ELIMINATE INEQUITIES FOR ALL STUDENTS

Integrated Comprehensive Systems for Equity: An Introduction to Disrupting and Solving Disproportionality through Systems Change

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Agenda

I. Introduction
II. Current State of Education for Racialized and Minoritized Populations
III. How did we get here? Brief History of Educational Marginalization
IV. ICS Equity Systems Change Framework: Disrupting and Solving Disproportionality
V. Closing & Connecting with Us

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COMPREHENSIVE
SYSTEMS FOR EQUITY™

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4 Agreements of Courageous Conversations (Singleton, 2022)

- o Experience discomfort
- o Stay engaged
- o Speak your truth
- o Expect and accept non-closure

Community Agreements (Continued)

No blame, shame, judgment.

Equity work is life-long, never ending—at individual & organizational levels.

"Collective Equity Capacity"
Mutual learning, challenging, growing together.

Current State of Education for Racialized and Minoritized Populations

A Brief Word…

The Reality

"The overrepresentation of students of color in special education represents an area in which complex intersections of race, class, and ability translate into marginalization and exclusion."

(Theoharis and Scanlan, 2021)

The Reality

❖ "School discipline disproportionately targets students of color, students with disabilities, and transgender students."

❖ Students with disabilities are **twice as likely** to be suspended than their peers who are not identified for special education services.

❖ Nearly **25%** of male students of color identified with disabilities are suspended and approximately **20%** of female students of color with disabilities receive suspension, compared to **6%** of students without disabilities.

❖ Transgender students are **twice as likely** to be disciplined than their cisgender peers.

(Radd, et al., 2021)

The Headlines

EDUCATION

State tests trending up but less than 40 percent of Wisconsin students are proficient in reading, math

Wisconsin continues to have the largest achievement gap between Black and white students

BY **CORRINNE HESS** • OCTOBER 10, 2023

Wisconsin's black-white achievement gap worst in nation despite decades of efforts

'We're at a point where we cannot go failing another generation of people,' UW-Madison education professor Gloria Ladson-Billings warns
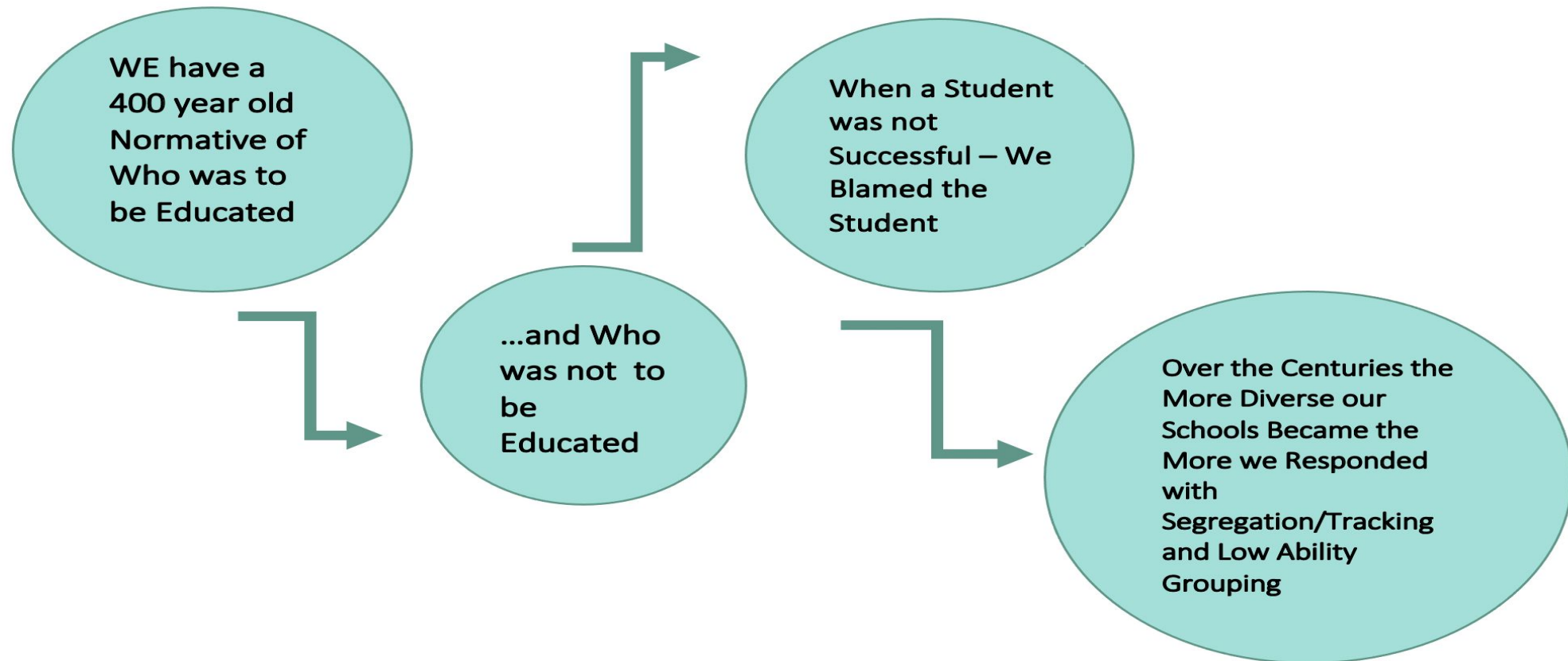
by **Abigail Becker**

December 16th, 2015   Why you can trust Wisconsin Watch

How Did We Get Here?
The 400 Year History of Educational Marginalization

A Brief Overview of the Construction of a Deficit-based, Reactionary System

History of Educational Marginalization

WE have a 400 year old Normative of Who was to be Educated

...and Who was not to be Educated

When a Student was not Successful – We Blamed the Student

Over the Centuries the More Diverse our Schools Became the More we Responded with Segregation/Tracking and Low Ability Grouping
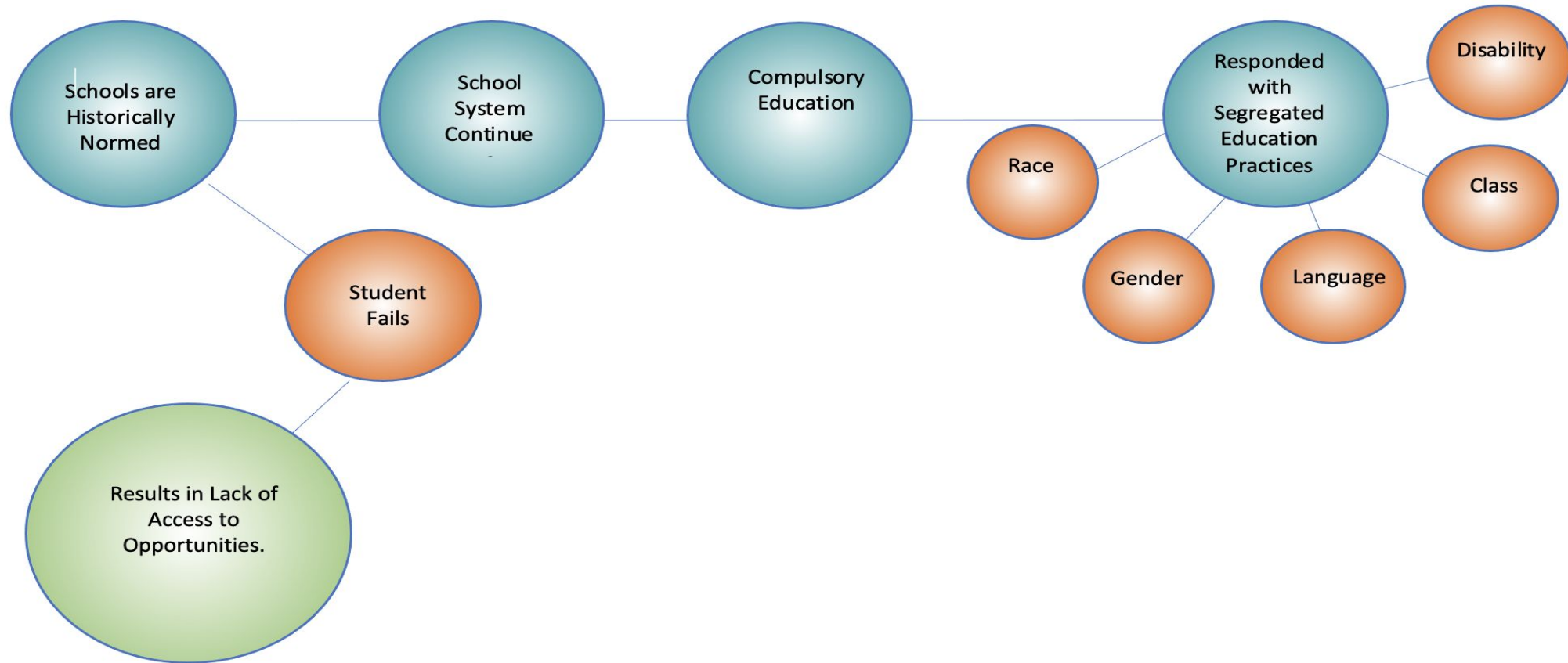
Historically Speaking

Discuss:

1. Beginning in 1635 (Boston Latin School), which students were educated in U.S. public schools by: race, class, ability, gender, religion?

2. Who was not educated?

3. How did legislation and compulsory education in the early to mid 1800's change who was educated, or did it?
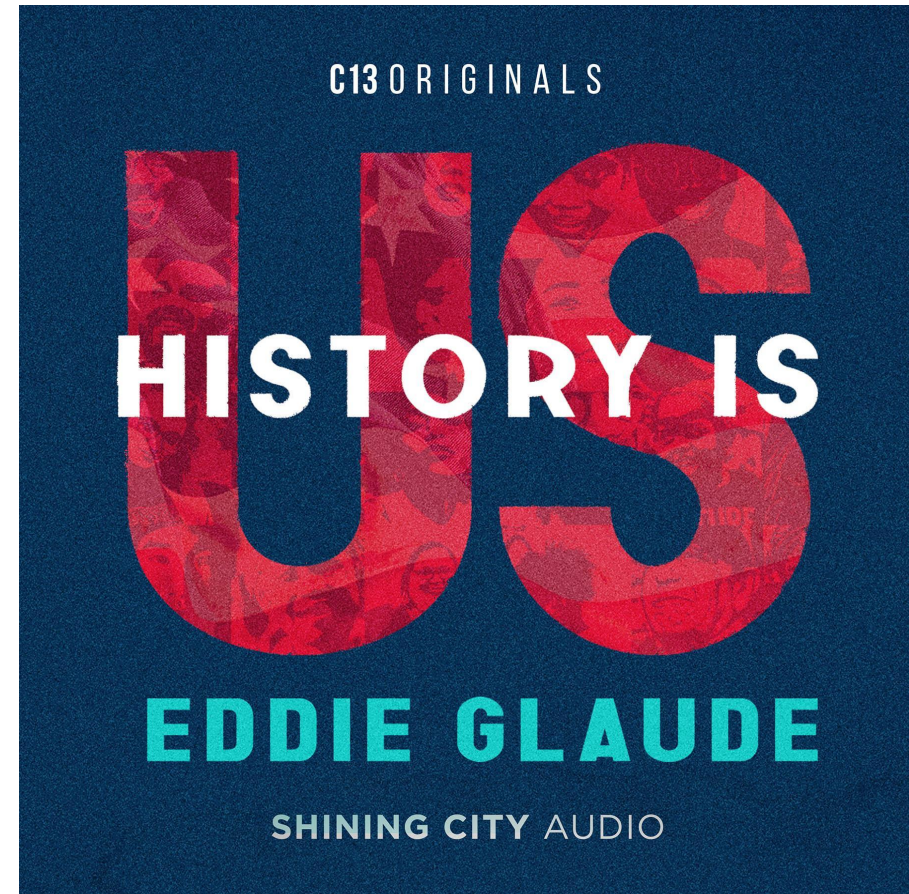
History of Educational Marginalization

"Universal Schooling Was Not the Result of White Benevolence"

As a Response to Reconstruction (1851-1877)
Jim Crow (1877-1950) Unexpected Consequences

"Black teachers defined and created a curriculum that catered to the intellectual and cultural needs of black children growing up in black America. In segregated classrooms in schools… black students were equipped to imagine themselves beyond the constraints and deadly assumptions of a society that despised them…"

From the Black National Anthem to empowering curriculum.
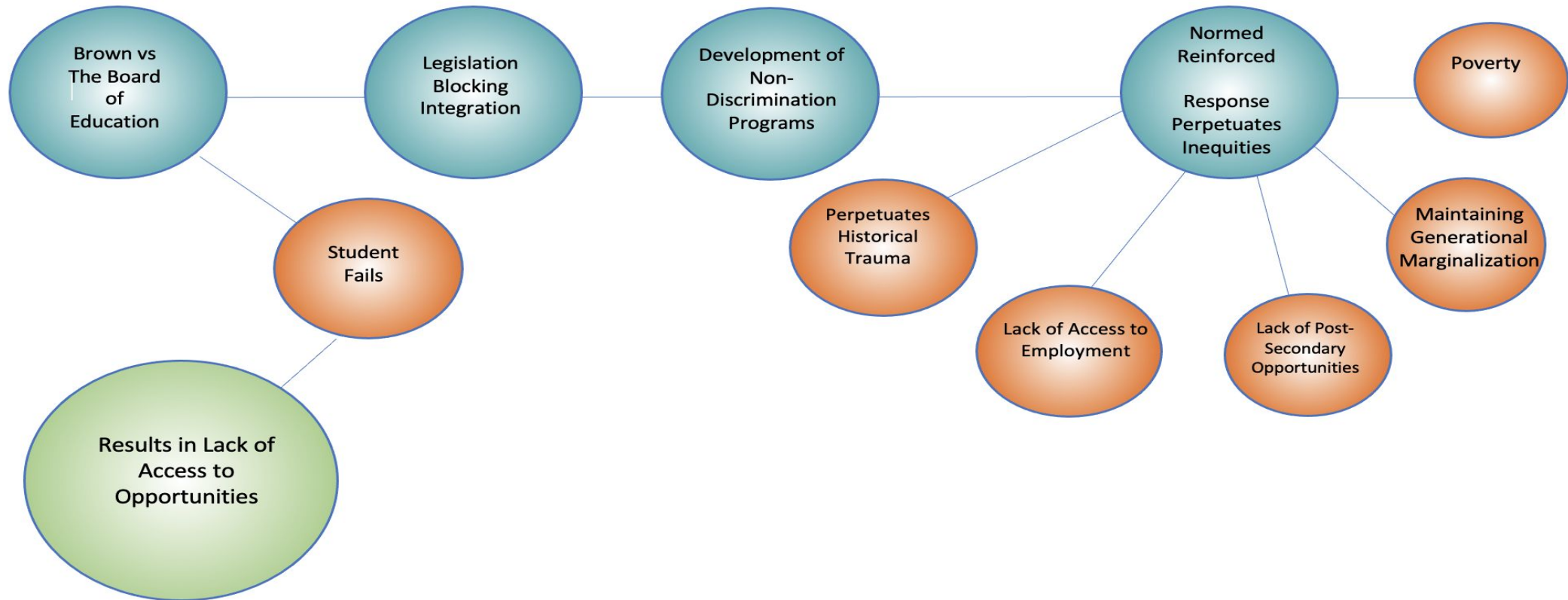
Brown vs. the Board of Education

What were the actual results of Brown vs. the Board of Education?

