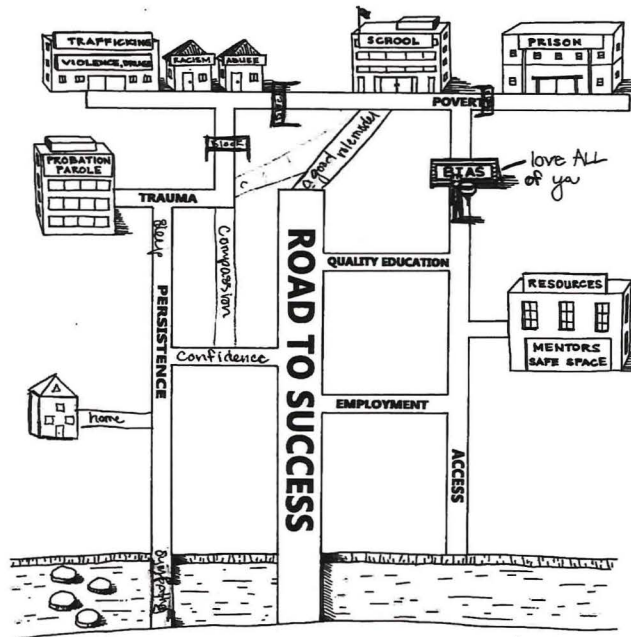
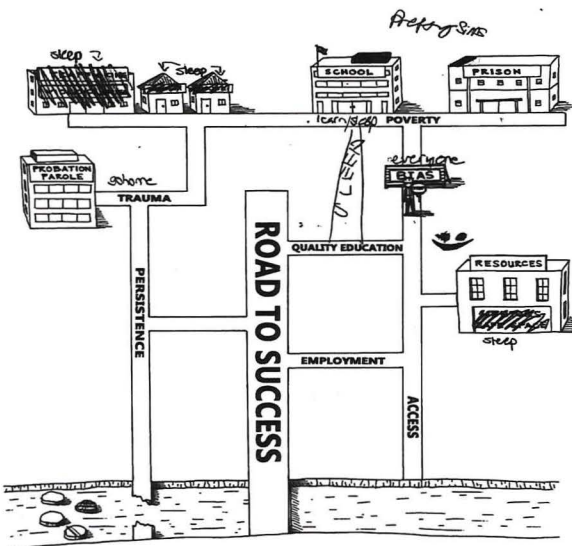
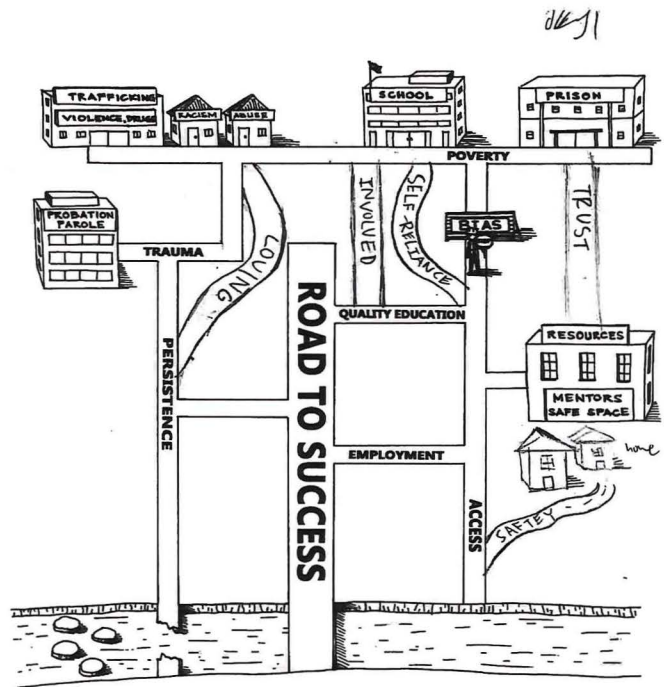
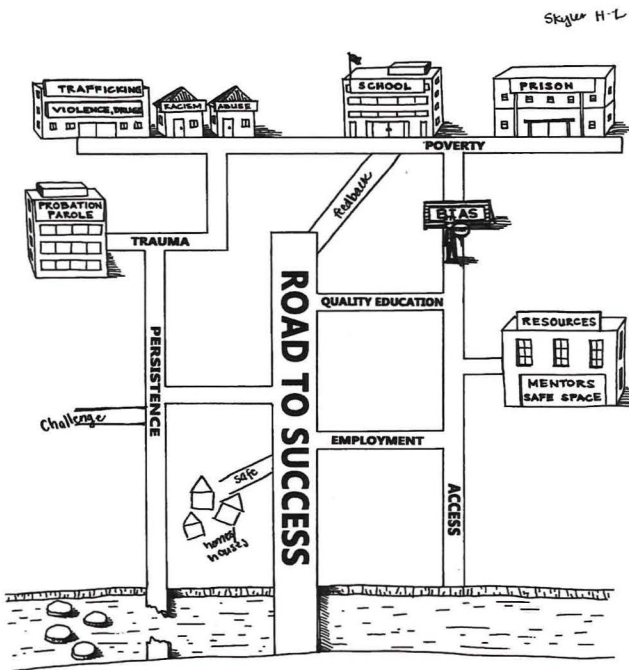
Receiving a quality education can be a challenge.

Involvement is important.

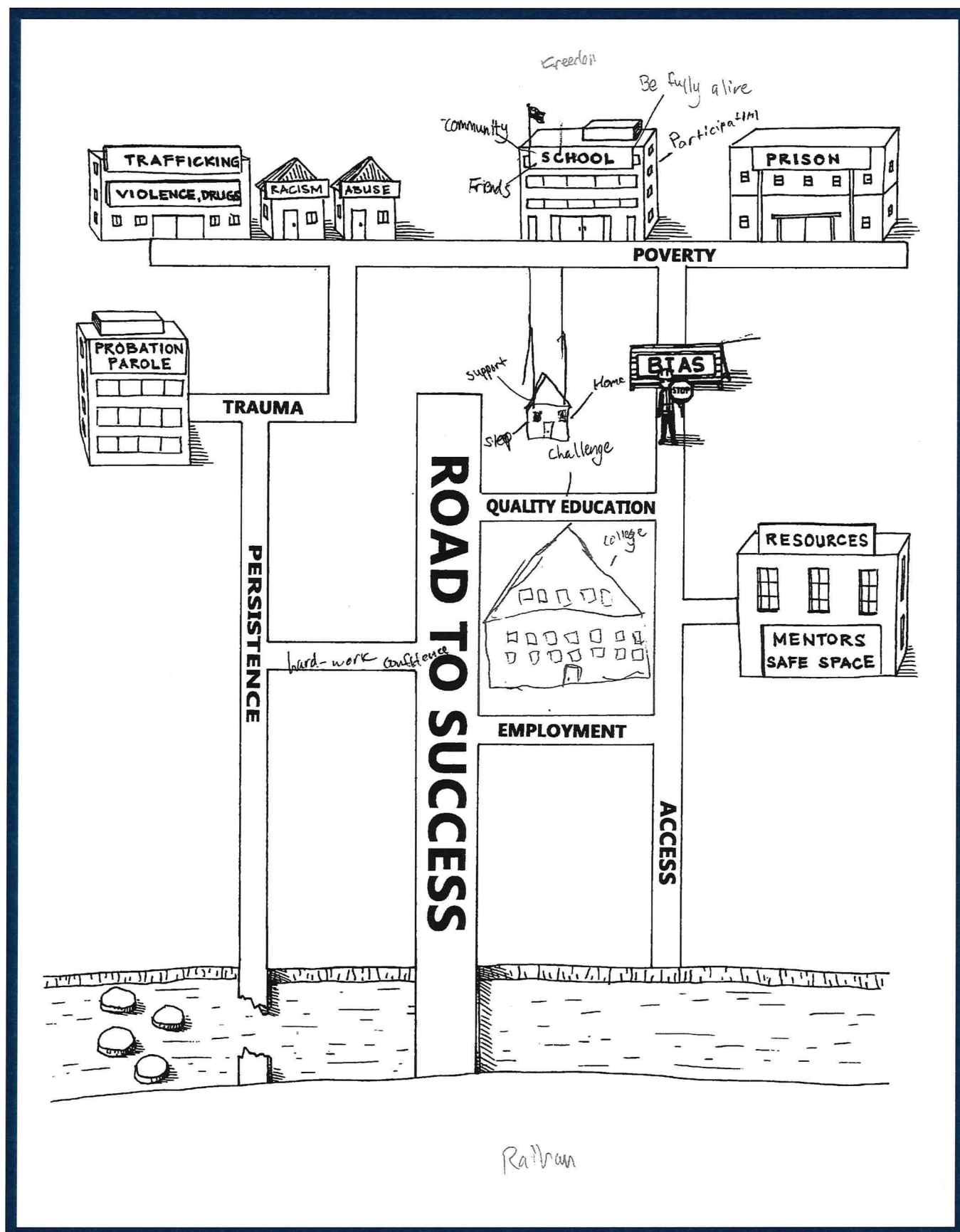
2.4.2 Maps

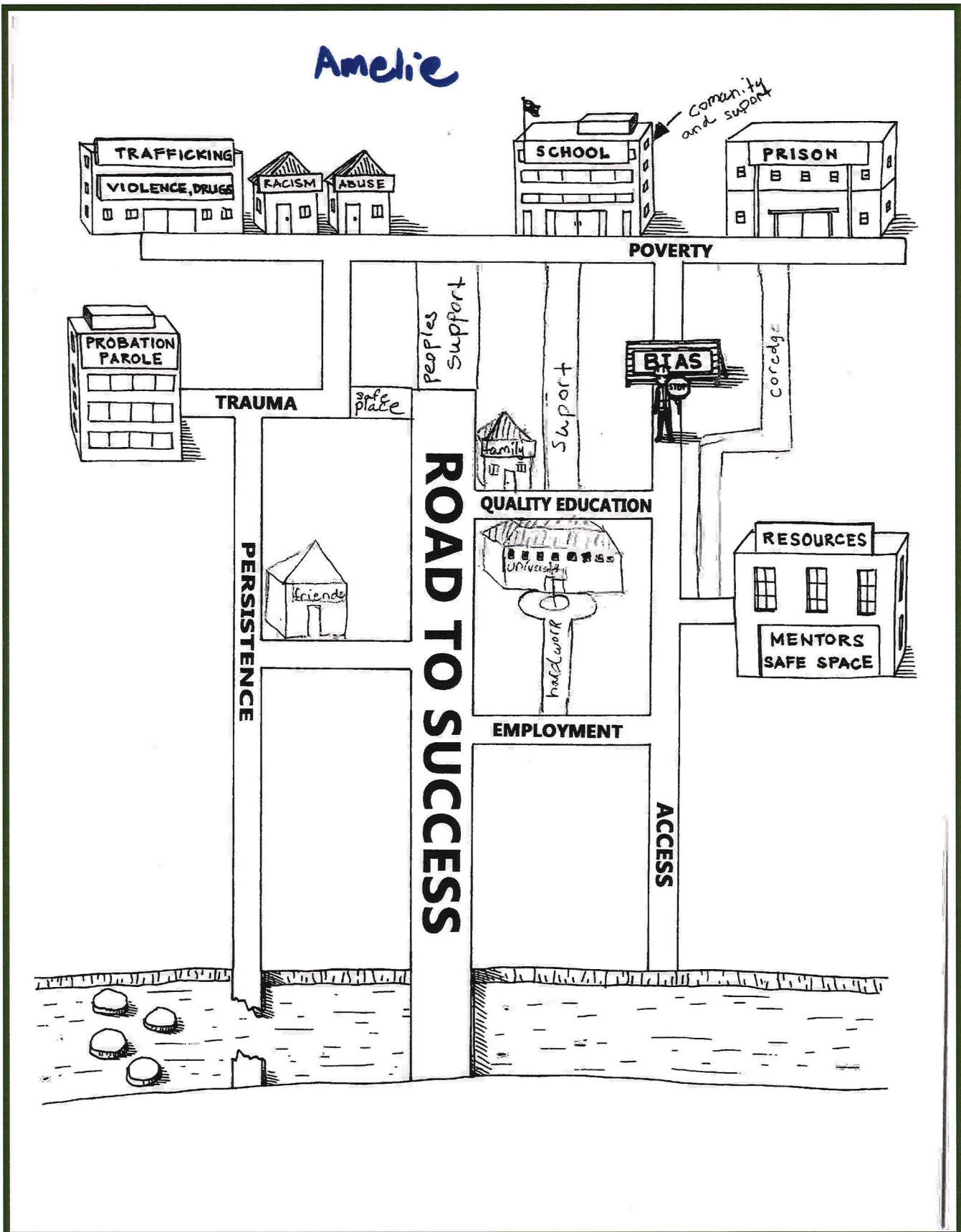
The Student Relations Council used maps to help brainstorm what youth need to find their way to success.

