



# **Lindbergh Schools Indoctrination and Radical-ism Dossier**

**Prepared by: Lindbergh PAIR (Parents Against  
Indoctrination and Radical-isms) team**



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## School Year 2020-2021

### 1. EEC (Educational Equity Consultants) contract and Inclusion, Equity and Diversity Committee

These are screen images of Lindbergh Schools website as they were captured on April 1<sup>st</sup> 2021. Today this information is not found under the same URL.

<p>9:41 5G E</p> <p>&lt; Back</p> <p>High Contrast OFF ON</p> <p>⋮ MENU</p> <p><b>Lindbergh Schools</b></p> <p>Home &gt; Programs and Services &gt; Inclusion, Equity and Diversity &gt; About</p> <p>INCLUSION, EQUITY AND DIVERSITY +</p> <p>INCLUSION, EQUITY AND DIVERSITY</p> <p>Lindbergh Schools is committed to creating and maintaining a welcoming, equitable and inclusive environment that is reflective of and celebrates our diverse student population. We strive to uphold high academic standards for all students through culturally responsive classroom instruction, professional learning and sustainable relationships with community stakeholders.</p> <p><b>Leadership and Partnerships</b></p> <p>Lindbergh's efforts in inclusion, equity and diversity are led by our Teaching and Learning department, in cooperation with our Equity and</p>	<p>9:42 5G E</p> <p>&lt; Back</p> <p>⋮ MENU</p> <p>department, in cooperation with our Equity and Diversity Committee. We have also partnered with <u>Educational Equity Consultants</u> (EEC) for additional guidance and support.</p> <p>Since 2001, EEC has worked with more than 3,000 school leaders in the areas of equity, diversity and inclusion. EEC's Leadership and Racism Program explores how our own attitudes about race and racism might be limiting student achievement.</p> <p>Through a process of challenging introspection and reflection, educators learn to identify behaviors and policies that adversely affect how students see themselves and their potential to succeed in school. Most importantly, participants develop ways to alter or eliminate those behaviors, and build positive strategies for their schools and districts to adopt.</p> <p>Lindbergh's partnership with EEC began in the spring of 2019 with training for our entire administrative leadership team. A second group, consisting of building equity representatives, instructional design coaches and district family members, will begin training in the summer of 2020.</p> <p>In addition to EEC, our elementary and middle school instructional design coaches participated</p>
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The organization, EEC (Educational Equity Consultants), is mentioned in the above images. EEC's website has the following definition of RACISM:



## Racism

**R**acism is a complex system of beliefs and behaviors, which are both conscious and unconscious; personal and institutional. They result in the oppression of people of color and benefit of the dominant group. It is a system grounded in the presumed superiority of the white race. A simpler definition is: Prejudice + Power = Racism

And here is the notice of the EEC contract report by the superintendent in July 2020:

### PRIORITIZING EQUITY, DIVERSITY AND INCLUSION AT LINDBERGH

July 8, 2020

Dear Lindbergh Community,

Over the past two years, Lindbergh Schools has begun taking steps to prioritize the essential work of equity, diversity and inclusion in our community. I am writing today to share an update on this work, and provide families and employees with a link to additional resources and information on our website.

Racism is an issue that must be addressed with urgency and action. In the fall of 2018, Lindbergh parents, staff, students and community members gathered to develop a five-year strategic plan that guides the essential work of our school district. One of the core beliefs that emerged from that process was this:

*We believe that collaboration among a diverse community of students, teachers, staff, families and community stakeholders drives innovation and future success.*

Our district's efforts in equity, diversity and inclusion are led by the Teaching and Learning department and the newly formed Equity and Diversity Committee. In addition, the district has partnered with [Educational Equity Consultants](#) (EEC) for additional guidance and support. EEC has become a trusted advisor in providing the district with assistance in the areas of diversity, equity and inclusion.

The Equity and Diversity Committee is made up of Lindbergh staff, parents and students. Within that committee, several subcommittees exist to focus on policy, community engagement, professional learning and curriculum, hiring and academic access. Committee members are a community where stakeholders are empowered to make inclusive policy and cultural changes to create an educational community that corrects disparities and prioritizes diversity.

Please visit our district website for more details about the district's ongoing work in this area of focus, and to access resources for families and employees alike.

- [Lindbergh Schools Equity Website](#)

These issues are important to me and our leadership team, and we are mindful that we still have much work to do. I deeply value and appreciate the support of our Lindbergh community member as we walk this journey together as a Lindbergh family.

Sincerely,

Dr. Tony Lake  
Superintendent



After the contract with this company and training, the Inclusion, Equity and Diversity committee held an activity with the committee members using the below table and discussion points (February 2021):

**Exercise #2: Diversity Profile (Diversity, Inclusion and Equity Committee)**

Directions: Put a check (✓) in all the appropriate boxes

In my environment,		White	Black/ African American	Hispanic	Asian	Asian/ Pacific Islander	American Indian or Alaskan Native	Hawaiian Native or Pacific Islander	2/3/ More Races	LGBTQ	Disabled	Veteran	Male	Female
1	I am													
2	My Co-workers are													
3	My supervisor is													
4	My elementary school was predominately													
5	My teachers were mostly													
6	Most of my close friends													
7	My dentist is													
8	My doctor is													
9	Other people who live in my home													
10	People who regularly visit my home													
11	My neighbors are													

**Discussion points:**

- This matrix can tell you a lot about your surroundings.
- Often, people find that their intercultural experiences are clustered; in the residence halls for instance. They often also are passive (one way) and not interactive.
- Having this information on paper allows us to use them in new ways. Few other events force us to take stock of our multicultural interchanges.
- Most people don't bring this information into their consciousness. They subconsciously are convinced that they are fairly multicultural. It can be jarring to discover how homogenous our environment is and our environment has had and continues to have an effect on our beliefs.
- This matrix can give us ideas about how we might enrich our cultural environment and how to reach out to and get to know people who belong to different groups (Joining a club or community group that includes different kinds of people is an example).

This same committee hosted the Lindbergh Speakers Series on February 3rd called "Equity and Inclusion Roundtable" (<https://youtu.be/Ges9-3bVsmc>). The discussion raised awareness of "Identity Markers":

**Various Dimensions of Difference**

Ability	Accent	Age	Appearance
Background	Body	Size/Shape	Class
Culture	Education	Ethnicity	Gender
Job Title/Role	Politics	Race	Religion/Faith
Sexual Orientation	Style	Values	

what's called our a little identity exercise



## 2. Crossroads

On the last sentence of the below screen, we see the partnership with Crossroads who trained “*elementary and middle school instructional design coaches.*”



consisting of building equity representatives, instructional design coaches and district family members, will begin training in the summer of 2020.

In addition to EEC, our elementary and middle school instructional design coaches participated in the Crossroads Analyzing and Understanding Systemic Racism workshop.



Crossroads (<https://crossroadsantiracism.org>) states the following:

# Our Approach

## Principles

We are guided by the following principles:

- Crossroads’ work is built upon a systemic power analysis of white supremacy and systemic racism in the United States;
- Crossroads seeks to be accountable to people of color communities and organizations;
- Crossroads’ work encompasses a multicultural analysis of white supremacy and racism, recognizing white supremacy uses diverse strategies that target all people of color communities in specific ways.
- Crossroads’ work is intersectional, recognizing that white supremacy and institutional racism exist in relationship with other forms of oppression, and that intersectional interventions and disruptions take into account the full humanity of communities of color.

### Partnership

Crossroads acts as an outside partner to the institution providing capacity building and technical assistance, tailored to the unique makeup of the variety of constituents in the organization.



# Theory of Change

Crossroads' theory of change believes the shaping of sustainable, resilient, and diverse communities and institutions that are accountable to communities of color can repair society and restore creation.

Our theory of change begins with understanding the root of the problem is white supremacy, enshrined in and reproduced by our systems and institutions. White supremacy produces a culture of domination that conditions systems, institutions, and people to uphold and legitimize whiteness and its ways as normal, standard, moral, and universal. This conditioning disproportionately harms people of color, normalizing a culture of violence, and disproportionately advantages white people. It harms all life on earth by the violence of commodification. We understand white supremacy is broad, encompassing many manifestations of oppression, and we approach our antiracism work intersectionally.

Disrupting white supremacy requires interventions on structural, cultural, and individual levels. We believe the intervention with the greatest potential is the ongoing work of antiracism. Antiracism is the strategic intervention that cultivates ways of being and thinking that seek the dismantling of institutional and cultural practices that uphold white supremacy culture and systemic racism.

Recently, Lindbergh administration responded to a concerned family about this company's training. They stated that these trainings were no longer relevant. Such a statement should be backed up with proof of reflection of these trainings into lesson plans in the school year of 2020-21 or before, and then, such reflection's removal from the lesson plans of the school year 2021-22. (The previous sentence is confusing. I'm not sure what you're trying to get across with it). Without seeing these changes, there is **no proof** that the trainings by EEC/Crossroads have been "**UNDONE**" in the school district.

### 3. Hiring Policy

The following statement is found in an "update" given by the "Equity Committee" at the BOE Advisory Student Life Committee on January 16th, 2020. However, this is **not** written in the most updated BOE Official Policy.

**Hiring**

**Goals**  
The district shall actively recruit, employ, support and retain a workforce of ethnic/racial, gender and linguistic diversity with the goal to have the teacher & administrative workforce reflect the diversity of the student body.

In an effort to recruit and retain effective staff, the district will support culturally responsive and relevant administrative, instructional and support personnel hiring practices.

**Investigate**

- ✗ Consistent interview practices for all hiring managers and teams to follow.
- ✗ Do the people that we want to hire exist? (those with diversity training, educational equity experiences)
- ✗ Staff induction practices that promote culturally responsive educational practices in the classroom. Ongoing training for cultural competence.
- ✗ Interview committees throughout the district. Do they consist of a broad representation of our staff skills & backgrounds (SSD, Gen Ed, Specialists, Counselors, etc.)?