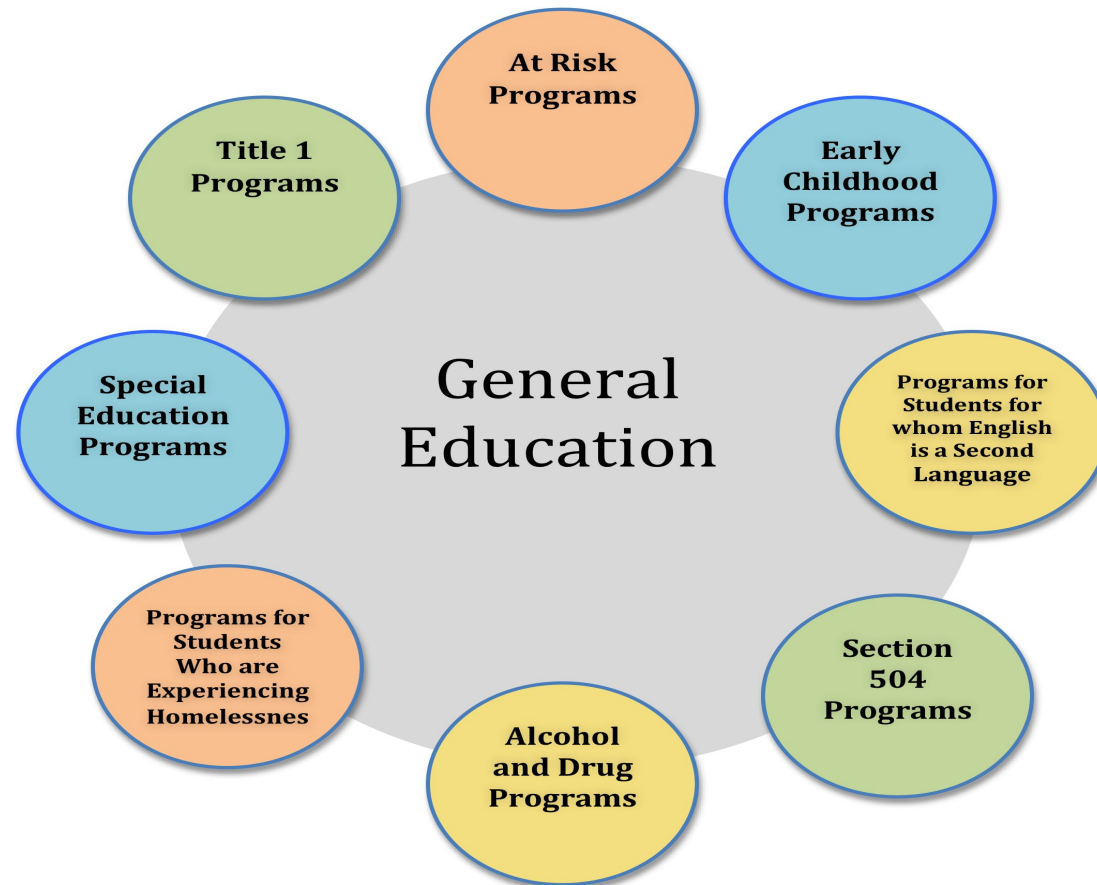# History of Educational Marginalization (Continued)

Two Consistent Factors Over 400 Years → Creation and Maintenance of Institutional Marginalization
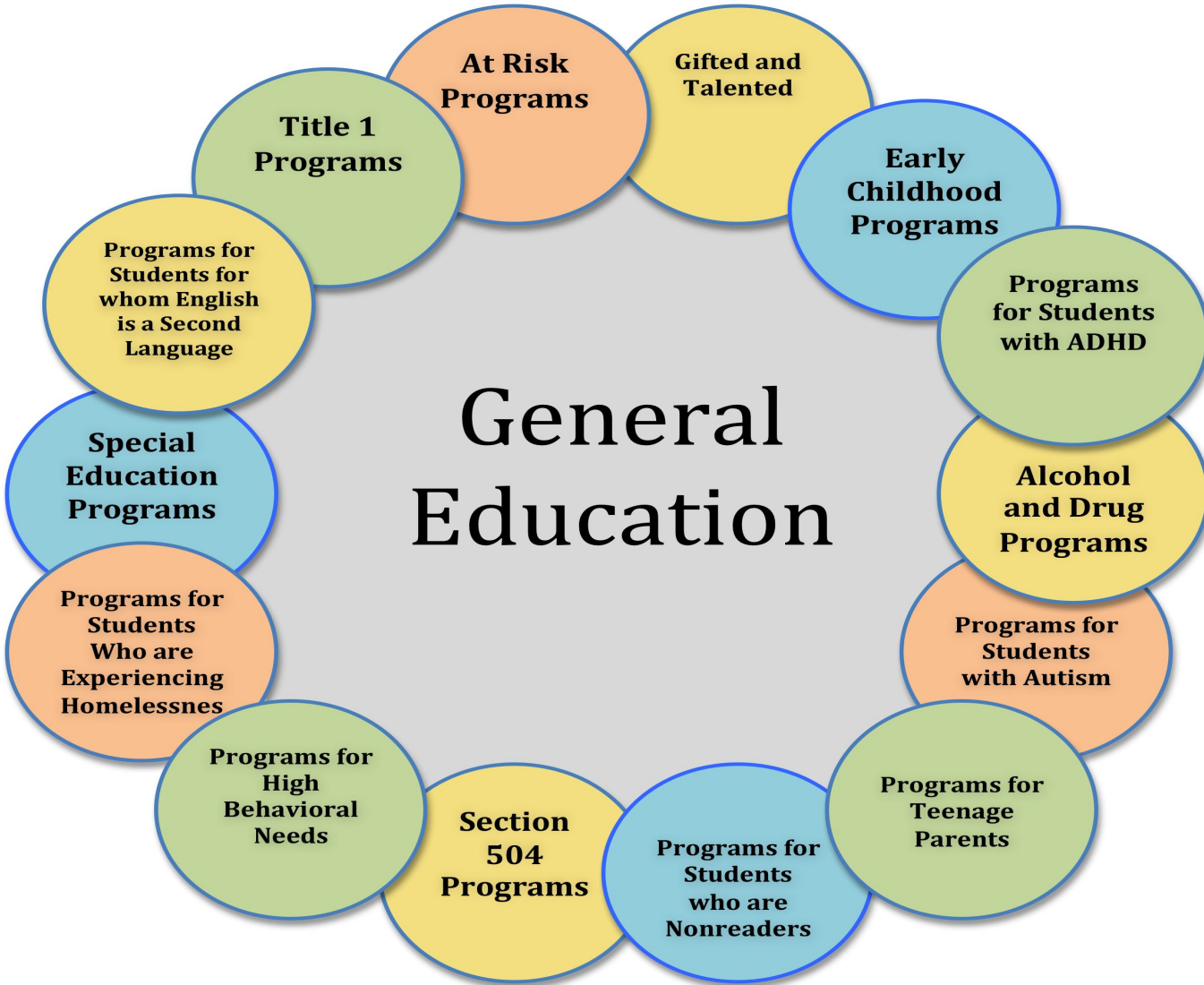
1. *We see the student as needing to be fixed*

2. *We respond through segregated practices*

When we reinforce or develop such practices, we become complicit in institutional marginalization.
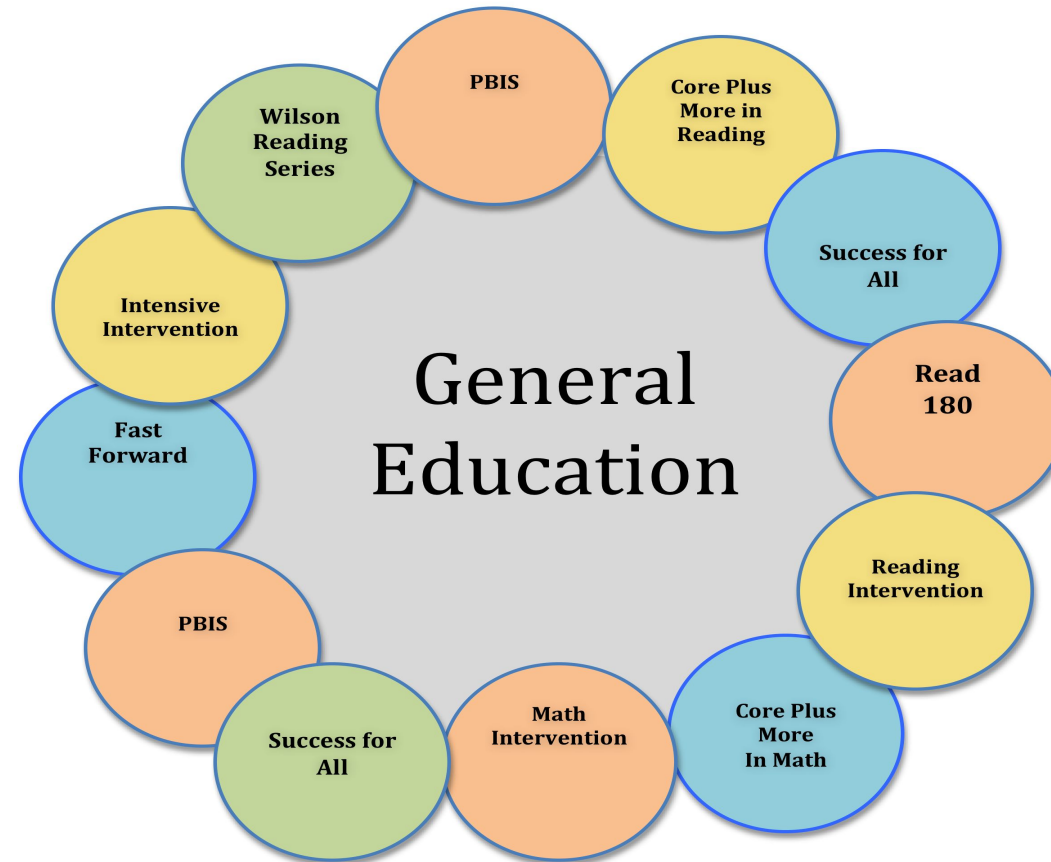
… We have created a Deficit-Based System

Maintaining a Normed Group of Students

Created More Programs Under RtI

Response to Intervention (RtI)

- At Risk Programs
- Gifted and Talented
- Title 1 Programs
- Fast Forward
- Title 1 Programs
- Early Childhood Programs
- Programs for Students for whom English is a Second
- Read 180
- Intensive Intervention
- Programs for Students with ADHD
- Special Education Programs
- Wilson Reading Series
- PBIS
- Alcohol and Drug Programs
- Core Plus More
- Success for All
- Programs for Students Who are Experiencing Homelessness
- Math Intervention
- Reading Intervention
- Programs for Students with Autism
- Programs for High Behavioral Needs
- Section 504 Programs
- Programs for Students who are Nonreaders
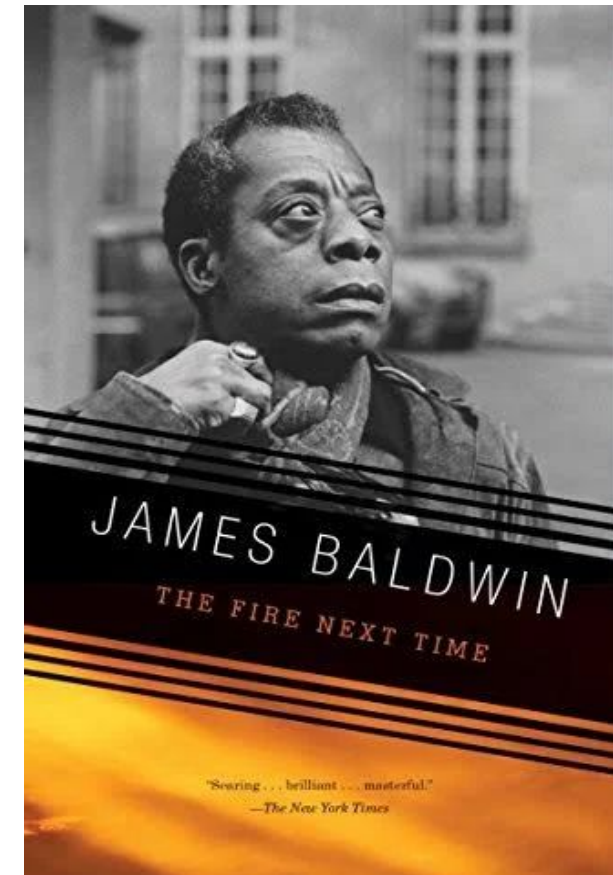- Programs for Teenage Parents

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

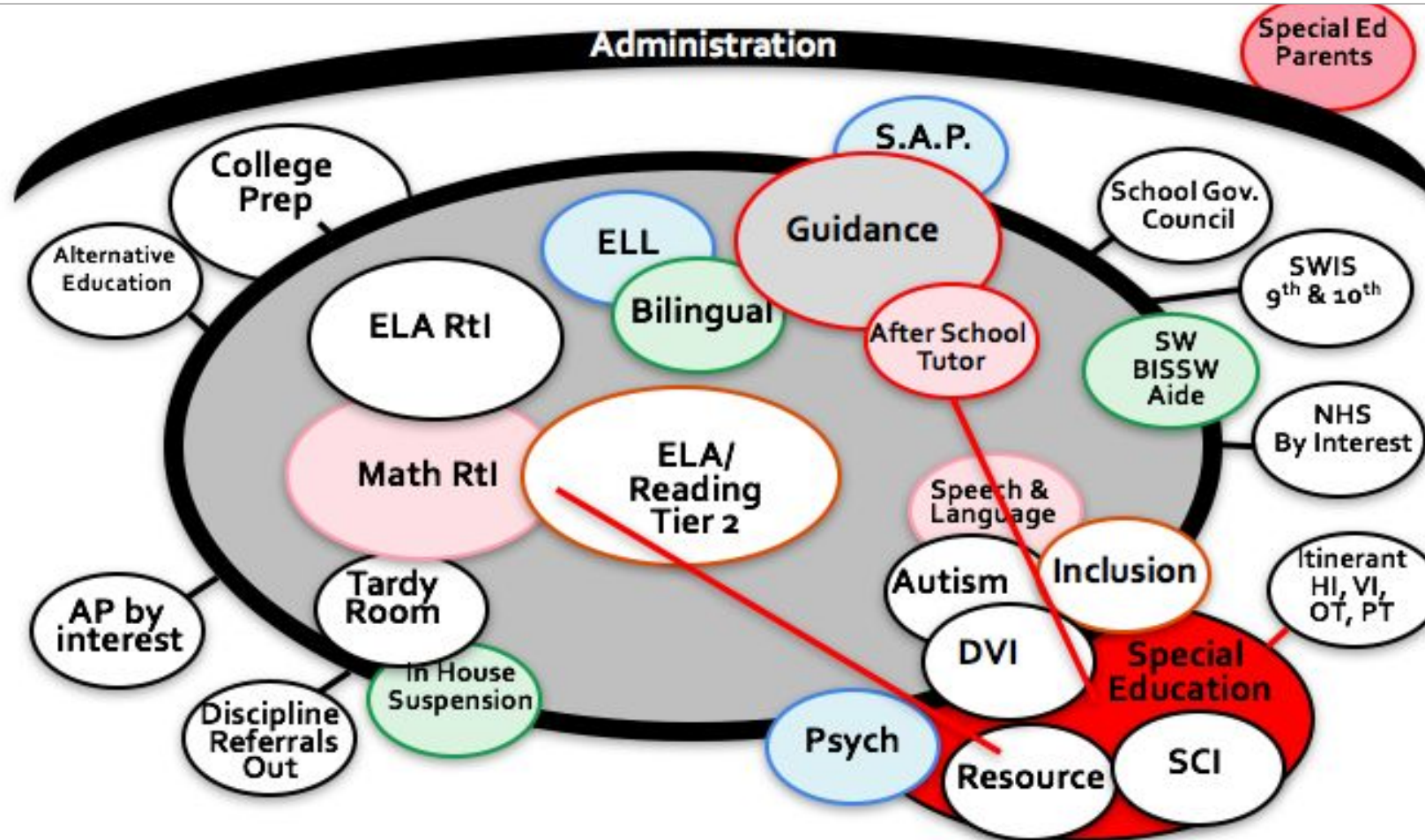# How Does Our Educational History Relate to James Baldwin Quote?