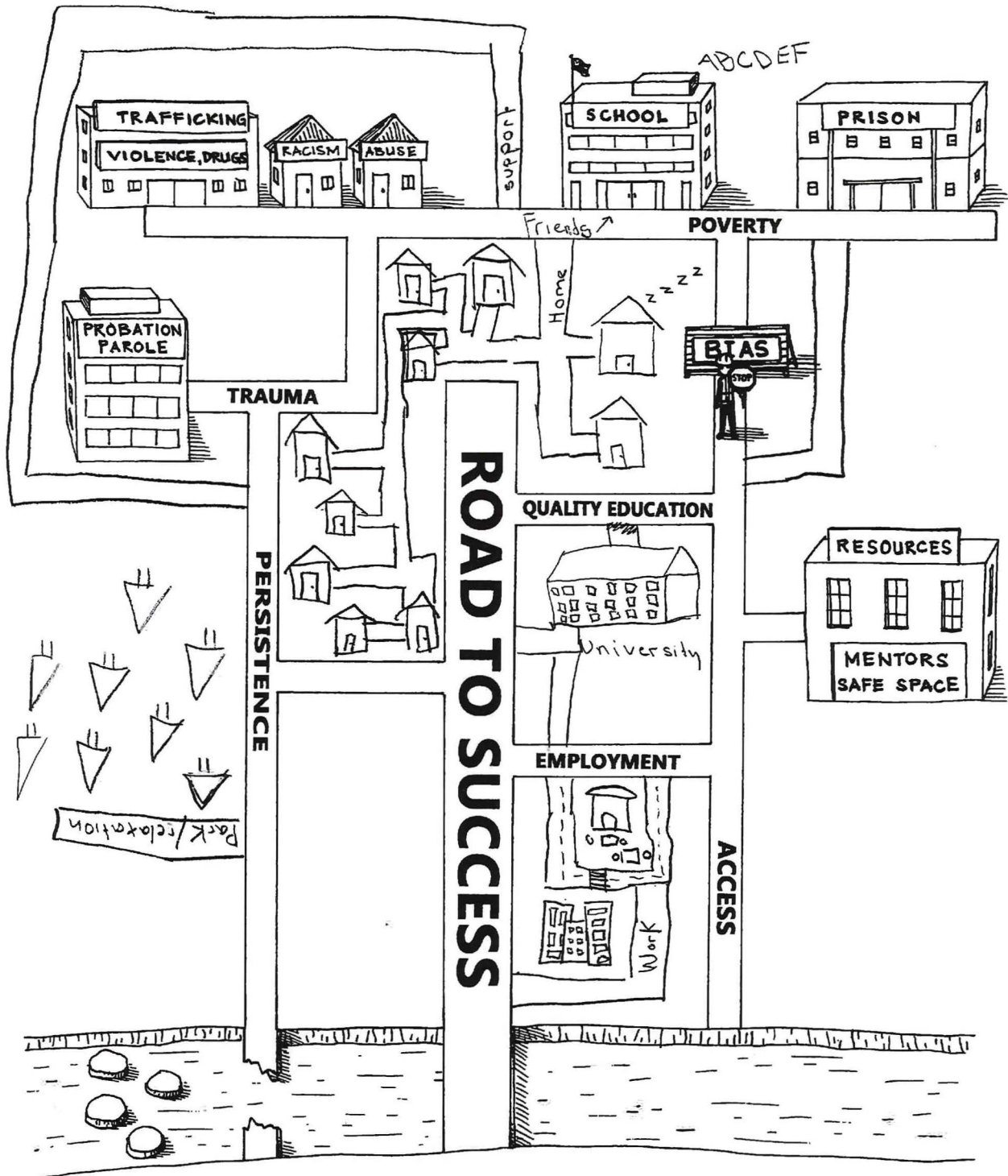




Jordyn M
3/21/17







2.5 Youth Voice



2.6 Student Relations Council

The Student Relations Council met weekly on Tuesday mornings during advisory. The students joined Principal Reichle and staff from the Human Rights Commission in the Library.

The SRC recommends continuing to have the meetings in the mornings.

- 7:50 – 8:20 a.m.
- Twelve student members
- 6th – 8th graders
- Executive Director Sheryl Davis and Policy Analyst Veronica Garcia attended the sessions.
- The SRC is a club where you discuss things about your school.
- We spoke about equity and all the things that improve or could be improved.
- We talk about ways to make things fair and why it should be fair.
- The SRC is a group that is trying to improve the school and make learning easier.
- In the SRC we met up in the library and we talked about equity issues; that was in the beginning; after that we started working on a booklet for students.
- It's about helping others.



3.0 NEXT STEPS



3.0 NEXT STEPS

The members of the 2017 Student Relations Council suggest:

- Make the program bigger
- Offer the program at other schools
- Have others come to learn from the cohort
- Office hours for the Student Relations Council to work with others
 - o Create an internship/job with funding, so they can be compensated for office hours
- Develop criteria for members of the SRC. Suggestions to consider:
 - o Known to be a leader in the community
 - o Demonstrates interest or knowledge in equity or equality
 - o Student participates in class
 - o Confident
 - o There should be an application
 - o Students explain in an interview or on application why they want to join the SRC
 - o Consider an interview process
 - o Applicants should review this toolkit
 - o Teacher recommendations
- More free food
- Make program an elective so students can get credit/units for participation



3.1 Students

- Keep a copy of the toolkit in their backpack or at their home
- Read the toolkit
- Consider how they can help others have a better day

3.2 Adults

- Put a copy of the toolkit in rooms throughout the school
- Provide time for classroom presentations
 - o The SRC should be able to present the toolkit to the school

Everybody Reads!

Family Handbook

Guide to Reading to Your Child

By Sheryl Evans Davis

SUMMER THEME: Making History – Past, Present & Future

MO M★GIC



UNIVERSITY OF
SAN FRANCISCO

School of Education



**Book Concept developed and project coordinated
by Mo' MAGIC,**
1050 McAllister, San Francisco CA 94115 - 415.567.0400
<http://www.momagic.org>

In Association with

Sheryl Evans Davis - Community Outreach Coordinator, Convent & Stuart
Hall Karin Cotterman - Director, Engage San Francisco Initiative, USF

Book selection and lesson plans prepared by

Helen Maniates - Assistant Professor, School of Education, USF Isabel
Nuñez - Visiting Associate Professor, School of Education, USF

Engage San Francisco

<https://www.usfca.edu/mccarthy/engage-san-francisco/>

My Brother's Keeper San Francisco

<http://www.mbksf.org>

The University San Francisco - School of
Education <http://www.usfca.edu/soe/>

Leo T. McCarthy Center for Public Service and the Common
Good <http://www.usfca.edu/mccarthycenter/>



Table of Contents

Welcome to Everyone Reads!	4
Why Read?	5
Program Expectations, Events and Activities	6
Tips for Reading with Your Child	7
NY Times – <i>Reading to All Ages Grooms Them...</i>	8
 The Book List: The History We're Making Now	
Stories About Identity	
<i>Salt in His Shoes</i> , Deloris Jordan	12
<i>The Secret Olivia Told Me</i> , N. Joy	14
<i>Momma, Where are You From</i> , Marie Bradby	16
<i>Tar Beach</i> , Faith Ringgold	18
 Stories About Awareness	
<i>Everybody Cooks Rice</i> , Norah Dooley	20
<i>Those Shoes</i> , Maribeth Boelts	22
<i>The Other Side</i> , Jacqueline Woodson	24
<i>My Brother Martin</i> , Christine King Farris	26
<i>My Brother Charlie</i> , Holly Robinson Peete and Ryan Elizabeth Peete	28
<i>My Princess Boy</i> , Cheryl Kilodavis	30
 Stories About Action	
<i>Something Beautiful</i> , Sharon Dennis Wyeth	32
<i>One Million Men and Me</i> , Kelly Starling Lyons	34
<i>Moses: When Harriet Tubman Lead Her People to Freedom</i> , Carole Boston Weatherford	36
<i>Remember: The Journey to School Integration</i> , Toni Morrison	38
 NY Times – <i>Where are the People of Color in Children's Books?</i>	
Web Resources	43
San Francisco Unified School District Reading List	44
Cover Preview	46
45 Things to do in San Francisco	50

Welcome to Everybody Reads!

Summer can be a crucial time for learning. Summer learning loss can account for up to 50% of the academic achievement gap. Summer is an important factor in student success. Caregivers are also important to their child's learning. The research makes clear that programs providing parents/caregivers the tools, support, and resources they need to help their children reduce aggression, disruptive behavior, and defiance both enhance students' academic experience and reduce the incidence of youth arrests, convictions, and violent acts.¹

This tool serves to support those powerful factors – summer and parents. This will provide parents a tool that supports SFUSD and community efforts to address academic and other outcomes. The Rand Report *Making Summer Count* (2011) asserts that summer learning programs have the potential to be impactful, but only if programming is more than an afterthought, and is instead a collaborative effort to support children in getting to their best success.

Parent engagement is critical in violence prevention and addressing academic and other outcomes. Community partners and parents are integral components in developing youth to their best success; this project seeks to provide support for caregivers and service providers to help address the opportunity and achievement gap.

Goals of the Project:

- Support caregivers/families as a child's first teachers
- Increase time spent reading with your child
- Develop caregivers as leaders and mentors to others
- Provide tools, support and resources to families

¹ *Violence Prevention: The Evidence (series of briefings on violence prevention)* World Health Organization, 2010,

Why Read?

- Children learn more new words from reading than from TV
- They build new knowledge & are exposed to new ideas
- They develop thinking skills & empathy for others
- Students that read more achieve at higher levels

**82% of children ages 5-8 say they love reading.
This drops to 61% at ages 9-11.**

Why Summer Reading?

Summer learning loss can account for up to 50% of the academic achievement gap. Each summer, students can lose 3 months of reading growth. Over the 5 summers between kindergarten and fifth grade, that can put them almost 2 years behind their grade level.

Why Social Justice?

Children are aware of injustice and experience injustices every day. Stories can contribute to building children's resilience. The authors of the books in this program speak to us about developing a positive identity, becoming aware of others and aware of injustices, and taking action against injustice. They show children taking action and making history.

