

Subject: Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)
Date: Thursday, June 2, 2022 at 8:07:16 PM Eastern Daylight Time
From: FOIA, rr
To: AO Records
CC: Rachel Baron, Hart Wood
Attachments: Fwd_ VDOE SEL site info we discussed.pdf, Fwd_ VDOE SEL site info we discussed(1).pdf

EXTERNAL SENDER

Good evening:

I hope this message finds you well. I am writing in response to the Virginia FOIA request that our office received on March 28, 2022 for the following records dated January 15, 2022 through the date the search was conducted (i.e., March 31, 2022):

1. All records reflecting any review of policies promoting “inherently divisive concepts” conducted by the Department of Education pursuant to Executive Order #1. Such records may include reports, memoranda, or other documents reflecting review of such policies conducted pursuant to the order.
2. Records sufficient to identify any policies that were ended or altered by your department pursuant to Executive Order #1.
3. All records reflecting any review conducted by your department pursuant to Executive Order #1 of guidelines, websites, best practices, and other materials produced by the Department of Education identified as “promot[ing] or endors[ing] divisive or inherently racist concepts.” Such records may include reports, memoranda, or other documents reflecting review of such materials conducted pursuant to the order.
4. Records sufficient to identify any changes made to guidelines, websites, best practices, and other materials produced by the Department of Education identified as “promot[ing] or endors[ing] divisive or inherently racist concepts,” pursuant to Executive Order #1.
5. All records reflecting any review of the Commonwealth of Virginia’s public education curriculum for “inherently divisive concepts” conducted by the Department of Education pursuant to Executive Order #1. Such records may include reports, memoranda, or other documents reflecting review of the public education curriculum conducted pursuant to the order.
6. Records sufficient to identify any changes made by your department to the Commonwealth of Virginia’s public education curriculum to remove “inherently divisive concepts” pursuant to Executive Order #1.

As previously communicated, due to the volume of records involved with processing this request, we are releasing the responsive records on a rolling basis and this letter reflects the first phase of our response to this request, which includes responsive records (all contained in email) identified for the following VDOE employees: Amy Siepka, Annette Sherrill, Aurelia Ortiz, Carol Ann Lawson, Charles Pyle, Dave Myers, David Eshelman, Emily Webb, Jeff Williams, Jon Russell, Karen Lux, Rebecca Ullrich, Sarah Susbury, Shelley Loving-Ryder, and Taundwa Jeffries. Please see our detailed response below for records associated with the respective aforementioned employees:

- **Amy Siepka:** We identified a total of 3 emails (13 pages and 2 attachments responsive to this request, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as these emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.

- **Annette Sherrill:** We identified a total of 20 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
 - 19 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 50 pages and 4 attachments.
 - The remaining withheld email relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor’s Executive Actions, which constitutes 1 page and 1 attachment.

- **Aurelia Ortiz:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
 - 5 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 6 pages and 4 attachments.
 - The remaining 4 withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor’s Executive Actions, which constitutes 6 pages.

- **Carol Ann Lawson:** We identified a total of 11 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 11 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 13 pages and 7 attachments.

- **Charles Pyle:** We identified a total of 5 emails, of which 1 is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One (1 page). The remaining 4 responsive emails are attached herewith.

- **Dave Myers:** We identified a total of 1 responsive email (2 pages and 2 attachments), which is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.

- **David Eshelman:** We identified a total of 2 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). Both of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 2 pages and 2 attachments.

- **Emily Webb:** We identified a total of 3 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
 - 2 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 4 pages.
 - The remaining withheld email relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor’s Executive Actions, which constitutes 1 page.

- **Jeff Williams:** We identified a total of 10 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 10 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 14 pages and 3 attachments.
- **Jon Russell:** We identified a total of 16 responsive emails, of which 14 are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). The remaining 2 responsive emails are attached herewith.
 - 2 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 2 pages.
 - The remaining 12 withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor's Executive Actions, which constitutes 12 pages and 10 attachments.
- **Karen Lux:** We identified a total of 1 responsive email, which is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 1 page and 2 attachments.
- **Rebecca Ullrich:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 9 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 12 pages and 3 attachments.
- **Sarah Susbury:** We identified a total of 3 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 3 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 6 pages and 2 attachments.
- **Shelley Loving-Ryder:** We identified a total of 5 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 5 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 10 pages and 5 attachments.
- **Taundwa Jeffries:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 9 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 12 pages and 3 attachments.

Due to the size of the 6 records that are being released via email, it will be necessary to send these as attachments in 3 separate emails (this is part 1). Our office diligently continues to work through the remaining records necessary to fulfill the entirety of this request. We greatly appreciate your patience during this process.

Have a good evening.

Best regards,
Rebecca Westfall



FOIA Officer
OFFICE OF POLICY
VIRGINIA DEPARTMENT ♥ F EDUCATION
804.225.2092 | foia@doe.virginia.gov

From: Schultz, Elizabeth <elizabeth.schultz@doe.virginia.gov>
Sent: 3/16/2022 6:40:06 PM
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
Cc: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>, "Jon Russell" <jon.russell@doe.virginia.gov>
Subject: Fwd: VDOE SEL site info we discussed

Attachments: [image1.jpeg](#), [image0.jpeg](#), [image9.jpeg](#), [image8.jpeg](#), [image5.jpeg](#), [image18.jpeg](#), [image20.jpeg](#), [image26.jpeg](#), [image2.jpeg](#), [image19.jpeg](#), [image23.jpeg](#), [image10.jpeg](#), [image22.jpeg](#), [image7.jpeg](#), [image24.jpeg](#), [image1151.jpeg](#), [image3.jpeg](#), [image21.jpeg](#), [image4.jpeg](#), [image01191.jpeg](#), [image17.jpeg](#), [image25.jpeg](#), [image6.jpeg](#), [image11.jpeg](#)

----- Forwarded message -----

From: Anne Taydus <anneelizabethcraft@yahoo.com>
Date: Wed, Mar 16, 2022 at 6:13 PM
Subject: Fwd: VDOE SEL site info we discussed
To: <superintendent@doe.virginia.gov>
CC: <elizabeth.schultz@doe.virginia.gov>

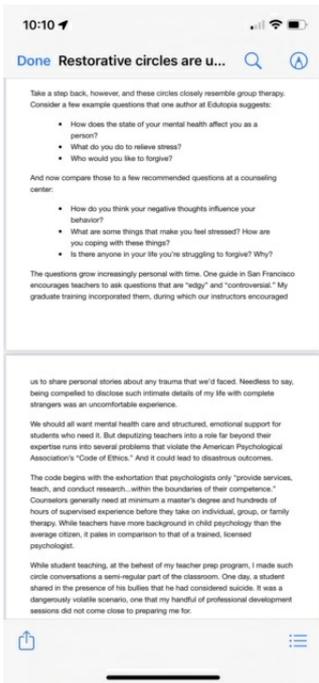
[Download full resolution images](#)
Available until Apr 15, 2022

Dr. Ballow
I sent this to Elizabeth Schultz per a conversation we had regarding the major issues with the VDOE SEL since the Governors divisive concept guidance is in direct conflict with the use of CASEL and almost every link on the VDOE site.

I will be speaking tomorrow at the meeting along with many of our board members

Thank you!
Anne Taydus
VP strategy and Advocacy
Virginians for Children First
804.332.9939

<https://form.jotform.com/220708695150052>



<https://form.jotform.com/220708695150052>

Sent from my iPhone

Begin forwarded message:

From: Anne Taydus <anneelizabethcraft@yahoo.com>
Date: March 16, 2022 at 5:31:50 PM EDT
To: elizabeth.schultz@doe.virginia.gov
Subject: VDOE SEL site info we discussed

[Download full resolution images](#)
Available until Apr 15, 2022

Ms. Schultz, I hope Chesterfield is treating you well! I put the jotform together if you would like the links. I told the team to grant you access. I put them all there specifically for you. So here is a copy of the link so you can have access to them. I was going to put an entire presentation together on PowerPoint for tomorrow but developing a non profit and yesterday's sexual assault at a Thomas Dale high school have been at the top of my list

So unfortunately I have a million pieces I was going to put into a power point but with the help of the end of the day on Tuesday I wanted to get them at least sent out separately together for you. The screenshots are the extremely problematic areas.

