Jillian Balow
Superintendent of Public Instruction

February 23, 2022

The Honorable Glenn Youngkin
Governor of Virginia
P.O. Box 1475
Richmond, VA 23218

The Honorable Aimee Guidera
Secretary of Education
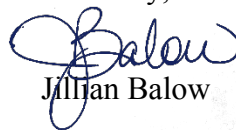P.O. Box 1475
Richmond, VA 23218

Dear Governor Youngkin and Secretary Guidera:

Executive Order One charged the Superintendent of Public Instruction (SOPI) to begin the work of identifying and addressing inherently divisive concepts - including "Critical Race Theory and its progeny" - in public education. It defined "inherently divisive concepts" to mean "advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964." Specifically, Executive Order One required the SOPI to identify policies, programs, training or curricula that fall within the definition of divisive concepts. I respectfully submit this interim report to you and the Citizens of Virginia.

This interim report rescinds certain policies, programs, and resources that promote discriminatory and divisive concepts as directed by Executive Order One. It also contains a sampling of critical race theory-based materials. However, the concepts have become widespread in the Virginia Department of Education (VDOE) and in Virginia school divisions and we will need to proactively review policies, practices, and pedagogies around the state to uphold the Civil Rights Act and comport with Executive Order One. We must continue to ensure that no student in Virginia is taught to judge or treat others differently solely on the basis of their race, skin color, ethnicity, sex or faith. As the work continues, we will engage stakeholders in an ongoing dialogue about how all resources and initiatives from the Virginia Department of Education must permit and encourage school divisions to build a culture of compassion, acceptance, opportunity, and positive change.

The Civil Rights Act codified the principles of equal protection and nondiscrimination found in the 14th Amendment, principles that all Virginians and Americans hold dear and wish to see passed on to the next generation. With this interim report, along with another at the 90-day mark, we want to spur productive dialogue across the commonwealth and create a teachable moment for us all - educators, the Citizens of Virginia, and concerned American parents.

Sincerely,

Jillian Balow

JB/jgh

Action	Document/Product Title	Status	Basis	Example
Rescinded	All Resources Included on VDOE's EdEquityVA[i] Website, Including EdEquityVA Resources, and Resource Repository [ii]	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	• Numerous resources within EdEquityVA employ the concept that current discrimination is needed to address past discrimination. (Treating people differently based on skin color to remedy old/previous discrimination.) • Numerous resources within EdEquityVA advance "equity," which is redefined to mean that there can be no differences or disproportionalities between students—and any difference in what students have or what they achieve is due to systemic racism. • Suggested reading lists include Critical Race Theory authors such as Ibram X Kendi and Gloria Ladson-Billings. Both are critical race theorists who have moved CRT into education. NOTE: Some items from reading lists were pulled from the VDOE website after 11/2/21. • Basic tenants of anti-racist education are adapted from a CRT author and include, "White People benefit from racism, regardless of intentions." NOTE: Tenants removed from the VDOE website after 11/2/21.	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion Audit Tool[ii] (Superintendent's Memo 280-20)	Rescinded 2/9/22	• Achieving equity, versus individual student achievement, is the emphasis. The guiding mission statement for the tool is, "Education Equity is achieved when we eliminate the predictability of student outcomes based on gender, zip code, ability, socioeconomic status or language spoken at home." • This is a main resource for EdEquityVA and included in multiple locations online, in memos, in trainings, and as part of the "roadmap to equity."	Y (link ii below)
Rescinded	Navigating EdEquityVA[iii]: Virginia's Roadmap to Equity (Superintendent's Memo 309-20)	Rescinded 2/9/22	• This is the foundational document that outlines EdEquityVA. • Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.	Y (link iii below and example B)