4. Lindbergh High School Identity Activity (3/30/21) and its usage during the Professional Development (4/23/21)

Students were shown the following screens and instructed to define their own identities. This "Identity Activity" was held school wide during the PAC (Peer Academic Community) hour, and there was no notice to the families prior to the activity. The activity was from "Learning for Justice" provided by Southern Poverty Law Center (See next report "Sperreng Middle School 7th Grade PE Lesson").

Students were required to fill in 3 sentences for the following 7 statements: "I am...", "I can...", "I have...", "I remember...", "I like...", "I will..." and "I believe". The paper was submitted to the PAC class teacher anonymously.

**1** WHAT IS IDENTITY?

Our identity consists of the various characteristics we use to categorize and define ourselves and the various characteristics that are constructed by those around us. Sometimes people only think of identity as those visible characteristics of a person, but sometimes our identity characteristics are invisible.

**2** CHARACTERISTICS

Gender	Ethnicity
Race	Religion
Socioeconomic status	Language
Marital/relationship status	Parent or childless
Family size and composition	Sexual orientation
Education	Career



Later, on 4/23, teachers used the survey papers from their PAC class students for the following discussions during the Professional Development Day. Ironically, students stayed home for the teachers' "learning opportunities." The students were not told that their information would be used for teachers' discussions.

**BREAKOUT #1- INDIVIDUAL EVALUATION**

Evaluate a school day through the eyes of a student...

- X How might they experience our school community differently than the majority of students at Lindbergh?
- X How frequently would this particular student see themselves/their life experiences represented in the curriculum
- X Where would this student have an opportunity to see themselves outside of the classroom experience ( but still within the school community)

**BREAKOUT #2- WIDEN THE SCOPE**

- X What patterns do you see among our minority groups?
- X What structures in the school system impact these patterns?
- X How do you think these patterns impact their performance and involvement in our school community?

This activity and the usage of the papers by the teachers were reported at the May 12<sup>th</sup> BOE meeting as a public comment which pointed out a violation of **Protection of Pupil Rights Act (PPRA)**:

Arrangements to protect student privacy that are provided by the agency in the event of the administration or distribution of a survey to a student containing one or more of the following items (including the right of a parent of a student to inspect, upon the request of the parent, any survey containing one or more of such items):

- (i) Political affiliations or **beliefs of the student** or the student's parent.
- (ii) Mental or psychological problems of the student or the student's family.



- (iii) Sex behavior or attitudes.
- (iv) Illegal, anti-social, self-incriminating, or demeaning behavior.
- (v) Critical appraisals of other individuals with whom respondents have close family relationships.
- (vi) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
- (vii) Religious practices, affiliations, or beliefs of the student or the student's parent.
- (viii) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Following this report, the district investigated the incident and self-reported to Student Privacy Policy Office. The following is the report to the community by the e-note of the principal:

# Principal News

Lindbergh High School

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**May 23, 2021**

**Parent eNote Week of May 24-30**

**LHS Identity Activity Update** Earlier this spring, students participated in a schoolwide activity where they identified visible and invisible identity traits, and filled out an anonymous form to help them better understand themselves as individuals. The worksheet students completed included open-ended statements such as "I am," "I can," "I have" and "I remember." At a later date, teachers reflected on this activity to confidentially envision the Lindbergh High School daily experience through the eyes of a student, and think about ways we can help all students feel a sense of belonging and inclusion at our school.

Since that time, this activity has raised concern in our community, specifically due to the fact that families were not notified in advance of the activity and that students were not given an opportunity to opt out of participation. Because of the way these open-ended questions were framed in the lesson – for example, through the lens of topics such as gender, ethnicity, race, religion, socioeconomic status, sexual orientation, education, career and relationship status – we self-reported this activity to the U.S. Department of Education's Student Privacy Policy Office. This action was taken to ensure full transparency with our community. In addition, we have taken steps to ensure that all worksheets, paper and electronic, that were completed during this activity have been securely disposed of, and that no student information was retained.

This activity was a valuable exercise for both students and staff as we work to create a more inclusive school community. However, communicating openly and proactively with our parents is a step we must take. We are revising our district practices to ensure that families are informed prior to activities that are covered by the Protection of Pupil Rights Amendment so that parents have the ability to opt out their children. Please reach out if you have any questions.

Note: ***"This activity was a valuable exercise for both students and staff"***



## 5. Sperreng Middle School 7<sup>th</sup> Grade PE Lesson

In March 2020, a 7<sup>th</sup> grade student's parent received an email from the P.E. coach that the class would have "anti-bully" lessons and that the coach was requesting consent for the students to attend. The lesson plan was called "Learning for Justice" provided by the Southern Poverty Law Center. The following image shows the content of this program: "Whiteness" "BLM" "Gender-Inclusiveness".

(The "anti-bully" lesson in this P.E. class was not implemented at the end)



### RELATED RESOURCES

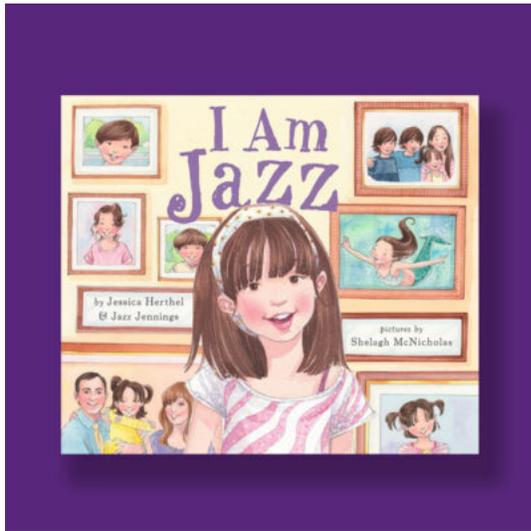
<p><i>Webinar</i> <b>Let's Talk! Discussing Race, Racism and Other Difficult Topics With Students</b></p> <p>Join NEA and Learning for Justice for our second of three school-climate webinars. This time, we will provide guidance on how to have relevant and rigorous conversations with students about race, racism and other important topics.</p>	<p><i>Webinar</i> <b>Let's Talk! Discussing Gender in the Classroom</b></p> <p>For this third part in the Let's Talk! series, Learning for Justice and Gender Spectrum are teaming up to help educators think beyond the gender binary and to create gender-inclusive classrooms.</p>	<p><i>Webinar</i> <b>Let's Talk! Discussing Black Lives Matter</b></p> <p>In this first webinar in the Let's Talk! series, we'll explore Black Lives Matter, an activist group that media, schools and communities often struggle to understand.</p>
<p><i>Webinar</i> <b>Let's Talk! Discussing Whiteness</b></p> <p>In this interactive webinar, we'll discuss whiteness as a racial identity with the understanding that acknowledging whiteness and the privilege and power attached to it is a necessary step in working toward racial justice.</p>	<p><i>Webinar</i> <b>Let's Talk! Teaching Black Lives Matter</b></p> <p>This sequel to Let's Talk! Discussing Black Lives Matter in the Classroom reviews the education related policy demands within the Movement for Black Lives' platform: Invest-Divest and Community Control.</p>	

## 6. Long Elementary School – books

In the summer of 2020, a parent of a student learned that during the past school year (while the student was in 3<sup>rd</sup> grade) the classroom teacher had read a book without informing parents:

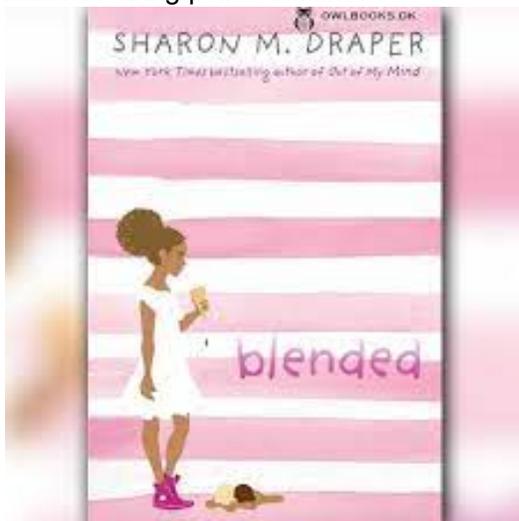
**I am Jazz**: This is a realistic fiction story based on a real transgender person. In the book, the child feels like he has a girl's brain with a boy's body because he likes traditional girl things. After visiting the doctor, the parents agree that he can make the transition to being a girl in grade school by changing his name to Jazz, wearing girl clothes out in public and at school, using the girls' bathroom, and playing girls sports. The real Jazz received hormone treatments at age 11, just 2 years older than the kids at Long reading this book.

After reading this book with her class, a child at Long became confused about her own gender.



Another student reported on reading the following book during 4<sup>th</sup> grade class:

**Blended**: This book covers police brutality and after being exposed to this book, the same student started fearing police officers.



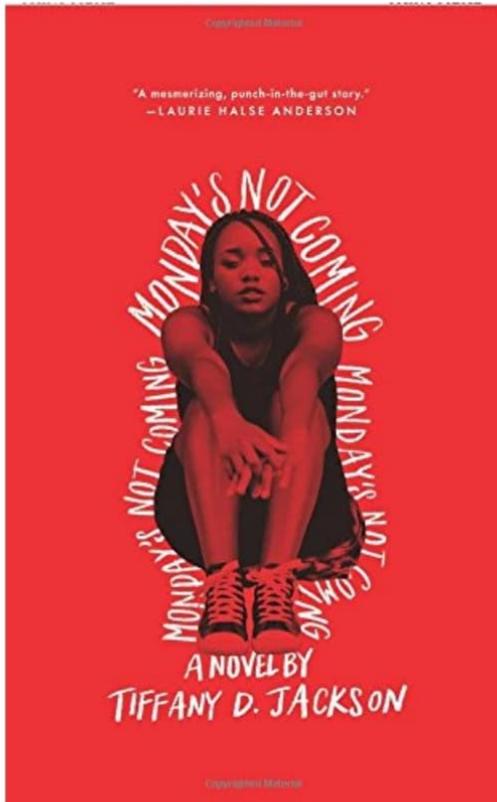
These books are harmful and abusive to young children in 3<sup>rd</sup> or 4<sup>th</sup> grade. Parents should have been notified in advance or given an opportunity to opt out.