VA-DOE-22-0317-A-000001

The videos are from the links on the VDOE SEL site as are the documents

If you have questions my cell is 8043329939
And I will be there to speak in the morning.
Anne Taydus

VIRGINIA DEPARTMENT OF EDUCATION

HOME - STUDENT & SCHOOL SUPPORT - PREVENTION STRATEGIES & PROGRAMS - SOCIAL EMOTIONAL LEARNING (SEL)

SOCIAL EMOTIONAL LEARNING (SEL)

Page Contents

- Virginia's Vision for Social Emotional Learning
- Virginia's Definition of Social Emotional Learning
- Virginia's SEL Guidance Standards
- Core SEL Competencies
- Positive Impact of SEL
- SEL Resources

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the Virginia Guidance SEL Standards for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.

- Self-awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- Self-management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

CASEL's Definition of SEL (2020 Update):

"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."

As we continuously learn and refine our

- VD OE
- Division of Education
- Student's & Staff's Memos
- Families & Students
- Person Directories
- Methods of Learning & Testing
- Education
- Childhood
- Elementary & School
- Learning in Virginia
- Programs
- Publications & Reports
- Information
- Finance

SOCIAL EMOTIONAL LEARNING (SEL)

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PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prevention
- Attendance
- Bullying Prevention
- Human Trafficking
- Virginia Comprehensive Framework
- Social Emotional Learning

You May Also Be Interested In

- Private Day Schools for Disabilities
- Charter Schools
- Virtual Learning

CONTACT Us for more information provided by

Virginia's Vision for Social Emotional Learning

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"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - Equity and SEL Resources (CASEL)
 - Integrating Equity into SEL Infographic (PDF)

Trauma Informed Practices

- SEL and trauma informed practices share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- Social Emotional Learning and Support for English Learners (recorded webinar) - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- Indicators of Schoolwide SEL
- Virginia Career and Learning Center for School Mental Health Professionals - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- CASEL Guide to Schoolwide Social Emotional Learning (CASEL)
- SEL for Educators Toolkit (Transforming Education)
- Three Signature Practices Playbook: A Tool that Supports Systemic SEL (CASEL)
- SEL Integration Approach for Classroom Educators (PDF) (Transforming Education)
- Strategies for Establishing School Family Partnerships (CASEL)
- SEL and Family Partnerships (CASEL)

SEL State Examples

- Wisconsin Department of Public Instruction (DPI) Social-Emotional Learning
- Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts
- South Carolina Department of Education Social Emotional Learning

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE Virginia Tiered Systems of Supports (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or "way of work") to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single database decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations known as the 5.C's: critical thinking, creative thinking, communication, collaboration and citizenship skills.
- Early Learning and Development Standards (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health Education Standards of Learning (SOL) intentionally include social emotional skills to build K-12 student's mental wellness skills - emotional development, self-concept and social competence.
- The revised Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of kindness week is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The Virginia LEARNS initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.



CASEL CARES Initiative

The CASEL CARES Initiative connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.



CASEL CARES INITIATIVE
Connecting the SEL Community

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic, (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic, curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community

The lens of equity

Positive Impact of SEL

The research on the impact of social emotional learning demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (1-14) and higher grades (1-11)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

7:54

Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides are an important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

- Supporting Self-Care for Educators During COVID-19
- Social Emotional Learning (SEL) Learning for Educators Toolkit
- How to Support Teachers Emotional Needs Right Now



Considerations for Military-Connected Learners (PDF)

Resources include:

- State and Federal Resources for Military Families (PDF)



Considerations for Early Learners (PDF)

Resources include:

- Early Learners Book Nook for Dealing with Big Emotions (PDF)
- My Individual Action Plan (PDF)
- Common Reactions and How to Help (PDF)



Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools \(PDF\)](#)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#)
- [Understanding Implicit Bias](#)



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying \(PDF\)](#)
- [Activities and Learning at Home Resources \(PDF\)](#)
- [Common Reactions and How to Respond \(PDF\)](#)
- [Talking to Children about COVID-19 \(PDF\)](#)
- [Children Coping Resources \(PDF\)](#)



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 (SOP) 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 SOP 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.

Jillian Balow
Jillian Balow

JB/jjh

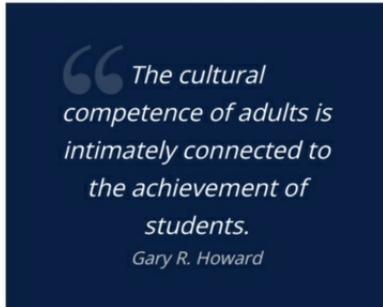
PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> • 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 .	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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" EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> • 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. ¹⁹	Rescinded 2/15/22	<ul style="list-style-type: none"> • 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 	Y (link vi below)

Culturally Responsive and Inclusive Practice

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practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for Increasing the Cultural Competency of Virginia's Educator Workforce:

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation

Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
 - Model high expectations for all students.
 - Promote respect for student differences.
 - Recognize and redress bias in the system.
 - Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
 - Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.

The screenshot shows a mobile browser view of the Virginia Department of Education website. The address bar displays 'www.doe.virginia.gov'. The main content area features a document titled 'NAVIGATING VIRGINIA EDUCATION IN UNCERTAIN TIMES' with a graphic of a mountain and a person. Below the title, text describes a year into the COVID-19 pandemic and the VDOE's work with stakeholders to create a guidance document. A red box highlights a paragraph: 'As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of all students.' Below this, another red box highlights a section titled 'Virginia LEARNS ON-THE-GO!' which describes a handy one-sheet resource with QR codes. The page also includes a 'Data Dashboard' section with a red box around the 'Equity' link, which is further highlighted by a red box. The 'Equity' section contains links for 'Equity Checkpoint (PDF)' and 'Equity Considerations (PDF)'. A sidebar on the right lists various educational categories like 'STEM', 'World Lang', 'Grant Fund Calendar', etc.

Additional Resources

- [VDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & Distance Assessment](#) - CCSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) - state guidance from district and school leaders, CCSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSO
- [ED COVID-19 HANDBOOK](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) (PDF) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) - CCSO, May 2021
- [What We've Learned about Unfinished Learning](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

.. Top of Page

- [Virginia Career and Learning Center for School Mental Health Professionals](#) (PDF) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) (CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) (PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#) (PDF)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#) (PDF)
- [South Carolina Department of Education Social Emotional Learning](#) (PDF)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or "way of work") to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health, Physical Education, and Physical Activity Standards

https://youtu.be/-E-Up9_mOW4 SEL equity

<https://youtu.be/b0hbELlHkUs>. Reading. Casel

<https://youtu.be/dlpeymIXuIE>. Data science

<https://youtu.be/ye80s0SJHqQ> - sel support. Ideas. Equity driven.

<https://youtu.be/5XWGP5EJDYw> Culturally relevant advisory committee

<https://youtu.be/RkDMODZhaK4>

Vdoe pbs source social awareness <https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

Relationship skills <https://www.pbslearningmedia.org/resource/relationship-skills-social-emotional-learning/social-emotional-learning-video/>

Positive impact if SEL per VDOE -> CASEL

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Vdoe SEL and equity. https://ies.ed.gov/nce/edlabs/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf

Casel SEL equity <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/>

Casel. SEL equity fighting racism <https://youtu.be/UPWrmBA2274>

<https://youtu.be/DPFMuItXSY>

<https://youtu.be/m3yHe45dipA>

<https://youtu.be/JphZpROqUsW>

Urgency for equity CASEL <https://youtu.be/R5XsfrWwCsc>

Trauma SEL. <https://youtu.be/-LsceUH3i0o>

Casel. SEL and equity <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

VA-DOE-22-0317-A-000009

Transforming identity <https://youtu.be/PpsswKB269U>

5cs

<http://www.virginialearners.virginia.gov/media-library/>

<https://youtu.be/f4JUFe5wblo>

Critical thinking: <https://youtu.be/lhNnactbvUU>

Vdoe data dashboard <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf#page=8>

SEL resource library https://padlet.com/sarah_bazemore1/VAis4SEL

WHAT SEL DOES TO CHILDREN

<https://youtu.be/IDtGw8Ss-VA>

Why SEL must be in all schools <https://www.lessonsforself.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening>

Responsive classroom <https://youtube.com/user/responsiveclassroom>

Identity <https://padlet->

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What is restorative Justice http://www.restorativeveresources.org/uploads/5/6/1/4/56143033/rj_what_it_is_and_is_not.pdf

Learning for Justice <https://www.learningforjustice.org/classroom-resources/lessons>

Empathy

https://padlet-uploads.storage.googleapis.com/418766834/3d117d43e4d2beb07cb5e9e9b7c4bd1/StartEmpathy_Toolkit.pdf

