

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS
Special Meeting/Board Study Session, Wednesday, January 5, 2022**

CORONAVIRUS DISEASE (COVID-19) NOTICE

This meeting will be conducted pursuant to the provisions of the Governor’s Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 31, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

The Board of Trustees invites the community to participate in the meeting virtually.

The Board meeting will be streamed live and you can view it by visiting this web page for the Board meeting streaming link: <http://www.ssfusd.org/onlineboardmeeting>
(The link will be active shortly before 5:30 p.m. on January 5)

OPEN SESSION - 5:30 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. LAND ACKNOWLEDGEMENT STATEMENT**

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. COMMUNICATIONS

Public comments may be submitted in advance of the meeting through the following link: <https://bit.ly/equitynetworkjan5> beginning at 3:00 p.m. on Friday, December 17, until 3:00 p.m. on Wednesday, January 5. These comments will be read by all Board members and posted on the District website’s 2021-22 Board meetings page www.ssfusd.org/20212022boardmeetings prior to the meeting.

To comment during the meeting, please use the following link:

<https://www.ssfusd.org/publiccomment>

NOTE: You will need to register and follow the instructions to comment during the meeting.

The meeting is recorded. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

In accordance with the law, the Brown Act, during special meetings, public comments are limited to only those items on the agenda.

ACTION **PAGE**

1. ADMINISTRATION

a. Adoption of Resolution #22-01 1 - 5

Staff recommends the adoption of Resolution #22-01 finding that, as a result of the continuing COVID-19 pandemic state of emergency declared by Governor Newsom, SSFUSD in-person Board meetings would present imminent risks to the health or safety of attendees, as presented to the Board.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. 2021-22 Effective Governance with an Equity Lens 2.0 Session #2

The Board of Trustees and Superintendent will have quarterly meetings this year with a focus on leading through the lens of equity. The Board Governance Team will discuss and take action on local Board policies through the lens of educational equity in SSFUSD.

Documents:

Agenda	6 - 7
Self-Assessment	8
BP 0415: Equity	9 - 12

ADJOURNMENT

The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board Meeting Agendas and Minutes*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: ncantley@ssfusd.org

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: January 5, 2022

RE: Adoption of Resolution #22-01 to Make Findings Allowing Continued Remote Meetings Under the Brown Act

BACKGROUND:

On June 11, 2021, Governor Newsom issued Executive Order N-08-21, which rescinded his prior Executive Order N-29-20 and set a date of October 1, 2021 for public agencies to transition back to public meetings held in full compliance with the Brown Act. The original Executive Order provided that all provisions of the Brown Act that required the physical presence of members or other personnel as a condition of participation or as a quorum for a public meeting were waived for public health reasons. If these waivers fully sunsetted on October 1, 2021, legislative bodies subject to the Brown Act would have to contend with a sudden return to full compliance with in-person meeting requirements as they existed prior to March 2020, including the requirement for full physical public access to all teleconference locations from which board members were participating.

On September 16, 2021, the Governor signed AB 361, a bill that formalizes and modifies the teleconference procedures implemented by California public agencies in response to the Governor's Executive Orders addressing Brown Act compliance during shelter-in-place periods. AB 361 allows a local agency to continue to use teleconferencing under the same basic rules as provided in the Executive Orders when certain circumstances occur or when certain findings have been made and adopted by the local agency.

AB 361 also requires that, if the state of emergency remains active for more than 30 days, the agency must make findings by majority vote every 30 days to continue using the bill's exemption to the Brown Act teleconferencing rules. The findings are to the effect that the need for teleconferencing persists due to the nature of the ongoing public health emergency and the social distancing recommendations of local public health officials. Effectively, this means that local agencies must agendize a Brown Act meeting once every thirty days to make

findings regarding the circumstances of the emergency and to vote to continue relying upon the law's provision for teleconference procedures in lieu of in-person meetings.

AB 361 provides that Brown Act legislative bodies must return to in-person meetings on October 1, 2021, unless they choose to continue with fully teleconferenced meetings because a specific declaration of a state or local health emergency is appropriately made. AB 361 allows local governments to continue to conduct virtual meetings as long as there is a gubernatorially-proclaimed public emergency in combination with (1) local health official recommendations for social distancing or (2) adopted findings that meeting in person would present risks to health. AB 361 is effective immediately as urgency legislation and will sunset on January 1, 2024.