## 7. Lindbergh High School 10th Honors English

CRT concerns are spreading nationwide, and there have been reports on abusive sexual books being assigned in schools. Sure enough, the following book was assigned in 2020-21, and again in the 2021-22 school year at Lindbergh High School:

**Monday's Not Coming**: A story of a girl named Monday who is murdered by her own mother and her friend finds the body in the freezer. The book has R rated language. When a concern was shared on Lindbergh-related social media, an educator commented that parents always could request from the librarian not to allow the students to check out "R" rated books. The question is, why are "R" rated books assigned in classrooms of 15-16 years old students, and why do they exist in the first place in a publicly funded educational institution's library for minor students?



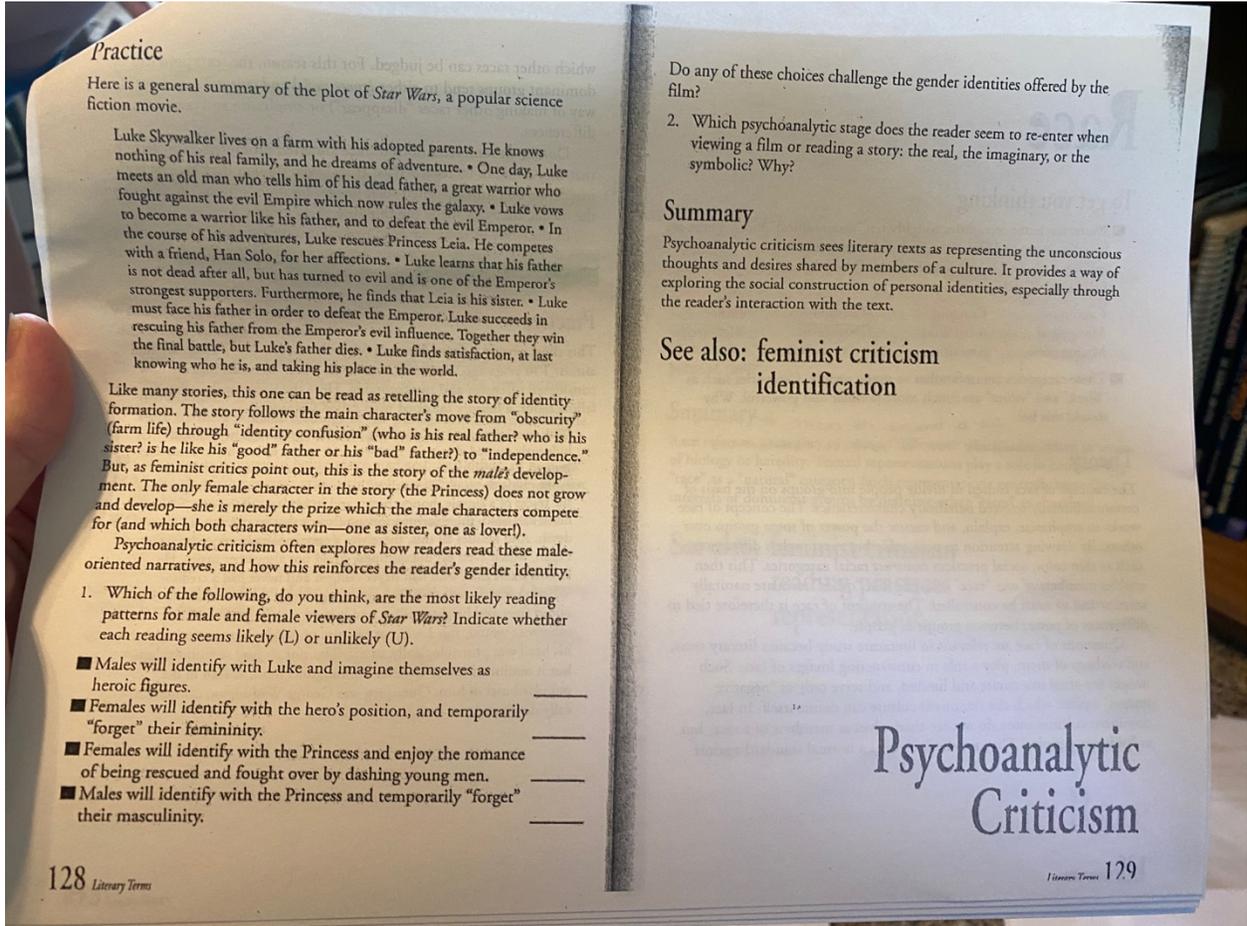


### 8. Lindbergh High School 11th Pre-AP English

After the 2020-21 school year ended, a parent found the following school assignment papers.

These are classic examples of teaching CRT, beyond implementation in “hidden and gentle ways.” - I’m a little confused on the “hidden and gentle ways” comment. These documents promote Marxism and stress sexual and racial oppression.

#### Star Wars – Psychoanalytic Criticism



##### Practice

Here is a general summary of the plot of *Star Wars*, a popular science fiction movie.

Luke Skywalker lives on a farm with his adopted parents. He knows nothing of his real family, and he dreams of adventure. • One day, Luke meets an old man who tells him of his dead father, a great warrior who fought against the evil Empire which now rules the galaxy. • Luke vows to become a warrior like his father, and to defeat the evil Emperor. • In the course of his adventures, Luke rescues Princess Leia. He competes with a friend, Han Solo, for her affections. • Luke learns that his father is not dead after all, but has turned to evil and is one of the Emperor's strongest supporters. Furthermore, he finds that Leia is his sister. • Luke must face his father in order to defeat the Emperor. Luke succeeds in rescuing his father from the Emperor's evil influence. Together they win the final battle, but Luke's father dies. • Luke finds satisfaction, at last knowing who he is, and taking his place in the world.

Like many stories, this one can be read as retelling the story of identity formation. The story follows the main character's move from "obscurity" (farm life) through "identity confusion" (who is his real father? who is his sister? is he like his "good" father or his "bad" father?) to "independence." But, as feminist critics point out, this is the story of the *male's* development. The only female character in the story (the Princess) does not grow and develop—she is merely the prize which the male characters compete for (and which both characters win—one as sister, one as lover!).

Psychoanalytic criticism often explores how readers read these male-oriented narratives, and how this reinforces the reader's gender identity.

1. Which of the following, do you think, are the most likely reading patterns for male and female viewers of *Star Wars*? Indicate whether each reading seems likely (L) or unlikely (U).

- Males will identify with Luke and imagine themselves as heroic figures. \_\_\_\_\_
- Females will identify with the hero's position, and temporarily "forget" their femininity. \_\_\_\_\_
- Females will identify with the Princess and enjoy the romance of being rescued and fought over by dashing young men. \_\_\_\_\_
- Males will identify with the Princess and temporarily "forget" their masculinity. \_\_\_\_\_

Do any of these choices challenge the gender identities offered by the film?

2. Which psychoanalytic stage does the reader seem to re-enter when viewing a film or reading a story: the real, the imaginary, or the symbolic? Why?

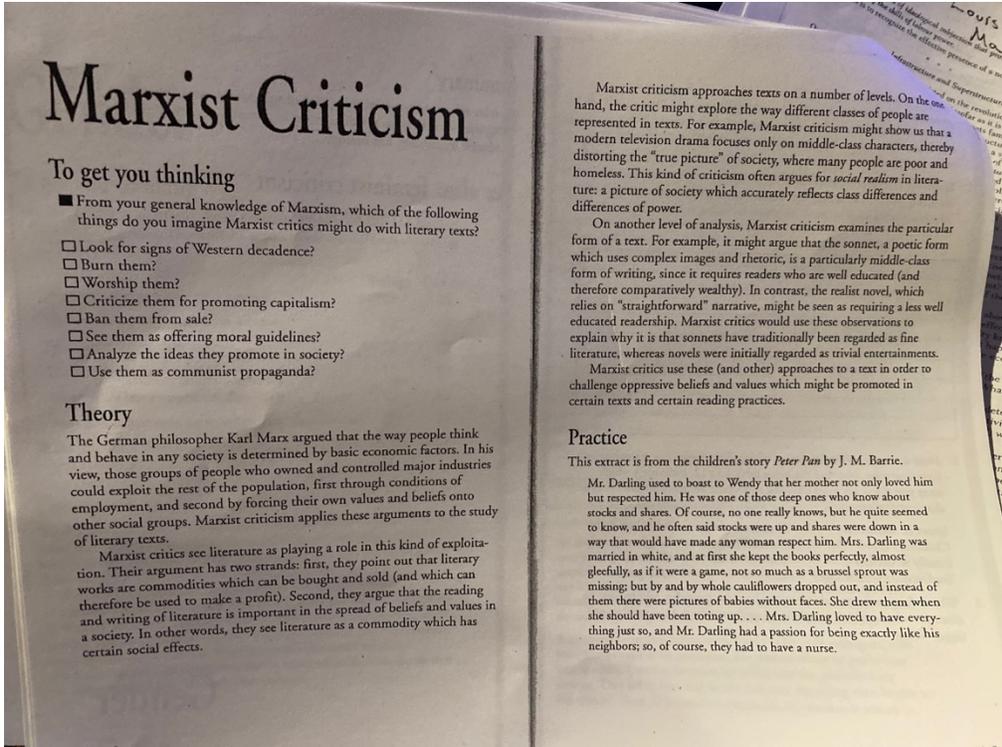
##### Summary

Psychoanalytic criticism sees literary texts as representing the unconscious thoughts and desires shared by members of a culture. It provides a way of exploring the social construction of personal identities, especially through the reader's interaction with the text.