Anti bias lessons https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075f/ADL_Anti_Bias_Lessons.pdf

Casel sample teaching <https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf>

Using data <https://dataqualitycampaign.org/wp-content/uploads/2018/10/Using-Data-to-Support-and-Communicate-Effectively-about-SEL.pdf>

Rate yourself https://padlet-uploads.storage.googleapis.com/418766834/59aed16eefcb4a4f9193f79f977af563/Goal_Worksheets_11.pdf

More data collection <https://www.closegap.org/>

Goopenva <https://goopenva.org/groups/?f.search=Social+Emotional+Learning>

Goopenva. Riot language https://microsite-vadoc-prod.s3.amazonaws.com/media/courseware/relatedresource/file/A_Riot_is_the_Language_of_the_Unheard_ruon6Qy.pdf

Goopenva history of racism <https://goopenva.org/courseware/lesson/3851/overview>

SEL IN ADVANCING EQUITY - same woman who does Antiracism <https://youtu.be/wn6HeVzr20>

Transformative SEL <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/>

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We Can't Talk About Racism Without Social Emotional Skills - Future Focused Education.pdf
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Elizabeth L. Schultz
Assistant State Superintendent of Public Instruction
Virginia Department of Education
101 North 14th Street
Richmond, Virginia 23219
804-658-6043
elizabeth.schultz@doe.virginia.gov

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CC: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>,
"Jon Russell" <jon.russell@doe.virginia.gov>
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
From: "Schultz, Elizabeth" <elizabeth.schultz@doe.virginia.gov>
CX-Resent-Address: elizabeth.schultz@doe.virginia.gov
Subject: Fwd: VDOE SEL site info we discussed

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the [Virginia Guidance SEL Standards](#) for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.



Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



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SOCIAL EMOTIONAL LEARNING (SEL)

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- [Virginia's SEL Guidance Standards](#)
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Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of a diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

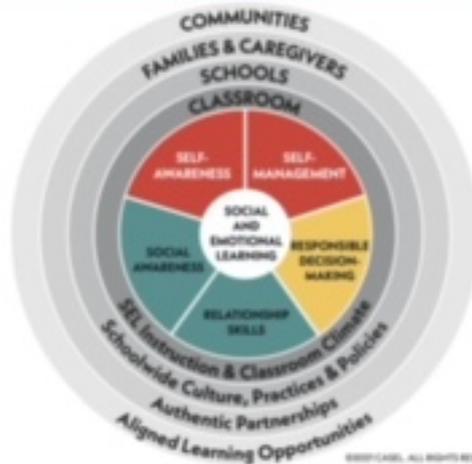
If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

The lens of equity

Positive Impact of SEL

The research on the [impact of social emotional learning](#) demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (+14%) and higher grades (+11%)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The [Virginia LEARNS](#) initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the



essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.

CASEL CARES Initiative

The [CASEL CARES Initiative](#) connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site



CASEL CARES INITIATIVE
Connecting the SEL Community

contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.

- VDOE
- Department of Education
- Commissioner's & Staff's Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
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- Childhood
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SOCIAL EMOTIONAL LEARNING (SEL)

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"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prevention
- Attendance
- Bullying Prevention
- Human Trafficking
- Virginia Comprehensive Framework
- Social Emotional Learning

You May Also Be Interested In

- Private Day Schools for Disabilities
- Charter Schools
- Virtual Learning

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ASSESSING, RECOVERING, NURTURING & SUCCEEDING

Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

together a variety of stakeholders - the Virginia LEARNS workgroup - to use information collected and compiled from many sources to create a guidance document for school divisions. The workgroup focused on equity, wellbeing, and instructional issues including curriculum, assessment and remediation, recovery and interventions.

As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of all students.

The resources provided here build upon the [Recover, Redesign, Restart 2020](#) work. Stakeholders are also encouraged to refer to the department's [School Reopening Frequently Asked Questions](#), a resource aligned with the interim CDC guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.

[Virginia Learning](#)

[Career & Technical](#)

[Computer Science](#)

[Character Education](#)

[Driver Education](#)

[Economics](#)

[English & Reading](#)

[Family Life](#)

[Fine Arts](#)

[Health Education](#)

[History & Social Studies](#)

[Mathematics](#)

[Physical Education](#)

[Science](#)

[STEM](#)

[World Languages](#)

[Grant Fund Calendar](#)

[Specialized Programs](#)

[Adult Education](#)

[Alternative Dispute Resolution](#)

[Charter Schools](#)

[English Language Learners](#)

[Gifted Education](#)

[Governor's Office](#)

[Homebound Instruction](#)

Additional Resources

- [YDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & School Reopening](#) - CCSSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) [↗](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) [↗](#) - state guidance from district and school leaders, CCSSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSSO
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) [↗](#) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) [↗](#) - CCSSO, May 2021
- [What We've Learned about Unfinished Learning](#) [↗](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) [↗](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) [↗](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

[▲ Top of Page](#)



Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following

critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four

levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and

young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to

highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

“... ..”

Virginia LEARNS ON-THE-GO!

Virginia LEARNS is now available wherever you are! Simply use this handy one-sheet to navigate to key sections of this valuable resource. You can scan the QR code or click any of the icons to get where you need to go. It's just that easy to get the information you need, with [Virginia LEARNS ON-THE-GO](#) (PDF)!



Data Dashboard

Feedback from hundreds of stakeholders has been compiled to guide

- [Data Dashboard](#) (PDF)



Equity

Aligned with the EdEquityVA work, these links provide guiding questions and action steps to ensure equitable access for ALL students.

- [Equity Checkpoint](#) (PDF)
- [Equity Considerations](#) (PDF)

[Laboratory S](#)

[Technology i](#)

[Virtual Learn](#)

[Year-Round !](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks &](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Sch](#)

[CONTACT U](#)

[Information](#)

[provided by](#)

[of Learning](#)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	Y (link vi below)

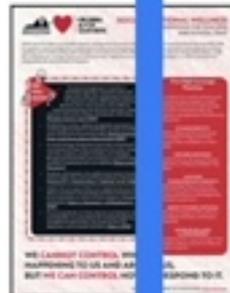
Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides provide important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

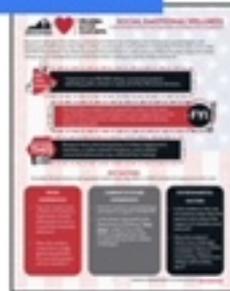
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



Considerations for Military-Connected Learners (PDF)

Resources include:

- [State and Federal Resources for Military Families](#) (PDF)



Considerations for Early Learners (PDF)

Resources include:

- [Early Learners Book Nook for Dealing with Big Emotions](#) (PDF)
- [My Individual Action Plan](#) (PDF)
- [Common Reactions and How to Help](#) (PDF)





VIRGINIA
IS FOR
LEARNERS

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

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) ^(CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) ^(PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#) ^(CASEL)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#) ^(CASEL)
- [South Carolina Department of Education Social Emotional Learning](#) ^(CASEL)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) ^(VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or "way of work") to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#) ^(CASEL): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) ^(PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 [Health Education Standards of Learning](#) (SOL) intentionally include social emotional skills to build K-12 student's mental wellness skills - emotional development, self-concept and social competence.
- The revised [Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension](#) integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of [Kindness Week](#) is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.



Culturally Responsive and Inclusive Practice

541
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“*The cultural competence of adults is intimately connected to the achievement of students.*

Gary R. Howard



CASEL's Definition of SEL (2020 Update):

“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.”

- [Virginia Career and Learning Center for School Mental Health Professionals](#) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

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- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 C's](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health and Physical Education Standards for Virginia are intentionally

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.”

As we continuously learn and refine our

10:10



Done Restorative circles are u...



Take a step back, however, and these circles closely resemble group therapy. Consider a few example questions that one author at Edutopia suggests:

- How does the state of your mental health affect you as a person?
- What do you do to relieve stress?
- Who would you like to forgive?

And now compare those to a few recommended questions at a counseling center:

- How do you think your negative thoughts influence your behavior?
- What are some things that make you feel stressed? How are you coping with these things?
- Is there anyone in your life you're struggling to forgive? Why?

The questions grow increasingly personal with time. One guide in San Francisco encourages teachers to ask questions that are "edgy" and "controversial." My graduate training incorporated them, during which our instructors encouraged

us to share personal stories about any trauma that we'd faced. Needless to say, being compelled to disclose such intimate details of my life with complete strangers was an uncomfortable experience.

