Acknowledgments

A project such as this does not come to fruition without numerous tireless advocates and supporters. The contributors to this book are indebted to countless individuals who support us in our efforts to do the work of equity, healing, and transforming schools and communities. The work of wellness can at times be physically, mentally, and emotionally challenging. We are fortunate to have people who have held us up when the burdens of this work often feel the heaviest. First and foremost, we thank our respective families. The unwavering love, support, queries, conversations, and encouragement of our families in this work are highly valued and deeply appreciated. Whether it was our children, spouses, parents, grandparents, siblings, nieces, nephews, cousins, in-laws, or close friends, each of our respective villages are our foundation. We thank all of you for understanding our relentless pursuit of justice, recognizing our crazy schedules, but always believing in our ability to make a difference in our world.

Second, we have all had the good fortune of working with numerous friends, current and former students, coworkers, colleagues, as well as writing and thought partners who help us in this work every day. Having a community to help you do this work is important, necessary, and fortifying. We appreciate those individuals who are our critical friends.

Finally, we express our deepest gratitude to the districts, schools, administrators, teachers, counselors, staff, and students who allow us to come into their arena to do this work. We learn through every exchange, each idea, occasional disagreements, and ongoing discussions that you have shared with us. We are appreciative of those schools trusting each of us to impart wisdom, share experiences and practices, offer insights, challenge thinking, and provide knowledge strategies and suggestions to make our schools and communities better. Our goal is to create healing spaces in all schools, which will expand to permeate families, communities, our nation,
and ultimately our global village. Not only do we have a professional obligation to make schools better places, but we see this as our personal imperative and hold the deep-seated, unwavering conviction that all children must receive nothing less than loving, affirming, intellectually stimulating, and welcoming schools.