Because local rates of transmission of COVID-19 are still in the "substantial" tier as measured by the Centers for Disease Control, it is recommended that the Board avail itself of the provisions of AB 361 allowing continuation of online meetings by adopting findings to the effect that conducting in-person meetings would present an imminent risk to the health and safety of attendees. A resolution to that effect, and directing staff to return each 30 days with the opportunity to renew such findings, is attached hereto.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #22-01, finding that, as a result of the continuing COVID-19 pandemic state of emergency declared by Governor Newsom, meeting in person would present imminent risks to the health or safety of attendees.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 22-01

RESOLUTION FINDING THAT, AS A RESULT OF THE CONTINUING COVID-19 PANDEMIC STATE OF EMERGENCY DECLARED BY GOVERNOR NEWSOM, MEETING IN-PERSON FOR MEETINGS OF THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES WOULD PRESENT IMMINENT RISKS TO THE HEALTH OR SAFETY OF ATTENDEES

WHEREAS, on March 4, 2020, the Governor proclaimed pursuant to his authority under the California Emergency Services Act, California Government Code section 8625, that a state of emergency exists with regard to a novel coronavirus (a disease now known as COVID-19); and

WHEREAS, on June 4, 2021, the Governor clarified that the “reopening” of California on June 15, 2021 did not include any change to the proclaimed state of emergency or the powers exercised thereunder, and as of the date of this Resolution, neither the Governor nor the Legislature have exercised their respective powers pursuant to California Government Code section 8629 to lift the state of emergency either by proclamation or by concurrent resolution in the state Legislature; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 that suspended the teleconferencing rules set forth in the California Open Meeting law, Government Code section 54950 et seq. (the “Brown Act”), provided certain requirements were met and followed; and.

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 that provides that a legislative body subject to the Brown Act may continue to meet without

fully complying with the teleconferencing rules in the Brown Act provided the legislative body determines that meeting in person would present imminent risks to the health or safety of attendees, and further requires that certain findings be made by the legislative body every thirty (30) days; and,

WHEREAS, California Department of Public Health (“CDPH”) and the federal Centers for Disease Control and Prevention (“CDC”) caution that the Delta variant of COVID-19, currently the dominant strain of COVID-19 in the country, is more transmissible than prior variants of the virus, may cause more severe illness, and that even fully vaccinated individuals can spread the virus to others resulting in rapid and alarming rates of COVID-19 cases and hospitalizations (<https://www.cdc.gov/coronavirus/2019-ncov/variants/delta-variant.html>); and,

WHEREAS, the CDC has established a “Community Transmission” metric with 4 tiers designed to reflect a community’s COVID-19 case rate and percent positivity; and,

WHEREAS, the County of San Mateo currently has a Community Transmission metric of “substantial” which is the second most serious of the tiers; and,

WHEREAS, the Board of Trustees has an important governmental interest in protecting the health, safety and welfare of those who participate in its meetings; and,

WHEREAS, in the interest of public health and safety, as affected by the emergency caused by the spread of COVID-19, the Board of Trustees deems it necessary to find that meeting in person would present imminent risks to the health or

safety of attendees, and thus intends to invoke the provisions of AB 361 related to teleconferencing;

NOW, THEREFORE, IT IS HEREBY DETERMINED AND ORDERED that

1. The recitals set forth above are true and correct.
2. The Board of Trustees finds that meeting in person would present imminent risks to the health or safety of attendees.
3. Staff is directed to return no later than thirty (30) days after the adoption of this resolution with an item for the Board to consider making the findings required by AB 361 in order to continue meeting under its provisions.
4. Staff is directed to take such other necessary or appropriate actions to implement the intent and purposes of this resolution.

* * * * *

Regularly passed and adopted this 5th day of January 2022.

AYES in Favor of Resolution

NOES Against Resolution

ATTEST:

Clerk/Secretary of the Board

Superintendent of Schools

January 5, 2022

**South San Francisco Unified School District
Board Study Session Agenda
“Effective Governance with an Equity Lens 2.0”**

**January 5, 2022
5:30-8:30pm
Facilitator(s):**

**Nicole Anderson and Associates Consulting, LLC
The Write Keys 2 Consulting, LLC**

Agenda Purpose: *Governance team will reflect on effective governance practices and build deeper content awareness of educational equity through application and monitoring of policy.*

Pre-work for January Study Session (overview to be given in November Study Session):

1. Review the board assessment and be prepared to discuss #4 focused on being an accountability driven board.
2. Review the sample administrative regulations in preparation for discussion around how the Superintendent will develop ARs to support the implementation of the equity policy.
3. Review your current equity policy and be prepared to respond to the following reflective questions:

Does your equity policy have the following components?

1. *Background/Purpose: What does this policy seek to accomplish?*
2. *Equity Statement: Is there clear and common language about equity as a lens for all policy work?*
3. *Board direction: Does your policy include guidance for the board and district staff in making important decisions on education matters for effective implementation of equity work?*
4. *Superintendent direction: Does your policy include guidance for the Superintendent and District staff in the development of Administrative Regulations that guide procedural action steps for carrying out the policy?*
5. *Goals/Priorities: Are the actions steps listed in the policy aligned with the board’s key priorities? (i.e. Budget, Human Resources, Teaching/Learning, and School Climate/Discipline)?*
6. *Evaluation/Monitoring: Does your policy have guidance to evaluate programs and measure the impact of policy through qualitative/quantitative metrics to ensure decisions impact goals student outcomes illustrated in the equity statement and plan*

Agenda Topic(s)	Notes
Welcome/District Update: <ul style="list-style-type: none"> ○ Call to Order, Roll Call, Pledge, Agenda approval ○ Public comment 	Superintendent Board President
Session Overview: <ul style="list-style-type: none"> ○ Purpose/outcomes ○ Revisiting the 4 agreements 	Nicole

<p>Effective Governance Team Practices:</p> <ul style="list-style-type: none"> ○ Effective governance practices: Governance Core book study (Ch. 1-3) ○ 8 Characteristics of Effective Boards: Board assessment recap (focus on #4: accountability driven) ○ Role of the Board/Superintendent recap ○ Scenarios 	<p>Deborah</p> <p>Handout reference:</p> <ul style="list-style-type: none"> ● Board assessment
<p>Prioritizing Governance and Equity Work:</p> <ul style="list-style-type: none"> ○ Aligning priorities with equity policy ○ Developing administrative regulations 	<p>Deborah/Nicole</p> <p>Handout reference:</p> <ul style="list-style-type: none"> ● Sample administrative regulations
<p>Equity Impact Action Planning:</p> <ul style="list-style-type: none"> ○ Applying the equity policy <ul style="list-style-type: none"> ○ Board decision making ○ Questions with purpose ○ Agenda building through priorities ○ Leveraging the Equity Task Force/Committee 	<p>Deborah/Nicole</p> <p>handout reference:</p> <ul style="list-style-type: none"> ● Equity Policy
<p>Content Building:</p> <ul style="list-style-type: none"> ● Redefining student success for all with an equity lens through application of the equity statement 	<p>Nicole</p> <p>Handout reference:</p> <ul style="list-style-type: none"> ● Equity statement (in equity policy)
<p>Next Steps/Adjournment:</p> <ul style="list-style-type: none"> ○ Future board workshops/study sessions focused on each priority on board assessment, book study, and equity leadership <ul style="list-style-type: none"> ○ Session 3: March 16 (Ch.4-6) ○ Session 4: May 22 (Ch.7-9) ○ Application and monitoring of equity policy ○ Equity walk (tbd) ○ Board member coaching/consultation between sessions 	<p>Nicole</p>

School Board Governance with Equity Lens Self Assessment

According to the Center for Public Education Report in 2011, there are eight characteristics of effective school boards. School board members are encouraged to embrace each of these characteristics with an equity lens in addition to three board actions to guide equity work. Please complete with fellow board members to assess the basic functioning of your governance team as a precursor to the examination, revision, and creation of equity focused policy and practice.

To what extent does your school board effectively demonstrate the following characteristics?	Not Effective	Seldom effective	Somewhat effective	Effective	Very Effective
1. Our school board commits to a vision for equity through: <ul style="list-style-type: none"> ○ high expectations for student achievement and quality instruction ○ defining clear goals toward that vision 					
2. Our school board has strong shared beliefs and values about equity for: <ul style="list-style-type: none"> ○ students and their ability to learn ○ the school system’s ability to teach all children at high levels 					
3. Our school board has collaborative relationships with the Superintendent, staff, as well as the community through: <ul style="list-style-type: none"> ○ a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals around equity. 					
4. Our school board is accountability driven : <ul style="list-style-type: none"> ○ spending less time on operational issues ○ spending more time focused on policies and priorities to close equity gaps 					
5. Our school board is data savvy through: <ul style="list-style-type: none"> ○ embracing and monitoring quantitative and qualitative data, even when the information is negative ○ using data to drive continuous improvement to close equity gaps 					
6. Our school board aligns, monitors, and sustains resources , such as: <ul style="list-style-type: none"> ○ equity focused professional development to meet district goals ○ establishing metrics to measure the impact of resources 					
7. Our school board leads as a united team with the superintendent through: <ul style="list-style-type: none"> ○ establishing mutual trust within the respective roles of the team ○ engaging in strong equity focused collaboration 					
8. Our school board participates in team development and equity focused training , with our superintendent to build: <ul style="list-style-type: none"> ○ shared knowledge of equity focused concepts ○ core values as principles to guide equity work ○ norms to guide board culture ○ protocols to guide board operations ○ commitments to equity work ○ self-assessment of governance practices 					
To what extent has the school board developed and implemented the following:	Not drafted	Not adopted	Drafted	Adopted	Implemented/ applied
9. Our school board has developed an equity statement					
10. Our school board has developed an equity policy					
11. Our school board has developed an equity impact action plan to strategically address and measure the impact of the district’s equity policies and practices on closing equity gaps					

Adapted by Nicole Anderson and Associates Consulting, L.L.C. 2021

Policy 0415: Equity

Status: ADOPTED

Original Adopted Date: 04/26/2018 | Last Revised Date: 08/12/2021 | Last Reviewed Date: 08/12/2021

Equity

Students

Proposed – it is our obligation to eliminate practices that perpetuate negative impacts on student learning. The Board acknowledges educational equity is integral to the District’s overall mission and core values.

(cf. 0200 - Philosophy, Goals, Objectives and Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

Statement & Definition

It is unacceptable that the educational outcomes of students in our district are overwhelmingly predictable based on students’ race, socioeconomic, ethnicity or learning differences.

In South San Francisco Unified School District, equity is a means to ensure equal access to educational opportunity for all students by dismantling inequitable systems in order to minimize or eliminate the impact of disparities, available resources to prepare and study, and socio-cultural differences in achievement and performance so that all students may perform at optimum levels.

Definition: Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

The South San Francisco Unified School District is strongly committed to maintaining high expectations for all of its students and to eliminate historical barriers, persistent disparities in achievement, performance and socio-emotional adjustment among subgroups based on race, ethnicity, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability.

Educational equity is a means of ensuring the decisions, policies and practices in our system are culturally sensitive and provide all students with access, opportunity, resources and support to: meet students’ individual needs to learn, grow, and develop in a safe and healthy environment; support all stakeholders in advocating for fairness; and ensure the ultimate outcome of all students becoming college, career and life ready.

The Board understands that:

1. Generalizing and stereotyping any group of people devalues their contributions to the District and community as a whole.
2. Achievement and opportunity gaps and disparate discipline that exists amongst student groups construct barriers that prevent students from realizing their fullest potential and is unacceptable.

Therefore, the Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional basis of district decisions, the Board shall consider whether its decisions address the needs of

EDUCATIONAL EQUITY (continued)

students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students. All policies and practices will reflect the goals of eliminating gaps in access to educational opportunities for all of our students to ensure that they achieve academic success through their educational journeys.

1. The District will advance these goals by creating a culturally competent staff, maintaining uniformly high expectations for all, promoting rigorous curricula, promoting systems of curriculum, instruction, and assessment, and professional learning opportunities, differentiating instruction and maximizing access for all

students to high-level educational opportunities. Given the urgency of this mission, the district is committed to emphasizing culturally responsive service delivery and consistently examining and monitoring policies, programs, practices, and written documents to ensure that they are consistent with these goals. Policies, programs and procedures are:

- a. In the Board's section (move) Fair, consistent and prohibitive of actual or perceived inequitable or discriminatory acts based on disability, ethnicity, gender, gender expression, gender identity, immigration status, language, culture, ethnicity, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics; and
- b. Aligned with long-term plans for implementing, reviewing and revising policies, programs and procedures that promote equity in the District in an effort to identify and remove systemic barriers that prevent students, staff and other stakeholders' full participation or access and benefits of District programs, services and activities.

Therefore, the Superintendent or designee shall ensure:

2. Financial and human resources are provided to support the work of staff, students, families and community groups in promoting equity and inclusion in our District. This includes analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to highly-qualified administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. An active approach to recruit, develop and retain District staff, administrators and teachers will be utilized, so that the District reflects the cultural and ethnic background of students and the community.
4. District discipline policies shall be designed to mitigate disproportionality in exclusionary practices, suspensions and expulsions amongst all student groups based on disability, ethnicity, gender, gender expression, gender identity, immigration status, language, culture, ethnicity, parental status, race, religion, sexual orientation, socioeconomic status, cultural awareness, or association with a person or group with one or more of these actual or perceived characteristics.
5. District stakeholders are provided with fair and effective processes for resolving concerns and have the opportunity to challenge alleged inequitable practices with the expectation of remedy without fear of retribution. (cf. 1312.3 - Uniform Complaint Procedure)

EDUCATIONAL EQUITY (continued)

6. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities
7. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups.

culturally responsive instructional practices.

(cf. 4100 - Certificated Personnel) (cf. 4131 - Staff Development)
(cf. 4200 - Classified Personnel)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4300 - Administrative and Supervisory Personnel) (cf. 4331 - Staff Development)
(cf. 6173 - Education for Homeless Children)
(cf. 6174 - Education for English Language Learners) (cf. 6175 - Migrant Education Program)
(cf. 9240 - Board Development) **Legal References: EDUCATION CODES**
200 Educational Equity Purpose
201 Legislative Declarations and Intent (A-G)
210 Article 2. Definitions
220 Prohibition of Discrimination
234 - 234.5 Safe Place to Learn Act
32280 - 32289 School Safety Plans
51000 - 51009 George Miller, Jr. Education Act of 1968
51019 Definition of Philosophy
51020 Definition of Goal
51500 Prohibition of Instruction or Activity
51513 Personal Beliefs
52060 - 52077 Adoption of Local Control and Accountability Plan
60040 Portrayal of Cultural and Racial Diversity
60044 Prohibited Instructional Materials

CODE OF REGULATIONS, TITLE 5

5 CCR 3940 Maintenance of Effort

UNITED STATES CODES

20 U.S.C. 1400 et seq. Individuals with Disabilities in Education Act
20 U.S.C. 1681 et seq. Patsy Takemoto Equal Opportunity in Education Act
20 U.S.C. 2301 et seq. Carl D. Perkins Career and Technical Education Act of 2006
20 U.S.C. 5801 et seq. Education Flexibility Partnership Act of 1999
20 U.S.C. 6801 et seq. Technology for Education Act of 1994
29 U.S.C. 794 Nondiscrimination under Federal Grants and Programs

EDUCATIONAL EQUITY (continued)

42 U.S.C. 2000d Section 1-101, Section 1-102 et seq. Title VI, Civil Rights Act of 1964
42 U.S.C. 2000d-7 Civil rights remedies equalization
42 U.S.C. 12101-12213 Americans with Disabilities Act of 1990

CODE OF FEDERAL REGULATIONS

28 C.F.R. 35.101 Americans with Disabilities Act
34 C.F.R. 100-110 Chapter 1–Office for Civil Rights, Department of Education

OTHER PROFESSIONAL REFERENCES

Cincinnati PS Board Policy 2255 Equity and Excellence in Education (4/11/2016) Minneapolis PS Policy 1304 Equity and Diversity (10/08/2013)
San Jose USD Equity Board Policy 0210 Philosophy, Goals, Objectives and Comprehensive Plans (5/13/2010)
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS: Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
January 5, 2022

CSBA PUBLICATIONS: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Lindsey, R.P., Robins, K. N., & Terrell, R.D. (2009). *Cultural proficiency: A manual for school leaders*. (3rd Ed). Thousand Oaks, CA: Corwin.

WEB SITES

CSBA: <http://www.csba.org> (<https://simbli.eboardsolutions.com/SU/endNqaxyiGQAmOk5HoBoUw==>)

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Gamut Online: <http://www.gamutonline.net/district/elkgrove/>

(<https://simbli.eboardsolutions.com/SU/v9dBVlqsn9tCC4wAmEeUUA==>) APA: www.apa.org

Ed Glossary: www.edglossary.com

Cambridge Dictionary: www.dictionary.cambridge.org

National Education Association Diversity Toolkit Introduction: www.nea.org