We should all want mental health care and structured, emotional support for students who need it. But deputizing teachers into a role far beyond their expertise runs into several problems that violate the American Psychological Association's "Code of Ethics." And it could lead to disastrous outcomes.

The code begins with the exhortation that psychologists only "provide services, teach, and conduct research...within the boundaries of their competence." Counselors generally need at minimum a master's degree and hundreds of hours of supervised experience before they take on individual, group, or family therapy. While teachers have more background in child psychology than the average citizen, it pales in comparison to that of a trained, licensed psychologist.

While student teaching, at the behest of my teacher prep program, I made such circle conversations a semi-regular part of the classroom. One day, a student shared in the presence of his bullies that he had considered suicide. It was a dangerously volatile scenario, one that my handful of professional development sessions did not come close to preparing me for.



are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
- Model high expectations for all students.
- Promote respect for student differences.
- Recognize and redress bias in the system.
- Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
- Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.



practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for **Increasing the Cultural Competency of Virginia's Educator Workforce:**

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation

- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - [Equity and SEL Resources](#)  (CASEL)
 - [Integrating Equity into SEL Infographic](#)  (PDF)

Trauma Informed Practices

- [SEL and trauma informed practices](#)  share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- [Social Emotional Learning and Support for English Learners \(recorded webinar\)](#)  - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- [Indicators of Schoolwide SEL](#) 
- [Virginia Career and Learning Center for School Mental Health Professionals](#)  - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools](#) (PDF)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#) [↗](#)
- [Understanding Implicit Bias](#) [↗](#)



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying](#) (PDF)
- [Activities and Learning at Home Resources](#) (PDF)
- [Common Reactions and How to Respond](#) (PDF)
- [Talking to Children about COVID-19](#) (PDF)
- [Children Coping Resources](#) (PDF)



From: Schultz, Elizabeth <elizabeth.schultz@doe.virginia.gov>
Sent: 3/16/2022 5:59:36 PM
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
Cc: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>, "Jon Russell" <jon.russell@doe.virginia.gov>
Subject: Fwd: VDOE SEL site info we discussed

Attachments: [image0.jpeg](#), [image1.jpeg](#), [image2.jpeg](#), [image3.jpeg](#), [image4.jpeg](#), [image5.jpeg](#), [image6.jpeg](#), [image7.jpeg](#), [image8.jpeg](#), [image9.jpeg](#), [image10.jpeg](#), [image11.jpeg](#), [image12.jpeg](#), [image23.jpeg](#), [image24.jpeg](#), [image25.jpeg](#), [image26.jpeg](#), [image17.jpeg](#), [image18.jpeg](#), [image19.jpeg](#), [image20.jpeg](#), [image21.jpeg](#)

I am not sure who this parent is, but I may have met her at a the Governor's charity game or some other recent Richmond-area event.

Elizabeth

----- Forwarded message -----

From: **Anne Taydus** <anneelizabethcraft@yahoo.com>
Date: Wed, Mar 16, 2022 at 5:32 PM
Subject: VDOE SEL site info we discussed
To: <elizabeth.schultz@doe.virginia.gov>

[Download full resolution images](#)
Available until Apr 15, 2022

Ms. Schultz, I hope Chesterfield is treating you well! I put the jotform together if you would like the links. I told the team to grant you access. I put them all there specifically for you. So here is a copy of the link so you can have access to them. I was going to put a an entire presentation together on PowerPoint for tomorrow but developing a non profit and yesterday's sexual assault at a Thomas Dale high school have been at the top of my list

So unfortunately I have a million pieces I was going to put into a power point but with it being the end of Wednesday I wanted to get them at least sent out separately together for you. The screenshots are the extremely problematic areas. The videos are from the links on the VDOE SEL site as are the documents

If you have questions my cell is 8043329939
And I will be there to speak in the morning.
Anne Taydus

https://youtu.be/-E-Up9_mOW4 SEL equity

<https://youtu.be/b0hbELHkUs>. Reading. Casel

<https://youtu.be/dlpeymIXuIE>. Data science

<https://youtu.be/ye80s0SJHqQ> - sel support. Ideas. Equity driven.

<https://youtu.be/5XWGP5EJDYw> Culturally relevant advisory committee
<https://youtu.be/RkDMOdZhaK4>

Vdoe pbs source social awareness <https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

Relationship skills <https://www.pbslearningmedia.org/resource/relationship-skills-social-emotional-learning/social-emotional-learning-video/>

Positive impact if SEL per VDOE -> CASEL
<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Vdoe SEL and equity. https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf

Casel SEL equity <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/>

Casel. SEL equity fighting racism <https://youtu.be/UPWmBA2274>
<https://youtu.be/DPFMfultXSY>
<https://youtu.be/m3yHe45dipA>
<https://youtu.be/JphZpRQqUsw>

Urgency for equity CASEL <https://youtu.be/R5XsfrWwCsc>

Trauma SEL. <https://youtu.be/-LsceUH3i0c>

Casel. SEL and equity <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

Transforming identity <https://youtu.be/PpsswKB269U>

5cs
<http://www.virginiaisforlearners.virginia.gov/media-library/>

<https://youtu.be/f4JUF5wblo>
Critical thinking. <https://youtu.be/lhNnactbvUU>

Vdoe data dashboard <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf#page=8>

SEL resource library https://padlet.com/sarah_bazemore1VAis4SEL

WHAT SEL DOES TO CHILDREN
<https://youtu.be/IDIGw8Ss-VA>

Why SEL must be in all schools <https://www.lessonsforSEL.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening>

Responsive classroom <https://youtube.com/user/responsiveclassroom>

Identity https://padlet.com/uploads/storage.googleapis.com/418766834/23c8a5753630256d78a78e300c94d1cc/Let_students_identify_themselves_on_the_first_day_of_class_Ask_them_to_fill_out_index_cards_with_their_preferred_name_and_pronouns_then_be_sure_to_update_the_class_list_and_share_that_list_when_there_s_a_subst.pdf

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What is restorative Justice http://www.restorativeresources.org/uploads/5/6/1/4/56143033/rj_what_it_is_and_is_not.pdf

Learning for Justice <https://www.learningforjustice.org/classroom-resources/lessons>

Empathy

https://padlet-uploads.storage.googleapis.com/418766834/3d117d43e4d2beb0f7cb5e9e9b7c4bd1/StartEmpathy_Toolkit.pdf

Anti bias lessons https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075ff/ADL_Anti_Bias_Lessons.pdf

Casel sample teaching <https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf>

Using data <https://dataqualitycampaign.org/wp-content/uploads/2018/10/Using-Data-to-Support-and-Communicate-Effectively-about-SEL.pdf>

Rate yourself https://padlet-uploads.storage.googleapis.com/418766834/59aed16eefcb4a4f9193f79f977af563/Goal_Worksheets_11.pdf

More data collection <https://www.closegap.org/>

Goopenva <https://goopenva.org/groups/?f.search=Social+Emotional+Learning>

Goopenva. Riot language https://microsite-vadoc-prod.s3.amazonaws.com/media/courseware/relatedresource/file/A_Riot_is_the_Language_of_the_Unheard_ruon6Qy.pdf

Goopenva history of racism <https://goopenva.org/courseware/lesson/3851/overview>

SEL IN ADVANCING EQUITY - same woman who does Antiracism <https://youtu.be/wn6HeVlZr20>

Transformative SEL <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/>

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Frameworks-Equity.pdf
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virginia-learns.pdf
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We Can't Talk About Racism Without Social Emotional Skills - Future Focused Education.pdf
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20210811-how-sell-sel-parents-and-politics-social-emotional-learning.pdf
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CC: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>,
"Jon Russell" <jon.russell@doe.virginia.gov>
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
From: "Schultz, Elizabeth" <elizabeth.schultz@doe.virginia.gov>
CX-Relay-Address: elizabeth.schultz@doe.virginia.gov
Subject: Fwd: VDOE SEL site info we discussed



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For Families & Students

Education Directories

Standards of Learning (SOL) & Testing

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SOCIAL EMOTIONAL LEARNING (SEL)

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- [Core SEL Competencies](#)
- [Positive Impact of SEL](#)
- [SEL Resources](#)

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of a diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the [Virginia Guidance SEL Standards](#) for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.



Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and

young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to

highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

“... ..”

CASEL's Definition of SEL (2020 Update):

“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.”