"An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought."
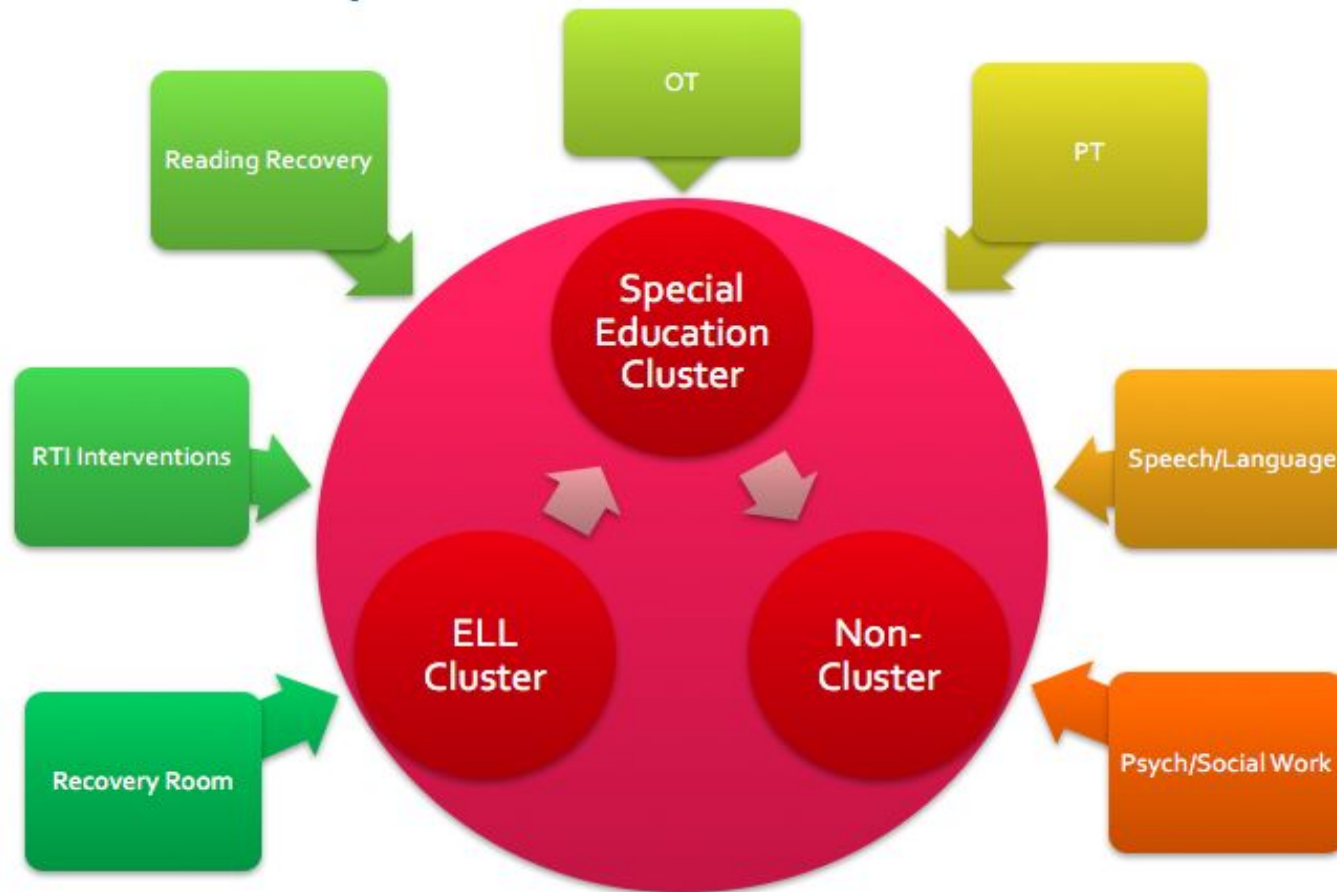
(1963)

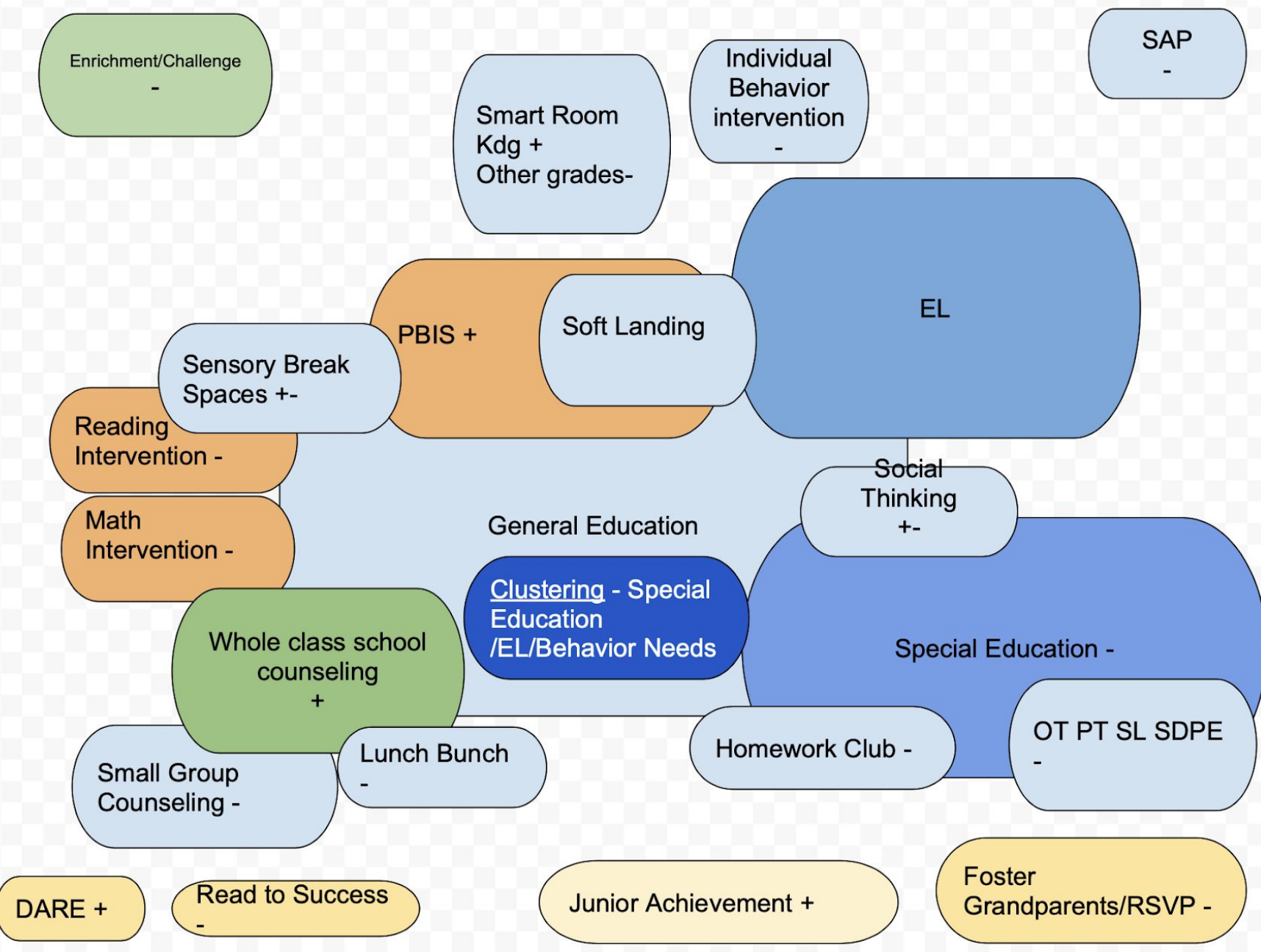# Sample High School Current Educational Structure

Current "Inclusive" Service Delivery - Elementary

Student Challenges of the Current Structure

- Don't have access to general education classroom
- Core curriculum is missed
- Other students feel left out "Why can't I go?"
- Students tell themselves "I'm dumb." or "I'm smarter than you."
- Students begin to identify themselves
- Students with the highest needs have the most fragmented education - most environments/adults
- Adults sitting right next to a student

Staff Challenges of the Current Structure

- We feel like the pull out instruction is helping-- best of intentions-- need to compare/contrast this with student perspective
- Ownership of specialist for the expertise they are delivering
- Lack knowledge of what is happening in general classroom
- EL and others needing to support across classrooms - how to do without clustering or pull out
- Comfort level for co-teaching
- Trusting one another

Diagram labels:
- Enrichment/Challenge -
- SAP -
- Smart Room Kdg + Other grades-
- Individual Behavior intervention -
- PBIS +
- Soft Landing
- EL
- Sensory Break Spaces +-
- Reading Intervention -
- Math Intervention -
- General Education
- Social Thinking +-
- Clustering - Special Education /EL/Behavior Needs
- Special Education -
- Whole class school counseling +
- Lunch Bunch -
- Small Group Counseling -
- Homework Club -
- OT PT SL SDPE -
- DARE +
- Read to Success -
- Junior Achievement +
- Foster Grandparents/RSVP -

Elementary Classroom – (Theoharis 2007)

More students of color leave the classroom for services (stereotype threat)
**Students who identify as white, don't have to leave (stereotype lift)**
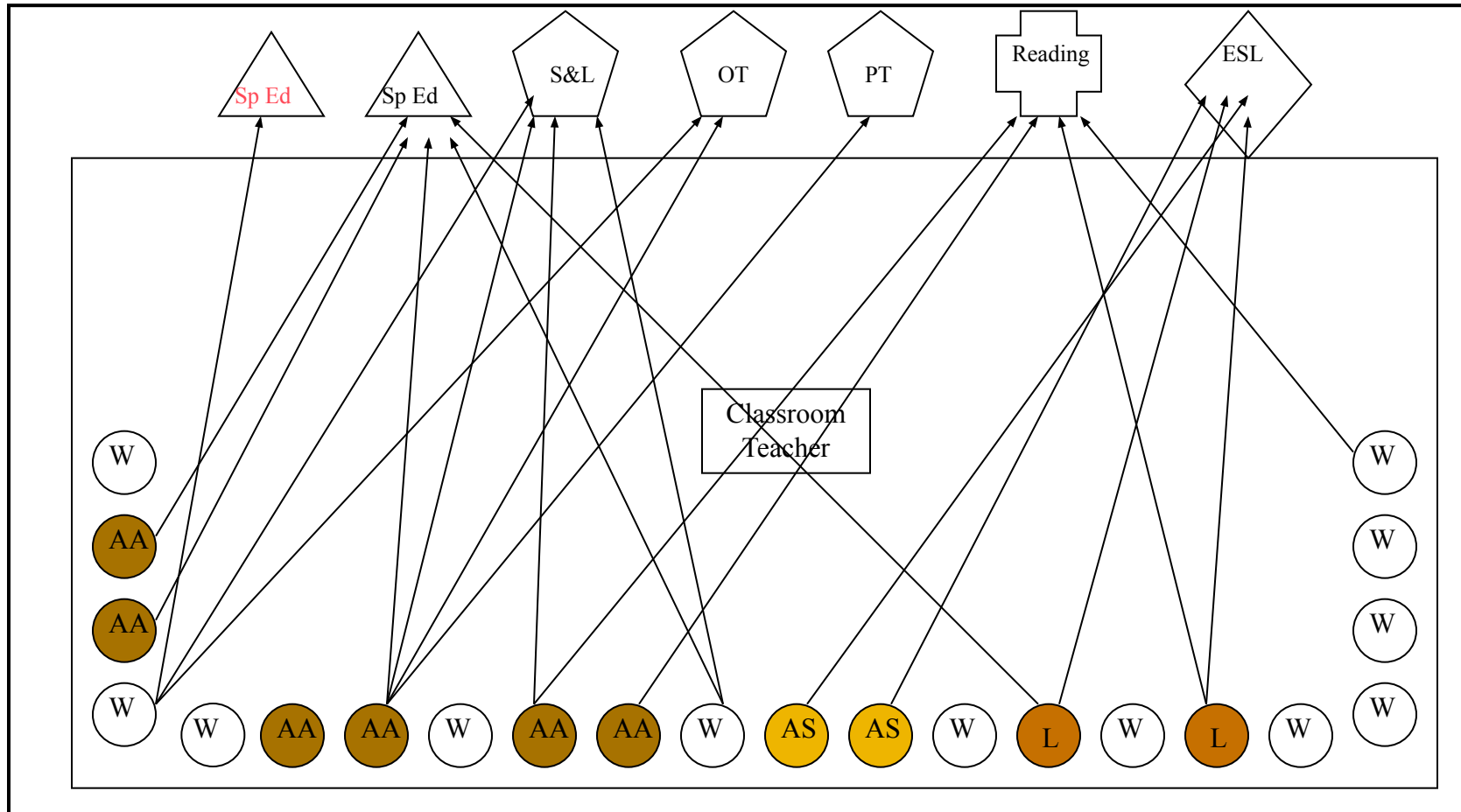
Perceptions Define Educational Structures

Stereotype threat – when we are reminded of one of our identities that has a negative stereotype and that could be marginalized, we perform less well.