			• Promotes and permits teaching and leading social justice, systemic inequality, and anti-racist policies in ways that are consistent with critical race theory and without offering alternatives. • Shifts school culture from excellence and opportunity to equitable outcomes for all students.	
Rescinded	All Resources Included on VDOE's Culturally Responsive Website[iv]	Rescinded 2/15/22 or in-progress	• This is a resource included in EdEquityVA • The resources contain concepts that may be divisive and need to be reviewed in stakeholders. • Divisive concepts taught in the training including (but are not limited to): "redress" bias in the system; include "culturally responsive" efficacy in teacher evaluation; mitigate power imbalances; develop policy to advance "anti-racism;" be change agents for social justice and academic equity. • Generally promotes academic equity of outcomes versus equity of opportunities for all learners. • Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.) • Evaluation of viable alternatives is underway and stakeholder groups will be engaged.	Y (link iv below)
Rescinded	Superintendent's Memo #050-19	Replaced on 11/19/21 and Rescinded 2/23/22	• The original memo was replaced by a memo with a disclaimer about CRT. • Reading lists advance the use of CRT in education.	Y (attached example C)
Rescinded	"Teaching 9/11"[v] EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	• Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.	Y (link v below) Time: 12:25
Parts rescinded and evaluating	Virginia L.E.A.R.N.S.[vi]	Rescinded 2/15/22	• Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures. • "Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we eliminate the predictability of student outcomes	Y (link vi below)

			based on gender, zip code, ability, socioeconomic status or language spoken at home."	
Rescinded and evaluating	Virginia Math Pathways Initiative (VMPI)	Rescinded 1/25/22	• Rescinded per EO1 • Initiative condensed three years of math into two and reduced advanced math options for some students. • The National Council for Teachers of Mathematics underpins VMPI and has advocated for equitable outcomes in math for students. From a document presented in January, 2021 to the VA state board, "Dismantling inequitable structures that challenge spaces of marginality and privilege are needed to ensure that every student is well prepared with the mathematical literacy they require and deserve…" • Initiative will be evaluated to ensure all VA students have access to a high quality math instruction. Some aspects of Virginia Math Pathways Initiative may be repurposed or utilized. • Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.	Y (example D)

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[i] https://www.doe.virginia.goved-equity-va/

[ii] https://www.virginiaisforlearners.virginia.gov/wp-content/uploads/2020/11/Navigating-EdEquityVA-Equity-Audit-Tool.pdf

[iii] https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf

[iv] https://www.virginiaisforlearners.virginia.gov/cultural-competence/

[v] "Teaching 9/11"

[vi] https://www.doe.virginia.gov/instruction/learns/

Example A

VIRGINIA IS FOR LEARNERS

VIRGINIA DEPARTMENT OF EDUCATION

systemic racism)

The Basic Tenants of Anti-racist Education

A. Racism exists today, in both traditional and modern forms.

B. All members of society have been socialized to participate in racist systems.

C. White people benefit from racism, regardless of intentions.

D. The racial socialization of each member of modern society occurred without consent and doesn't make anyone a bad person.

Adapted from author Robin DiAngelo's book, White Fragility and the Urban Institute's, Structural Racism in America.

Terms and Definitions

VIRGINIA
IS FOR
LEARNERS

VIRGINIA DEPARTMENT ♥F EDUCATION

FUTURE-READY LEARNING ⌄   EDEQUITYVA ⌄   VIRGINIA'S ROADMAP TO EQUITY ⌄   EDEQUITYVA RESOURCES ⌄   ABOUT ⌄

NEWS ⌄   CONTACT

Virginia's #EdEquityVA work is informed by literature, best practice, and research. Below are the resources the Office of Equity and Community Engagement references in the development of our work, as well as texts we recommend:

- **Walking the Equity Talk**: A Guide for Culturally Courageous Leadership in School Communities by John Roert Browne II
- **Culturally Responsive Teaching and the Brain** by Zaretta Hammond
- **The Dreamkeepers**: Successful Teachers of African American Children by Gloria Ladson-Billings
- **Culturally Responsive Teaching**: Theory, Research, and Practice (third edition) by Geneva Gay
- **Pushout**: The Criminalization of Black Girls in Schools by Monique W. Morris
- **We Want to Do More Than Survive**: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love
- **How to Be an Antiracist** by Ibram X. Kendi
- Pedagogy of the Oppressed by Paulo Freire
- Using Equity Audits to Create Equitable and Excellent Schools by Linda E. Skrla
- **Cultural Proficiency: A manual for School Leaders** by Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, and Delores B. Lindsey
- **Race, Equity, and Education: Sixty Years from Brown** by Pedro Noguera, Jill Pierce, Roey Ahram
  Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools by Glen Singleton
- **Foundations of Critical Race Theory in Education** by Edward Taylor and David Gillborn and Gloria Ladson-Billings
- **Making It: What Today's Kids Need for Tomorrow's World**
- **Four Hundred Souls – A Community History of African America, 1619–2019**
- **Cultural Proficiency – A Manual for School Leaders, 4th Edition**
- **Breakthrough Leadership – Six Principles Guiding Schools Where Inequity Is Not an Option**

Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any commercial products, processes, or services.