Program Expectations, Events and Activities

We expect children to be read to once a week. After reading to your child, we ask that you fill out the card and mail it in or fill out the google form. We also ask that families participate in at least 4 of the gatherings over the summer.

Families that complete their weekly reflections will receive various gifts ranging from Safeway gift cards to tickets to the movies.

The gatherings will be hosted lunches, dinners or activities that might include bowling, skating or other field trips.

Tips for Reading with Your Child

This book list was compiled especially for families in the Western Addition and Bayview District of San Francisco. These are books for adults to read out loud to children and talk with them about the ideas, feelings and experiences in the books.

All the books reflect aspects of African American life and history, as told through the eyes of African American authors and others who write about caring for one another in a multicultural world. Author Rudine Sims Bishop says that books are mirrors and windows. Children need books that are mirrors where they can see themselves and books as windows to other worlds. Books that provide a mirror for African American children are less known and less available.

For each book, there are two pages. The first page shows a picture of the cover with a short summary of the book. This page includes a Social Justice Element that the book speaks to – identity, awareness and/or action. It also includes a picture of the author(s) and a short paragraph describing them, usually in their own words. On the second page, there is a guide to reading the book with your student. These guides suggest questions to ask, ideas to think about and words to talk about.

Each guide follows the same sequence:

- 1) Before you read
- 2) While you read
- 3) After you read
- 4) Wonderful words, or Words to Talk About
- 5) Keeping the story alive

You can use this same sequence with any book when you read with your student.

Study Finds that Reading to Children of All Ages Grooms them to Read More on Their Own

New York Times

By MOTOKO RICH JAN. 8, 2015

Cue the hand-wringing about digital distraction: Fewer children are reading books frequently for fun, according to a new report released Thursday by Scholastic, the children's book publisher.

In a 2014 survey of just over 1,000 children ages 6 to 17, only 31 percent said they read a book for fun almost daily, down from 37 percent four years ago. There were some consistent patterns among the heavier readers: For the younger children — ages 6 to 11 — being read aloud to regularly and having restricted online time were correlated with frequent reading; for the older children — ages 12 to 17 — one of the largest predictors was whether they had time to read on their own during the school day.

The finding about reading aloud to children long after toddlerhood may come as a surprise to some parents who read books to children at bedtime when they were very young but then tapered off. Last summer, the American Academy of Pediatrics announced a new policy recommending that all parents read to their children from birth.

**The
New York
Times**

“A lot of parents assume that once kids begin to read independently, that now that is the best thing for them to do,” said Maggie McGuire, the vice president for a website for parents operated by Scholastic. But reading aloud through elementary school seemed to be connected to a love of reading generally. According to the report, 41 percent of frequent readers ages 6 to 10 were read aloud to at home, while only 13 percent of infrequent readers were being read to.

Scholastic, which operates book fairs in schools and publishes popular children's books including the Harry Potter and Captain Underpants series, has been commissioning the “Kids and Family Reading Report” since 2006. For the first time this year, the report, conducted by YouGov, a market research firm, looked at predictors that children of different ages would be frequent readers, defined as children who read books for fun five or more days a week.

Kristen Harmeling, a partner at YouGov who worked on the report, said that children in the survey frequently cited reading aloud as a special bonding time with their parents. As children age, “I don’t think that parents know how important that time and the role that it plays in children’s lives,” she said. Of course, children who love to read are generally immersed in households with lots of books and parents who like to read. So while parents who read to their children later in elementary school may encourage those children to become frequent readers on their own, such behavior can also result from “a whole constellation of other things that goes on in those families,” said Timothy Shanahan, professor emeritus of urban education at the University of Illinois at Chicago and a past president of the International Reading Association.

There is not yet strong research that connects reading aloud at older ages to improved reading comprehension. But some literacy experts said that when parents or teachers read aloud to children even after they can read themselves, the children can hear more complex words or stories than they might tackle themselves. “It’s this idea of marinating children in higher-level vocabulary,” said Pam Allyn, founder of LitWorld.Org, a nonprofit group that works to increase literacy among young people. “The read-aloud can really lift the child.”

Other literacy experts say the real value of reading to children is helping to develop background knowledge in all kinds of topics as well as exposure to sophisticated language.

“It wouldn’t have to be reading” to accomplish that, said Catherine Snow, a professor at the Harvard Graduate School of Education. “A two-minute conversation about something on television or something in a magazine or something that you are reading yourself can also have some of the same positive effects as reading aloud.”

Although the Scholastic report found that teenagers were more likely to read frequently for fun if they had dedicated independent reading time in school, only 17 percent of all children surveyed reported having time to read a book of their choice at school daily. Just 10 percent of 12- to 14-year-olds and 4 percent of 15- to 17-year-olds reported having that time in class. Such reading time at school may be particularly important for low-income children, who reported that they were more likely to read for fun at school than at home. While previous studies have shown little connection between independent reading time at school and

better reading habits or comprehension, some large school districts, including Boston and Chicago, encourage teachers to include time in the day for students to pick books and read.

Parents also see a connection. Emily Skelding, a mother of four in New Orleans and a former middle school teacher, said that her eldest son, Sumner, 15, used to devour books as a child.

But now that he has no time at school to read on his own — or perhaps more significant, to choose the books he wants to read — “he stopped reading for pleasure,” Ms. Skelding said.

A version of this article appears in print on January 8, 2015, on page A16 of the New York edition with the headline: Study Finds Reading to Children of All Ages Grooms Them to Read More on Their Own From The New York Times, January 8, 2015 © The New York Times Company. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

The Book List :

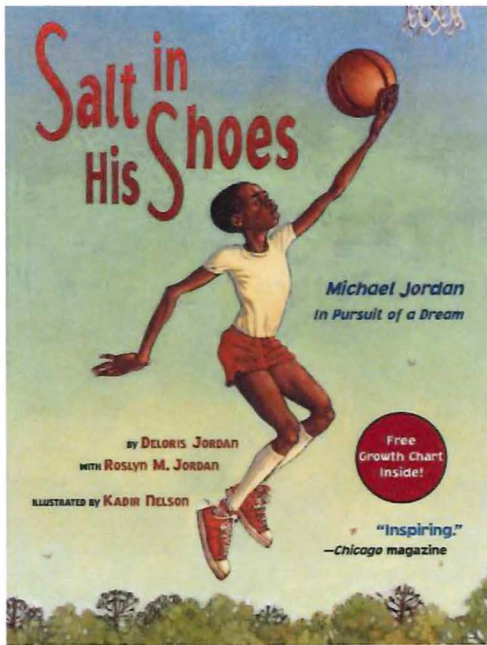
The History We're Making Now

SUMMER THEME: Making History – Past, Present & Future



For nearly a decade **Mo' MAGIC** has distributed books during the summer months, supporting summer camps and community centers. This summer, working with the University of San Francisco, we wanted to offer support to families. We want you to read at least half of the books on the suggested book list, as well as read through books from the San Francisco Unified School District list.

This provides an opportunity to not only support your child's learning, but to also bond as a family. We hope you enjoy time reading together as well as reading these inspirational and exciting stories.



Salt In His Shoes

By Deloris Jordan with Roslyn M. Jordan
Illustrations by Kadir Nelson

As a child, Michael Jordan almost gave up on his hoop dreams because he feared he'd never grow tall enough. That's when his mother and father stepped in and shared the invaluable lesson of what really goes into the making of a champion -- patience, determination, and hard work.

Social Justice Element : Identity

About the Authors

Deloris Jordan and Roslyn Jordan

Deloris Jordan is Michael Jordan's mother. Widely regarded as an advocate for children and families, she does much of her work through the James Jordan Boys and Girls Club and Family Life Center in Chicago, Illinois, and the Institute for Family at the University of North Carolina, has also written *Family First: Winning the Parenting Game*, a book highlighting the seven principles of parenting.



Roslyn M. Jordan is Michael Jordan's sister and co-author of *Salt in His Shoes* and other titles.

More books by Deloris Jordan and Roslyn Jordan:

Dream Big

Baby Blessings

Michael's Golden Rules

Did I Tell You I Love You Today?

Freedom's Wings

Reading Together: *Salt in His Shoes*

Before you read ...

- Do you know who Michael Jordan is?
- How do you think people who are really good at things get that way?
- What would you like to be the very best at?

While you are reading ...

- Have you ever known anyone like Mark? How did they make you feel?
- Why did Michael's mother suggest that they put salt in his shoes? Do you think that is going to make him taller?
- What will help Michael grow taller? What else will help him become a better basketball player?

After you read ...

- What are you good at? What do you enjoy most out of those things?
- Of the things you don't have control over, like growing taller, what would make you even better at your favorite thing you're good at?
- What do you have control over? What can you work hard at that will make you even better at your favorite thing you're good at?

Wonderful words ...

patient

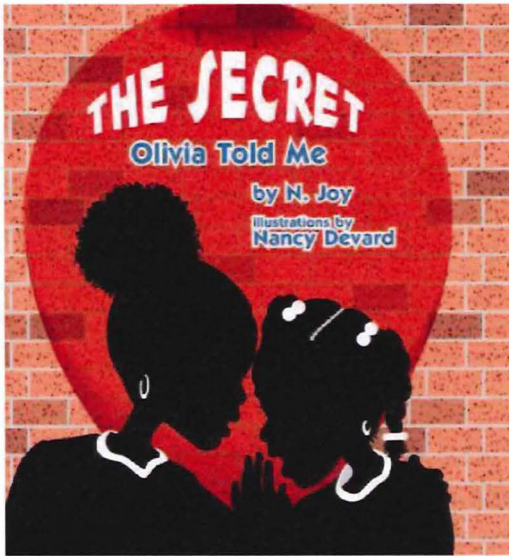
stern

determination

approached

Keeping the story alive ...

- Think of a very successful person you know. Ask them what in their childhood helped them to be successful.
- How can you help someone in your family get even better at something they enjoy? Try to help them.
- Make a plan for getting better at something you like to do. Follow your plan.



The Secret Olivia Told Me

By N. Joy

Illustrations by Nancy Devard

Olivia has a secret - a BIG secret. It's a secret that she tells only to her very best friend. And her friend promises she won't say a word. But the secret is really BIG and really juicy. What happens when a trusted friend slips and the secret gets out?

**Social Justice Element
: Identity**

About the Author

N. Joy

www.justusbooks.com

N. Joy writes children's and young adult books as well as urban Christian fiction for adults. She is currently working on a young adult series entitled *The Soul Sisters*. N. Joy lives in the Midwest with her husband and three children.



Reading Together: *The Secret Olivia Told Me*

Before you read ...

- Has anyone ever asked you to keep a secret?
- Did you keep it? Why or why not?

While you are reading ...

- What do you think Olivia's secret might have been?
- Was the final decision Olivia's friend made a good one?
- Why or why not?
- What did you notice about the red balloon in the pictures?

After you read ...

- Do you have any secrets that you've shared with others?
- Did they tell the secret (like Olivia's friend did) or keep it?
- Why do you think people keep secrets?
- Why do you think it's hard for people to keep secrets?
- Any there any secrets you shouldn't keep?