Stereotype lift – when we are reminded of someone else's identity that could be marginalized or has a negative stereotype, and we are not of that identity, it makes us feel better about ourselves and increases our performance
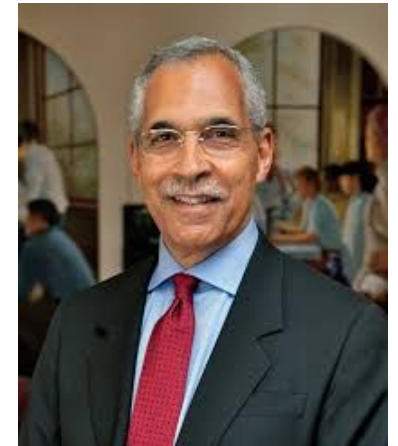
Stereotype lift and threat occurs every day in every school, perpetuating societal marginalization…

(Steele & Aronson, 1994)

Where Students Learn Matters

o Students who are pulled-out, ability grouped, or segregated from other students for instruction are taught that they do not belong

o Students who remain are taught:

   o who belongs and who does not

   o who is capable and who is not

What Our Educational History Has Taught Us

Such practices **blame and label the students and provides less rigor** by isolating students through the ineffective practice of grouping by ability and limiting access to high quality instruction.

Some students receive support – while others are **denied**.

What We Now Know

Students who leave the general education classroom receive the **most fragmented, least cohesive education.**

Students with the **most needs, are expected to synthesize information across the the most adults and most environments.**

Limits transfer of both educator and student knowledge back to the core of teaching and learning.

Further **exacerbating the crisis of disproportionality** and the construction of low achievement for students with disabilities, students who experience poverty, students who are Latinx, students who are Black…

Anti-Racist Work Absent Structural and Policy Changes… Is Not Anti- Racist Work

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

"What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?"

Ibram X. Kendi
American Author

The ICS Equity Systems Change Framework: Disrupting and Solving Disproportionality

An Introduction

ICS Equity *Mitigates & Avoids* Equity Traps, Tropes, & Pitfalls

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

Defining Equity Traps, Tropes, and Pitfalls

Adapted from Jamila Dugan, "Equity Traps and Tropes" (2021)

1. Doing Equity: Treating equity as a series of tools, strategies, and compliance versus a whole person, a whole system change process linked to culture, identity, & healing

2. Siloing Equity: Locating equity work in a separate and siloed policy, team, or body

3. Equity Warrior(s): Nestling equity with a single champion and holder of the vision

4. Spray and Pray Equity: Engaging "equity experts" to drop in for a training with no ongoing plan for learning or capacity building

5. Navel-Gazing Equity: Keeping equity work at the level of self-reflection and failing to penetrate the instructional core and/or school systems and structures (segregation, tracking)

ICS Equity *Mitigates & Avoids* Equity Traps, Tropes, & Pitfalls

Defining Equity Traps, Tropes, and Pitfalls

Adapted from Jamila Dugan, "Equity Traps and Tropes" (2021)

6. Structural Equity: Redesigning systems & structures without investing in the deeper personal, interpersonal, and cultural shifts

7. Blanket Equity: Investing in a program or curriculum rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry

8. Tokenizing Equity: Asking leaders of color to hold, drive, and symbolically represent equity without providing support & resources to thrive nor engaging the entire staff in the work

9. Superficial Equity: Failing to take time to build equity-centered knowledge and fluency, leading to behavioral shifts without understanding deeper meaning or historical context

10. Boomerang Equity: Investing time and resources to understand your equity challenges but reverting back to recycled, status quo solutions.

Traps, Tropes, and Pitfalls

1. **Doing Equity**
2. **Siloing Equity**
3. **Equity Warrior(s)**
4. **Spray and Pray Equity**
5. **Navel-Gazing Equity**
6. **Structural Equity**
7. **Blanket Equity**
8. **Tokenizing Equity**
9. **Superficial Equity**
10. **Boomerang Equity**

ICS
INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

Which of the 10 Traps, Tropes and Pitfalls have you experienced thus far with your equity work?

No surprise then, that Inequities Persist in Our Districts…

And harms the Learning for All Students Across Identities

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

ICS provides a Framework to Bring Together District/School Work

We Define Equity As…

HIGH-QUALITY TEACHING AND LEARNING ABSENT ANY EXPERIENCE OF MARGINALIZATION OR OPPRESSION
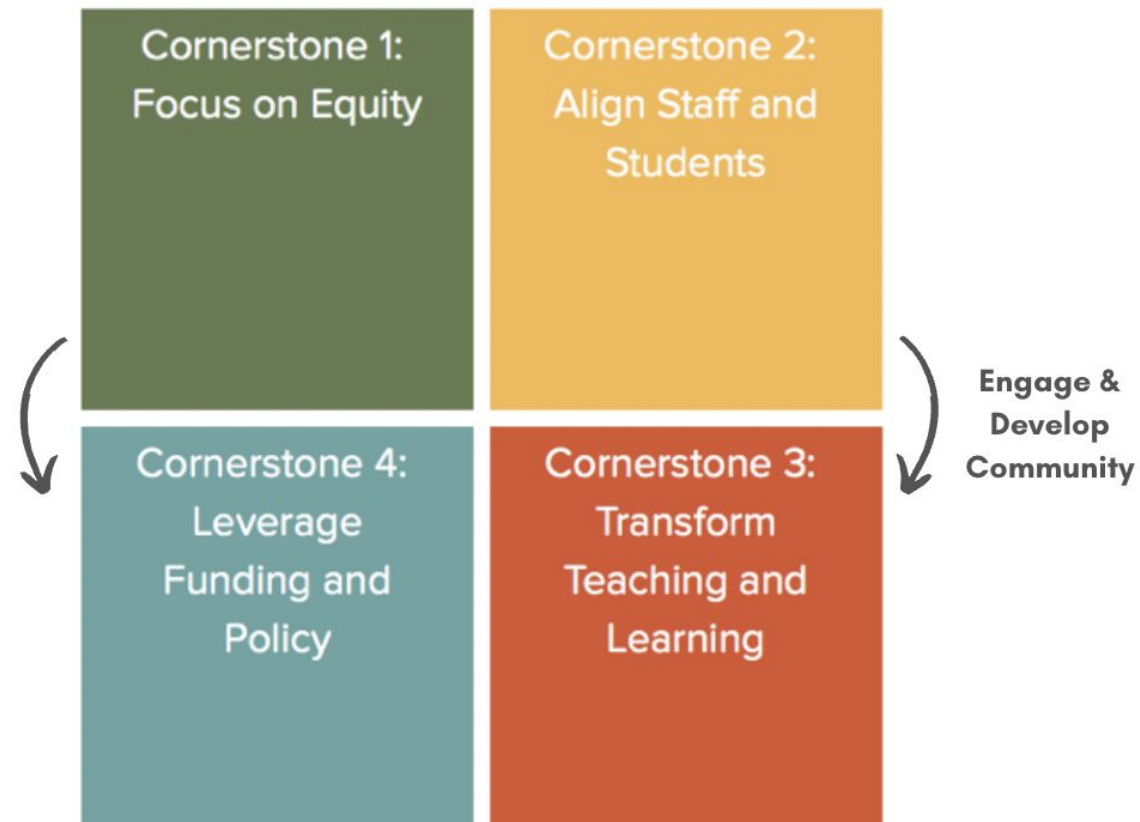
perceptual

structural

curricular

procedural

financial

instructional

Inequities are:

Historical, Structural, Cultural, and Systemic

Require Systems Change

Integrated Comprehensive Systems –
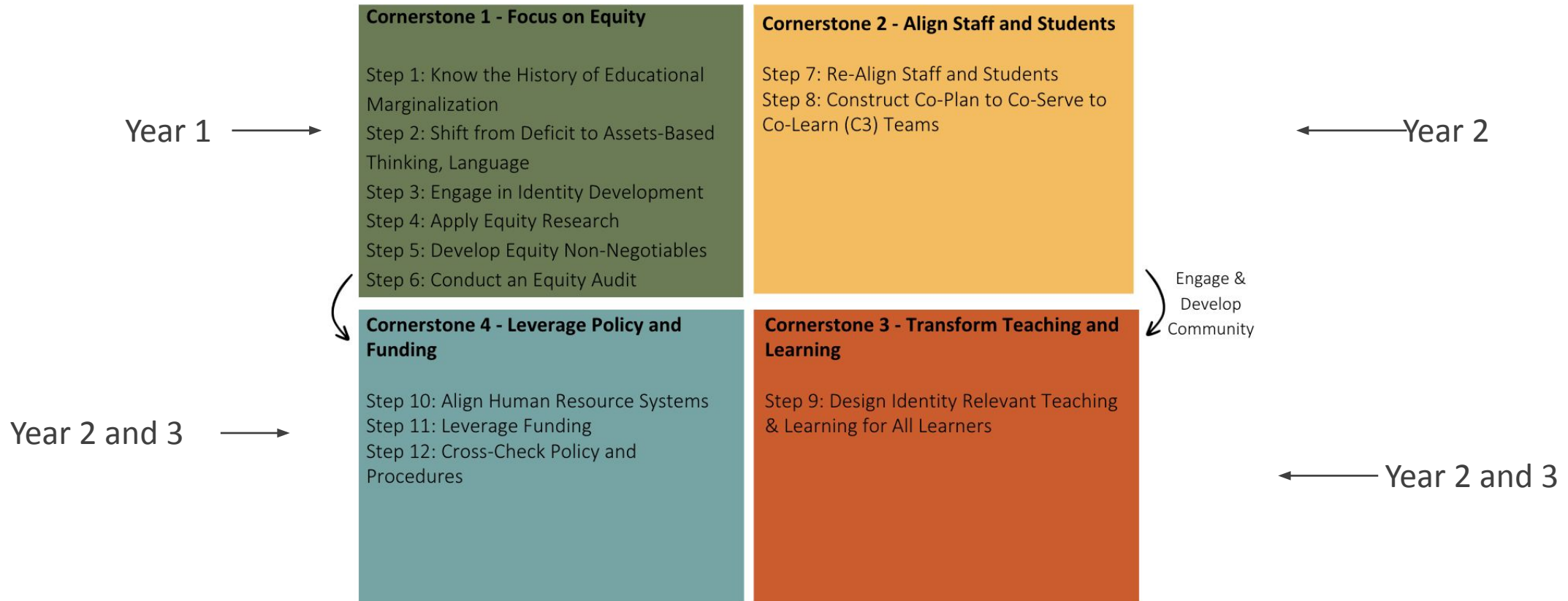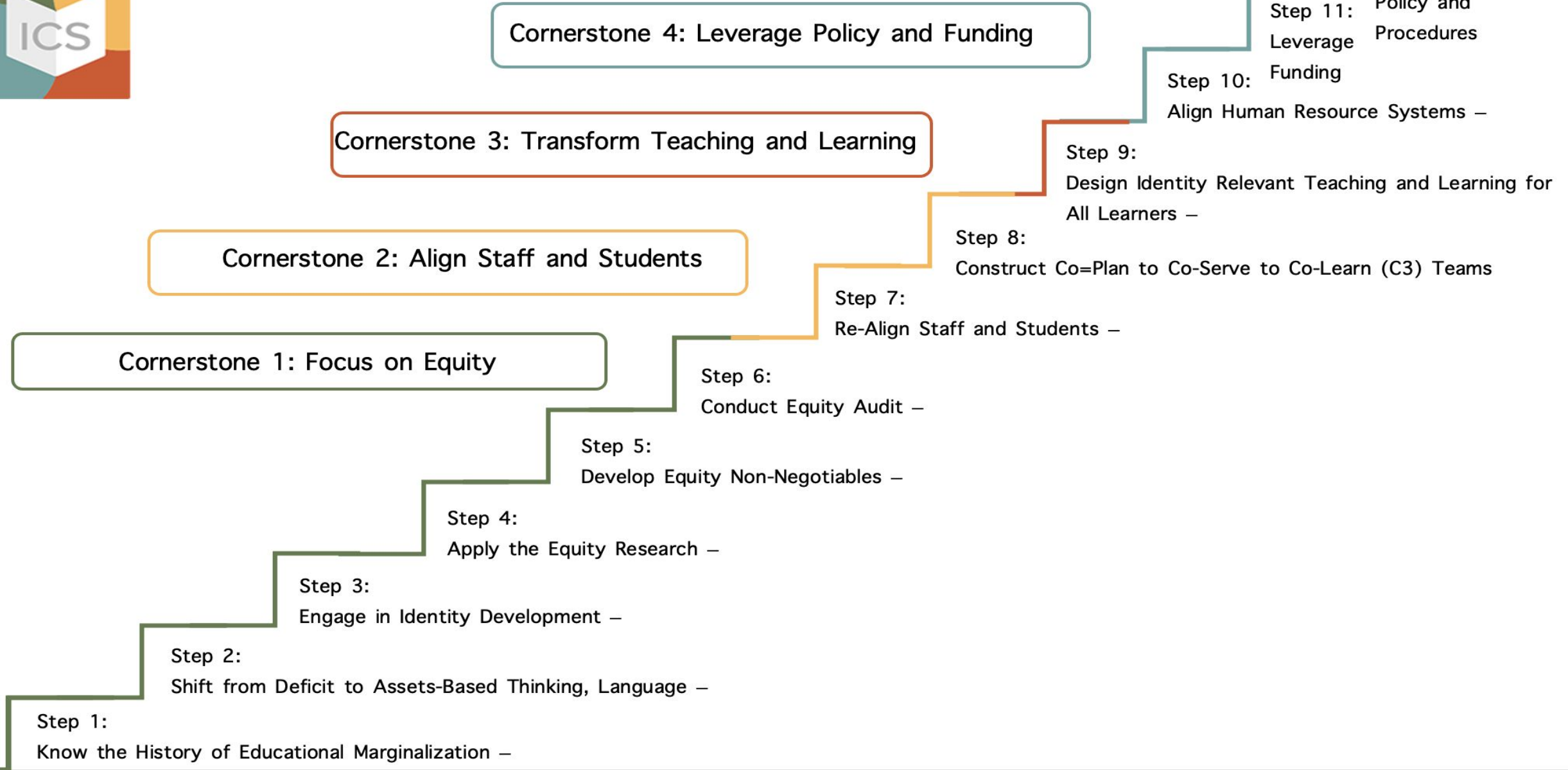# Four Cornerstones

ICS Equity Four Cornerstones

Cornerstone 1: Focus on Equity

Cornerstone 2: Align Staff and Students

Cornerstone 4: Leverage Funding and Policy

Cornerstone 3: Transform Teaching and Learning

Engage & Develop Community

Integrated Comprehensive Systems – Four Cornerstones

The ICS Framework and Process

Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization
Step 2: Shift from Deficit to Assets-Based Thinking, Language
Step 3: Engage in Identity Development
Step 4: Apply Equity Research
Step 5: Develop Equity Non-Negotiables
Step 6: Conduct an Equity Audit

Cornerstone 2 - Align Staff and Students

Step 7: Re-Align Staff and Students
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems
Step 11: Leverage Funding
Step 12: Cross-Check Policy and Procedures

Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage & Develop Community

Year 1

Year 2

Year 2 and 3

Year 2 and 3

ICS 12 Steps to Systematically Implement HQT&L for Schools and District

Cornerstone 4: Leverage Policy and Funding

Cornerstone 3: Transform Teaching and Learning

Cornerstone 2: Align Staff and Students

Cornerstone 1: Focus on Equity

Step 12: Cross-Check Policy and Procedures

Step 11: Leverage Funding

Step 10: Align Human Resource Systems —

Step 9: Design Identity Relevant Teaching and Learning for All Learners —

Step 8: Construct Co=Plan to Co-Serve to Co-Learn (C3) Teams

Step 7: Re-Align Staff and Students —

Step 6: Conduct Equity Audit —

Step 5: Develop Equity Non-Negotiables —

Step 4: Apply the Equity Research —

Step 3: Engage in Identity Development —

Step 2: Shift from Deficit to Assets-Based Thinking, Language —

Step 1: Know the History of Educational Marginalization —

ICS Equity

5 KEY FEATURES

Historically (and presently), efforts to engage in and operationalize equity work falls short of producing any sustainable, measurable change.

Too often, piecemeal equity work ends up perpetuating the traps, tropes, and pitfalls of your typical Diversity, Equity, and Inclusion training.

ICS, instead, works to avoid those traps, tropes, and pitfalls through implementing, with fidelity, the **key features** of ICS Four Cornerstones and Systems change framework.
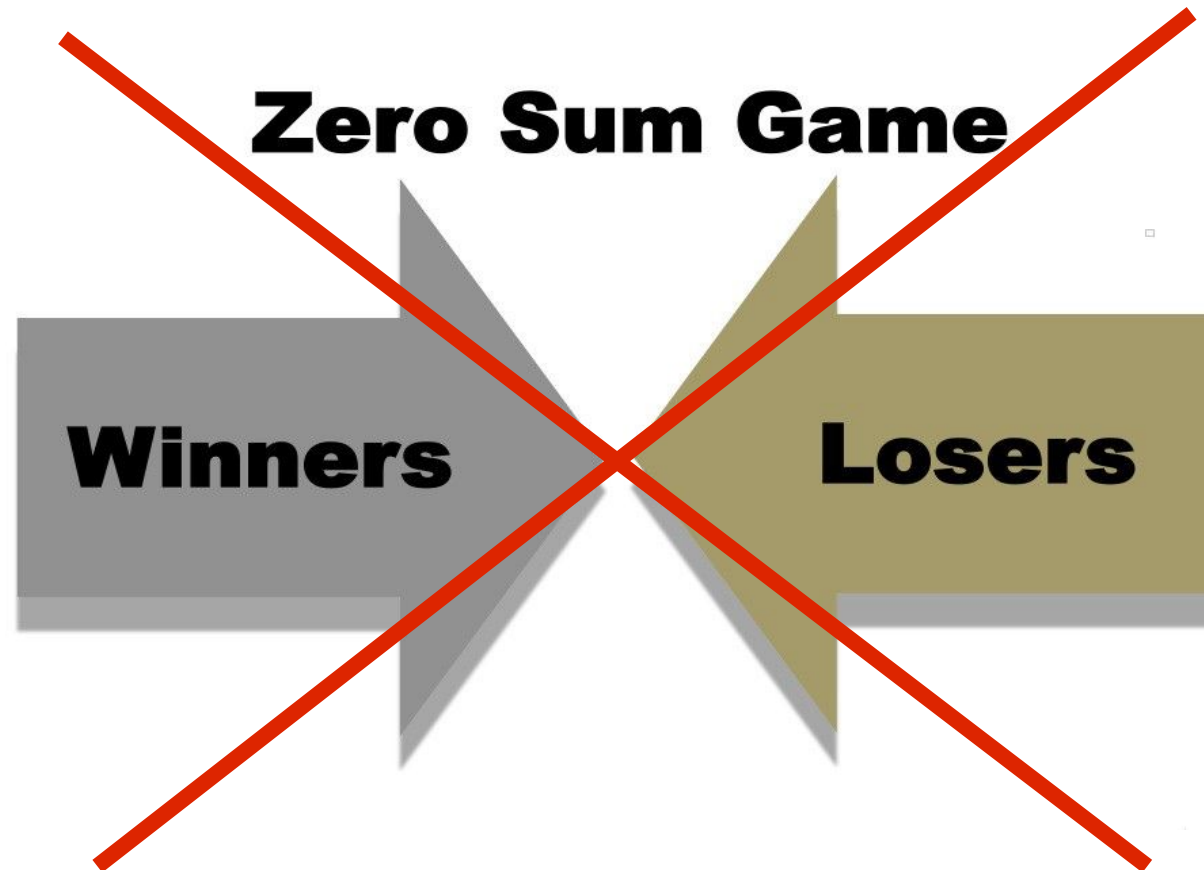
ICS for Equity
5 KEY FEATURES

INTEGRATED
COMPREHENSIVE
SYSTEMS FOR EQUITY™

Advances Learning for All Students Across Identities

◦ Race

◦ Disability

◦ Language

◦ Social class

◦ Religion

◦ Gender

◦ Sexual/Gender Identity

◦ And their intersections

Not a Zero-Sum Game–Advances Learning for All

ICS Equity *Mitigates & Avoids* Equity Traps, Tropes, & Pitfalls

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

Equity Traps, Tropes, and Pitfalls

Adapted from Jamila Dugan, "Equity Traps and Tropes" (2021)

1. Doing Equity
2. Siloing Equity
3. Equity Warrior(s)
4. Spray and Pray Equity
5. Navel-Gazing Equity
6. Structural Equity
7. Blanket Equity
8. Tokenizing Equity
9. Superficial Equity
10. Boomerang Equity

ICS Equity 5 Key Features

1. Framework and Process
2. Advances Learning for All
3. Research and Evidence
4. Build Collective Equity Capacity
5. Accountability

We will take 4 minutes to discuss

PAUSE AND REFLECT

As we think about the various Equity Traps, Tropes, and Pitfalls, Your Previous Equity Efforts, and how ICS can disrupt these Traps, Tropes, and Pitfalls

What Resonates with You?

What Gives You Pause?

Schools and Districts Engaged in Systems Change: The impact of Implementing the ICS Framework and Process

- Green Hills School District
- Riverbluff High School
- Tempelton School District
- Chavez Elementary

Green Hills School District

2011: 43 students tuitioned-out at $600,000

Caseloads Categorical:
- El: 14:1 (w/ high 20:1)
- Int: 19:1(w/ high of 31:1)
- HS: 21:1 (w/high of 30:1)

- Incident rate: 15%

- Entry Point: Students with Disabilities data

2015: 6 students are tuitioned-out

Caseloads Cross categorical:
- Elementary 7:1
- Intermediate 11:1
- High School :16:1

- Incident Rate: 11%

- All Learners: Focus on
  - Poverty
  - Race
  - Linguistically Diverse

Green Hills School District: Elementary Science

- *ICS Application → Higher achievement*
- *Ability grouping through RtI → Lower scores*
  *(*N=3500)
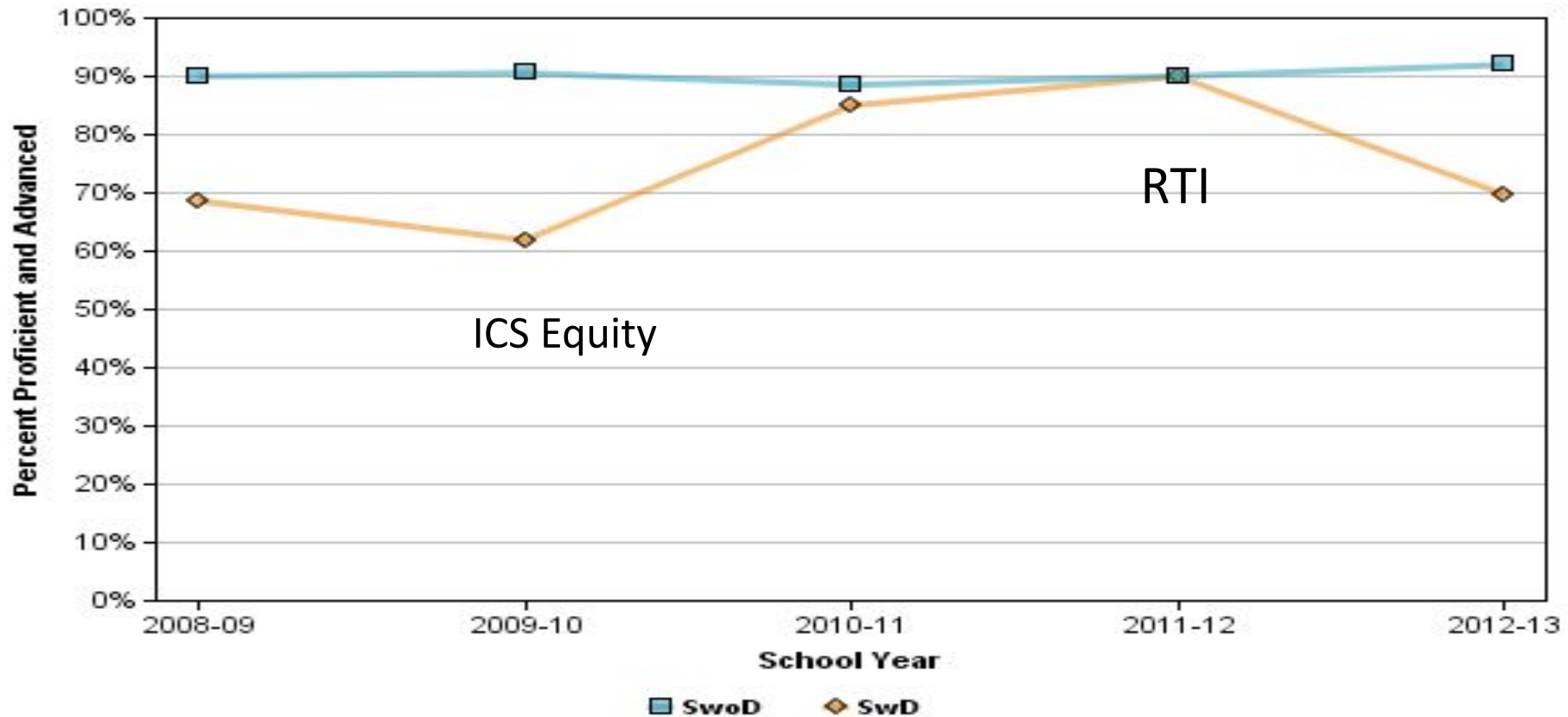
Green Hills School District: Elementary Mathematics
- *ICS → Higher achievement*
- *Ability grouping through RtI → Lower achievement*
  (N = 3500)
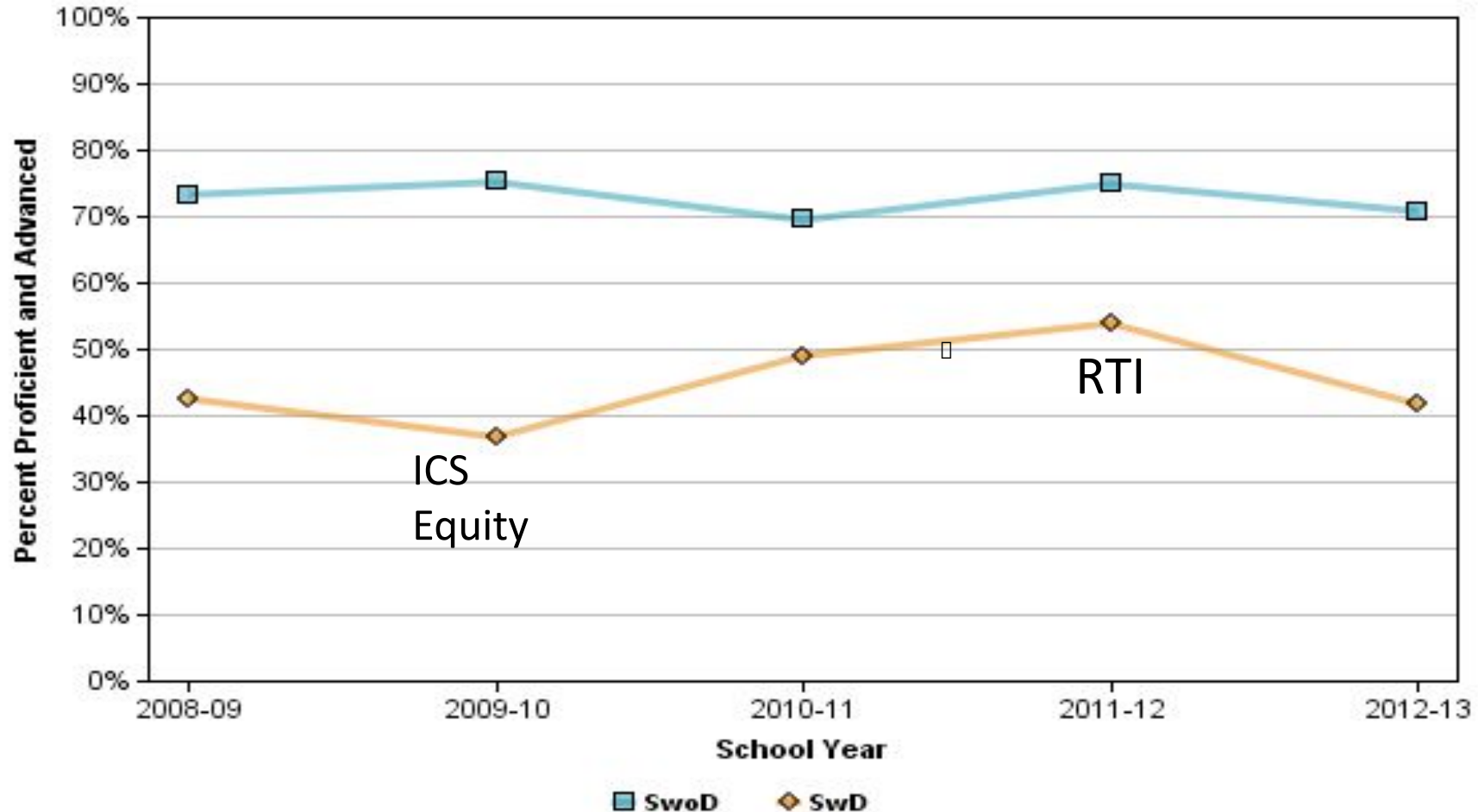
District D - Discipline Outcomes