VIRGINIA IS FOR LEARNERS

VIRGINIA DEPARTMENT ♥F EDUCATION

–Dismantling Systemic Racism in Schools, Big Ideas (Education Week)

–A System Disrupted: COVID-19's Impact on Educational (In)Equity (Communities in Schools)

–Black Minds Matter: Interrupting school practices that disregard the mental health of Black youth (Teaching Tolerance)

–Educate to Liberate: Build an Anti-Racist Classroom (Edutopia)

–Anti-Racist Teaching: What Educators Really Think (Education Week)

–How to Be an Antiracist Educator (ASCD)

–Anti-racist Action for White Educators (Teaching Tolerance)

–Modern-Day School Segregation: Addressing the Lasting Impacts of Racist Choices on Virginia's Education System (The Commonwealth Institute)

–School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions (Center for Education and Civil Rights and VCU School of Education)
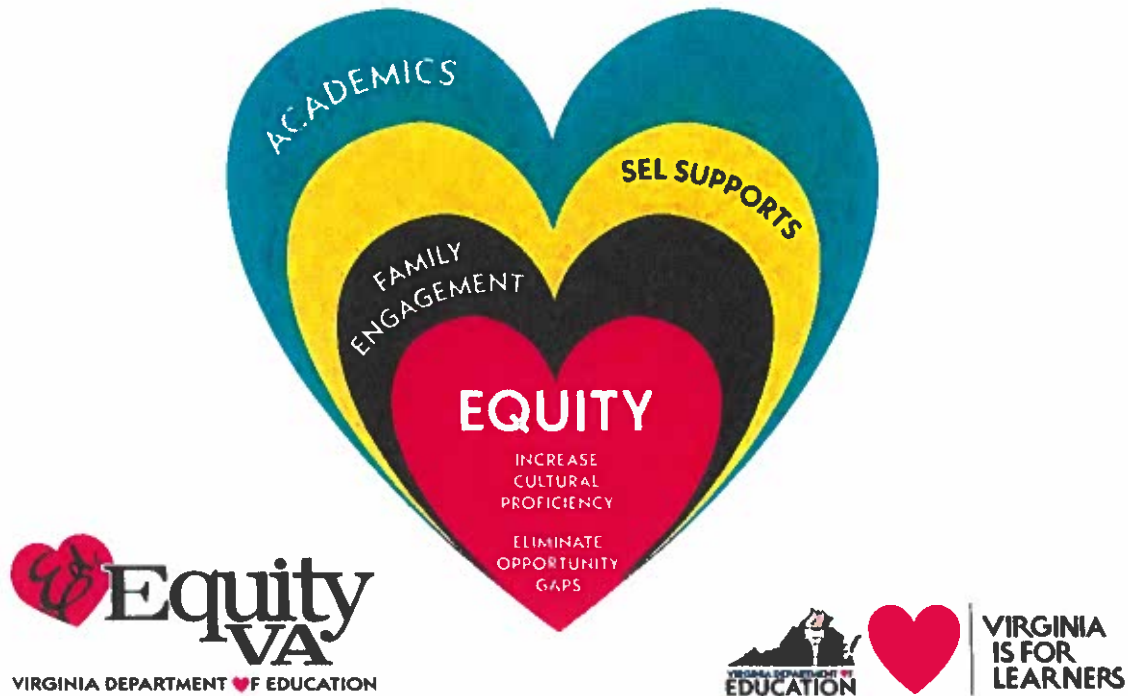
–Training Bias Out of Teachers: Research Shows Little Promise So Far. Tips for Better Anti-bias Training (Education Week)

–Moving Schools Beyond Anti-Racist Words to Action (Education Week Teacher)

–Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students (WestEd)

Example B

CENTERING EQUITY

EQUITY

INCREASE CULTURAL PROFICIENCY

ELIMINATE OPPORTUNITY GAPS

ACADEMICS

SEL SUPPORTS

FAMILY ENGAGEMENT

Equity VA
VIRGINIA DEPARTMENT ♥F EDUCATION

VIRGINIA IS FOR LEARNERS

The Virginia Department of Education recognizes its responsibility to advance racial, social, and economic equity in education throughout the Commonwealth of Virginia. In partnership with the Virginia State Board of Education and Virginia's Secretary of Education we are committed to identifying and dismantling all iterations of racism and inequity that permeate our public education system.

Navigating EdEquityVA - Virginia's Road Map to Equity, establishes our education equity priorities, advances tools and resources to support local school divisions, and affirms our commitment to dismantle any and all forms of inequity in Virginia's public education system.

We remain steadfast in our commitment to the principles of anti-racism, cultural proficiency, resource equity, and high expectations for all students. Further, we recognize that Anti-racist education leaders are critical partners in our efforts to advance our broader equity priorities including; developing a culturally competent educator workforce, eliminating disproportionality in student outcome data, closing opportunity and achievement gaps among marginalized student groups, increasing access to high quality early learning opportunities, and maximizing the potential of every Virginia student.

Example C

COMMONWEALTH of VIRGINIA
Department of Education

DATE: February 22, 2019

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

SUBJECT: **Resources to Support Student and Community Dialogues on Racism**

"My message is really that racism has no place in the hearts and minds of our children."
– Ruby Bridges, Civil Rights Activist[1]

School communities across the Commonwealth are engaging in dialogue around race, racism, and bigotry following the unacceptable and hurtful events that we learned about over the past few weeks. In this twenty-four hour news cycle, we know that our students continue to be inundated with racist images linked to Virginia's history of civil rights oppression. The recent revelations from some of our leaders have left our communities hurt and left our students seeking deeper understanding. Now more than ever, our joint commitment to supporting the social and emotional needs of Virginia's diverse student population is required. From our vantage point as educators, we must all join together to renew our commitment to equity and the elimination of racism of any kind from our public school experience.

Our commitment to advancing equity outcomes and fostering inclusive and welcoming environments for Virginia's students is resolute. As educators, we are uniquely positioned to be leaders in this effort. In the coming days, I encourage us all to take time to reflect on these events and the conditions that exist within our culture and communities that created space and place for these hurtful symbols to be perceived by some as acceptable. As education leaders – we have the opportunity and an obligation – to facilitate meaningful dialogue on racism and bigotry with our students, staff, and school communities.

Students of all backgrounds are experiencing a time in which social justice is at the forefront of their everyday lives. Having conversations related to issues such as race, racism, diversity and inclusion can be difficult and emotional experiences. The recent events in the Commonwealth bring the need for these discussions to the forefront. As educators, we can work together to shift

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[1] Ruby was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis in 1960.

the conversation from hate and hurt toward understanding and respect in our communities. This is a critical time for schools and families to work together to foster safe and supportive environments, to teach effective conflict resolution strategies, and to help children understand and manage their emotional reactions.

The compendium of resources provided in this document is intended to help support school divisions in engaging stakeholders in constructive dialogue around these issues with the ultimate goal of enhancing a climate that is welcoming, socially supportive, just, caring, nurturing, and respectful for all students, families, and school personnel.

Additionally, in schools across the Commonwealth, issues related to racially insensitive activities and behaviors have also been the focus of media attention. We encourage division superintendents to work with your faculty and school leaders to ensure that lessons are designed with racial sensitivity and cultural competence in mind. Finally, when students or staff engage in inappropriate and unprofessional conduct, we encourage your teams to take appropriate action to make it clear that racism will not be tolerated in our public schools and know that we will support your efforts.

In response to some educators' requests to also provide guidance on supporting students in understanding and respecting their own personal boundaries and those of others, in the coming days, we will distribute an additional memorandum that provides guidance and resources to school divisions about leading discussions with our students about:

- promoting healthy relationships within our schools and our communities; and
- preventing physical, sexual, and emotional violence in student relationships.