Wonderful words ...

tumbling

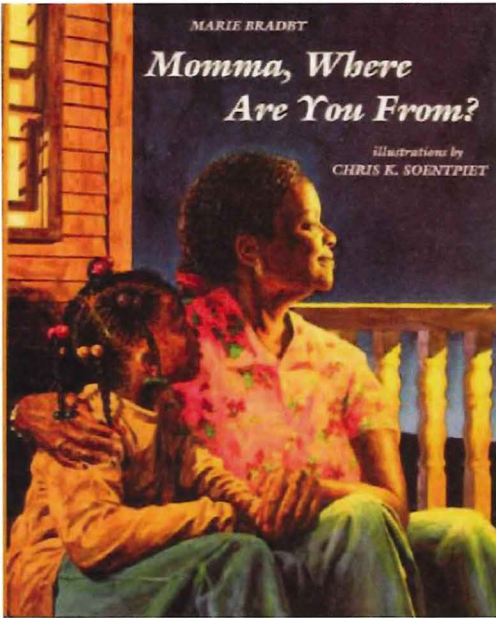
chatted

declared

fretted

Keeping the story alive ...

- Discuss secrets that children should tell a trusted adult in order to stay safe.
- Play a game of "telephone" with a group of people. Whisper a "secret" to one person and ask them to pass it along. The last person shares the "secret" out loud. Compare how far from the original statement it is! How is this like telling secrets?



Momma, Where Are You From?

By Marie Bradby

Illustrations by Chris K. Soentpiet

A mother's unforgettable reply to her daughter's question about her childhood. To get to where Momma comes from, you have to travel through the roads of memory.

Social Justice Element : Identity

About the Author

Marie Bradby

www.mariebradby.com

"I loved to read as a child and it's still one of my favorite things to do. I think I became a writer because I enjoyed reading so much—books, magazines, newspapers, comic books, cereal boxes. Also, I come from a family of storytellers. Relatives would gather on Sunday afternoons on our front porch, and sit around and drink lemonade, eat pound cake, and tell (often humorous) stories about their comings and goings, past and present."

More books by Maribeth Boelts:

All Aboard! The Belle of Louisville

More Than Anything Else

Some Friend



Reading Together: *Momma, Where Are You From?*

Before you read ...

- Where is your/our family from?
- What do you think it was like there?
- What do you think it was like when I was a kid?

While you are reading ...

- Is she talking about being from a place? What else is she talking about being from?
- What do you like about the time she's from? What don't you like about the time she is from?
- Do you think people should iron their dishtowels and underwear?

After you read ...

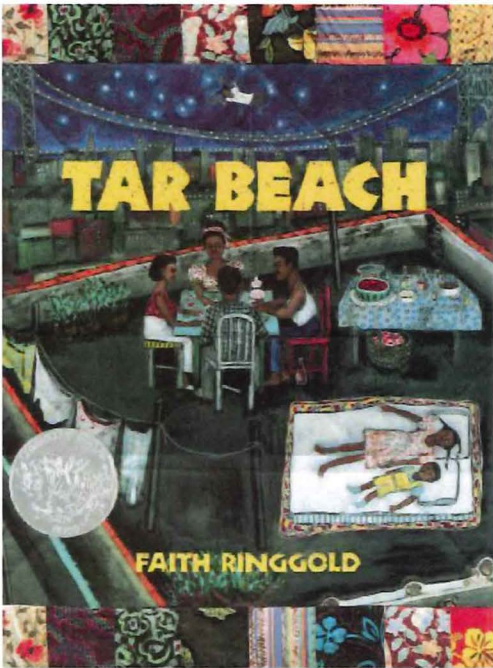
- What are the foods and games that you think you'll remember most when you grow up?
- What would you like me to share with you about when I was a kid?
- What will you say if your child asks you where you are from?

Wonderful words ...

wringer **peddlers** **starched** **records**

Keeping the story alive ...

- Look for pictures that show what your neighborhood was like 20 to 40 years ago.
- Ask your older relatives to tell you stories of when they were children.
- Make a list of the different foods they ate. Ask if they will cook those foods for you.
- Make a list of the different games they played. Ask if they will play those games with you.



Tar Beach

Story and Illustrations by Faith Ringgold

Cassie Louise Lightfoot, eight years old in 1939, has a dream: to be free to go wherever she wants for the rest of her life. One night, up on the “tar beach” – the rooftop of her family’s Harlem apartment building – her dream comes true. As Cassie learns, “anyone can fly.”

Tar Beach, a story quilt, combines autobiography, fiction, painting and quilt-making into one art form.

Social Justice Element : Identity

About the Author

Faith Ringgold

www.faithringgold.com

Artist Faith Ringgold was born in Harlem in 1930 and she still lives there. She collaborated with her mother, a fashion designer and dressmaker, on “tankas,” painting on lengths of fabric. She was influenced to use quilts as paintings after hearing her mother’s stories of her slave ancestors, who made quilts.

More books by Faith Ringgold:

Aunt Harriet’s Underground Railroad in the Sky



Reading Together: *Tar Beach*

Before you read ...

- Where are the people who are on the cover of the book?
- Do they look like they're having fun?
- Why do you think the book might be called Tar Beach?

While you are reading ...

- What is the little girl in the story doing?
- Why does Cassie like imagining that she is flying?
- What does Cassie wish for herself and her family?

After you read ...

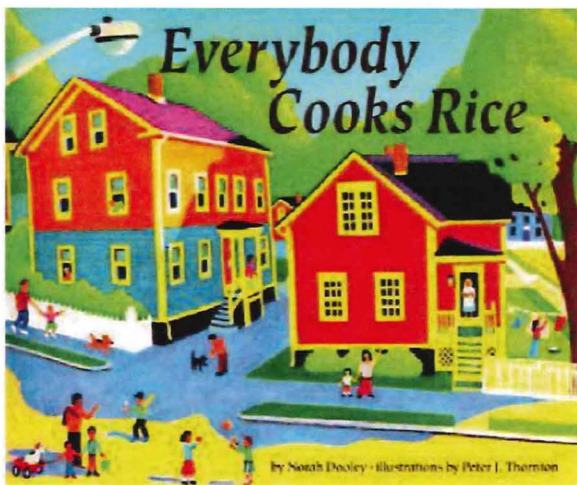
- Have you ever imagined that you had a special power or ability?
- What did you imagine that you could do, and why?
- What do you wish most for yourself and your family?

Wonderful words ...

floodlights **skyscraper** **union** **girders**

Keeping the story alive ...

- Talk about the buildings in the neighborhood and find out who owns them.
- Discover when your home and the other buildings in your neighborhood were built and by whom.
- Find out which workers in your neighborhood are part of a union, and which are not.



Everybody Cooks Rice

By Norah Dooley

Illustrations by Peter J. Thornton

Carrie travels from one house to another, looking for her brother at dinnertime. Each family invites her in for a taste of what they are cooking; thus, she samples the ethnic diversity of her neighborhood through the rice dishes they prepare.

Social Justice Element : Awareness

About the Author

Norah Dooley

www.norahdooly.com

Talking about writing with grades 1, 2, and 3, the author encouraged students to ask questions, be curious and “be a person who notices.” “You think you’re not a good writer, but it’s just that your ideas are going so fast you can’t catch up with your own imagination.”

More books by Carole Boston Weatherford:

Everybody Bakes Bread

Everybody Serves Soup

Everybody Brings Noodles



Reading Together: *Everybody Cooks Rice*

Before you read ...

- Do you like rice? How does your family cook it?
- What is your favorite rice dish?
- What other ways of making rice have you tried?

While you are reading ...

- Have you ever tasted black-eyed peas with fried onions and bacon?
- Have you ever tasted rice and pigeon peas with turmeric?
- Have you ever tasted biryani?
- Do you like hot spicy foods?

After you read ...

- Who are your neighbors? Where do they come from?
- Do you think Anthony tasted everyone's rice dishes?
- Do you think the neighbors in the story get along?
- Are the neighbors mostly the same or mostly different?

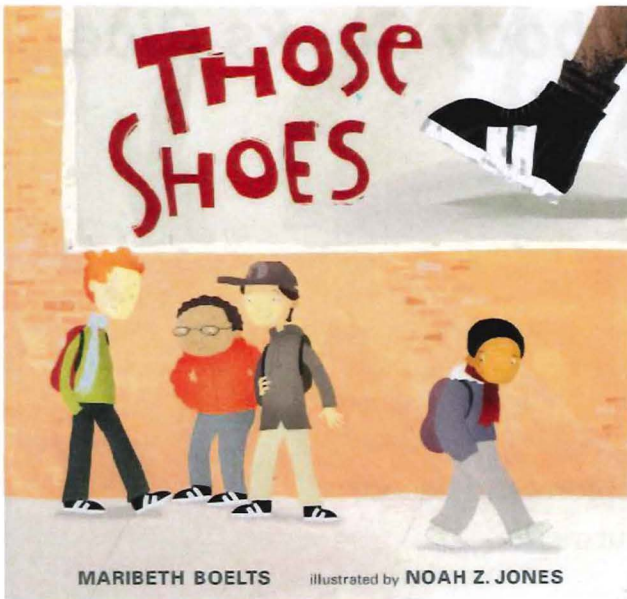
Places to talk about ...

Barbados Puerto Rico Vietnam India

China Haiti

Keeping the story alive ...

- Make your recipe for a favorite rice dish with your child. Talk about how you learned to make that recipe.
- Talk about how your neighbors help each other.



Those Shoes

By Maribeth Boelts

Illustrations by Nora Z. Jones

All Jeremy wants is a pair of “those shoes,” the shoes everyone at school seems to be wearing. But his grandma tells him they don’t have any room for “want,” just “need,” and what Jeremy needs are new boots for winter.

Social Justice Element : Awareness

About the Author

Maribeth Boelts

www.maribethboelts.com

“I knew in second grade that I wanted to be an author when I grew up. Thank you Beverly Cleary for the inspiration. Though my attention to math, science and social studies wandered, blocks of creative writing time, and free reading had me riveted. An introverted kid, I filled notebooks with stories and poems.”

More books by Maribeth Boelts:

Happy Like Soccer

Sleeping Bootsie

The PS Brothers



Reading Together: *Those Shoes*

Before you read ...

- What do three of the boys on the cover have in common?
- Have you ever noticed a ‘fad’ among the kids you know, when everyone seemed to have the same thing at the same time?
- Have you ever really wanted something that was too expensive for your family to buy for you?

While you are reading ...

- Have you ever seen something in an advertisement and then wanted it very badly?
- What is the difference between wanting something and needing something?
- Would you have given Antonio the shoes? What if he had also laughed at the Mr. Alfrey shoes?

After you read ...

- Have you ever given something to someone who needed it more than you did?
- Is there anything you don’t need any longer that you might give to someone who can use it?
- What would you most like to have for yourself? What would you most like to have so you can give it to someone else?

Wonderful words ...

Velcro

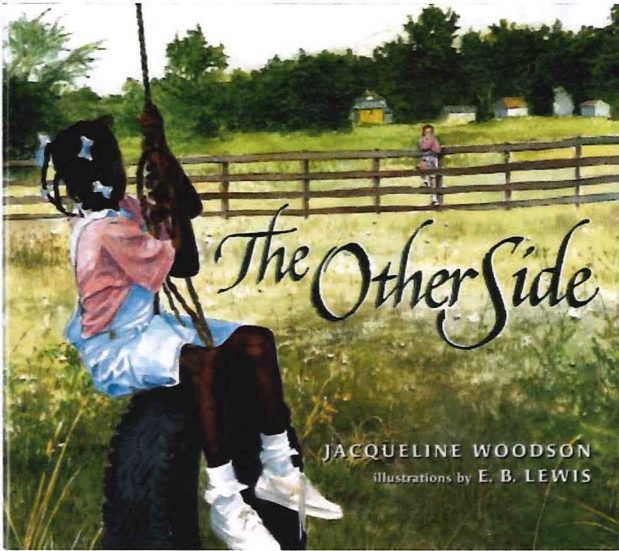
thrift

limp

concrete

Keeping the story alive ...