As we continuously learn and refine our

- VDOE
- Department of Education
- Superintendent's & Principals' Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
- Education
- Childhood
- Home & School
- Learning in Virginia
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"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prevention
- Attendance
- Bullying Prevention
- Human Trafficking
- Virginia Comprehensive Framework
- Social Emotional Learning

You May Also Be Interested In

- Private Day Schools for Children with Disabilities
- Charter Schools
- Virtual Learning

CONTACT US: Information provided by

- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - [Equity and SEL Resources](#)  (CASEL)
 - [Integrating Equity into SEL Infographic](#)  (PDF)

Trauma Informed Practices

- [SEL and trauma informed practices](#)  share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- [Social Emotional Learning and Support for English Learners \(recorded webinar\)](#)  - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- [Indicators of Schoolwide SEL](#) 
- [Virginia Career and Learning Center for School Mental Health Professionals](#)  - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) (CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) (PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#)
- [South Carolina Department of Education Social Emotional Learning](#)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or “way of work”) to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 [Health Education Standards of Learning](#) (SOL) intentionally include social emotional skills to build K-12 student’s mental wellness skills - emotional development, self-concept and social competence.
- The revised [Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension](#) integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of [Kindness Week](#) is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The [Virginia LEARNS](#) initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the



essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.

CASEL CARES Initiative

The [CASEL CARES Initiative](#) connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site



CASEL CARES INITIATIVE
Connecting the SEL Community

contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

The lens of equity

Positive Impact of SEL

The research on the [impact of social emotional learning](#) demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (+14%) and higher grades (+11%)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

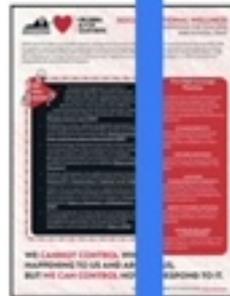
Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides provide important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

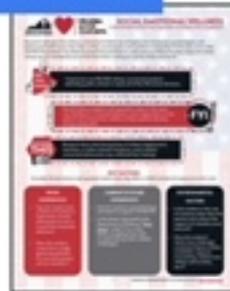
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



Considerations for Military-Connected Learners (PDF)

Resources include:

- [State and Federal Resources for Military Families](#) (PDF)



Considerations for Early Learners (PDF)

Resources include:

- [Early Learners Book Nook for Dealing with Big Emotions](#) (PDF)
- [My Individual Action Plan](#) (PDF)
- [Common Reactions and How to Help](#) (PDF)



Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools](#) (PDF)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#) [↗](#)
- [Understanding Implicit Bias](#) [↗](#)



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying](#) (PDF)
- [Activities and Learning at Home Resources](#) (PDF)
- [Common Reactions and How to Respond](#) (PDF)
- [Talking to Children about COVID-19](#) (PDF)
- [Children Coping Resources](#) (PDF)





VIRGINIA
IS FOR
LEARNERS

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

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	Y (link vi below)



Culturally Responsive and Inclusive Practice

541
Shares



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“*The cultural competence of adults is intimately connected to the achievement of students.*

Gary R. Howard



practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for **Increasing the Cultural Competency of Virginia's Educator Workforce:**

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation



Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following

critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four

levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
- Model high expectations for all students.
- Promote respect for student differences.
- Recognize and redress bias in the system.
- Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
- Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.

- Education
- Independent's & ... Memos
- Families & Students
- ... Directories
- ... of Learning Testing
- ... on
- Education
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- & School
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- Finance

ASSESSING, RECOVERING, NURTURING & SUCCEEDING

Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

together a variety of stakeholders - the Virginia LEARNS workgroup - to use information collected and compiled from many sources to create a guidance document for school divisions. The workgroup focused on equity, wellbeing, and instructional issues including curriculum, assessment and remediation, recovery and interventions.

As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of all students.

The resources provided here build upon the [Recover, Redesign, Restart 2020](#) work. Stakeholders are also encouraged to refer to the department's [School Reopening Frequently Asked Questions](#), a resource aligned with the interim CDC guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.

- Virginia Learning
- Career & Technical
- Computer Science
- Character Education
- Driver Education
- Economics
- English & Reading
- Family Life
- Fine Arts
- Health Education
- History & Social
- Mathematics
- Physical Education
- Science
- STEM
- World Languages
- Grant Fund Calendar
- Specialized
- Adult Education
- Alternative
- Charter Schools
- English Language
- Gifted Education
- Governor's
- Homebound

Virginia LEARNS ON-THE-GO!

Virginia LEARNS is now available wherever you are! Simply use this handy one-sheet to navigate to key sections of this valuable resource. You can scan the QR code or click any of the icons to get where you need to go. It's just that easy to get the information you need, with [Virginia LEARNS ON-THE-GO](#) (PDF)!



Data Dashboard

Feedback from hundreds of stakeholders has been compiled to guide

- [Data Dashboard](#) (PDF)



Equity

Aligned with the EdEquityVA work, these links provide guiding questions and action steps to ensure equitable access for ALL students.

- [Equity Checkpoint](#) (PDF)
- [Equity Considerations](#) (PDF)

[Laboratory S](#)

[Technology i](#)

[Virtual Learn](#)

[Year-Round !](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks &](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Schc](#)

[CONTACT U](#)

[Information](#)

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[of Learning](#)

Additional Resources

- [YDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & School Reopening](#) - CCSSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) [↗](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) [↗](#) - state guidance from district and school leaders, CCSSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSSO
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) [↗](#) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) [↗](#) - CCSSO, May 2021
- [What We've Learned about Unfinished Learning](#) [↗](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) [↗](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) [↗](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

[▲ Top of Page](#)

- [Virginia Career and Learning Center for School Mental Health Professionals](#) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) (CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) (PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#)
- [South Carolina Department of Education Social Emotional Learning](#)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or “way of work”) to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 C's](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health and Physical Education Standards for Virginia intentionally

From: Schultz, Elizabeth <elizabeth.schultz@doe.virginia.gov>
Sent: 3/16/2022 5:59:36 PM
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
Cc: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>, "Jon Russell" <jon.russell@doe.virginia.gov>
Subject: Fwd: VDOE SEL site info we discussed

Attachments: [image0.jpeg](#), [image1.jpeg](#), [image2.jpeg](#), [image3.jpeg](#), [image4.jpeg](#), [image5.jpeg](#), [image6.jpeg](#), [image7.jpeg](#), [image8.jpeg](#), [image9.jpeg](#), [image10.jpeg](#), [image11.jpeg](#), [image12.jpeg](#), [image23.jpeg](#), [image24.jpeg](#), [image25.jpeg](#), [image26.jpeg](#), [image17.jpeg](#), [image18.jpeg](#), [image19.jpeg](#), [image20.jpeg](#), [image21.jpeg](#)

I am not sure who this parent is, but I may have met her at a the Governor's charity game or some other recent Richmond-area event.

Elizabeth

----- Forwarded message -----

From: **Anne Taydus** <anneelizabethcraft@yahoo.com>
Date: Wed, Mar 16, 2022 at 5:32 PM
Subject: VDOE SEL site info we discussed
To: <elizabeth.schultz@doe.virginia.gov>

[Download full resolution images](#)
Available until Apr 15, 2022

Ms. Schultz, I hope Chesterfield is treating you well! I put the jotform together if you would like the links. I told the team to grant you access. I put them all there specifically for you. So here is a copy of the link so you can have access to them. I was going to put a an entire presentation together on PowerPoint for tomorrow but developing a non profit and yesterday's sexual assault at a Thomas Dale high school have been at the top of my list

So unfortunately I have a million pieces I was going to put into a power point but with it being the end of Wednesday I wanted to get them at least sent out separately together for you. The screenshots are the extremely problematic areas. The videos are from the links on the VDOE SEL site as are the documents

If you have questions my cell is 8043329939
And I will be there to speak in the morning.
Anne Taydus

https://youtu.be/-E-Up9_mOW4 SEL equity

<https://youtu.be/b0hbELHkUs>. Reading. Casel

<https://youtu.be/dlpeymIXuIE>. Data science

<https://youtu.be/ye80s0SJHqQ> - sel support. Ideas. Equity driven.

<https://youtu.be/5XWGP5EJDYw> Culturally relevant advisory committee
<https://youtu.be/RkDMOdzhaK4>

Vdoe pbs source social awareness <https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

Relationship skills <https://www.pbslearningmedia.org/resource/relationship-skills-social-emotional-learning/social-emotional-learning-video/>

Positive impact if SEL per VDOE -> CASEL
<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Vdoe SEL and equity. https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf

Casel SEL equity <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/>

Casel. SEL equity fighting racism <https://youtu.be/UPWmBA2274>
<https://youtu.be/DPFMfultXSY>
<https://youtu.be/m3yHe45dipA>
<https://youtu.be/JphZpRQqUsw>

Urgency for equity CASEL <https://youtu.be/R5XsfrWwCsc>

Trauma SEL. <https://youtu.be/-LsceUH3i0o>

Casel. SEL and equity <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

Transforming identity <https://youtu.be/PpsswKB269U>

5cs
<http://www.virginiaisforlearners.virginia.gov/media-library/>

<https://youtu.be/f4JUF5wblo>
Critical thinking. <https://youtu.be/lhNnactbvUU>

Vdoe data dashboard <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf#page=8>

SEL resource library https://padlet.com/sarah_bazemore1VAis4SEL

WHAT SEL DOES TO CHILDREN
<https://youtu.be/IDIGw8Ss-VA>

Why SEL must be in all schools <https://www.lessonsforSEL.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening>

Responsive classroom <https://youtube.com/user/responsiveclassroom>

Identity https://padlet.com/uploads/storage.googleapis.com/418766834/23c8a5753630256d78a78e300c94d1cc/Let_students_identify_themselves_on_the_first_day_of_class_Ask_them_to_fill_out_index_cards_with_their_preferred_name_and_pronouns_then_be_sure_to_update_the_class_list_and_share_that_list_when_there_s_a_subst.pdf

VA-DOE-22-0317-A-000065

What is restorative Justice http://www.restorativeresources.org/uploads/5/6/1/4/56143033/rj_what_it_is_and_is_not.pdf

Learning for Justice <https://www.learningforjustice.org/classroom-resources/lessons>

Empathy

https://padlet-uploads.storage.googleapis.com/418766834/3d117d43e4d2beb0f7cb5e9e9b7c4bd1/StartEmpathy_Toolkit.pdf

Anti bias lessons https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075ff/ADL_Anti_Bias_Lessons.pdf

Casel sample teaching <https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf>

Using data <https://dataqualitycampaign.org/wp-content/uploads/2018/10/Using-Data-to-Support-and-Communicate-Effectively-about-SEL.pdf>

Rate yourself https://padlet-uploads.storage.googleapis.com/418766834/59aed16eefcb4a4f9193f79f977af563/Goal_Worksheets_11.pdf

More data collection <https://www.closegap.org/>

Goopenva <https://goopenva.org/groups/?f.search=Social+Emotional+Learning>

Goopenva. Riot language https://microsite-vadoc-prod.s3.amazonaws.com/media/courseware/relatedresource/file/A_Riot_is_the_Language_of_the_Unheard_ruon6Qy.pdf

Goopenva history of racism <https://goopenva.org/courseware/lesson/3851/overview>

SEL IN ADVANCING EQUITY - same woman who does Antiracism <https://youtu.be/wn6HeVlZr20>

Transformative SEL <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/>

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We Can't Talk About Racism Without Social Emotional Skills - Future Focused Education.pdf
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20210811-how-sell-sel-parents-and-politics-social-emotional-learning.pdf
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second-step-k12-teaching-tolerance-alignment-chart.pdf
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casel-cfc-covid19-response-plan-brief.pdf
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Let_students_identify_themselves_on_the_first_day_of_class__Ask_them_to_fill_out_index_cards_with_their_preferred_name_and_pronouns__then_be_sure_to_update_the_class_list_and_share_that_list_when_there_s_a_subst.pdf
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Delivered-To: charles.pyle@doe.virginia.gov
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In-Reply-To: <28AB7C4E-E490-444F-A68B-033A05FEE02F@yahoo.com>
CC: "Dick Shanor" <dicky.shanor@doe.virginia.gov>,
"Jon Russell" <jon.russell@doe.virginia.gov>
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
From: "Schultz, Elizabeth" <elizabeth.schultz@doe.virginia.gov>
CX-Relay-Address: elizabeth.schultz@doe.virginia.gov
Subject: Fwd: VDOE SEL site info we discussed



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SOCIAL EMOTIONAL LEARNING (SEL)

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- [Virginia's Definition of Social Emotional Learning](#)
- [Virginia's SEL Guidance Standards](#)
- [Core SEL Competencies](#)
- [Positive Impact of SEL](#)
- [SEL Resources](#)

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of a diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the [Virginia Guidance SEL Standards](#) for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.



Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and

young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to

highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

“... ..”

CASEL's Definition of SEL (2020 Update):

"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.”

As we continuously learn and refine our

- VDOE
- Department of Education
- Superintendent's & Principals' Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
- Education
- Childhood
- Home & School
- Learning in Virginia
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- Publications & Reports
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SOCIAL EMOTIONAL LEARNING (SEL)

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PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prevention
- Attendance
- Bullying Prevention
- Human Trafficking
- Virginia Comprehensive Framework
- Social Emotional Learning

You May Also Be Interested In

- Private Day Schools for Students with Disabilities
- Charter Schools
- Virtual Learning

CONTACT US: Information provided by

- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - [Equity and SEL Resources](#)  (CASEL)
 - [Integrating Equity into SEL Infographic](#)  (PDF)

Trauma Informed Practices

- [SEL and trauma informed practices](#)  share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- [Social Emotional Learning and Support for English Learners \(recorded webinar\)](#)  - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- [Indicators of Schoolwide SEL](#) 
- [Virginia Career and Learning Center for School Mental Health Professionals](#)  - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

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- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) ^(PDF) (Transforming Education)
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- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

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- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#) ^(CASEL)
- [South Carolina Department of Education Social Emotional Learning](#) ^(CASEL)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) ^(VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or "way of work") to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#) ^(CASEL): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) ^(PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 [Health Education Standards of Learning](#) (SOL) intentionally include social emotional skills to build K-12 student's mental wellness skills - emotional development, self-concept and social competence.
- The revised [Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension](#) integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of [Kindness Week](#) is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The [Virginia LEARNS](#) initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the



essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.

CASEL CARES Initiative

The [CASEL CARES Initiative](#) connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site



CASEL CARES INITIATIVE
Connecting the SEL Community

contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community

The lens of equity

Positive Impact of SEL

The research on the [impact of social emotional learning](#) demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (+14%) and higher grades (+11%)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

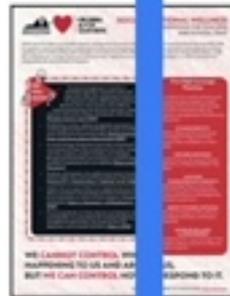
Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides provide important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

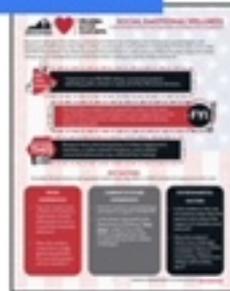
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



Considerations for Military-Connected Learners (PDF)

Resources include:

- [State and Federal Resources for Military Families](#) (PDF)



Considerations for Early Learners (PDF)

Resources include:

- [Early Learners Book Nook for Dealing with Big Emotions](#) (PDF)
- [My Individual Action Plan](#) (PDF)
- [Common Reactions and How to Help](#) (PDF)



Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools](#) (PDF)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#) 
- [Understanding Implicit Bias](#) 



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying](#) (PDF)
- [Activities and Learning at Home Resources](#) (PDF)
- [Common Reactions and How to Respond](#) (PDF)
- [Talking to Children about COVID-19](#) (PDF)
- [Children Coping Resources](#) (PDF)





**VIRGINIA
IS FOR
LEARNERS**

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

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	Y (link vi below)



Culturally Responsive and Inclusive Practice

541
Shares



- Share This Page



“*The cultural competence of adults is intimately connected to the achievement of students.*

Gary R. Howard



practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for **Increasing the Cultural Competency of Virginia's Educator Workforce:**

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation



Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following

critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four

levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
- Model high expectations for all students.
- Promote respect for student differences.
- Recognize and redress bias in the system.
- Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
- Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.

- Education
- Independent's & ... Memos
- Families & Students
- ... Directories
- ... of Learning Testing
- ... on
- Education
- Childhood
- & School
- ... in Virginia
- Programs
- ... s & Reports
- ... ion ment
- Finance

ASSESSING, RECOVERING, NURTURING & SUCCEEDING

Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

together a variety of stakeholders - the Virginia LEARNS workgroup - to use information collected and compiled from many sources to create a guidance document for school divisions. The workgroup focused on equity, wellbeing, and instructional issues including curriculum, assessment and remediation, recovery and interventions.