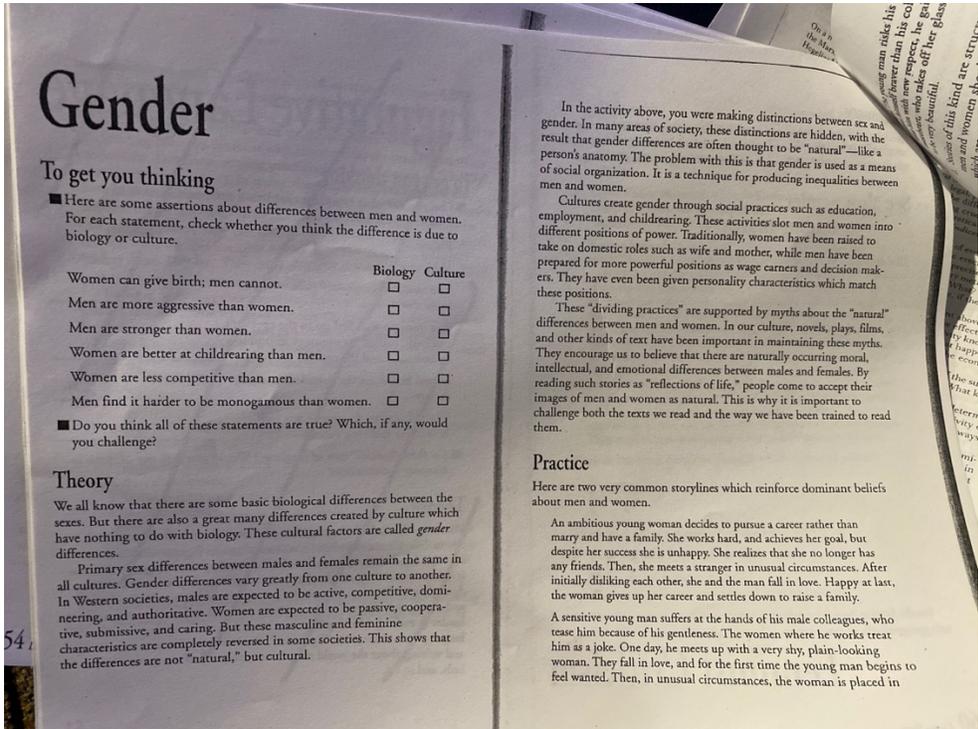
See also: feminist criticism  
identification

## Psychoanalytic Criticism

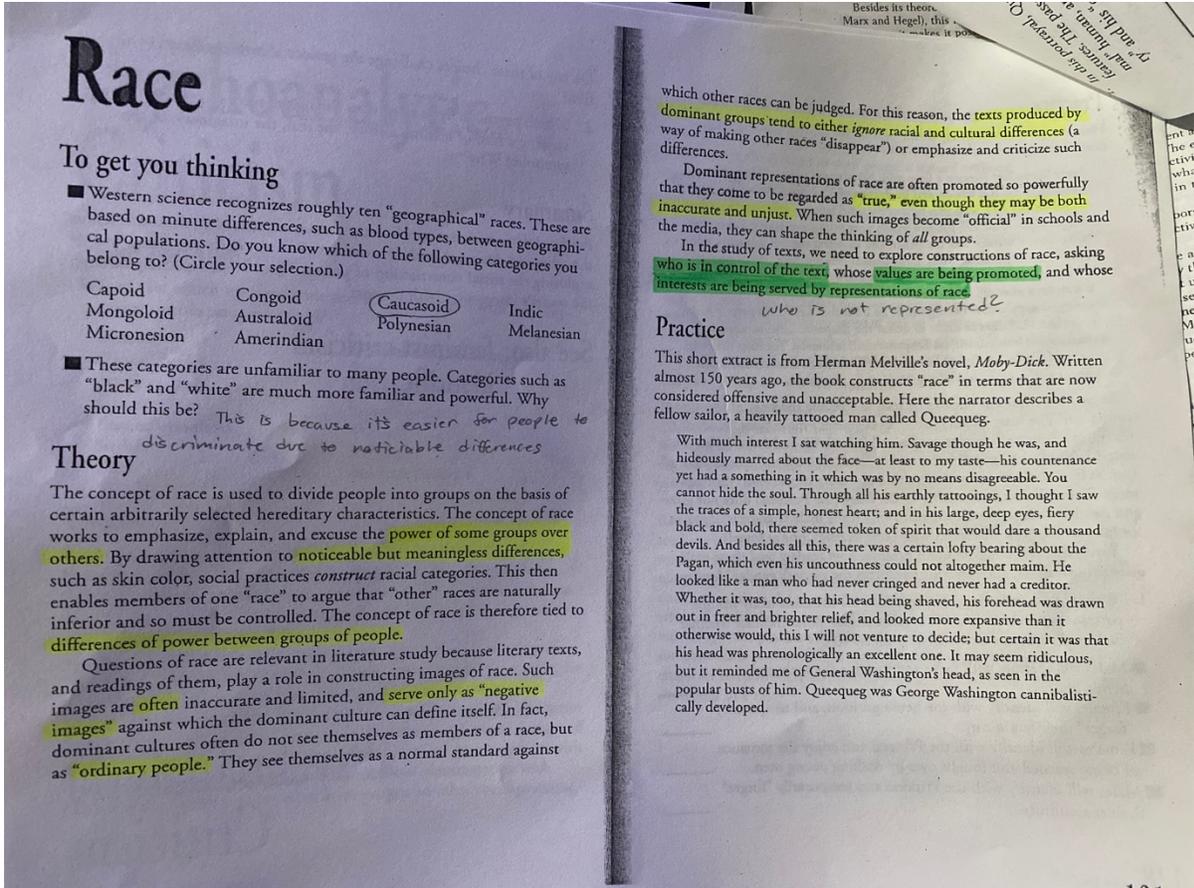
***“The only female character in the story (Princess) does not grow and develop-she is merely the prize which the male characters compete for (and which both characters win-one as sister, one as lover!). Psychoanalytic critics often explore how readers read these male-oriented narratives and how this reinforces the reader’s gender identity.”***



**“Marxist critics use these (and other) approaches to a text in order to challenge oppressive beliefs and values which might be promoted in certain texts and certain reading practices.”**



**“These “dividing practices” are supported by myths about the “natural” differences between men and women. In our culture, novels, plays, films and other kinds of text have been important in maintaining these myths.”**



**“In the study of texts, we need to explore constructions of race, asking who is in control of the text, whose values are being promoted and whose interests are being served by representations of race.”**



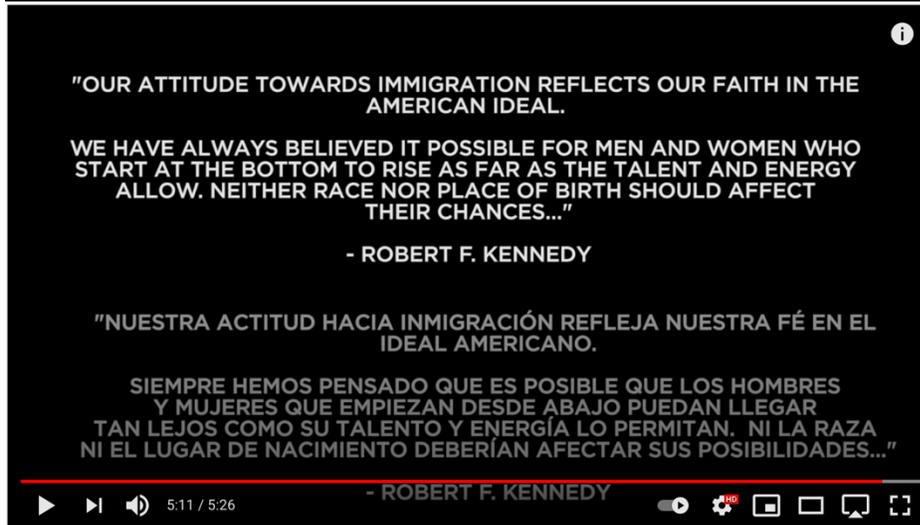
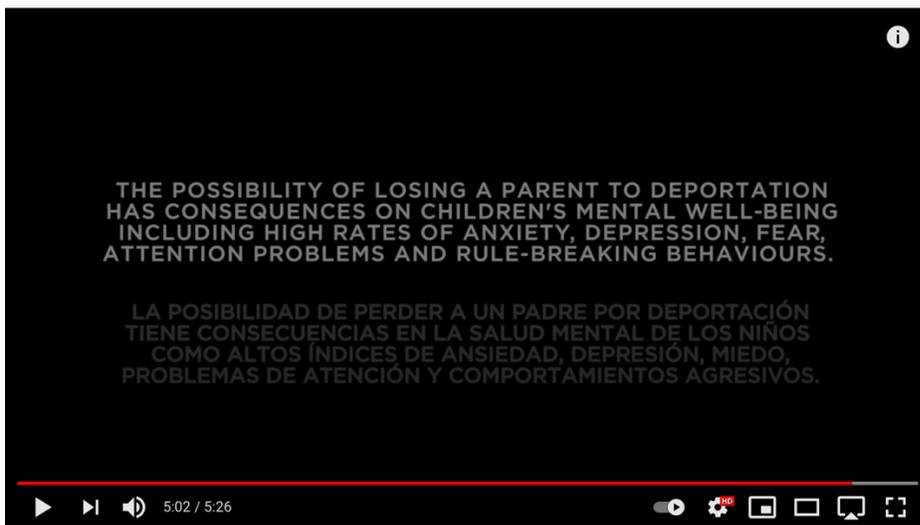
### 9. Lindbergh High School Spanish 3

The next music video was assigned in Spanish 3 class – the students learned the words of the song and discussed the crisis of undocumented immigrants. The music video tells the story of undocumented migrants crossing the border, the hardships they endure during the journey, and life in America. The video pulls at the viewer’s heartstrings. The following are the screenshots of the begging and the end of the video. This is propaganda. (Video link: <https://youtu.be/z1EB-fl0JDI> )





Jesse & Joy - Un Besito Más [Video Oficial]





**10. 5th Grade “Person who made change” report assignment**

In the spring of 2021, a parent realized that their child (5<sup>th</sup> grader) was assigned to write a “report” essay. The students were required to make a report on a person who made change. They were to pick a person from pre-approved list.