My office will be sending an email to superintendents with additional details about our previously planned **#EdEquityVA** webinar series in the near future. The webinar series is designed to deploy resources, facilitate discourse, and share strategies that promote and advance equity outcomes for all Virginia Students. For additional information on #EdEquityVA and the resources provided below or if your team needs any support, please contact Leah Walker, Director for the Office of Equity and Community Engagement at Leah.Walker@doe.virginia.gov.

Resources for Teachers and Parents - Facilitating Classroom discussions
- From the **Association of Supervision and Curriculum Development (ASCD)** Resources for Addressing Racism and Hatred in the Classroom A compiled list of resources to help educators effectively discuss racism and hatred in the classroom.
- From **Teaching Tolerance** Teach About Blackface and Other Racist Halloween Choices This online lesson plan builder guides teachers towards building lessons to facilitate student dialogue and help students analyze costumes to see how they reinforce stereotypes.
- From **Teaching Tolerance** Learning Plan Builder This online lesson plan builder guides teachers towards building lessons around social justice standards aimed at prejudice reduction.
- From **Read Brightly** Books to help kids understand the fight for racial equality This is a list of books aimed at helping the reader to understand our Nation's history in its fight for racial equality.
- From **The National Education Association** Unite Against Hate! A list of resources for students, educators, and families as they engage in current national dialogue about racism, hate, and bias.
- From **The National Association of School Psychologists (NASP)** Resources on Understanding Bias and Privilege; Resources to Support Students in Stressful Times A list of resources identified by NASP to help school and families engage in constructive dialogue about the issues of race, privilege, prejudice, and power.
- From **The Anti-Defamation League (ADL)** After Charlottesville: Teaching about Racism, Anti-Semitism and White Supremacy This page provides relevant lessons, related curricula and additional anti-bias resources and strategies to teachers and parents/family members, discuss topics related to white supremacy, racism, anti-Semitism, domestic extremism, free speech, and others with young people.
- From **Facing History and Ourselves** Lesson Plans Resources on the Fight against Bigotry This website provides a lesson plan designed to help students probe themes about race, racism, and history.
- From PBS **Blackface Minstrelsy in Modern America** Teaching Guide: Exploring Blackface Minstrelsy in Modern America This teaching guide helps instructors use a specific primary source set, Blackface Minstrelsy in Modern America, in the classroom. It offers discussion questions, classroom activities, and primary source analysis tools.

Resources for School and Division Leaders
- **From EthicsUnwrapped, McCombs School of Business, University of Texas**
- Teaching Blackface: A Lesson on Stereotypes This case study examines an incident where a teacher was placed on administrative leave for showing a video on Blackface during a lesson on segregation in his US History class. Discussion question explore the complexities involved in teaching about stereotypes and racism.
- **From The Century Foundation's Report** A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity This report addresses racial and socioeconomic segregation in schools. It highlights the work that schools are doing to promote integration.

- From **The National Association of School Psychologists (NASP)**
  [Resources for Building Trauma Sensitive Schools](#)   This online resource is aimed at providing educational leaders brief tips and policy recommendations for developing trauma-sensitive schools.

Dr. Lane's February Reading List
I have received several inquiries and requests for the latest literature that examines the issues associated with racial inequities in education. Below are several pieces that I and other members of the VDOE staff are reading this month based on recommendations that we have received.

White Fragility, by Robin DiAngelo.
Antiracist educator Robin DiAngelo illuminates the phenomenon of white fragility. Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Between the World and Me, by Ta-Nehisi Coates.
In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our nation's history and current crisis. Americans have built an empire on the idea of "race," a falsehood that damages us all but falls most heavily on the bodies of black women and men—bodies exploited through slavery and segregation, and, today, threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden? Between the World and Me is Ta-Nehisi Coates's attempt to answer these questions in a letter to his adolescent son. Coates shares with his son—and readers—the story of his awakening to the truth about his place in the world through a series of revelatory experiences, from Howard University to Civil War battlefields, from the South Side of Chicago to Paris, from his childhood home to the living rooms of mothers whose children's lives were taken as American plunder. Beautifully woven from personal narrative, reimagined history, and fresh, emotionally charged reportage, Between the World and Me clearly illuminates the past, bracingly confronts our present, and offers a transcendent vision for a way forward.