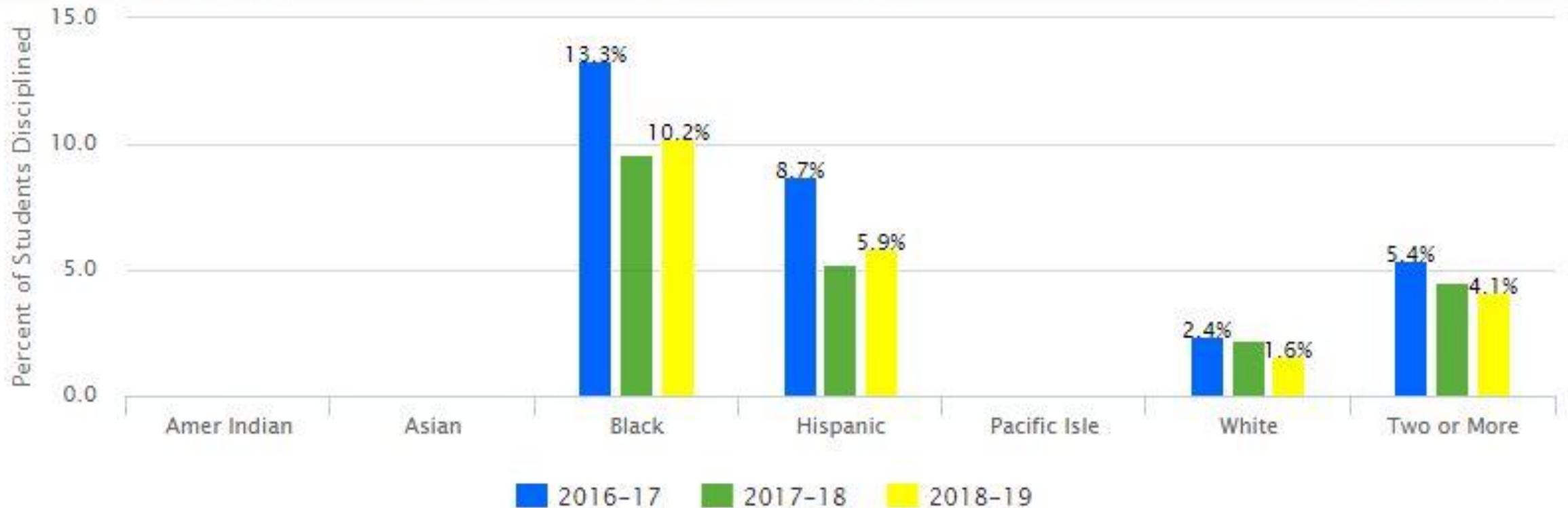
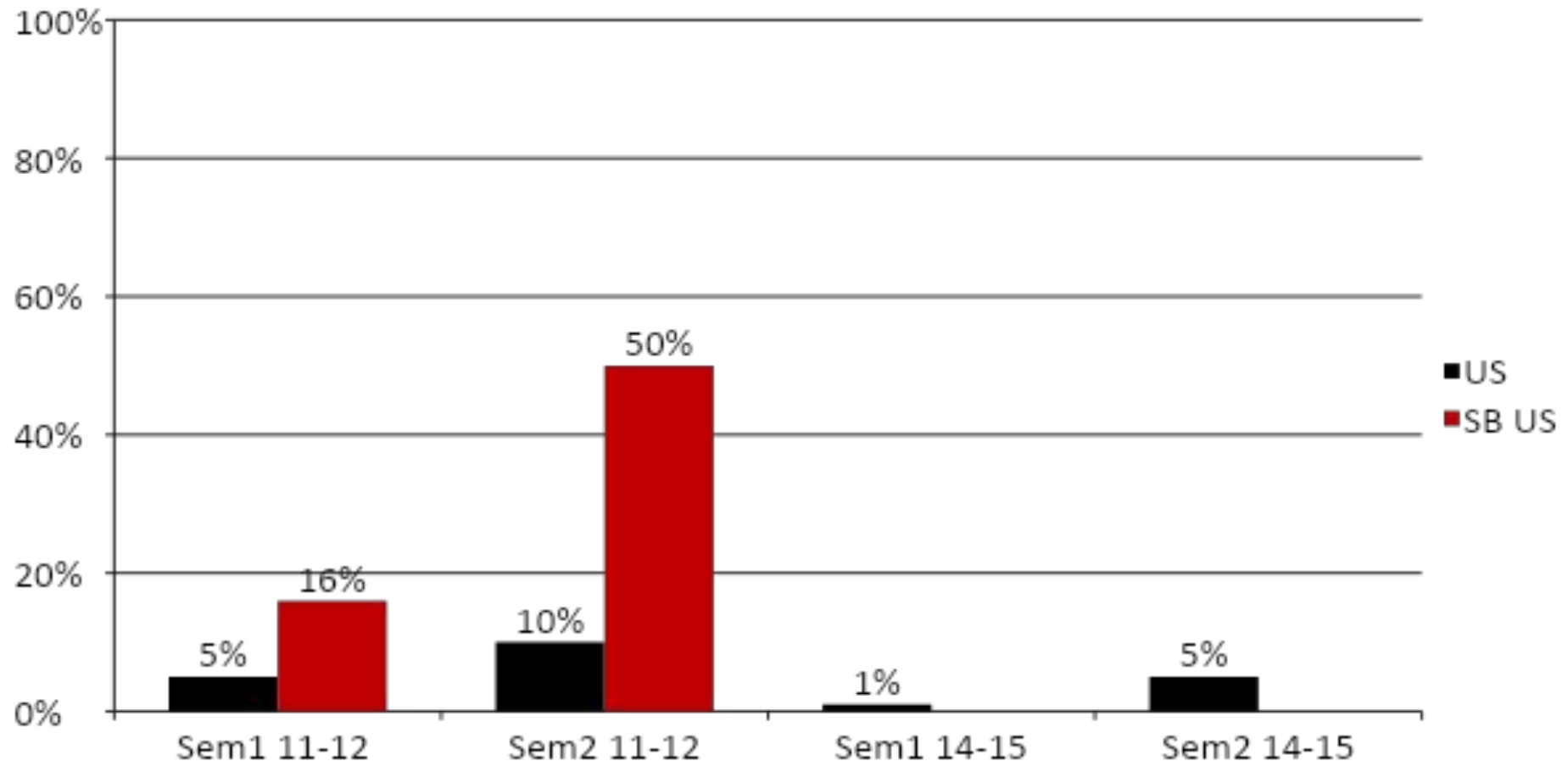# District D - Discipline Outcomes
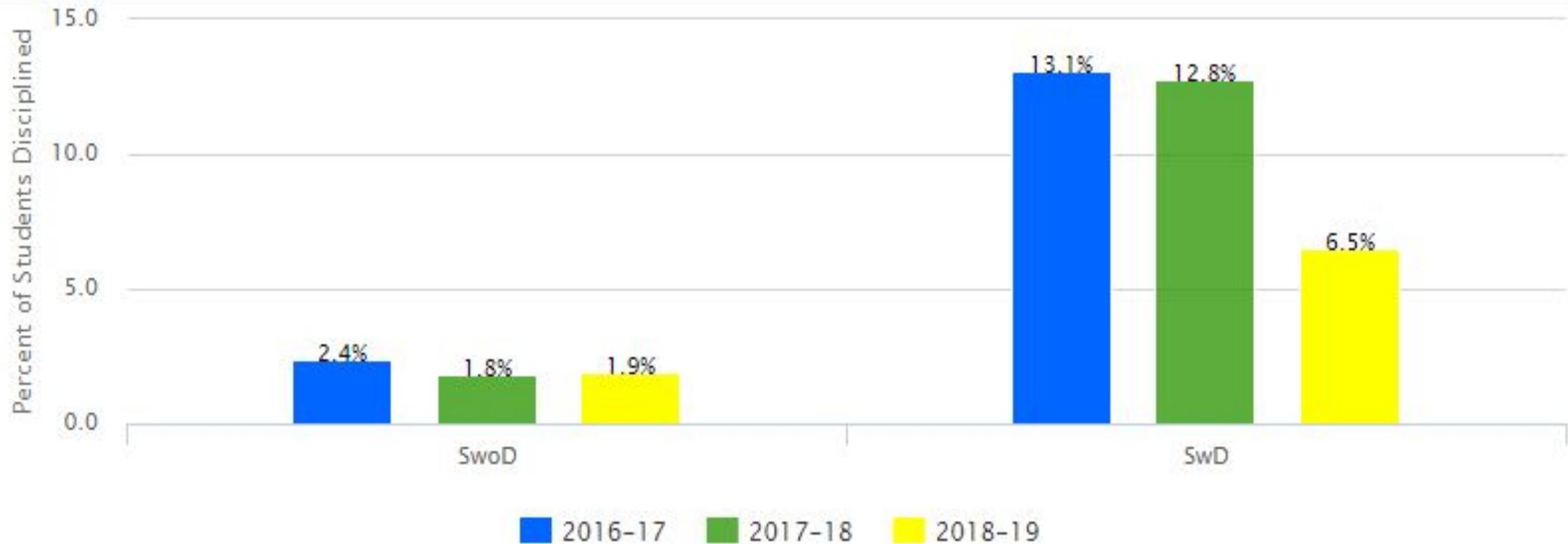
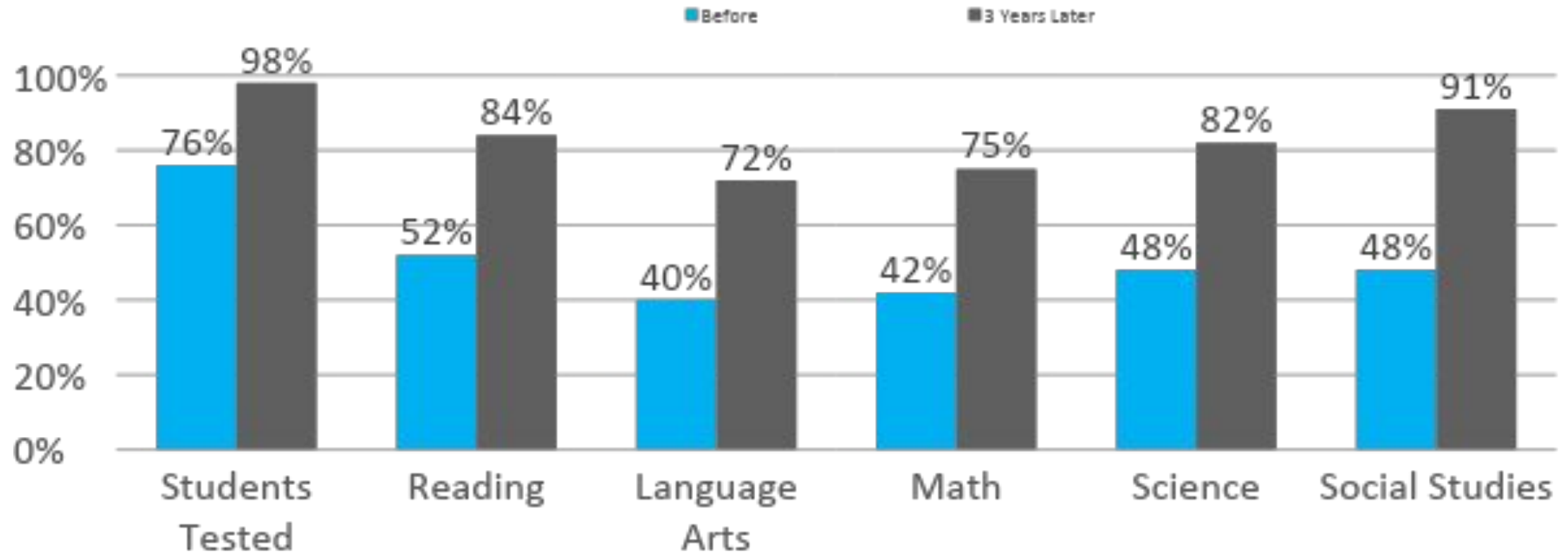# River Bluff H.S. Biology Percentage of F's
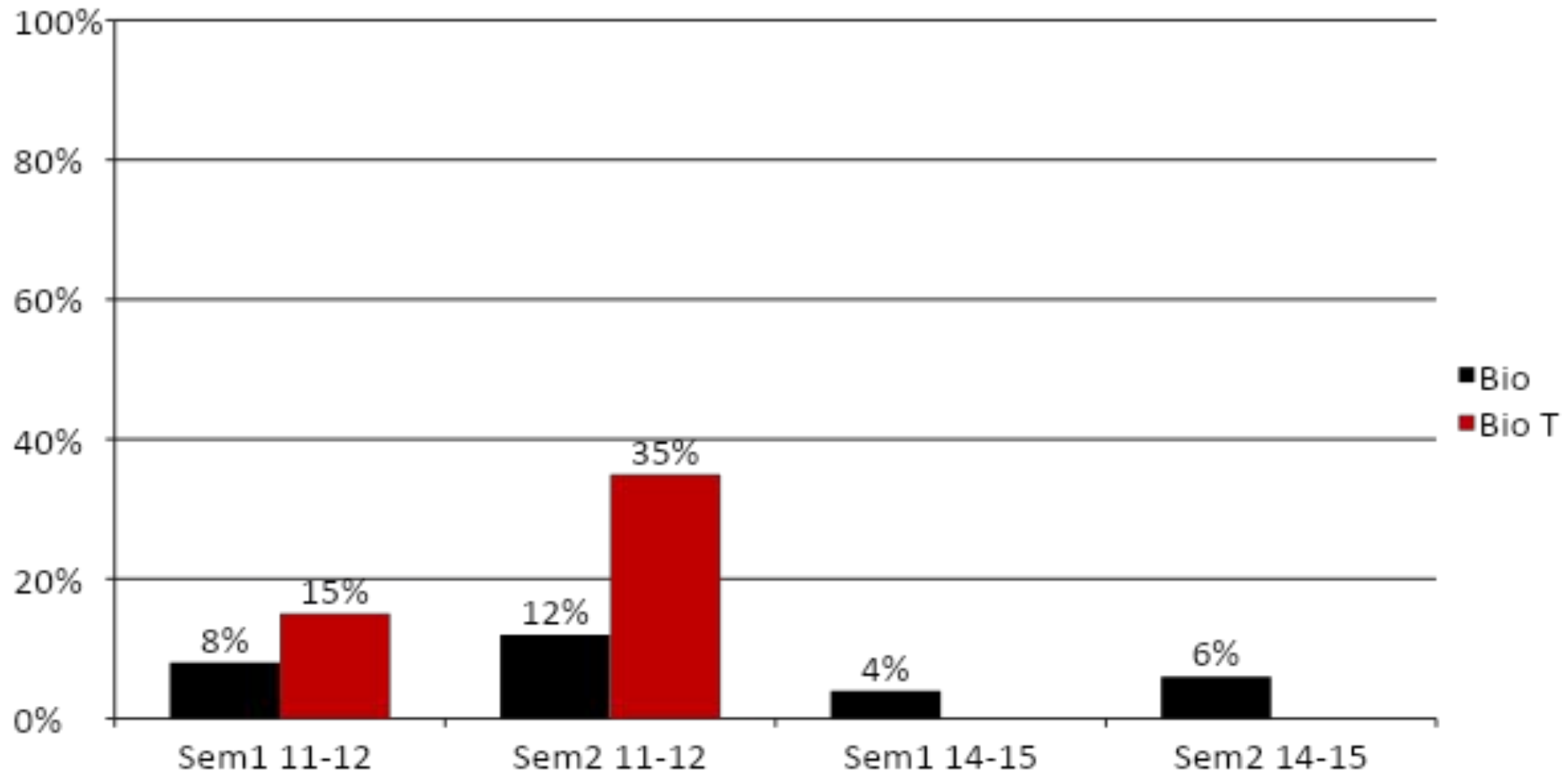
River Bluff H.S. English 10 Percentage F's
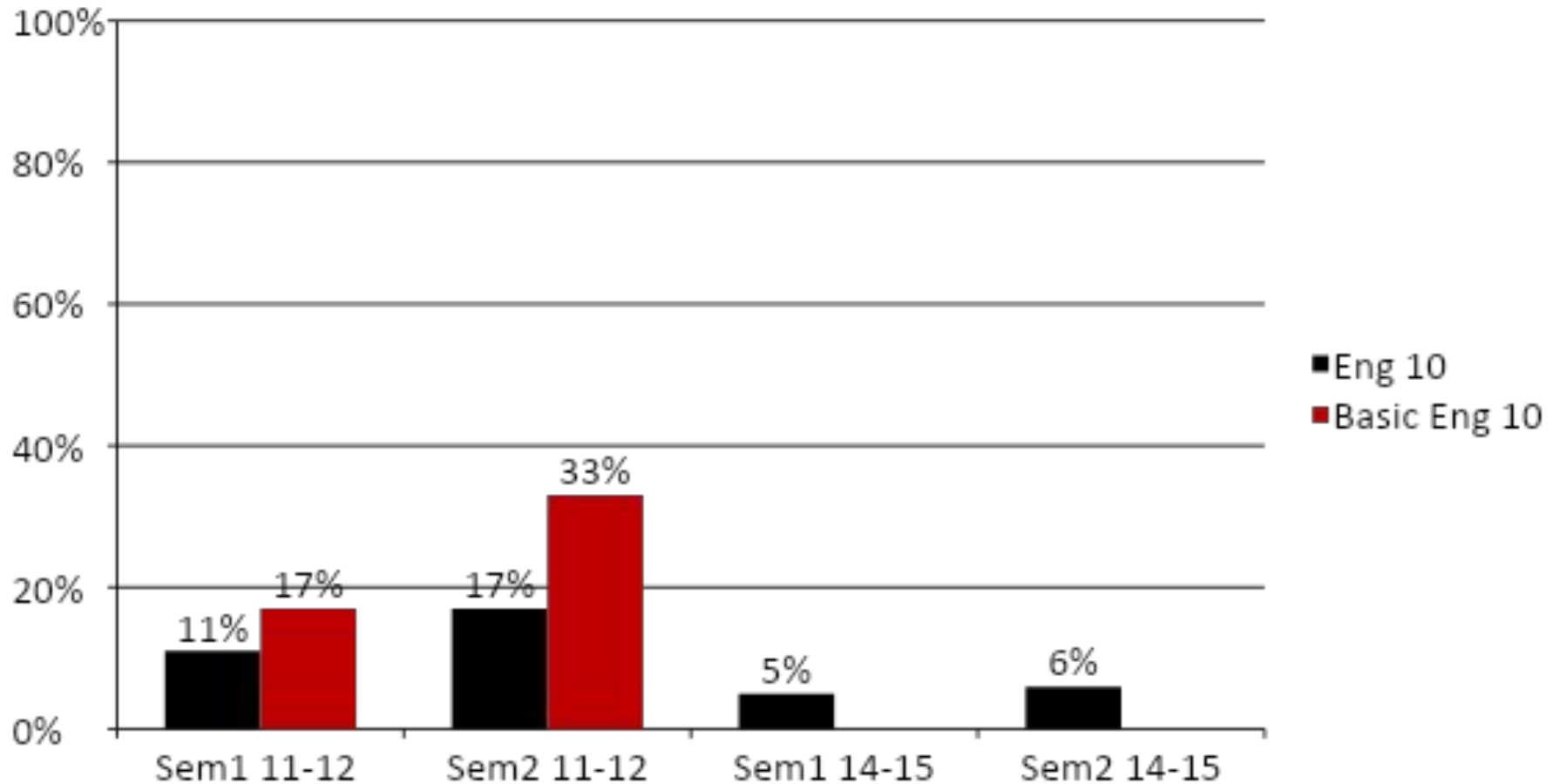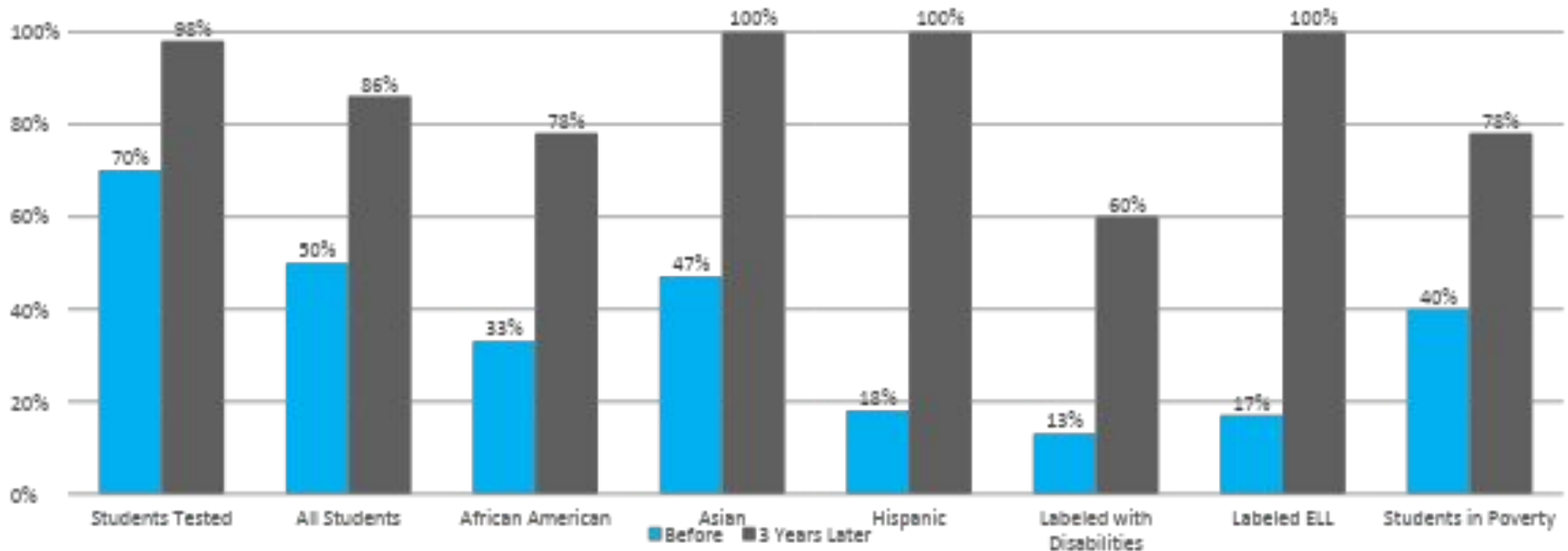
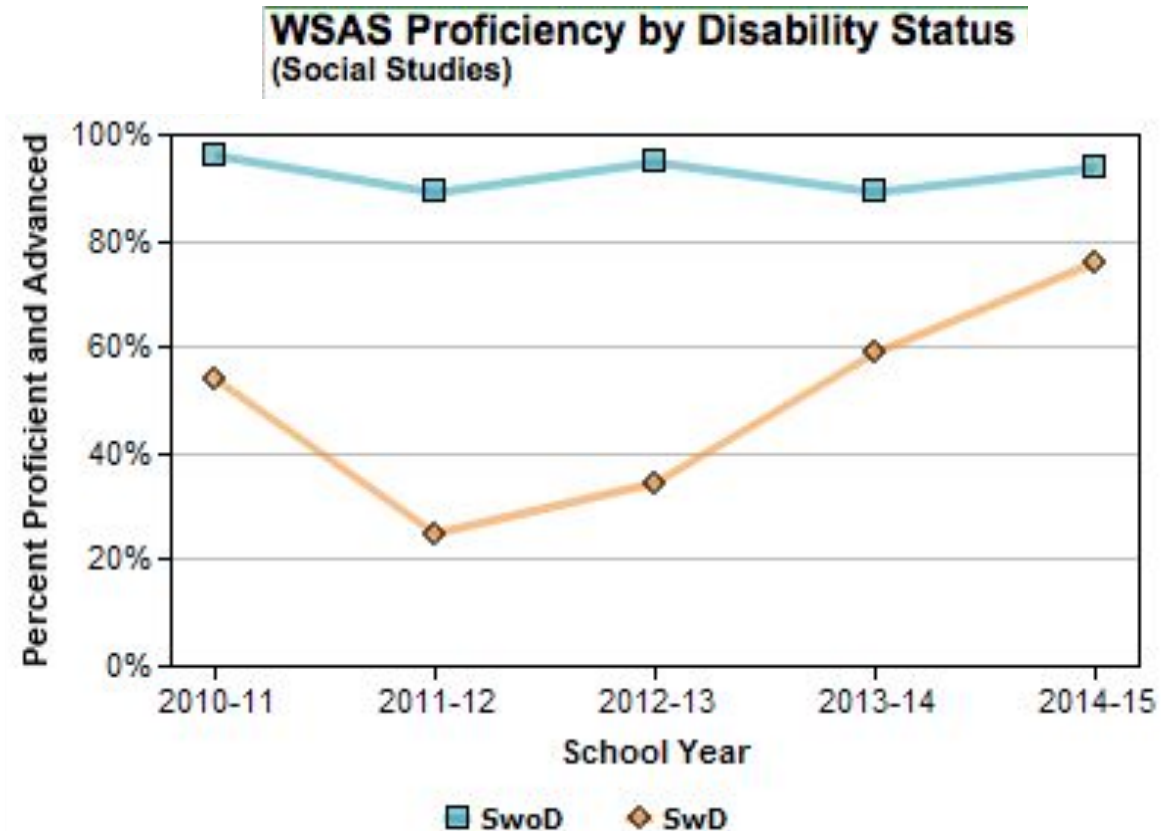# River Bluff H.S. U.S. History Percentage of F's