- Look at what is advertised on the signs and billboards in your neighborhood. What is being sold to whom?
- Visit a thrift store. Bring something to donate and look for something that you might need.
- Think of the nicest thing that a friend has ever done for you. Thank that friend for what they did.



The Other Side

By Jacqueline Woodson

Illustrations by E.B. Lewis

Two girls, Clover and Annie, live in a small, segregated town. They fight against segregation by becoming friends. They don't believe in the ideas adults have about things so they do what they can do change the world. Woodson says, "We all have this power."

Social Justice Element : Awareness

About the Author

Jacqueline Woodson

www.jacquelinewoodson.com

Jacqueline Woodson writes, "I used to say I'd be a teacher or a lawyer or a hairdresser when I grew up but even as I said these things, I knew what made me happiest was writing. I wrote on everything everywhere. I remember my uncle catching me writing my name in graffiti on the side of a building. I wrote on paper bags and my shoes and denim binders. I love and still love watching words flower into sentences and sentences blossom into stories."

More books by Jacqueline Woodson:

This is the Rope

Each Kindness

Pecan Pie Baby

We Had a Picnic on Sunday Past



Reading Together: *The Other Side*

Before you read ...

- Have you ever wanted to be friends with someone you didn't know yet?
- Have you ever had a friend who at first seemed very different from you?
- Did you ever worry about making a friend because you weren't sure what other people might think about it?

While you are reading ...

- What do you think the girl on the other side of the fence is thinking?
- Would you rather dance in the puddles or stay inside and play with toys when it rains?
- Were the little girls obeying their mothers when they were sitting on the fence together?
- Was what they were doing an OK thing to do?

After you read ...

- Do Black and White people still live in separate areas? Why do you think that is?
- Do you have friends that are different races? Why or why not?
- Would you like it if different kinds of people lived in the same neighborhood and were friends?

Wonderful words ...

polite

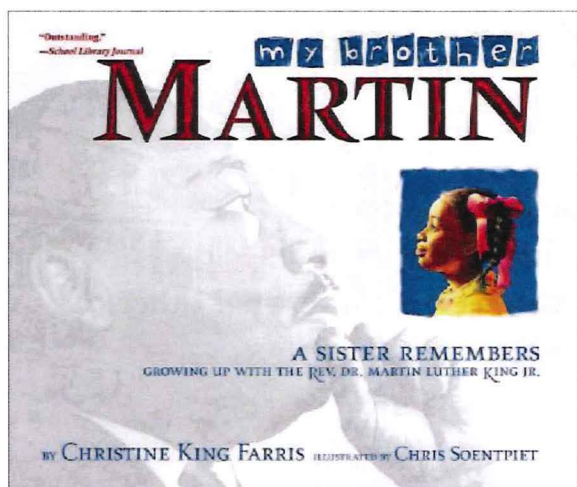
damp

yonder

partners

Keeping the story alive ...

- Is your community mostly one race, or do lots of different kinds of people live there?
- Observe the people in your neighborhood and in your city. Do you see groups of friends of different races?
- Think about someone who is different from you that you would like to make friends with. See if they would like to be friends too.



My Brother Martin: A Sister Remembers

By Christine King Farris
Illustrations by Chris Soentpiet

Long before he became a world-famous dreamer, Martin Luther King, Jr. was a little boy who played jokes and practiced piano and made friends without considering race. Martin decided then and there that something has to be done. As a seven year old, he embarked on a journey that would change the course of American history.

Social Justice Element : Awareness

About the Author

Christine King Farris

Christine King Farris is associate professor of education and director of the Learning Resource Center at Spelman College in Atlanta, GA. She is the sister of the Rev. Dr. Martin Luther King Jr. and the only remaining member of his immediate family. She is also a noted lecturer and civic advocate.



More books by Christine King Farris:

Martin Luther King: His Life and Dream

Reading Together: *My Brother Martin*

Before you read ...

- Have you ever thought about what Rev. Dr. Martin Luther King, Jr. was like as a little boy?
- Did you know he had a big sister and two little brothers?

While you are reading ...

- Who lived in the house where young Martin grew up?
- What does it mean that the siblings were like “three peas in a pod”? Or that they “stuck together like glue”?
- Why were their playmates from across the street not allowed to play with the King children anymore?

After you read ...

- What did Martin’s father teach his children?
- What did young Martin mean when he said, “Mother Dear, one day I’m going to turn this world upside down”? What inspired him to say this?

Words to talk about ...

indignity

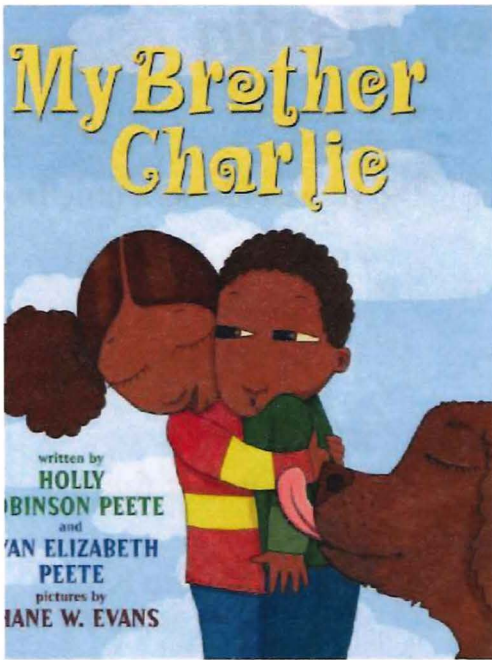
injustice

bigotry

nourishing

Keeping the story alive ...

- Talk about how someone inspired you to “turn the world upside down” when you were growing up or share a “defining moment.”
- Read the poem at the back of the book together, “You Can Be Like Martin, Yes You Can.”



My Brother Charlie

By Holly Robinson Peete & Ryan Elizabeth Peete
Illustrations by Shane E. Evans

Callie is very proud of her brother Charlie. He's good at so many things. But sometimes Charlie gets very quiet. His words get locked up inside of him. Then, when Callie and Charlie start to play, Charlie is back to laughing, holding hands, and having fun. Charlie is like any other boy – and he has autism.

The authors write that they offer this book as a gift to families struggling with autism and to those who have no autism in their immediate families but who have friends facing it.

Social Justice Element : Awareness

About the Authors

Holly Robinson Peete & Ryan Elizabeth Peete

Holly Robinson Peete has devoted her life and career to autism awareness. With her husband former NFL quarterback Rodney Peete, she founded the HollyRod4Kids Foundation, an organization dedicated to helping children with autism gain access to affordable treatments and therapies.

Ryan Elizabeth Peete, age twelve, wrote this book with her mother Holly to help share awareness about autism with other children who have been touched by it in the same way.



Reading Together: *My Brother Charlie*

Before you read ...

- Looking at the cover, how do you think the sister and brother feel about each other?
- Look at the photos on the back cover. How do you think the sister and brother feel about each other?
- Have you ever heard of autism?

While you are reading ...

- How are Callie and Charlie the same? How are they different?
- How are you the same as someone else in your family? How are you different than them?
- What does Callie mean when she says, “words were locked deep inside my brother”?

After you read ...

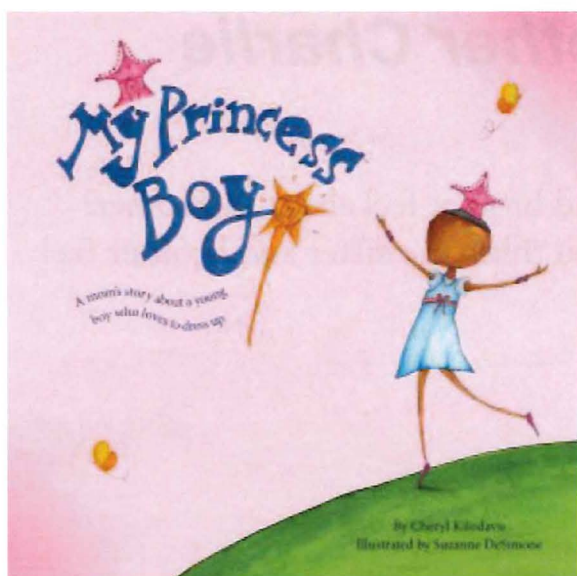
- If Charlie was your brother, what would you do to let him know you love him?
- How does Charlie say “I love you” without talking?
- Do you know anyone who acts differently than other kids? How can you get to know them and include them?

Words to talk about ...

autism the big dipper snuggled struggling

Keeping the story alive ...

- Read “Why We Wrote This Book” on the last page. How do the authors think this book can help others?
- Did you know that Holly Robinson Peete is the daughter of Roscoe Orman who played Gordon on Sesame Street?



My Princess Boy

By Cheryl Kilodavis

Illustrations by Suzanne DeSimone

This little boy loves the color pink, and sparkly things. Sometimes he wears dresses, and sometimes he wears jeans. His family loves him exactly the way he is. Inspired by her son and her own struggles to understand, this is one mother's story about unconditional love.

Social Justice Element : Awareness

About the Author

Cheryl Kilodavis myprincessboy.com

"My Princess Boy is a non-fiction picture book about acceptance. I wrote the story to give children and adults a tool to talk about unconditional friendship. When I feared my young son would be teased or bullied for wearing a dress to school, I spoke with his preschool teacher. She shared my fears with others, and put a plan in place to support him and others who express themselves differently. How can we be compassionate with one another? Compassion takes effort. It takes focus. It takes commitment."



ReadingTogether: *My Princess Boy*

Before you read ...

- What do girls usually look and act like?
- What do boys usually look and act like?
- Are there girl/boy things that you like?
- Are there girl/boy things that you don't like?

While you are reading ...

- Is it OK for Princess Boy to like the things that girls usually like?
- Why do people in stores laugh at him and his mother when he buys things that girls usually like?
- Do you think it's OK for boys to wear dresses?

After you read ...

- Do you know any kids who get laughed at because they don't act like boys/girls are supposed to act?
- What is your favorite thing about being a boy/girl?
- What is your least favorite thing about being a boy/girl?

Wonderful words ...

twirl

playdate

tiara

leotard

Keeping the story alive ...

- Think of five women you know. How are they the same, and how are they different?
- Think of five men you know. How are they the same, and how are they different?
- What do you think you'll be like when you are a grown up man/woman?

SOMETHING BEAUTIFUL

Sharon Dennis Wyeth

Illustrated by Chris K. Soentpiet



Something Beautiful

By Sharon Dennis Wyeth

Illustrations by Chris K. Soentpiet

A little girl sees ugliness and sadness around her, but also finds beauty. She takes action to make her world more beautiful.

**Social Justice Element :
Action**

About the Author

Sharon Dennis Wyeth

www.sharondenniswyeth.com

Sharon Dennis Wyeth, an African American author and educator born and raised in Washington, D.C., writes, “When I was a child, reading saved my life. What I experienced as a child, along with questions that formed in my mind at an early age, has been the source and impetus for many of my stories. My characters are ordinary children who demonstrate resilience in the face of adversity. I believe in the positive power of story.”

More books by Sharon Dennis Wyeth:

The Granddaughter Necklace

Always My Dad

Flying Free

Freedom's Wings



Reading Together: *Something Beautiful*

Before you read ...

- What do you notice about the little girl on the cover?
- What do you think the story is going to be about?
- What's another word for "beautiful?"