For White Folks That Teach in the Hood... and the Rest of Ya'll Too: Reality Pedagogy and Urban Education (Race, Education and Democracy), by Christopher Emdin.
Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education.

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, by Ivory A. Toldson
What if everything you thought you knew about Black people generally, and educating Black children specifically, was based on BS (bad stats)? We often hear things like, "Black boys are a dying breed," "There are more Black men in prison than college," "Black children fail because single mothers raise them," and "Black students don't read." In *No BS*, Ivory A. Toldson uses data analysis, anecdotes, and powerful commentary to dispel common myths and challenge conventional beliefs about educating Black children. With provocative, engaging, and at times humorous prose, Toldson teaches educators, parents, advocates, and students how to avoid BS, raise expectations, and create an educational agenda for Black children that is based on good data, thoughtful analysis, and compassion. *No BS* helps people understand why Black people need people who believe in Black people enough not to believe every bad thing they hear about Black people.

Foundations of Critical Race Theory in Education, by Edward Taylor, David Gillborn, and Gloria Ladson-Billings
The emergence of Critical Race Theory (CRT) marked an important point in the history of racial politics in the legal academy and the broader conversation about race and racism in the United States. More recently, CRT has proven an important analytic tool in the field of education, offering critical perspectives on race, and the causes, consequences and manifestations of race, racism, inequity, and the dynamics of power and privilege in schooling. This groundbreaking anthology is the first to pull together both the foundational writings in the field and more recent scholarship on the cultural and racial politics of schooling. A comprehensive introduction provides an overview of the history and tenets of CRT in education. Each section then seeks to explicate ideological contestation of race in education and to create new, alternative accounts. In so doing, this landmark publication not only documents the progress to date of the CRT movement, it acts to further spur developments in education.

JFL/LDW

Given inquiries related to this memo, and to ensure readers understand the full context around its publication, the following supplemental note is provided by way of additional information.

This memo was issued in February 2019 as a compendium of resources and different perspectives for school division leaders who were navigating community conversations related to race. It is not a resource or directive for classroom teachers, nor does it reflect recommended or required student reading.

The resources listed and authors referenced represent a variety of viewpoints, and their inclusion does not necessarily represent a Department endorsement of expressed views and opinions.

Finally, because the Department has received many related inquiries, Critical Race Theory (CRT) is not included in the Virginia Standards of Learning, which comprise the content in each

subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.

As stated in the memo, the purpose of the document was to support division leaders as they further the shared goal of fostering schools that are welcoming and respectful of all students, families, and school staff.

-November 19, 2021

Example D

Follow the "Math Path"

FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7

- Number & Number Sense
- Computation and Estimation
- Measurement and Geometry
- Probability and Statistics
- Patterns, Functions, and Algebra

ESSENTIAL MATHEMATICS CONCEPTS GRADES 8-10

(2 HS Mathematics Credits)

- Data Analysis
- Mathematical Modeling
- Functions and Algebra
- Spatial Reasoning
- Probability

ADVANCED MATHEMATICS CONCEPTS GRADES 11-12

(2 HS Mathematics Credits)

Modules may be mixed and matched to total two credits and taken in any order except where pre-requisite knowledge may be necessary.

1/2 Credit Course Options

Data Modules	• Data Science • Probability and Statistics
Design Modules	• Geometry and Design • Trigonometric Applications
Analysis Modules	• Applications of Advanced Algebra • Precalculus - Focus on Functions
Modeling Modules	• Mathematical Modeling • Financial Modeling
Computing Modules	• Discrete Mathematics for Computing • Sets and Logic

1 Credit Course Options

Some courses may include
Dual Enrollment and Advanced Placement

- Quantitative Reasoning
- Computer Science
- Calculus
- Statistics
- International Baccalaureate

CAREER CLUSTERS

- Agriculture
- Architecture
- Arts
- Business
- Education
- Energy
- Finance
- Government and Public Domain
- Health
- Hospitality and Tourism
- Human Services
- Information Technology
- Law
- Manufacturing
- Marketing
- STEM
- Transportation

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY