

LEARNING & LEADING FOR SYSTEMIC RACIAL & SOCIAL JUSTICE

VIRTUAL EQUITY SUMMIT SERIES - PART I

MORNING BREAKOUTS

SOLVING THE COMPLEX AND OVERLAPPING PROBLEMS OF INEQUITY, TRAUMA, SOCIAL EMOTIONAL DEFICITS AND LEARNING LOSSES THROUGH THE EYES OF “THIRD BUCKET” KIDS

Dr. Jo Ann Freiberg and Pat Ciccone, School Climate Consultants

It is not at all clear what post-pandemic schooling will look like...a “new normal,”... the “old normal”...hybrid, and on and on. What is undisputed is that there is a global problem surrounding “third bucket” kids (those that were not physically or virtually in school during the pandemic). Even though schooling in America is compulsory, there are hundreds of thousands of students who were missing; that year and a half loss of schooling is a devastating reality that will have untold and frightening outcomes, if not tackled head-on. In this session, we will offer a pathway to avoiding a looming collision/explosion in schools here in CT and nationally: implementing a Restorative Practices framework has the potential, not only to be equitable but to heal trauma, and simultaneously realize academic and social/emotional growth.



<https://casci.ac/7077>

EDUCATOR IDENTITY, AUTHORITY, AND RELATIONSHIP: HOW EDUCATORS CAN POSITION THEMSELVES TO HELP STUDENTS DEVELOP CRITICAL CONSCIOUSNESS

Dr. Daren Graves, Associate Professor, Simmons University

Critical Consciousness can be defined as one’s ability to analyze oppressive forces shaping one’s life and to take action against them. While there is a growing body of literature that shows that students’ critical consciousness development is linked to important academic and psychosocial outcomes, questions remain about how teachers can best position themselves to do this work. This session will outline the identity work educators need to do with themselves, the kind(s) of authority they need to develop with their students, and the kinds of relationships they need to establish with their students in order to help their students effectively develop critical consciousness.



<https://casci.ac/7078>

NURTURING YOUNG PEOPLE’S CRITICAL CONSCIOUSNESS TO THRIVE IN AND TRANSFORM THE WORLD

Dr. Scott Seider, Associate Professor, Boston College

Critical consciousness refers to the ability to understand and challenge oppressive forces such as racism, sexism, and classism. A growing body of research suggests that youth critical consciousness is an important tool for equipping young people to transform society and also offers important social-emotional benefits for young people themselves. This session will share promising practices through which educators and other youth-serving professionals can support young people’s developing critical consciousness.



<https://casci.ac/7079>

MORNING BREAKOUTS, CONT'D

LEARNING AND LEADING FOR EQUITY: A CONVERSATION WITH CONNECTICUT PRINCIPALS

Joe Macrino, Oswegatchie Elementary School, Waterford
Dr. Kristy Zaleta, Rogers Park Middle School, Danbury
Sarhanna Smith, Principal, Read School, Bridgeport
Stafford Thomas, Principal, Staples High School, Westport



Join a panel of CT principals as they discuss ways in which they are moving along a continuum of action in their schools. Topics include: starting points, critical conversations, decision-making with a focus on equity, creating opportunities for all students, building teacher capacity. Participants will have an opportunity to ask questions of the panelists.

<https://casci.ac/7080>

SUPPORTING TRANSGENDER STUDENTS THROUGH EQUITY AND INCLUSION

Dr. Glenn Lungarini, Executive Director, CAS-CIAC
Andraya Yearwood, Transgender Rights Advocate within Athletics



African American transgender youth are among the most risks demographics for depression, anxiety, and teen suicide. This session will examine the culture of inclusive LGBTQ+ school policies through the lens of current Title VII Supreme Court rulings, recent Title IX positions of interpretation from the U.S. Department of Education and Office of Civil Rights, and a review of CIAC's defense of its inclusive athletic transgender participation policy in federal court. At the conclusion of this session, attendees will understand the correlation between LGBTQ+ inclusion and civil rights social justice.

<https://casci.ac/7081>

CRITICAL RACE THEORY: THE CONCEPT AND THE CONTROVERSY SURROUNDING IT

Nitza Diaz and Stephen Proffitt, State Education Resource Center



"Critical race theory is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies," writes Stephen Sawchuk, Associate Editor of *Education Week*, in "[What Is Critical Race Theory, and Why Is It Under Attack?](#)" In this session, presenters will engage participants in a facilitated conversation about Critical Race Theory (CRT) using this article to assist participants in gaining great insights and knowledge about Critical Race Theory.

<https://casci.ac/7082>