As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of *all* students.

The resources provided here build upon the [Recover, Redesign, Restart 2020](#) work. Stakeholders are also encouraged to refer to the department's [School Reopening Frequently Asked Questions](#), a resource aligned with the interim CDC guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.

- Virginia Le...
- Career & T...
- Computer S...
- Character I...
- Driver Educ...
- Economics
- English & R...
- Family Life
- Fine Arts
- Health Edu...
- History & S...
- Mathemati...
- Physical Ed...
- Science
- STEM
- World Lang...
- Grant Fund Calendar
- Specialize...
- Adult Educ...
- Alternative
- Charter Sch...
- English Lea...
- Gifted Edu...
- Governor's
- Homebound

Virginia LEARNS ON-THE-GO!

Virginia LEARNS is now available wherever you are! Simply use this handy one-sheet to navigate to key sections of this valuable resource. You can scan the QR code or click any of the icons to get where you need to go. It's just that easy to get the information you need, with [Virginia LEARNS ON-THE-GO](#) (PDF)!



Data Dashboard

Feedback from hundreds of stakeholders has been compiled to guide

- [Data Dashboard](#) (PDF)



Equity

Aligned with the EdEquityVA work, these links provide guiding questions and action steps to ensure equitable access for ALL students.

- [Equity Checkpoint](#) (PDF)
- [Equity Considerations](#) (PDF)

[Laboratory S](#)

[Technology i](#)

[Virtual Learn](#)

[Year-Round !](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks &](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Sch](#)

[CONTACT U](#)

[Information](#)

[provided by](#)

[of Learning](#)

Additional Resources

- [YDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & School Reopening](#) - CCSSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) [↗](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) [↗](#) - state guidance from district and school leaders, CCSSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSSO
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) [↗](#) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) [↗](#) - CCSSO, May 2021
- [What We've Learned about Unfinished Learning](#) [↗](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) [↗](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) [↗](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

[▲ Top of Page](#)

- [Virginia Career and Learning Center for School Mental Health Professionals](#) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

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- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 C's](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health and Physical Education Standards for Virginia intentionally

From: Schultz, Elizabeth <elizabeth.schultz@doe.virginia.gov>
Sent: 3/16/2022 6:40:06 PM
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
Cc: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>, "Jon Russell" <jon.russell@doe.virginia.gov>
Subject: Fwd: VDOE SEL site info we discussed

Attachments: [image1.jpeg](#), [image0.jpeg](#), [image9.jpeg](#), [image8.jpeg](#), [image5.jpeg](#), [image18.jpeg](#), [image20.jpeg](#), [image26.jpeg](#), [image2.jpeg](#), [image19.jpeg](#), [image23.jpeg](#), [image10.jpeg](#), [image22.jpeg](#), [image7.jpeg](#), [image24.jpeg](#), [image1151.jpeg](#), [image3.jpeg](#), [image21.jpeg](#), [image4.jpeg](#), [image01191.jpeg](#), [image17.jpeg](#), [image25.jpeg](#), [image6.jpeg](#), [image11.jpeg](#)

----- Forwarded message -----

From: Anne Taydus <anneelizabethcraft@yahoo.com>
Date: Wed, Mar 16, 2022 at 6:13 PM
Subject: Fwd: VDOE SEL site info we discussed
To: <superintendent@doe.virginia.gov>
CC: <elizabeth.schultz@doe.virginia.gov>

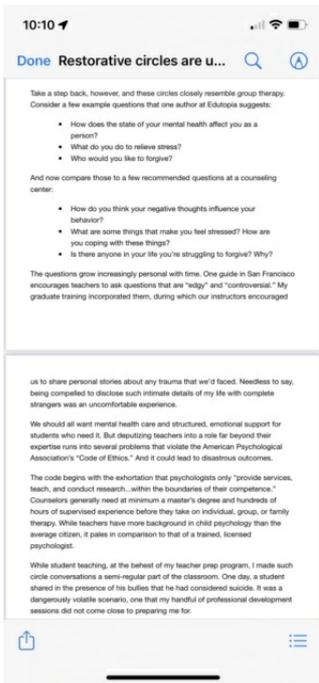
[Download full resolution images](#)
Available until Apr 15, 2022

Dr. Ballow
I sent this to Elizabeth Schultz per a conversation we had regarding the major issues with the VDOE SEL since the Governors divisive concept guidance is in direct conflict with the use of CASEL and almost every link on the VDOE site.

I will be speaking tomorrow at the meeting along with many of our board members

Thank you!
Anne Taydus
VP strategy and Advocacy
Virginians for Children First
804.332.9939

<https://form.jotform.com/220708695150052>



<https://form.jotform.com/220708695150052>

Sent from my iPhone

Begin forwarded message:

From: Anne Taydus <anneelizabethcraft@yahoo.com>
Date: March 16, 2022 at 5:31:50 PM EDT
To: elizabeth.schultz@doe.virginia.gov
Subject: VDOE SEL site info we discussed

[Download full resolution images](#)
Available until Apr 15, 2022

Ms. Schultz, I hope Chesterfield is treating you well! I put the jotform together if you would like the links. I told the team to grant you access. I put them all there specifically for you. So here is a copy of the link so you can have access to them. I was going to put an entire presentation together on PowerPoint for tomorrow but developing a non profit and yesterday's sexual assault at a Thomas Dale high school have been at the top of my list

So unfortunately I have a million pieces I was going to put into a power point but with the help of the end of Wednesday I wanted to get them at least sent out separately together for you. The screenshots are the extremely problematic areas.

VA-DOE-22-0317-A-000092

The videos are from the links on the VDOE SEL site as are the documents

If you have questions my cell is 8043329939
And I will be there to speak in the morning.
Anne Taydus

VIRGINIA DEPARTMENT OF EDUCATION

HOME - STUDENT & SCHOOL SUPPORT - PREVENTION STRATEGIES & PROGRAMS - SOCIAL EMOTIONAL LEARNING (SEL)

SOCIAL EMOTIONAL LEARNING (SEL)

Page Contents

- Virginia's Vision for Social Emotional Learning
- Virginia's Definition of Social Emotional Learning
- Virginia's SEL Guidance Standards
- Core SEL Competencies
- Positive Impact of SEL
- SEL Resources

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the Virginia Guidance SEL Standards for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.

- Self-awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- Self-management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

CASEL's Definition of SEL (2020 Update):

"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."

As we continuously learn and refine our

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- Finance

SOCIAL EMOTIONAL LEARNING (SEL)

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- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - Equity and SEL Resources (CASEL)
 - Integrating Equity into SEL Infographic (PDF)

Trauma Informed Practices

- SEL and trauma informed practices share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- Social Emotional Learning and Support for English Learners (recorded webinar) - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- Indicators of Schoolwide SEL
- Virginia Career and Learning Center for School Mental Health Professionals - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

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- Early Learning and Development Standards (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health Education Standards of Learning (SOL) intentionally include social emotional skills to build K-12 students' mental wellness skills - emotional development, self-concept and social competence.
- The revised Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of kindness week is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prev
- Attendance I
- Bullying Prev
- Human Traff
- Virginia Com Framework
- Social Emoti

You May Also Be Interested In

- Private Day Schools for Disabilities
- Charter Sch
- Virtual Lea

CONTACT US: Information provided by

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The Virginia LEARNS initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.



CASEL CARES Initiative

The CASEL CARES Initiative connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.



CASEL CARES INITIATIVE
Connecting the SEL Community

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic, (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic, curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community

The lens of equity

Positive Impact of SEL

The research on the impact of social emotional learning demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (1-14) and higher grades (1-15)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

7:54

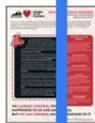
Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides are an important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

- Supporting Self-Care for Educators During COVID-19
- Social Emotional Learning (SEL) Learning for Educators Toolkit
- How to Support Teachers Emotional Needs Right Now



Considerations for Military-Connected Learners (PDF)

Resources include:

- State and Federal Resources for Military Families (PDF)



Considerations for Early Learners (PDF)

Resources include:

- Early Learners Book Nook for Dealing with Big Emotions (PDF)
- My Individual Action Plan (PDF)
- Common Reactions and How to Help (PDF)



Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools \(PDF\)](#)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#)
- [Understanding Implicit Bias](#)



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying \(PDF\)](#)
- [Activities and Learning at Home Resources \(PDF\)](#)
- [Common Reactions and How to Respond \(PDF\)](#)
- [Talking to Children about COVID-19 \(PDF\)](#)
- [Children Coping Resources \(PDF\)](#)



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 (SOP) 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 SOP 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.