Here is the list given to students: Note the complete lack of ideological diversity among the people listed under the “Currently Alive” section of the list.

**Currently Alive**

**Alex Stephany**- created an online platform to crowdfund employment training for homeless people.

**Misty Copeland**- proved that ballet wasn't reserved for just the white or wealthy

**Malala Yousafzai**- fights for every girl to have the opportunity to go to school

**Dr. Anthony Fauci**- physician-scientist and immunologist serving as the chief medical advisor to President Biden

**Mary Kay Henry**- labor union activist, first woman to lead the union

**Hagan Rapinoe**- captain of the US Women's National Soccer Team, advocate for equal pay for women in sports

**Linda Sarsour**- American Muslim activist

**Greta Thunberg**- 18 year old environmental activist, challenges world leaders to take action against climate change

**William Kamkwamba**- inventor from Malawi that built wind turbine to power appliances

**James Rucker**- co-founder of Color for Change (web-based advocacy group using social networking to address racial issues)

**Nihad Awad**- executive director and co-founder of Council on American-Islamic Relations (Largest non-profit Muslim civil rights and advocacy organization in the US)

**Bryan Stevenson**- lawyer, social justice activist, founder of Equal Justice Initiative

**Bill Gates**- co-founder of world's largest charity (Bill and Melinda Gates Foundation), also Microsoft

**Oprah Winfrey** - Influential talk show host, author, philanthropist, actress and media personality. Focused on issues for African Americans

**Ellen DeGenerous**- American comedian and TV personality who spreads the message of kindness

**Bob Geldof** - singer and musician who achieved success with the group "Boomtown Rats" and has become a leading figurehead in promoting charitable events and debt relief for the developing world and Africa in particular.

**Tegla Laroupe** (1973- )Kenyan distance runner. Since retirement, she has devoted herself to various initiatives promoting peace, education and women's rights.

**Michelle Obama**- first black First Lady of the US

**Elon Musk**- billionaire who has used quite a bit of his fortune to advance science and space technology

**Deceased People**

**Lilly Ledbetter**- fought for equal pay between men and women

**Mahatma Gandhi**-prominent Indian political leader who was a leading figure in the campaign for Indian independence.

**Nelson Mandela**- South African political activist and first president of South Africa

**Clara Barton**- A nurse in the American civil war who helped improve the treatment of wounded soldiers.

**Annie Sullivan**- teacher to Helen Keller who helped her overcome barriers of being deaf.

**Thomas Edison**- American inventor of various electrical and communication tools

**Nikola Tesla**- Serbian-American inventor and engineer who helped change modern electricity

**Edwin Hubble**- American astronomer

**Abraham Lincoln**- President of the United States known for ending slavery in the U.S.

**Sally Ride**- First American woman in space

**Katherine Johnson**- American mathematician who worked for NASA

**Has Jemison**- first black woman to travel to space; American engineer and astronaut

**Jackie Robinson**- first black man to play in Major League Baseball

**Rosa Parks**- American civil rights activist who launched a campaign to end segregation by refusing to give up her seat on the bus.

**George Washington Carver**- prominent black scientist in the early 20th century who changed farming practices

**Frederick Douglas**- former slave who became a leader in the abolitionist movement

**Walt Disney**- American businessman and pioneer in the animation industry

**Maya Angelou**- American poet and civil rights activist

**Martin Luther King Jr.**- most notable civil rights activist

**Harrist Tubman**- former slave who established the Underground Railroad to free slaves

**Mother Teresa** - Born in Albania, lived in India. Devoted life to serving poor and neglected people in society. Her mission worked in countries across the world.

**Abbé Pierre** (1912-2007) French humanitarian who founded the charity Emmaus movement to help refugees and the homeless.

**Edith Cavell** (1865-1915) British nurse in the First World War. Executed as a spy for helping Allied soldiers to escape Belgium.

**Herbert Hoover** - President during the Great Depression. Played the major role in American aid to Belgium and Europe in the First World War.

**Dr. Rebecca Lee Crumpler**- first female black physician in the United States

**Dorothy Hodgkin** (1910-1994) British chemist. Hodgkin was awarded the Nobel prize for her work on critical discoveries of the structure of both penicillin and later insulin.

**Jane Goodall** - scientist who made massive contributions to the study of primates and their interactions



## 11.ECE (Early Child Education) Evaluation Report

The following is from a report submitted to the BOE on January 14<sup>th</sup>, 2020.

[https://go.boarddocs.com/mo/lstdmo/Board.nsf/files/BKMJUM4EE434/\\$file/11.01.01%20ECE%20Program%20Evaluation.pdf](https://go.boarddocs.com/mo/lstdmo/Board.nsf/files/BKMJUM4EE434/$file/11.01.01%20ECE%20Program%20Evaluation.pdf)

Virgin 4:10 PM go.boarddocs.com

- Staff Knowledge:** In order for our staff to be able to provide authentic experiences for students, which are both respectful and meaningful, our staff need to grow in their knowledge and interest in diversity and equity practices.
- Student Exposure:** In order to prepare our students for global life experiences, they need to be exposed to people who are different from them, and whose actions and behaviors differ from those of their family.

**Community learning to engage in equitable practices**  
As part of equity work, we presented a video for the staff to watch in order for the group to have a common definition for the work that we will be doing. The video was of Robin DiAngelo, talking about the binary system of racism in the US and is described as "a great introduction to understanding key concepts in white racial socialization and why it's often so hard for white people to talk about racism."

We have obtained data from the staff which is very promising in showing that there is growth in this area from our efforts. The charts below will illustrate the change of feeling in staff over this time period.

**Ready to pursue learning independently**

Time Period	Engagement (Number of Staff)
Before the video	1
After the video	5
Two months past the video	10

Through intentionality and a sensitive introduction of equity practices in our school we have made progress in authentic interest in learning about equity practices. The introduction includes activities such as, providing articles and quotes for staff, celebrating the uniqueness of our individual staff members, intentional hiring of staff with diverse backgrounds, and working with the St Louis County Library to provide books on equity and diversity on our Bookmobile. Through these actions, we have grown the interest level in a non-threatening manner. We have also set a standard to be aware of the practices which we have historically followed which are microaggressions to our families.

In order to address microaggressions we have been explicit in reasoning for changes which we have made. Examples of changes which we have made are:

- We have worked with our PTO and staff to phase in celebrations which are inclusive for all families and which have a focus on learning, rather than the traditional celebrations of schools. The 2020-21 school year will be the first year that every celebration will reflect this change.
- We have put into practice "Ouch and Oops" with our staff to better understand when we unintentionally hurt others.

- We have begun a study into our classroom libraries to remove books with stereo-types.

The action which we have taken which will reap the greatest benefit is in the hiring of staff with different backgrounds. In order to do this, we've expanded our posting practices and they have resulted in increased diversity among the staff. We are happy to report that during a typical school day, our students have the opportunity to work with many highly skilled staff members who also represent:

- Individuals whose first language is not English
- Individuals with physical disabilities

***"... the binary system of racism in the US... key concepts in white racial socialization ... We have also set a standard to be aware of the practices which we have historically followed which are microaggressions to our families... In order to address microaggressions in reasoning for changes which we have made... We have put into practice "Ouch and Oops"... to remove books with stereo-types"***

The changes are being implemented for 3–5-year-old children so they would not become "micro-aggressive." This treats young white children as if they are already being in a danger of becoming a part of the "binary system of white racial socialization."



## School Year 2021-2022

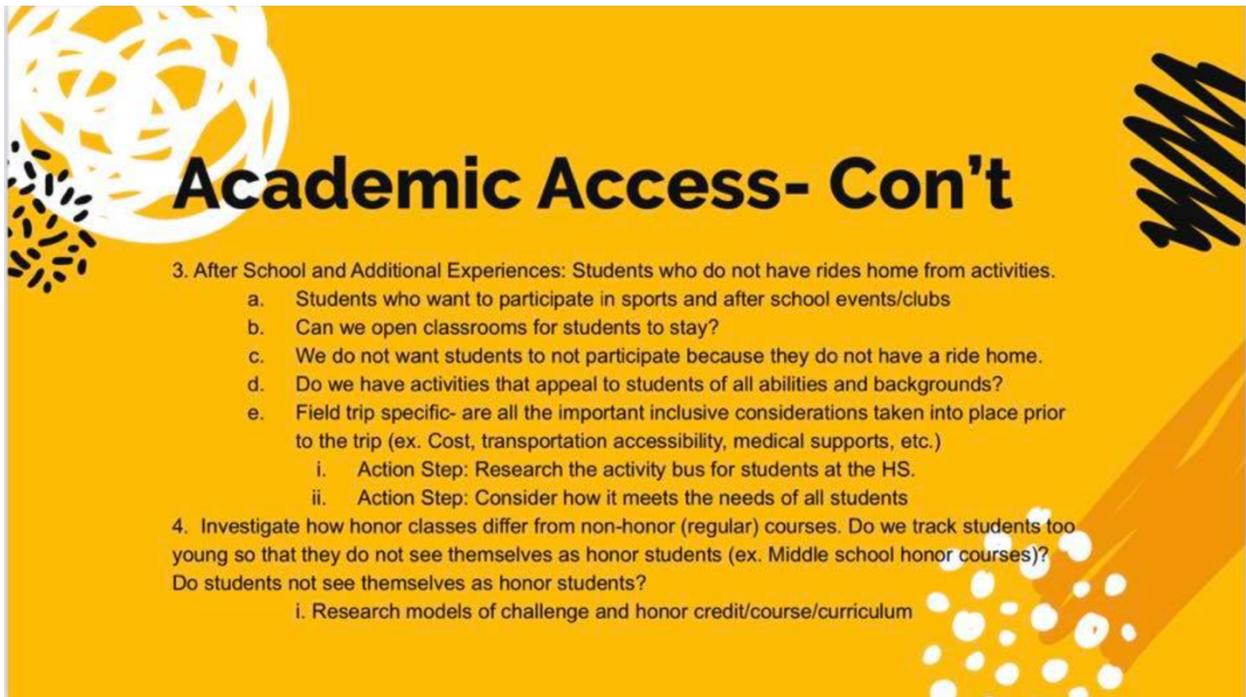
As we are about to start this school year, we already have a few alarming changes happening in Lindbergh Schools.

### **1. Middle School Redesign: Elimination of Challenge Classes**

The Middle School Redesign process brought several changes. One controversial and notable change is the elimination of Challenge Classes. Challenge Classes had been added to the district by pressure of families following the AP / Honor courses additions to the high school curriculum.

Through Challenge Classes, middle school students were able to experience fast paced classes with in-depth, independent, project-oriented assignments to be prepared for the honors courses at the high school.

There were several reasons given for this elimination. One was “equity”; however, it had not been stated clearly by the administration. The following statement is found in an “update” given by the “Equity Committee” at the BOE Advisory Student Life Committee meeting on January 16<sup>th</sup>, 2020.



The last point says: ***“Investigate how honor classes differ from non-honor (regular) courses. Do we track students too young, so they do not see themselves as honor students (ex. Middle school honor courses)? Do students not see themselves as honor students?”***

This is odd since in our middle school the courses are called “Challenge” and not “Honors.” Either way, this document shows that the “Equity Committee” was involved in the elimination of Challenge Classes. The implication of this is that the advanced classes had to be eliminated in middle school in the service of “equity,” that is, achieving equal outcomes.

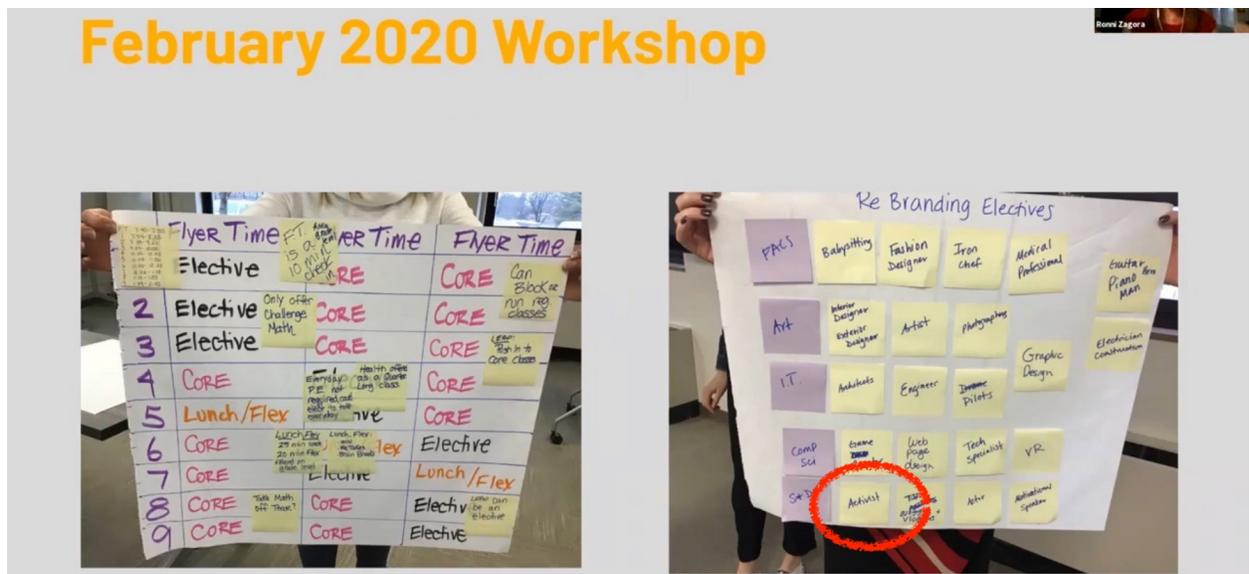


## 2. Truman Middle School 7<sup>th</sup> Grade Elective Courses

Following the Middle School Redesign process, new elective courses were added to Truman Middle School 7<sup>th</sup> grade. They are quarterly classes to which students are assigned randomly by the school.

Be The Change	Lisa Wasmer	Let's look at important concerns in our world and be advocates and activists! We will connect to these issues through captivating read alouds read by the teacher.
Social Activism	Mark Ridgeway	This class focuses on exploring themes of identity, diversity, and justice in artwork. Students will be creating pieces about our own identities, diversity that we are part of, and what we can do to help ourselves and others. We will be using a variety of materials, such as painting, drawing, and digital art.

From the Middle School Redesign Workshop YouTube stream, we see that "Activist" had been added as an idea for the redesign process.



We are trying to collect more information on these 2 classes (lesson plans, learning materials, books, assignments that students will work on and the grading standard). Hopefully, we might find out that after all, these classes are neutral classes.

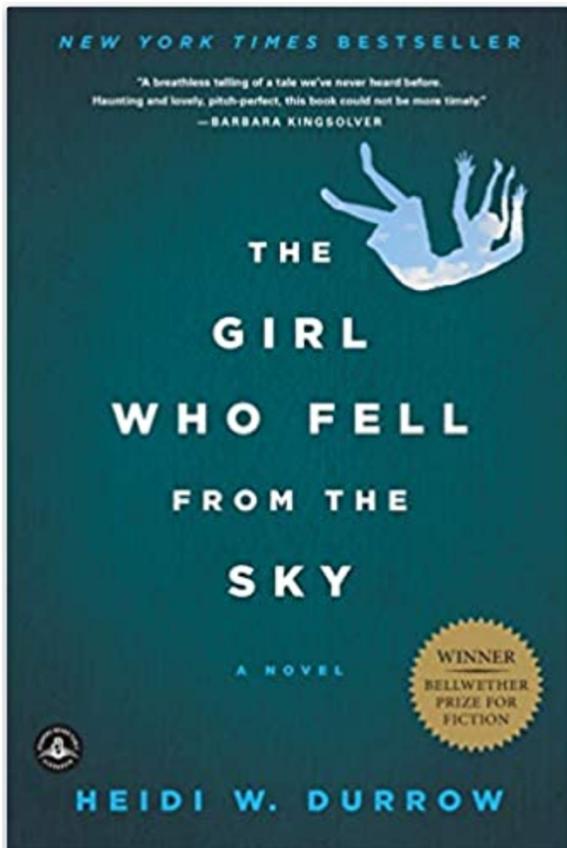


### 3. Lindbergh High School 10th Honors English

In addition to the book mentioned in the 2020-21 school year section (Monday's Not Coming), the same course requires students to pick a book for second unit. The list is: The House in the Cerulean Sea, Ceremony, Their Eyes Were Watching God, The Water Dancer, The Girl Who Fell from the Sky, or Monday's Not Coming.

All these books deal with sexuality and trauma. In addition to Monday's Not Coming, The Girl Who Fell from the Sky is another questionable book.

Rachel, the daughter of a Danish mother and black G.I, becomes the sole survivor of a murder/suicide off a Chicago rooftop. A mother throws herself and her kids out the window because she couldn't live with the fact that her children were mixed race. She was also being abused by her boyfriend which contributed to her mental state. Rachel jumps after them at the sight of her brother reaching out to her as he's falling. Details of the crime scene, including what the children's dead bodies looked like, were described. Rachel suffers from PTSD throughout the book. Other parent characters are described as having a revolving door of men coming to the house. Male characters are described as cheating on their spouse with both men and women. Very detailed descriptions of rape with the main teen character Rachel are also included in this book, as well as another scene with Rachel trying to kiss her grandmother's boyfriend. There is a scene describing a young teen getting sexually molested in his sleep by a homeless woman he is staying with for a bit. The book spends a lot of time focusing on skin color and comparing Rachel's light brown skin and blue eyes to the black skin in the peers around her. White people are described as seeing black skin in women as ugly.





#### 4. Belonging Through Culture of Dignity

On June 8<sup>th</sup>, 2021, the Lindbergh BOE approved a contract of \$47,000 with Core Collaborative to train teachers by “IncludED” program. This training is based on a book called **Belonging Through Culture of Dignity** co-authored by Dr. Cobb and Mr. Krownapple. PAIR members have read the book, analyzed it, and raised concerns. The main concern with this new framework is the “utopia” like ideology. **Implementation of ideology is indoctrination.** Since the changes are not yet implemented in the district following this framework, it is hard to pinpoint if and how it might be harmful. They do push for absolute democracy and not the republic upon which our country it was founded. The authors have made comments on social media which are concerning, yet we must be careful not to judge their work with our teachers based on social media.

#### 5. Social Emotional Learning:

Starting in 2021-22, Lindbergh School District will teach Social Emotional Learning (SEL). Elementary level lessons are called “Counseling Lessons” where the school counselors will hold a once weekly class. Middle Schools will use “Flyer time” on the block day, and High School will have “PAC” (Peer Academic Community) on the block day. The Middle and High Schools’ SEL will be managed by the teachers and not by the counselors.

PAIR members are in the middle of the reviewing process with the administration. From what has been shown on 6<sup>th</sup> grade CASEL material, there are concerns. The course includes: “Classroom = Community”, “Community Agreement 1, 2”, “Vote on Community Agreement”, “Value”, “Value in Agreement” and so on. Later, the students are asked to answer where they feel comfortable – with their family, with their classmate etc. This could be another violation of PPRA (students being required to disclose mental and psychological information).

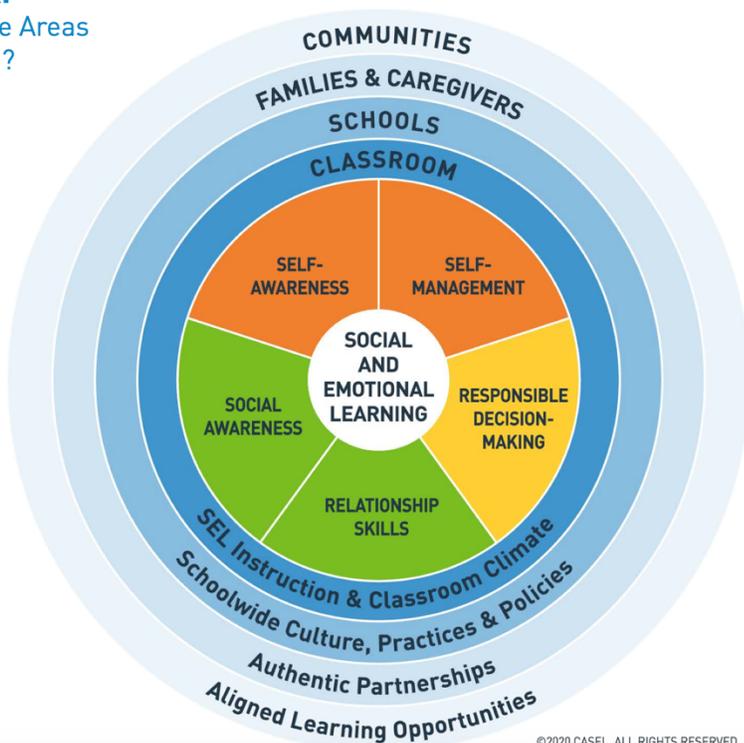
CASEL is an organization that the school is using for this Middle School Flyer time. Their framework is as follows. Pay attention to the placement of families and the definition of them:

#### CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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### 6. “Grading For Equity”

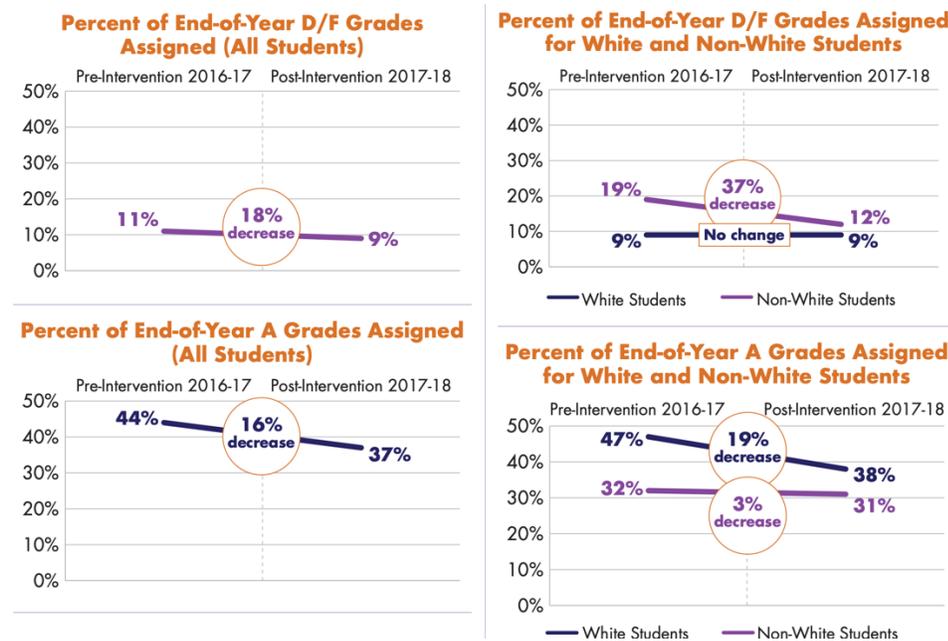
On April 23<sup>rd</sup> all educators in the Lindbergh School District underwent 2 hours training (up to 485 teachers resulting in a \$5,500 expense).

The method is called “standards-based grading,” which means the grade should be based only on the knowledge of the student and would exclude good behavior, being on time, and homework. The claim is that there are students earning a C while their knowledge could reflect a B.

However, the writer’s research shows that this method is supposed to eliminate F as well as reduce A grade students.

Grades do not represent only knowledge. Grades include meeting the expectation of the teacher successfully. A good analogy would be one’s credit score. It is meeting the expectations constantly on time. The knowledge is measured by the state standard exams (MAP)/ ACT/ SAT. When a student graduates with a good grade, it should reflect their real workforce potential – that of a consistent, dependable worker. It is also a fundamental skill to maintain a self-sufficient adult life.

Here are the examples of the research by applying this method (the motivation of this method is seen in this graph – measuring how many white students lost their A grade):



<https://crescendoedgroup.org/wp-content/uploads/2018/10/Call-to-Action-for-Equitable-Grading-Oct-2018.pdf>



The next is the summary of the method presented by the author on how the grading should be done.

Semester		Measurable Objectives				Assignments		
Student	Grade	Objective 1 8/17/20 4pts	Objective 2 8/17/20 4pts	Objective 3 8/17/20 4pts	Objective 4 8/17/20 4pts	Assignment 1 8/24/20 4pts	Assignment 2 8/31/20 4pts	Assignment 3 9/9/20 4pts
Student 1	B-	2.5	3	3	2	2	2	2.5
Student 2	B	3.5	3	3	2	0	0	3.5
Student 3	C+	2	3	2.5	1.5	3	4	2
Student 4	C-	1	1	2	1	0	0	1
Student 5	C	2	2	1	2	3	2	2
Student 6	C	2	1.5	2.5	2.5	3	2	2
Student 7	C-	2	2	1	1	0	0	2
Student 8	C+	3	2.5	1	1	3	3	3

(<http://laspositascollege.edu/gv/pdc/assets/docs/mandatoryflex/archives/fall2020/GradingForEquity.pdf>)

In the **Sappington Elementary** School Handbook, the implementation of this method for this school year (2021-2022) is reported ([https://storage.googleapis.com/pt05-2/messages/attachments/eec3cbb5ce02afdbcee344108eb8f383/Family\\_Handbook\\_2021-2022.pdf](https://storage.googleapis.com/pt05-2/messages/attachments/eec3cbb5ce02afdbcee344108eb8f383/Family_Handbook_2021-2022.pdf)):

## Academic Progress

### Report Cards

The kindergarten and primary (grades 1 and 2) progress reports reflect growth in a variety of developmental stages. Students in these grades develop physically and intellectually at different rates. Progress and development are unique to each child. The progress reports are in checklist form to show this developmental growth. No grades are given; rather students are evaluated in these categories:

**Area of Concern:** This means that the student needs to achieve a better understanding of a concept or better development of a specific skill.

**Still Developing:** This means the student is progressing towards competency in the given concept or skill.

**Meets Expectations:** This means the student demonstrates understanding and can accurately carry out concepts or skills.

**Exceeds Expectations:** This means the student can independently apply concepts or skills.

The intermediate report card (grades 3, 4 and 5) uses the letter grades A, B, C, D and F. In addition, there is a checklist of skills with an "X" used when there is concern about progress. The letter grades indicate averages based on points or a comparison of the student's progress as compared to grade level expectations.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

This system is used in ELA in Grades 3-5

A = above grade level

B = on grade level

C = below grade level

← PAY ATTENTION



## **7. Trauma Informed Education**

We are in the middle of investigating how this is reaching students. Once we have more information, this report will be expanded.



**How much did DEI consultants and programs cost? (in years 2018-2022)**

<b><u>EEC</u></b>	<b><u>?</u></b>
<b><u>Crossroads</u></b>	<b><u>\$7,255</u></b> (1875+525+1875+2625+25+330 – board expense reports)
<b><u>Grading for Equity</u></b>	<b><u>\$5,500</u></b>
<b><u>Core Collaborative</u></b>	<b><u>\$47,600 +\$1,000</u></b>
<b><u>CASEL Lessons (Flyer Time)</u></b>	<b><u>?</u></b>
<b><u>Second Step (Elementary SEL)</u></b>	<b><u>?</u></b>
<b><u>DEI Director (2021-2022)</u></b>	<b><u>\$90,000 plus benefits</u></b>
<b><u>DEI Director (2020-2021)</u></b>	<b><u>? (\$10,000)</u></b>
<b><u>Equity Officer's additional salary</u></b>	<b><u>(\$300/per building/ month?year?)</u></b>
<b><u>Total so far:</u></b>	<b><u>\$151,355</u></b>



### Lindbergh Academics

62% of our kindergarteners did not meet basic grade level benchmarks at the end of the year 2020-2021. This data is extremely concerning.

**Done** Copy of Spring 2021 FastBridge Reading Screening...

**Kindergarten Early Reading Comparison Year-to-Year**

	Number of Students Screened	Number High Risk (Below 15th %ile)	% High Risk	Number Some Risk (15-39th %ile)	% Some Risk	Number Low Risk	Percent at/above benchmark
Spring 18-19 (Phonics pilot)	459	170	37%	89	19%	200	44%
Winter 19-20* (Phonics implementation)	555	69	12%	171	31%	315	57%
Spring 20-21	523	101	19%	223	43%	199	38%

It shows 48% of our first graders ended this year below benchmarks.

**Done** Copy of Spring 2021 FastBridge Reading Screening...

**First Grade Fastbridge Early Reading Composite Scores Cohort Comparison**

	Number of Students Screened	Number High Risk (Below 15th %ile)	% High Risk	Number Some Risk (15-39th %ile)	% Some Risk	Percent at/above benchmark
Winter 19-20 (K)	501	54	11%	156	31%	58%
Fall 20-21 (1st grade)	531	103	19%	157	30%	51%
Winter 20-21 (1st grade)	543	112	21%	160	29%	50%
Spring 20-21 (1st grade)	550	95	17%	168	31%	52%

The school removed all math intervention at the elementary level. No student gets math help outside the classroom. Our math scores are worse than reading. The board approved \$50,000 in June 2021 for Dreambox license (math game application). Our students are to learn math from cartoon games on the computer.

This is not a new trend in Lindbergh Schools. The following is the MAP test result from 2019 (pre-COVID):



Please pay attention of the percentage of the “Below Proficient” (red color column). MAP (Missouri Assessment Program) scores are ranked as Below Basic, Basic, Proficient, and Advanced (The table is based on DESE record).

Lindbergh School District MAP Stats 2019															
TYPE	Subject	ACCOUNTABLE	REPORTABLE	LEVEL_NOT_DETERMINED	BELOW_BASIC	BASIC	PROFICIENT	ADVANCED	LEVEL_NOT_DETERMINED %	BELOW_BASIC %	BASIC %	PROFICIENT %	ADVANCED %	Below Proficient	Above Proficient
Asian/Pacific Islander	Eng. Language Arts	162	160	0	7	35	46	72	0%	4%	22%	29%	45%	26%	74%
	Mathematics	160	153	1	6	31	26	90	1%	4%	20%	17%	59%	24%	76%
	Science	75	71	0	8	16	22	25	0%	11%	23%	31%	35%	34%	66%
Black (not Hispanic)	Eng. Language Arts	89	86	1	22	40	15	9	1%	26%	47%	17%	10%	72%	28%
	Mathematics	79	77	1	34	28	10	5	1%	44%	36%	13%	6%	81%	19%
	Science	39	39	0	15	13	5	6	0%	38%	33%	13%	15%	72%	28%
Hispanic	Eng. Language Arts	171	163	0	10	61	55	37	0%	6%	37%	34%	23%	44%	56%
	Mathematics	168	160	0	35	44	43	38	0%	22%	28%	27%	24%	49%	51%
	Science	67	62	0	11	27	17	7	0%	18%	44%	27%	11%	61%	39%
Multiracial	Eng. Language Arts	153	152	0	14	51	52	35	0%	9%	34%	34%	23%	43%	57%
	Mathematics	143	142	0	26	47	28	41	0%	18%	33%	20%	29%	51%	49%
	Science	63	63	0	11	21	18	13	0%	17%	33%	29%	21%	51%	49%
White (not Hispanic)	Eng. Language Arts	3146	3092	4	194	880	1051	967	0%	6%	28%	34%	31%	35%	65%
	Mathematics	2964	2884	35	347	780	830	927	1%	12%	27%	29%	32%	39%	61%
	Science	1335	1317	1	150	405	467	295	0%	11%	31%	35%	22%	42%	58%
ELL Students	Eng. Language Arts	295	285	0	33	111	84	57	0%	12%	39%	29%	20%	51%	49%
	Mathematics	304	290	0	44	100	77	69	0%	15%	34%	27%	24%	50%	50%
	Science	109	101	0	22	37	32	10	0%	22%	37%	32%	10%	58%	42%
IEP Students	Eng. Language Arts	573	559	2	126	264	100	69	0%	23%	47%	18%	12%	70%	30%
	Mathematics	549	536	3	201	178	97	60	1%	38%	33%	18%	11%	71%	29%
	Science	230	225	0	89	80	40	16	0%	40%	36%	18%	7%	75%	25%
MAP Free/ Reduced Lunch	Eng. Language Arts	560	527	0	77	240	131	79	0%	15%	46%	25%	15%	60%	40%
	Mathematics	538	501	4	139	170	103	89	1%	28%	34%	21%	18%	62%	38%
	Science	227	217	0	52	86	56	23	0%	24%	40%	26%	11%	64%	36%
Super Subgroup	Eng. Language Arts	1213	1166	3	188	504	282	192	0%	16%	43%	24%	16%	59%	41%
	Mathematics	1174	1121	8	321	368	237	195	1%	29%	33%	21%	17%	61%	39%
	Science	489	470	0	134	177	111	48	0%	29%	38%	24%	10%	66%	34%
Total	Eng. Language Arts	3723	3655	5	248	1067	1219	1121	0%	7%	29%	33%	31%	36%	64%
	Mathematics	3516	3418	37	449	930	937	1102	1%	13%	27%	27%	32%	40%	60%
	Science	1580	1553	1	195	482	530	346	0%	13%	31%	34%	22%	44%	56%



## **Community opinions**

Call Newspaper Articles

<https://callnewspapers.com/lindbergh-focus-on-systemic-racism-is-wrong-lesson-for-kindergarten/>

Meyer, Kathy. "Letter to the Editor: Lindbergh Focus on Systemic Racism is Wrong Lesson for Kindergarten." *Call Newspapers*, 9 December 2020

<https://callnewspapers.com/lindbergh-emphasizes-equity-and-diversity-like-never-before-even-during-a-pandemic/>

Lloyd, Gloria. "Lindbergh Emphasizes Equity and Diversity Like Never Before, Even During a Pandemic." *Call Newspapers*, 11 December 2020

<https://callnewspapers.com/retired-lindbergh-teacher-defends-equity-efforts-made-by-past/>

Martin, Lisa. "Letter to Editor: Retired Lindbergh Teacher Defends Equity Efforts Made by Past Staff." *Call Newspapers*, 27 January 2021

<https://callnewspapers.com/lindbergh-equity-group-says-talking-to-children-about-race-is/>

LEAD (Lindbergh Equity and Diversity). "Letter to the Editor: Lindbergh Equity Group Says Talking to Children About Race is Needed." *Call Newspapers*, 28 January 2021

<https://callnewspapers.com/study-about-race-shouldnt-be-used-to-reflect-on-lindberghs-children/>

John Seiverling. "Letter to Editor: Study about race shouldn't be used to reflect on Lindbergh's children" *Call Newspapers*, 28 April, 2021

<https://callnewspapers.com/sunset-hills-and-lindbergh-schools-resident-writes-in-perspective-on-race/>

Joe Williams-Nelson. "Letter to Editor: Sunset Hills and Lindbergh Schools resident writes in perspective on race" *Call Newspapers*, 23 July, 2021

<https://callnewspapers.com/reader-responds-to-an-equity-diversity-letter-on-efforts-in-the-district/>

Nic Champion. "Letter to Editor: Reader responds to an equity, diversity letter on efforts in the district" *Call Newspapers*, 28, 2021



## **Bonus:**

The following are links that have been removed from the Lindbergh School District website in April 2021.

### **White Anti-Racism: Living the Legacy (Teaching Tolerance)**

(<https://www.learningforjustice.org/professional-development/white-antiracism-living-the-legacy>)

### **Teaching About Race, Racism and Police Violence (Teaching Tolerance)**

(<https://www.learningforjustice.org/moment/racism-and-police-violence>)

### **40+ Books for AntiRacist Teachers (Culturally Responsive Leadership)**

(<https://culturallyresponsiveleadership.com/antiracistbooks/>)

### **Smith: A Call to Action - Black Educators Need White Co-... (The74million)**

(<https://www.the74million.org/article/smith-a-call-to-action-black-educators-need-white-co-conspirators-to-combat-racism-in-schools-and-empower-our-students-to-succeed/>)

### **A Guide to Equity and Antiracism for Educators (Edutopia)**

(<https://www.edutopia.org/article/guide-equity-and-antiracism-educators>)

### **What White Colleagues Need to Understand (Teaching Tolerance)**

(<https://www.learningforjustice.org/magazine/spring-2020/what-white-colleagues-need-to-understand>)

### **An opportunity for equity - Learning Forward (Learning Forward)**

(<https://learningforward.org/journal/what-now/an-opportunity-for-equity/>)

### **On the Podcast: Beyond Quick Fixes to Racial Injustice in...(Heinemann)**

(<https://blog.heinemann.com/podcast-dismantling-racism-in-education-preview-social-justice-saturday-2018>)

### **Creating an Anti-Bias Learning Environment (Anti Defamation League)**

(<https://www.adl.org/education/resources/tools-and-strategies/creating-an-anti-bias-learning-environment>)

### **Social Justice Resources - ADVANCING RACIAL EQUITY...(Wustl)**

(<https://brownschool.wustl.edu/COVID-19/Pages/justice-resources.aspx>)

### **Confronting Anti-Black Racism (PBS LearningMedia)**

(<https://www.pbslearningmedia.org/collection/confronting-anti-black-racism/>)

### **Teaching Materials - Zinn Education Project**

(<http://www.zinnedproject.org/>)

### **The danger of silence Clint Smith (YouTube)**

([https://www.ted.com/talks/clint\\_smith\\_the\\_danger\\_of\\_silence](https://www.ted.com/talks/clint_smith_the_danger_of_silence))

### **Robin DiAngelo on Educators' "White Fragility" - Educational...**

(<http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Robin-DiAngelo-on-Educators'-%C2%A3White-Fragility%C2%A3.aspx>)