Chavez Elementary: 4th Grade Assessment Data Students Scoring Proficient/Advanced

Chavez Elementary:
Reading: Students Scoring Proficient/Advanced

Year 1 - Leveling Up at High School A

WSAS Proficiency by Disability Status
(Social Studies)

Year 1 - Leveling Up at High School A
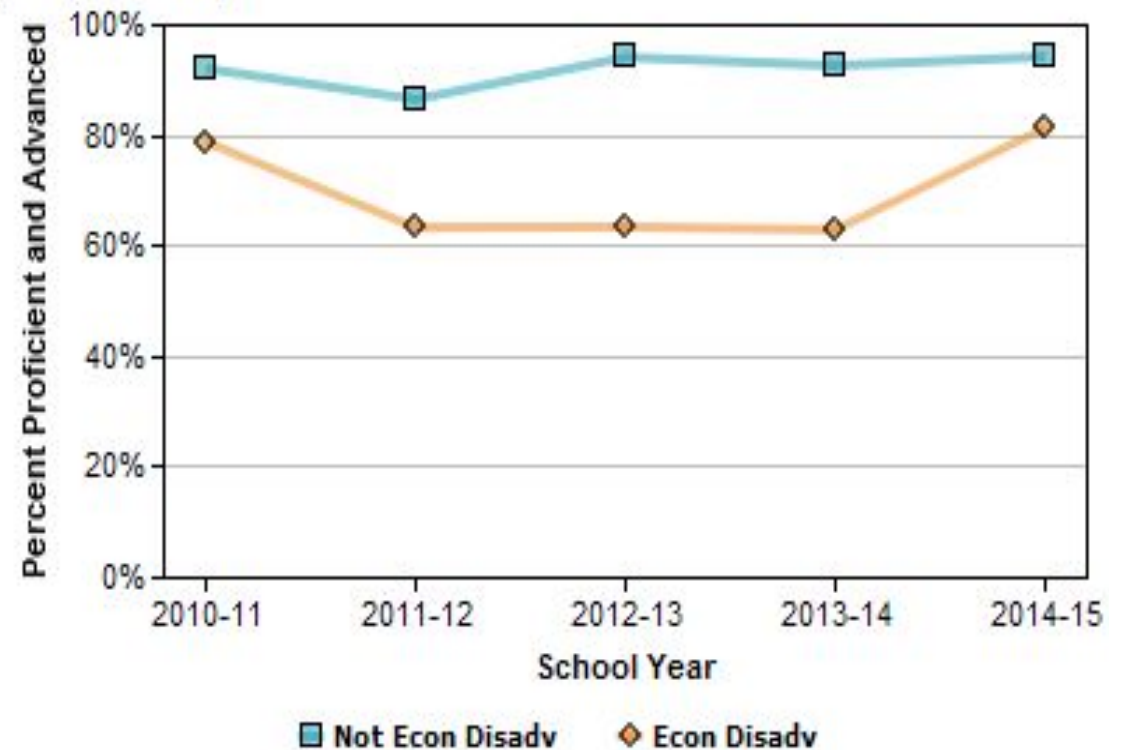
District C - Equity Outcomes
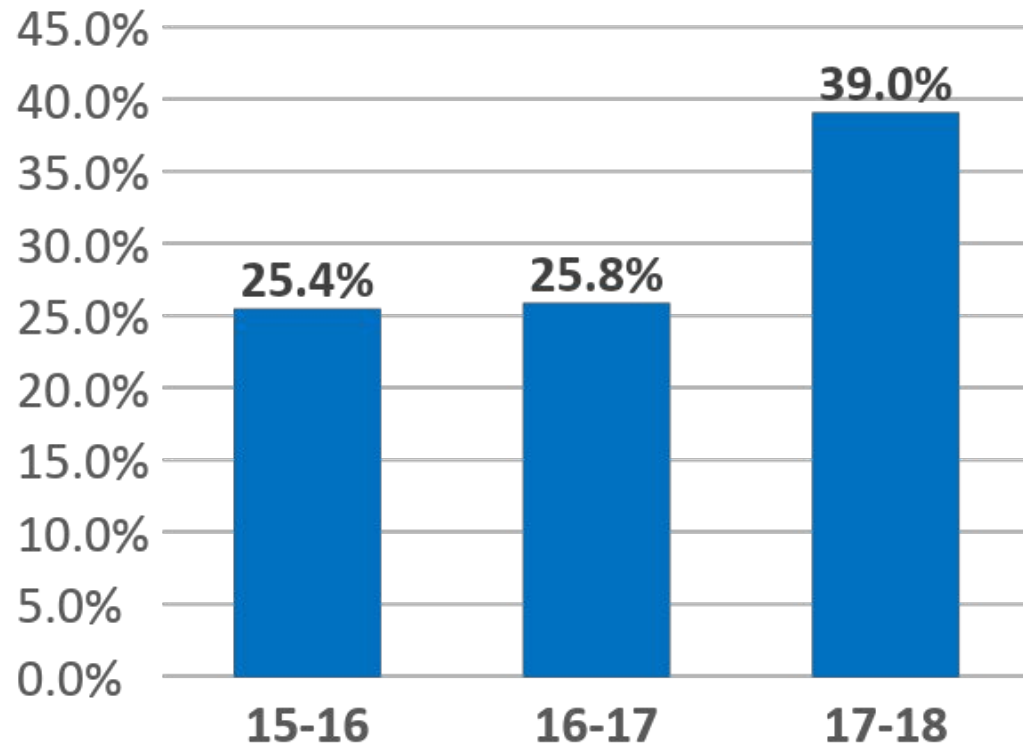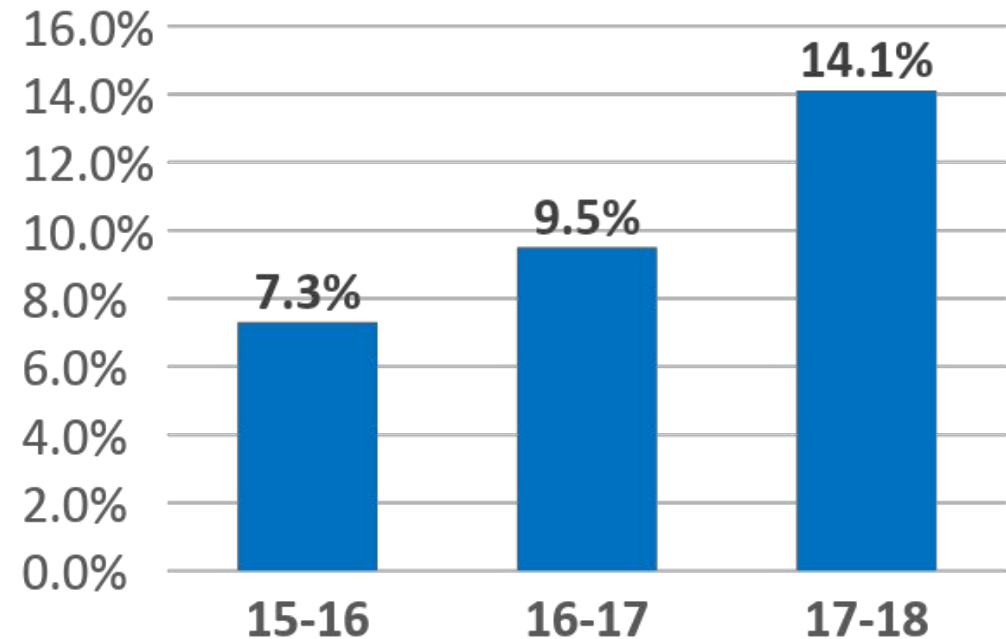
Anti-Racist Work Absent Structural and Policy Changes… Is Not Anti- Racist Work

ICS INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

"What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?"

Ibram X. Kendi
American Author

A thought from Norm Kunc…

"The idea that ability leads to opportunity needs to be reversed. Give people opportunities, and it will lead to ability.

Emma Van der Klift & Norman Kunc

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

So What's Next? Connect with US!

An Overview of Services

www.icsequity.org

ICS Implementation Process
- *Implementation Science*
- *Trainer of Trainers*

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

3 Day ICS Introduction Institute: DLT

→

3 Day ICS Institute Part I: DLT, SLT, and Board

→

DLT - District Modules
SLT - Facilitate Modules with Staff

→

ICS Team Coaching: 3 years (4 times per year)

→

3 Day ICS Institute Part II - Co-Plan to Co-Serve to Co-Learn (C3): DLT, SLT

→

ICS Institute Part III: C3 Rigorous, Identity-Relevant Teaching and Learning for All Students: C3 Teams

Community Ally Academy: 4 evening sessions

School Board Academy: Four - 3 hour sessions

Additional Professional Development as Needed (e.g., students with significant disabilities, students with challenging behaviors, new staff orientation, etc.)

ICS Equity Overview for District Leadership Team or District Office Introduction to the Work

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

3 Day ICS Introduction Institute:

DLT

Often completed a semester prior to the School Leadership Teams

The ICS Equity Part 1 Institute
Work with School Teams (DLT and Board are welcome to attend)

3 Day ICS Institute Part I: DLT, SLT, and Board

The current professional development

Primary focus is a deep dive into Cornerstone 1 – Focus on Equity. Modules 0-6

Overview of Cornerstones 2 -4 – Modules 7-12

ICS Equity Virtual Coaching
Coaching First Semester/Year After the Part 1 Institute

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

DLT - District Modules

SLT - Facilitate Modules with Staff

→

ICS Team Coaching:

3 years (4 times per year)

Coaching happens 4 times a year or 2x/semester virtually following the Part 1 and 2 and 3 Institutes for all school and district office teams.

After Part 1 - School Teams are beginning to share out the Modules 0- 6 over two semesters.

The ICS Equity Part II Institute Work for School School Teams

3 Day ICS Institute Part II - Co-Plan to Co-Serve to Co-Learn (C3):

DLT, SLT

Part 2 occurs two semesters after Part 1 with the same SLT's.

Focus is on taking a deeper dive into Modules 7-12 with an overview on Modules 0-6.

The ICS Equity Part III Institute Work for C3 Teams

ICS Institute Part III:
C3 Rigorous,
Identity-Relevant
Teaching and
Learning for All
Students:
C3 Teams

Part 3 is for C3 Teams to continue to practice the work of the C3 Team and lesson design.

Community Ally Academy

Community Ally Academy: 4 evening sessions

Can happen as often as the District is interested – often District's complete 2 cohorts.

Assist in community members understanding and supporting the work of the schools and district.

School Board Academy

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School Board Academy: Four - 3 hour sessions

Workshop for Board members to understand the work of the District and Schools to better support in policy and funding decisions.

To better understand the role of the Board in leading the work.

ICS Equity Implementation Process

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Module Set Content

Expand All

Cornerstone 1: Focus on Equity

7 Digital Modules | 26 ICS Applications

Expand

Cornerstone 2: Align Staff and Students

2 Digital Modules | 6 ICS Applications

Expand

Cornerstone 3: Transform Teaching and Learning

1 Digital Module | 3 ICS Applications

Expand

Cornerstone 1: Focus on Equity

7 Digital Modules | 26 ICS Applications

Cornerstone 2: Align Staff and Students

2 Digital Modules | 6 ICS Applications

Cornerstone 3: Transform Teaching and Learning

1 Digital Module | 3 ICS Applications

Cornerstone 4: Leverage Policy and Funding

3 Digital Modules | 9 ICS Applications

New ICS Digital Module Platform Features

Our new platform has been updated for each Digital Module to include the following tools:

1. Learning Targets

2. Staff Checking for Understanding: A fill-in-the-blank tool for staff to record their resonates and pauses after reading the Digital Module and before the facilitation.

3. Staff In Practice: A multiple choice/fill-in-the-blank/file upload tool for staff to check their understanding of the Digital Module's content and to apply the Digital Module to practice following the facilitation.

4. SLT Implementation Fidelity Check: A multiple choice/fill-in-the-blank/file upload tool for SLTs to check their progress with each Digital Module facilitation.

5. Group Leaders: All SLT and DLT members are group leaders and can check the progress and challenges of staff learning and Digital Module facilitation.

6. Individual Log In Access for Each Staff Member

7. All Digital Modules Have Been Updated

Expectations of District Administrative Team (DLT)

1. Meets at least once a month for at least one hour, to work through the District Digital Modules.

2. "Work through the district modules" means:

   - All members read the module.

   - Two members volunteer to facilitate the module slides and activities

3. Each District Administrative Team member assigned to a school to serve as ICS District/School Liaison:

   - Attend each SLT ICS planning meeting

   - Attend each SLT facilitation with the staff

     - Attend each SLT coaching session

4. Meets an additional hour a month to check in on how the SLT/School work is going, support each other, share resources/ideas.

5. Meets with ICS Coach, 75 minutes, 4 times a year for 3 years.

The ICS Framework and Process

Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization

Step 2: Shift from Deficit to Assets-Based Thinking, Language

Step 3: Engage in Identity Development

Step 4: Apply Equity Research

Step 5: Develop Equity Non-Negotiables

Step 6: Conduct an Equity Audit

Cornerstone 2 - Align Staff and Students

Step 7: Re-Align Staff and Students
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems
Step 11: Leverage Funding
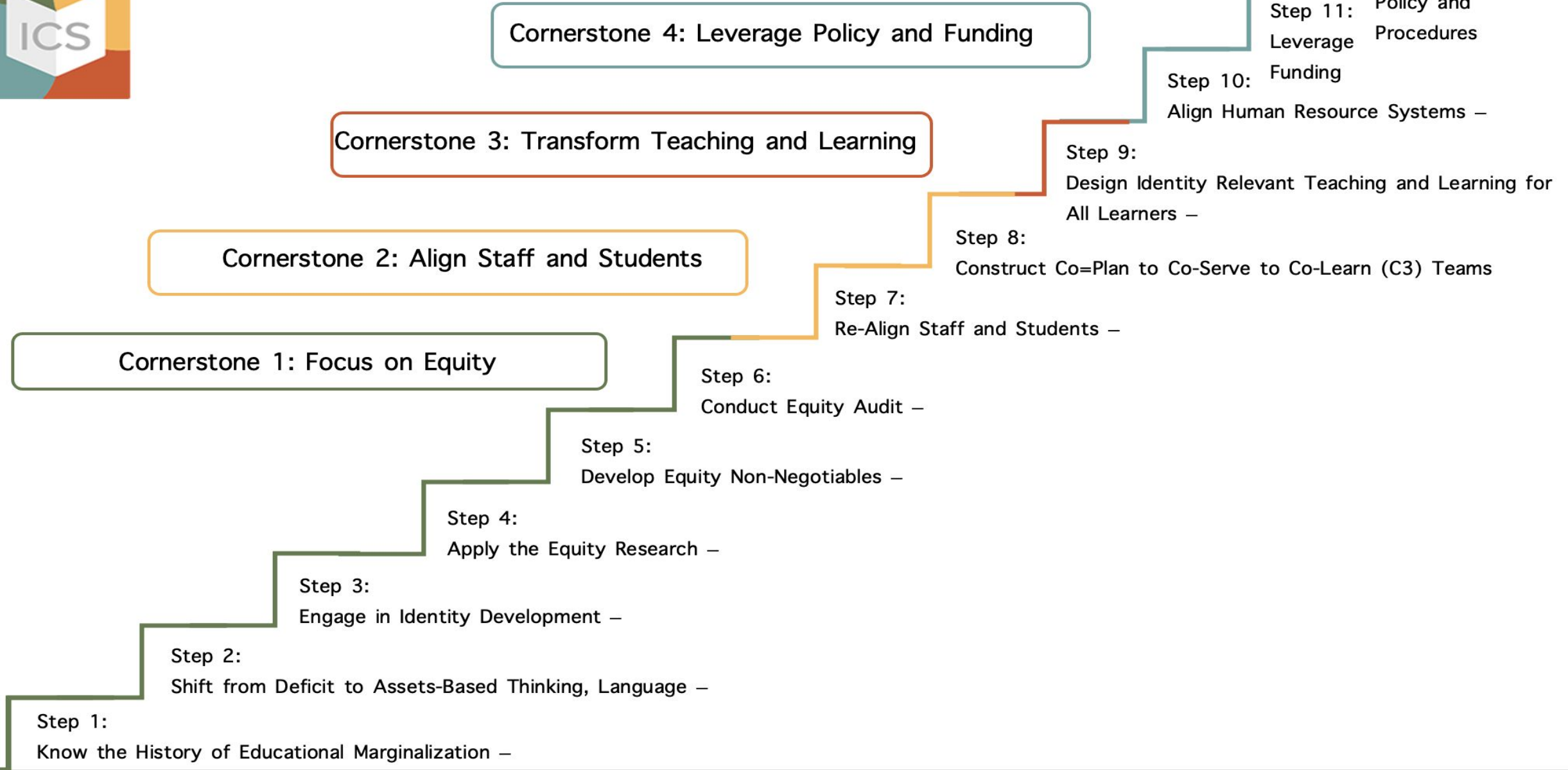Step 12: Cross-Check Policy and Procedures

Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage & Develop Community

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ICS 12 Steps to Systematically Implement HQT&L for Schools and District

Cornerstone 4: Leverage Policy and Funding

Cornerstone 3: Transform Teaching and Learning

Cornerstone 2: Align Staff and Students

Cornerstone 1: Focus on Equity

Step 12: Cross-Check Policy and Procedures

Step 11: Leverage Funding

Step 10: Align Human Resource Systems –

Step 9: Design Identity Relevant Teaching and Learning for All Learners –

Step 8: Construct Co=Plan to Co-Serve to Co-Learn (C3) Teams

Step 7: Re-Align Staff and Students –

Step 6: Conduct Equity Audit –

Step 5: Develop Equity Non-Negotiables –

Step 4: Apply the Equity Research –

Step 3: Engage in Identity Development –

Step 2: Shift from Deficit to Assets-Based Thinking, Language –

Step 1: Know the History of Educational Marginalization –

Want to Learn More?
Join us in the Fall!

INTEGRATED
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SYSTEMS FOR EQUITY™

2024 VIRTUAL INTRODUCTION TO THE ICS EQUITY FRAMEWORK AND PROCESS

OCTOBER 22-24, 2024

Want to Learn More?
Join us in Green Bay!

**ICS Co-Plan to Co-Serve to Co-Learn ™ Teams
for High-Quality Teaching and Learning
ICS Institute Part I: The Why of C3 Teams™**

3-Day Event: August 12, September 24, and October 17, 2024

8:30 a.m. – 3:30 p.m. (Lunch Provided) In-Person at CESA 7 in Green Bay, Wisconsin

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THANK YOU!

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