While you are reading ...

- Notice the girl's expressions. How is she feeling at beginning, middle and end of the story?
- Why did the girl scrub the word "die" off the building?
- How do you think she felt when she did that?

After you read ...

- What do you have in your life that is beautiful?
- What makes something beautiful?
- How can you make your world more beautiful?

Wonderful words ...

giggle

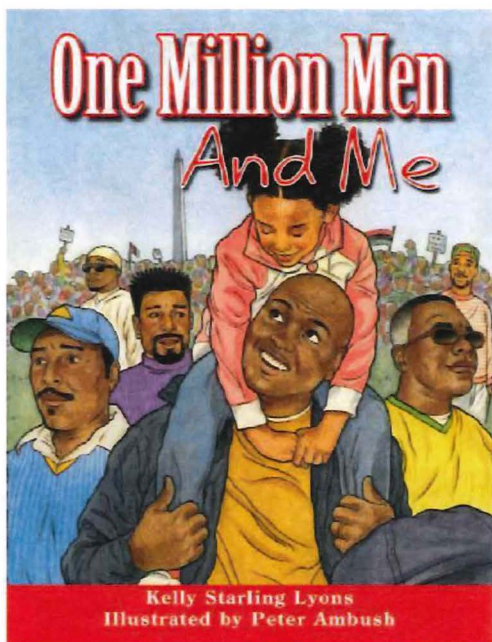
disappear

windowsill

china pitcher

Keeping the story alive ...

- Use your phone to take photos of beauty in your neighborhood.
- Share a story about when you were little and what was beautiful to you.
- Keep a "Something Beautiful" list of beauty in your life.



One Million Men and Me

By Kelly Starling Lyons

Illustrations by Peter Ambush

The story of a little girl who attends the Million Man March in Washington DC with her father. Her eyes sparkle. She looks like a princess among kings.

**Social Justice Element :
Action**

About the Author

Kelly Starling Lyons

www.kellystarlinglyons.com

I grew up in a family that encouraged creativity. My mother, who sings, acts and writes plays, took my brother and me to productions at a children's theater and made up bedtime tales. She inspired us to express ourselves through the arts. My family was my first audience. I read my stories to my mom, grandparents, aunts and uncles, whoever would listen.

More books by Kelly Starling Lyons:

Hope's Gift

Tea Cakes for Tosh

Ellen's Broom

Eddie's Ordeal



Reading Together: *One Million Men and Me*

Before you read ...

- Looking at the cover, what do you think the story is about?
- Have you ever heard of the Million Man March? Tell what you've heard.
- Have you ever gone someplace special with an important man in your family?

While you are reading ...

- What do you think Nia wished for?
- What do “cotton candy clouds” look like?
- Why did Nia feel like a princess? Why was her dad so happy?

After you read ...

- Why did men go to the Million Man March? Why did they take their children?
- Look at the illustration on the last page. What do you think Nia was thinking about on her way home?

Words to talk about ...

responsibility

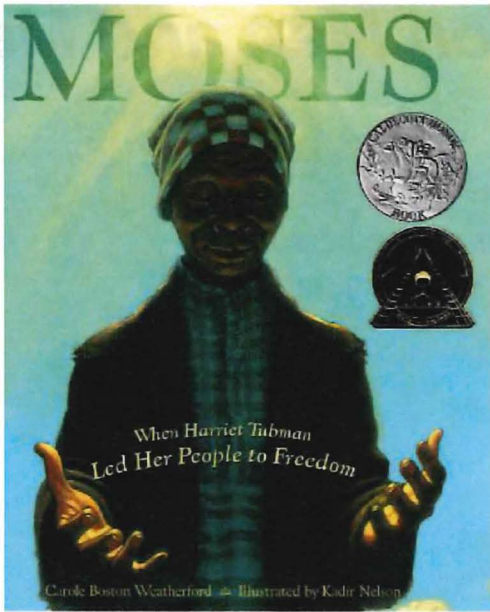
purpose

journey

history

Keeping the story alive ...

- Talk about a special day you will always remember that you spent.
- Read the author's note on the last page. Why did the author want to write this book?



Moses: When Harriet Tubman Led Her People to Freedom

By Carole Boston Weatherford

Illustrations by Kadir Nelson

Born into slavery, Harriet Tubman hears these words from God one summer night and decides to leave her husband and family behind and escape. Taking with her only her faith, she must creep through woods with hounds at her feet, sleep for days in a potato hole and trust people who could have easily turned her in. Tubman would make nineteen subsequent trips back south, never being caught, but none as profound as this first one. Courageous, compassionate, and deeply religious, Harriet Tubman and her bravery and relentless pursuit of freedom are a testament to the resilience of the human spirit.

**Social Justice Element :
Action**

**“I set the North
Star in the heavens
and I mean for you
to be free”**

About the Author

Carole Boston Weatherford

www.cbweatherford.com

An only child until the age of 10, she has fond memories of riding bikes, drawing and writing, and singing and tap dancing to her dad’s collection of jazz records in Baltimore. Weatherford says that persistence is one of the keys to her success. “I had manuscripts that had been rejected 20 times before finding a home with a publisher,” she recalls. “But I keep going and I believe in what I write about.” Weatherford creates the kind of books that weren’t available to her as a child: ones that feature African-American protagonists.

More books by Carole Boston Weatherford:

Becoming Billie Holiday

Before John Was a Jazz Giant: A Song of John Coltrane



Reading Together: *Moses: When Harriet Tubman Lead Her People to Freedom*

Before you read ...

- What do you remember about Harriet Tubman?
- Look through the book at the beautiful illustrations.

While you are reading ...

- Why do you think Harriet doesn't tell anyone her plans?
- How did Harriet feel when she got to freedom without her family? What did she do?
- What do you think "your faith has wings" means?

After you read ...

- What is the Underground Railroad?
- Why do you think Harriet Tubman is called "Moses?"

Wonderful words ...

flee

farewell

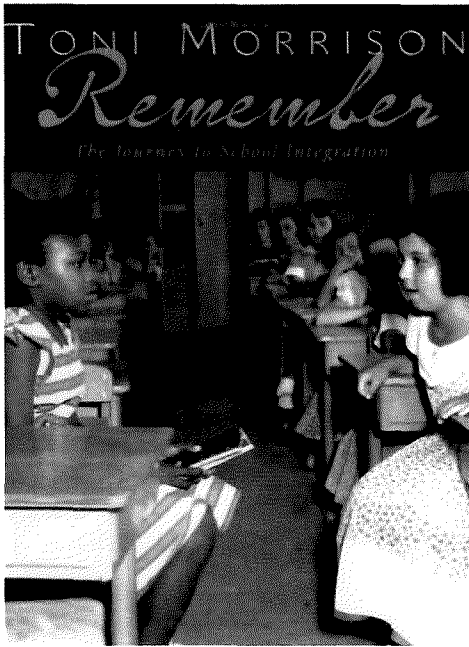
refuge

freedom

dusk

Keeping the story alive ...

- On a clear night, look up at the stars. Imagine how Harriet Tubman followed the north star to escape to freedom.
- Read the Author's Note at the end of the book to learn more about Harriet Tubman. Look through the book again and imagine that Harriet Tubman made that journey 19 times and brought over 300 hundred people to freedom.



Remember: The Journey to School Integration

By Toni Morrison

On May 17, 1954, the U.S. Supreme Court declared segregated schools unconstitutional in *Brown v. Board of Education*. Recalling this tumultuous time, Toni Morrison has collected a treasure chest of photographs that depict the events surrounding school integration.

Social Justice Element : Action

About the Author

Toni Morrison

Toni Morrison is a Nobel Prize- and Pulitzer Prize-winning American novelist. Among her best known novels are *The Bluest Eye*, *Song of Solomon* and *Beloved*.



Reading Together: *Remember: The Journey to School Integration*

Before you read ...

- Page through the photos before reading the book; notice that the story is told through the eyes of the children in the photos.
- What do you already know about the journey to school integration?

While you are reading ...

- Toni Morrison says, “I have imagined the thoughts and feelings of some of the people in the photographs.” Can you imagine how they are feeling?
- Look at the photo on p. 23. What do you think the girls are thinking?
- What does it mean to be “scared but not afraid?” (p. 61).

After you read ...

- Toni Morrison starts the book by saying, “this book is about you.” What does she mean by that?
- Did you ever speak up for something you knew was right, even though others disagreed with you or were afraid to speak up?
- Do you recognize the person in the photo on p. 63? On p. 64-65?
- Take a moment to remember the four girls killed in Birmingham (p. 72).

Words to talk about ...

integration **segregation** **resisted** **civil rights** **activist**

Keeping the story alive ...

- Ask elders what their schools were like in the 1950s and 60s. Ask them to share their experiences of the Civil Rights Movement of that time. How can we honor their contributions?
- This book tells an important story through photographs. What stories can you tell through photographs?
- What do you notice that is not right today? Take photos and raise awareness by sharing these images with others.

Where Are the People of Color in Children's Books?

New York Times

By Walter Dean Myers, March 15, 2014

Of 3,200 children's books published in 2013, just 93 were about black people, according to a study by the Cooperative Children's Book Center at the University of Wisconsin.

Reading came early to me, but I didn't think of the words as anything special. I don't think my stepmom thought of what she was doing as more than spending time with me in our small Harlem apartment. From my comfortable perch on her lap I watched as she moved her finger slowly across the page. She probably read at about the third grade level, but that was good enough for the True Romance magazines she read. I didn't understand what the stories were about, what "bosom" meant or how someone's heart could be "broken." To me it was just the comfort of leaning against Mama and imagining the characters and what they were doing.

**The
New York
Times**

Later, when my sisters brought home comic books, I got Mama to read them to me, too. The magazines and comics pushed me along the road of the imaginative process. When I got my first books — "The Little Engine That Could," "Bible Stories for Every Day," and "Goldilocks and the Three Bears" — I used them on the same journeys. In the landscape of my mind I labored as hard as I could to get up the hill. I stood on the plain next to David as he fought Goliath, and tasted the porridge with Goldilocks.

As a teenager I romped the forests with Robin Hood, and trembled to the sound of gunfire with Henry in "The Red Badge of Courage." Later, when Mama's problems began to overwhelm her, I wrestled with the demons of dealing with one's mother with Stephen Dedalus in "A Portrait of the Artist as a Young Man." But by then I was beginning the quest for my own identity. To an extent I found who I was in the books I read. I was a person who felt the drama of great pain and greater joys, whose emotions could soar within the five-act structure of a Shakespearean play, or find quiet comfort in the poems of Gabriela Mistral. Every book was a landscape upon which I was free to wander.

In the dark times, when my uncle was murdered, when my family became dysfunctional with alcohol and grief, or when I realized that our economics would not allow me to go to college, I began to despair. I read voraciously, spending days in Central Park reading when I should have been going to school.

But there was something missing. I needed more than the characters in the Bible to identify with, or even the characters in Arthur Miller's plays or my beloved Balzac. As I discovered who I was, a black teenager in a white-dominated world, I saw that these characters, these lives, were not mine. I didn't want to become the "black" representative, or some shining example of diversity. What I wanted, needed really, was to become an integral and valued part of the mosaic that I saw around me.

Books did not become my enemies. They were more like friends with whom I no longer felt comfortable. I stopped reading. I stopped going to school. On my 17th birthday, I joined the Army. In retrospect I see that I had lost the potential person I would become — an odd idea that I could not have articulated at the time, but that seems so clear today.

My post-Army days became dreadful, a drunken stumble through life, with me holding on just enough to survive. Fueled by the shortest and most meaningful conversation I had ever had in a school hallway, with the one English teacher in my high school, Stuyvesant, who knew I was going to drop out, I began to write short columns for a local tabloid, and racy stories for men's magazines. Seeing my name in print helped. A little.

Then I read a story by James Baldwin: "Sonny's Blues." I didn't love the story, but I was lifted by it, for it took place in Harlem, and it was a story concerned with black people like those I knew. By humanizing the people who were like me, Baldwin's story also humanized me. The story gave me a permission that I didn't know I needed, the permission to write about my own landscape, my own map.

During my only meeting with Baldwin, at City College, I blurted out to him what his story had done for me. "I know exactly what you mean," he said. "I had to leave Harlem and the United States to search for who I was. Isn't that a shame?" When I left Baldwin that day I felt elated that I had met a writer I had so admired, and that we had had a shared experience. But later I realized how much more meaningful it would have been to have known Baldwin's story at 15, or at 14. Perhaps even younger, before I had started my subconscious quest for identity.

TODAY I am a writer, but I also see myself as something of a landscape artist. I paint pictures of scenes for inner-city youth that are familiar, and I people the scenes with brothers and aunts and friends they all have met. Thousands of young people have come to me saying that they love my books for some reason or the other, but I strongly suspect that what they have found in my pages is the same thing I found in "Sonny's Blues." They

have been struck by the recognition of themselves in the story, a validation of their existence as human beings, an acknowledgment of their value by someone who understands who they are. It is the shock of recognition at its highest level.

I've reached an age at which I find myself not only examining and weighing my life's work, but thinking about how I will pass the baton so that those things I find important will continue. In 1969, when I first entered the world of writing children's literature, the field was nearly empty. Children of color were not represented, nor were children from the lower economic classes. Today, when about 40 percent of public school students nationwide are black and Latino, the disparity of representation is even more egregious. In the middle of the night I ask myself if anyone really cares.

When I was doing research for my book "Monster," I approached a white lawyer doing pro bono work in the courts defending poor clients. I said that it must be difficult to get witnesses to court to testify on behalf of an inner-city client, and he replied that getting witnesses was not as difficult as it sometimes appeared on television. "The trouble," he said, "is to humanize my clients in the eyes of a jury. To make them think of this defendant as a human being and not just one of 'them.'"

From The New York Times, May 23, © 2015 The New York Times Company. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

Websites for African American Children's Literature

The Brown Bookshelf: United in Story

<http://thebrownbookshelf.com/>

Black Caucus of the American Library Association

<http://www.bcala.org/>

The Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

Coretta Scott King Book Awards

<http://www.ala.org/emiert/cskbookawards>

The Coretta Scott King Book Awards are given annually to outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values. The award commemorates the life and work of Dr. Martin Luther King, Jr., and honors his wife, Mrs. Coretta Scott King, for her courage and determination to continue the work for peace and world brotherhood.

Crazy QuiltEdi

<https://campbele.wordpress.com/>

Promoting literacy for teens of color one book at a time. I'm a librarian who works to improve the literacy of teens of color. While reading is the basis for all literacies, to me it also includes technology, financial and other literacies which are necessary to navigate the world around us. I currently work as a Reference/Instruction Librarian at Indiana State University.

The Happy Nappy Bookseller

<http://thehappynappybookseller.blogspot.com/>

Blog with reviews of picture books, easy chapter books and middle grades chapter books

Lee and Low Books

<http://www.leeandlow.com>

As one of the few minority-owned publishing companies in the U.S., Lee and Low's mission is to increase the number of diverse books available to children.

Reading in Color/Black Teens Read

<http://blackteensread2.blogspot.com/>

Blog with reviews of teen young adult novels and booklists

We Need Diverse Books: Official Campaign Site

<http://weneeddiversebooks.org/>

RIF: Reading is Fundamental – Multicultural Literacy Campaign

<http://www.rif.org/us/about/literacy-issues/multicultural-literacy-campaign.htm>

Edutopia - What works in education

<http://www.edutopia.org/>

Te@chthought

<http://www.teachthought.com/>

San Francisco Unified School District Reading List

Level ES K-2

Title	Author	Pub Year	FIC or NON
Alvin Ho: Allergic to the Great Wall . . .	Look	2014	FIC
Flashlight	Boyd	2014	FIC
Gaston	DiPucchio	2014	FIC
Little Roja Riding Hood	Elya	2014	FIC
Sam and Dave Dig a Hole	Barnett	2014	FIC
Blackout	Rocco	2011	FIC
Dear Hot Dog: Poems	Gerstein	2011	FIC
Mrs Chicken and the Hungry Crocodile	Paye	2014 (pb)	FIC
Pecan Pie Baby	Woodson	2014 (pb)	FIC
Feathers: Not Just for Flying	Stewart	2014 (pb)	NON
Iridescence of Birds: A Book about Henri Matisse	MacLachlan	2014 (pb)	NON
Ivan: The Remarkable True Story of the Shopping Mall Gorilla	Applegate	2014	NON
Viva Frida	Morales	2014	NON
Great Big Book of Families	Hoffman	2011	NON
Jet Plane: How it Works	Macaulay	2012 (pb)	NON
Magic Trash / Shapiro	Shapiro	2015 (pb)	NON
A Boy and a Jaguar	Rabinowitz	2014 (pb)	NON
On a Beam of Light: A Story of Albert Einstein	Berne	2013	NON
Living Sunlight: How Plants Bring the Earth to Life	Bang	2009	NON

Level ES 3-

5 Title	Author	Pub Year	FIC or NON
Flora & Ulysses	DiCamillo	2015 (pb)	FIC
The Madman of Piney Woods	Curtis	2015	FIC
The Misadventures of the Family Fletcher	Levy	2014	FIC
One and Only Ivan	Martin	2014	FIC
Better Nate than Never	Federle	2014 (pb)	FIC
The Day it Snowed Tortillas	Hayes	2003 (pb)	FIC
Definitely Not for Little Ones: Some Very Grimm Fairy-tale Comics	Berner	2009	FIC
A Foot in the Mouth: Poems to Speak, Sing and Shout	Janeczko	2012 (pb)	FIC
Operation Redwood	French	2011 (pb)	FIC
El Deafo	Bell	2014	NON
Eye to Eye: How Animals See the World	Jenkins	2014	NON
Neighborhood Sharks: Hunting with the Great Whites of California's Farallon Island	Roy	2014	NON
Josephine: The Dazzling Life of Josephine Baker	Powell	2014	NON
Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation	Tonatiuh	2014	NON
Boys of Steel: The Creators of Superman	Nobelman	2013 (pb)	NON
The Hive Detectives: Chronicle of a Honey Bee Catastrophe	Burns	2013 (pb)	NON
When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swarm	Bonner	2009 (pb)	NON
Surfer of the Century: The Life of Duke Kahanamoku	Crowe	2007 (pb)	NON

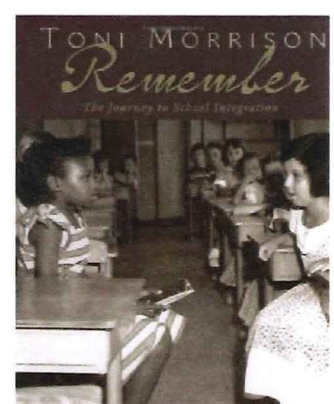
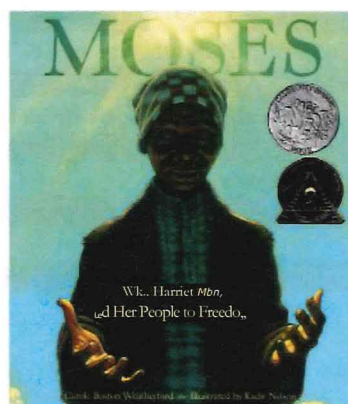
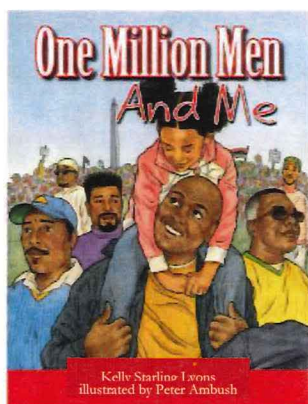
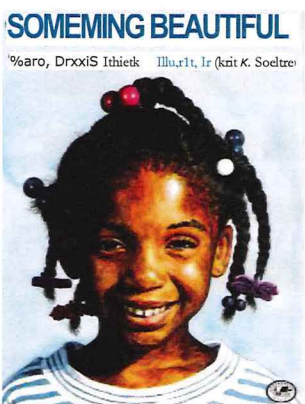
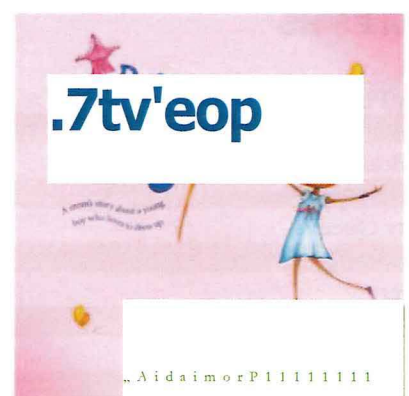
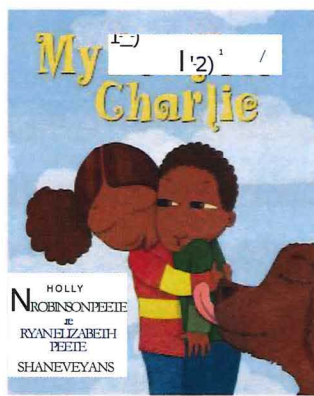
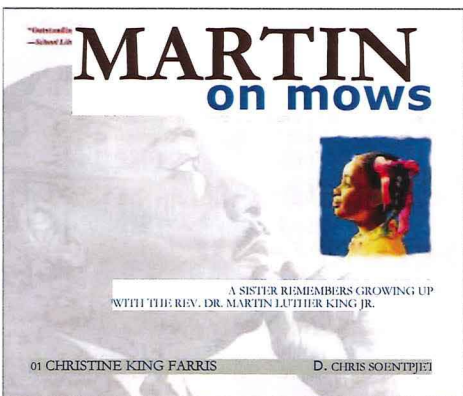
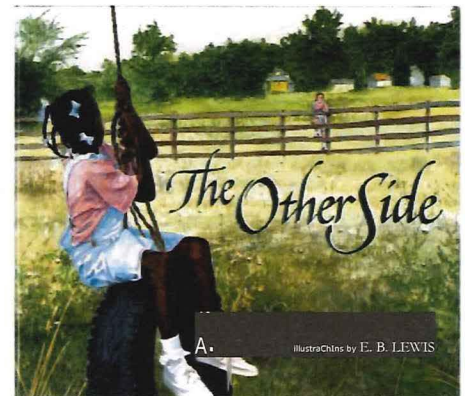
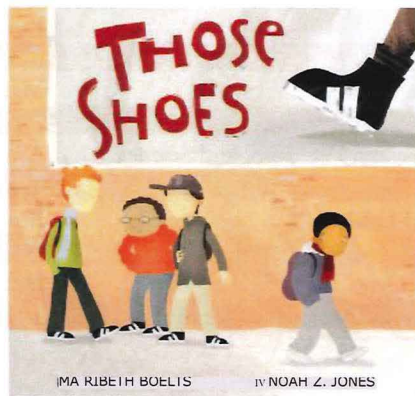
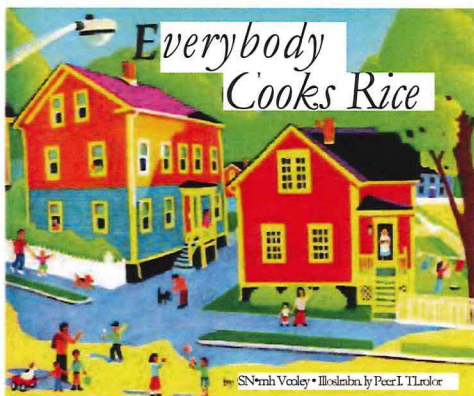
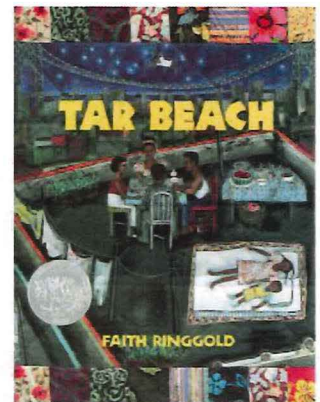
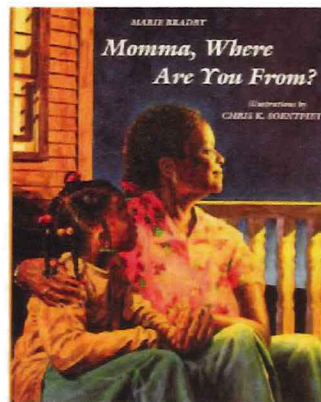
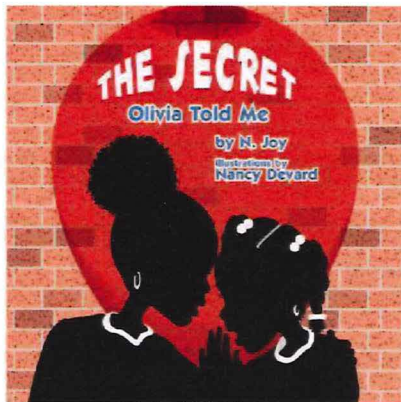
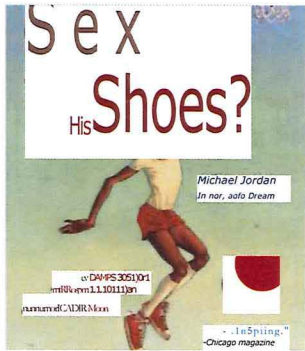
Level ES MS

Title	Author	Pub Year	FIC or NON
The Green Glass Sea	Klages	2008	FIC
A Mango-Shaped Space	Mass	2003	FIC
When You Reach Me	Stead	2009	FIC
Anya's Ghost	Brosgol	2011	FIC
I Am a Genius of Unspeakable Evil and I Want to Be Your Class President	Lieb	2010	FIC
This One Summer	Tamaki	2014	FIC
An Infidel in Paradise	Laidlaw	2013	FIC
The Age of Miracles	Walker	2012	FIC
Fallout	Strasser	2013	FIC
The Sittin' Up	Moses	2014	FIC
Eruption Volcanoes and the Science of Saving Lives	Rusch	2013	FIC
Smile	Telgemeier	2010	NON
Flesh and Blood So Cheap: The Triangle Fire and its Legacy	Marrin	2012	NON
Yummy: The Last Days of a Southside Shorty	Neri	2010	NON
Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science	Aronson & Budhos	2010	NON
I Am Malala	Yousafzai	2014	NON
Breaker Boys: How a Photograph Helped End Child Labor	Burgan	2012	NON
Brown Girl Dreaming	Woodson	2014	NON
Treaties, Trenches, Mud and Blood	Hale	2014	NON
Bomb: The Race to Build - and Steal- the World's Most Dangerous Weapon	Sheinkin	2012	NON

Level ES HS

Title	Author	Pub Year	FIC or NON
Ready Player One	Cline	2011	FIC
Aristotle and Dante Discover the Secrets of the Universe	Saenz	2012	FIC
The Book Thief	Zusak	2008	FIC
The Shadow Hero	Yang	2014	FIC
Beauty Queens	Bray	2011	FIC
In Darkness	Lake	2012	FIC
Winger	Smith	2014 (pb)	FIC
The Round House	Erdrich	2013 (pb)	FIC
Gabi, a Girl in Pieces	Quintero	2014	FIC
In Real Life	Doctorow / Wang	2014	FIC
Their Skeletons Speak: Kennewick Man and the Paleoamerican World	Walker	2012	NON
March: Book One	Lewis	2013	NON
The Notorious Benedict Arnold: A True Story of Adventure, Heroism & Treachery	Sheinkin	2010	NON
Code Talker: A Novel about the Navajo Marines of World War Two	Bruchac	2006	NON
Fourth Down and Inches: Concussions and Football's Make-or-break Moment	McClafferty	2013	NON
I Remember Beirut	Abirached	2014	NON
We've Got a Job: The 1963 Birmingham Children's March	Levinson	2015 (pb)	NON
The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights	Sheinkin	2014	NON
Go: A Kidd's Guide to Graphic Design	Kidd	2013	NON
The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia	Fleming	2014	NON

Cover Preview



Notes



Notes



45 things to do in San Francisco

We are one of the world's most beautiful, diverse, and integrated cities. With that said, there is plenty to do here in San Francisco. Here are 45 things that you can do to have fun and enjoy yourself throughout the summer.

1. Take a bike ride in Golden Gate Park
2. Visit the historic Coit Tower
3. Take a walk in Presidio National Park
4. Take a tour of City Hall
5. Visit Museum of the African Diaspora
6. Check out the Exploratorium
7. Visit the Legion of Honor Art Museum
8. Go to the top of Twin Peaks
9. Attend the 2015 Juneteenth Festival & Parade
10. Check out the Sunset at Ocean Beach
11. Hang out at Crissy Field
12. Enjoy the views of Marina Green
13. Walk down the Haight Ashbury
14. Check out the Murals in the Mission District
15. Visit African-American Art & Culture Complex
16. Visit one of the Farmers Markets in San Francisco
17. Check out the 4th of July Celebrations in the city
18. Attend the 2015 San Francisco Pride Celebrations
19. Chill out at the 2015 Fillmore Jazz Festival
20. Go to the San Francisco Zoo
21. Visit the Exploratorium
22. Visit the Asian Art Museum (Free every 1st Sunday)
23. Visit the free SF Cable Car Museum
24. Chill out at Pier 39
25. Walk around Crissy Field
26. Check out the Seals at Pier 39
27. Go to The Conservatory of Flowers (Free every 1st Tuesday)
28. Check out the Contemporary Jewish Museum (Free every 1st Tuesday)
29. Visit the Chinatown neighborhood
30. Visit the Yerba Buena Museum (Free every 3rd Thursday)
31. Read a book at the Western Addition Branch Library
32. Visit the Painted Ladies from Alamo Square Park
33. Take a swim at Hamilton Recreation Center
34. Visit Japantown in the Fillmore
35. Soak up the sun at Dolores Park
36. Visit the Japanese Tea Garden (Free every Monday, Wednesday, and Friday from 9-10am.)
37. Watch a Film at the San Francisco Black Film Festival
38. Watch a film at the San Francisco International Film Festival
39. Go ice skating or bowling at Yerba Buena Gardens
40. Check out the new San Francisco Jazz Center
41. Go to a Giants game (Cheap tickets at Stubhub.com)
42. Visit the Cartoon Art Museum (Pay what you wish!)
43. Walk or bike over the Golden Gate Bridge
44. Visit the California Academy of Arts and Sciences
45. Check out the De Young Art Museum (Free every 1st Tuesday)



San Francisco
Police Department



Special Investigations Division

Officer in Charge
Lieutenant David O'Connor

Hate Crimes Liaison
Sergeant Monica Macdonald

6 SFPD Sergeants on call 24 hours



San Francisco
Police Department



2016 Hate Crimes

ANTI LGBTQ.....	18
TOTAL.....	36



San Francisco
Police Department



2017 Hate Crimes

ANTI LGBTQ.....	13
TOTAL.....	40



San Francisco
Police Department

2016

2017

ANTI LGBTQ
TOTAL

18
36

13
40



San Francisco
Police Department



2017 Hate Crimes

Total Incidents.....40
Total Arrest.....20

*YTD

Hate Crimes



“A crime against one of us is a crime against all of us.”

- District Attorney George Gascón

What is a Hate Crime?

“Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

(1) Disability.

(2) Gender.

(3) Nationality.

(4) Race or ethnicity.

(5) Religion.

(6) Sexual orientation.

(7) Association with a person or group with one or more of these actual or perceived characteristics.

Examples of groups targeted by hate crimes

- Immigrants
- Muslims
- Jews
- Communities of color
- Women
- Members of the LGBTQ community
- Victims
- The elderly
- African Americans
- Asians
- The disabled
- The low-income

Hotline

415-551-9595



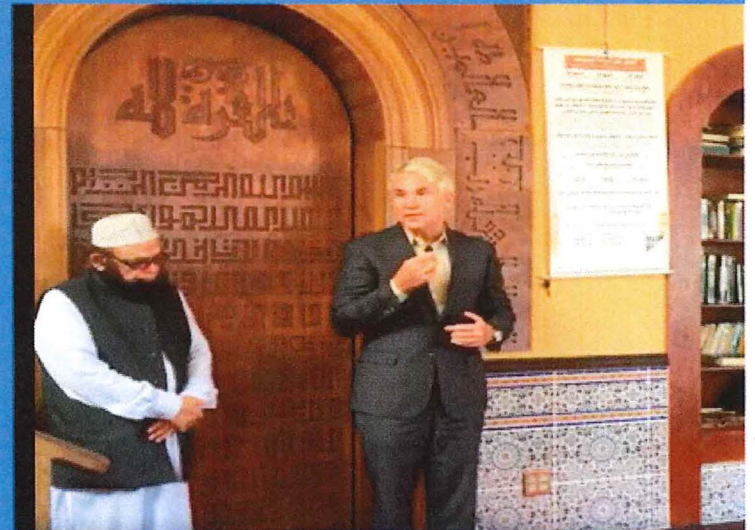
Our hotline accommodates seven languages including English, Spanish, Cantonese, Mandarin, Russian, Arabic and Tagalog.

This is a safe space to report hate crimes.

San Francisco is a sanctuary city, there are no immigration consequences for calling this number, or for reporting crimes.


2016-2017 Community Outreach

- Met with members of Synagogues and Mosques
- Town Hall meetings discussing Hate Crimes



COMMUNITY ADVISORY BOARDS

African American
AMEMSA
API
Jewish
Latino
LGBTQ
Women



AMEMSA Advisory Group

AMEMSA's (Arab, Middle Eastern, Muslim, South Asian) main focus is to address Islamophobia, anti-bullying, and racial profiling within the community and schools.

They also strive to educate various communities on how to combat certain stereotypes within society.

Memorandum of Understanding (MOU)

Nationally, our immigrant communities are experiencing an unprecedented level of fear and an increase in hate crimes. We enter MOUs designed to protect victims and to create a coordinated system of comprehensive services for foreign victims of violent crime, domestic violence, and hate crimes.



SFDA HATE CRIME STATISTICS 2015-2017

- In 2017 there were multiple cases booked on charges that did not include a hate crime, but after reviewing the facts SFDA added hate crime allegations.
- So far in 2017, 6 out of the 27 cases prosecuted had LGBTQ victims (22%).

Hate Crime Cases Presented & Prosecuted
San Francisco District Attorney's Office
January 2015-November 2017