Jillian Balow
Jillian Balow

JB/jjh

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Rescinded	All Resources Included on VDOE's Culturally Responsive Website .	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> • 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. • 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	<ul style="list-style-type: none"> • 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" EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> • 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. ¹⁹	Rescinded 2/15/22	<ul style="list-style-type: none"> • 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 	Y (link vi below)

Culturally Responsive and Inclusive Practice

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“The cultural competence of adults is intimately connected to the achievement of students.”

Gary R. Howard

practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for Increasing the Cultural Competency of Virginia's Educator Workforce:

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation

Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following

critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four

levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
 - Model high expectations for all students.
 - Promote respect for student differences.
 - Recognize and redress bias in the system.
 - Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
 - Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.

The screenshot shows a mobile browser view of the Virginia Department of Education website. The address bar displays 'www.doe.virginia.gov'. The main content area features a document titled 'ASSESSING, RECOVERING, NURTURING & SUCCEEDING' with a sub-header 'Navigating Virginia Education in Uncertain Times'. The document text discusses the impact of the COVID-19 pandemic and the Virginia LEARNS workgroup's efforts to create a guidance document for school divisions. A red box highlights a paragraph: 'As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of all students.' Below this, another red box highlights a section titled 'Equity' with a link to 'Equity Checkpoint (PDF)'. The right sidebar contains a navigation menu with categories like 'Virginia Learning Standards', 'Career & Technical Education', 'Computer Science', 'Character Education', 'Driver Education', 'Economics', 'English & Reading', 'Family Life', 'Fine Arts', 'Health Education', 'History & Social Science', 'Mathematics', 'Physical Education', 'Science', 'STEM', 'World Languages', 'Grant Fund Calendar', 'Specialized Adult Education', 'Alternative Education', 'Charter Schools', 'English Language Learners', 'Gifted Education', 'Governor's Homebound', 'Laboratory Science', 'Technology Integration', 'Virtual Learning', 'Year-Round Learning', 'Instructional Environment', 'Instructional Technology', 'Library & Media', 'Project-Based Learning', 'Summer Learning', 'Textbooks', 'Graduation Requirements', 'College & Career', 'Graduation Information', and 'Virginia Schools'. The bottom of the page features a 'Data Dashboard' section with a link to 'Equity'.

Additional Resources

- [VDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & Distance Assessment](#) - CCSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) - state guidance from district and school leaders, CCSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSO
- [ED COVID-19 HANDBOOK](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) (PDF) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) - CCSO, May 2021
- [What We've Learned about Unfinished Learning](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

.. Top of Page

- [Virginia Career and Learning Center for School Mental Health Professionals](#) (PDF) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) (CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) (PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#) (PDF)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#) (PDF)
- [South Carolina Department of Education Social Emotional Learning](#) (PDF)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or "way of work") to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health, Physical Education, and Physical Education Standards

https://youtu.be/-E-Up9_mOW4 SEL equity

<https://youtu.be/b0hbELlHkUs>. Reading. Casel

<https://youtu.be/dlpeymIXuIE>. Data science

<https://youtu.be/ye80s0SJHqQ> - sel support. Ideas. Equity driven.

<https://youtu.be/5XWGP5EJDYw> Culturally relevant advisory committee

<https://youtu.be/RkDMODZhaK4>

Vdoe pbs source social awareness <https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

Relationship skills <https://www.pbslearningmedia.org/resource/relationship-skills-social-emotional-learning/social-emotional-learning-video/>

Positive impact if SEL per VDOE -> CASEL

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Vdoe SEL and equity. https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf

Casel SEL equity <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/>

Casel. SEL equity fighting racism <https://youtu.be/UPWrmBA2274>

<https://youtu.be/DPFMuItXSY>

<https://youtu.be/m3yHe45dipA>

<https://youtu.be/JphZpROqUsW>

Urgency for equity CASEL <https://youtu.be/R5XsfrWwCsc>

Trauma SEL. <https://youtu.be/-LsceUJH3i0o>

Casel. SEL and equity <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

Transforming identity <https://youtu.be/PpsswKB269U>

5cs

<http://www.virginiaisforlearners.virginia.gov/media-library/>

<https://youtu.be/f4JUFe5wblo>

Critical thinking: <https://youtu.be/lhNnactbvUU>

Vdoe data dashboard <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf#page=8>

SEL resource library https://padlet.com/sarah_bazemore1/VAs4SEL

WHAT SEL DOES TO CHILDREN

<https://youtu.be/IDtGw8Ss-VA>

Why SEL must be in all schools <https://www.lessonsforself.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening>

Responsive classroom <https://youtube.com/user/responsiveclassroom>

Identity <https://padlet->

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What is restorative Justice http://www.restorativeveresources.org/uploads/5/6/1/4/56143033/rj_what_it_is_and_is_not.pdf

Learning for Justice <https://www.learningforjustice.org/classroom-resources/lessons>

Empathy

https://padlet-uploads.storage.googleapis.com/418766834/3d117d43e4d2beb07cb5e9e9b7c4bd1/StartEmpathy_Toolkit.pdf

Anti bias lessons https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075f/ADL_Anti_Bias_Lessons.pdf

Casel sample teaching <https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf>

Using data <https://dataqualitycampaign.org/wp-content/uploads/2018/10/Using-Data-to-Support-and-Communicate-Effectively-about-SEL.pdf>

Rate yourself https://padlet-uploads.storage.googleapis.com/418766834/59aed16eefcb4a4f9193f79f977af563/Goal_Worksheets_11.pdf

More data collection <https://www.closegap.org/>

Goopenva <https://goopenva.org/groups/?f.search=Social+Emotional+Learning>

Goopenva. Riot language https://microsite-vadoc-prod.s3.amazonaws.com/media/courseware/relatedresource/file/A_Riot_is_the_Language_of_the_Unheard_ruon6Qy.pdf

Goopenva history of racism <https://goopenva.org/courseware/lesson/3851/overview>

SEL IN ADVANCING EQUITY - same woman who does Antiracism <https://youtu.be/wn6HeVzr20>

Transformative SEL <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformational-sel/>

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Elizabeth L. Schultz
Assistant State Superintendent of Public Instruction
Virginia Department of Education
101 North 14th Street
Richmond, Virginia 23219
804-658-6043
elizabeth.schultz@doe.virginia.gov

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b="Dfoddd+ayb/8qlmgavvjavvxi;fe/Bb+OxwWjGikwFayCDfXKqLQ77sxt00V EgnXEiikX3ytfxzm5hdq64Whw1r4UMFFXul6vkhNEdQIDeVktWkxYStvFFHEn 5Qs00BXXQr1w4L+aqKcY/XXSq04kYz08ApVclYl6pJsp8zHqf3mZ+Kqd0XLIo
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h="X-gm-message-state:mime-version:references:in-reply-to:from:date :message-id:subject:to:cc";
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References: <2A3ABD67-C28F-42A5-AF00-56B4A4E12BEC@yahoo.com> <2A3ABD67-C28F-42A5-AF00-56B4A4E12BEC@yahoo.com>
In-Reply-To: <2A3ABD67-C28F-42A5-AF00-56B4A4E12BEC@yahoo.com>
CC: "Dicky Shanor" <dicky.shanor@doe.virginia.gov>,
"Jon Russell" <jon.russell@doe.virginia.gov>
To: "Charles Pyle" <charles.pyle@doe.virginia.gov>
From: "Schultz, Elizabeth" <elizabeth.schultz@doe.virginia.gov>
CX-Relay-Address: elizabeth.schultz@doe.virginia.gov
Subject: Fwd: VDOE SEL site info we discussed

Virginia Guidance SEL Standards

In accordance with HB 753, passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning and developed the [Virginia Guidance SEL Standards](#) for all public students in grades Kindergarten through 12 in the Commonwealth.

You do not have to use Transformative SEL- until we change legislation there ARE other options

Core SEL Competencies

All through a lens of equity and social Justice!

There are five core social emotional learning competencies that address broad and interrelated areas of competence. These SEL competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.



Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



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Superintendent's & Principals' Memos

For Families & Students

Education Directories

Standards of Learning (SOL) & Testing

Instruction

Special Education

Early Childhood

Student & School Support

Teaching in Virginia

Federal Programs

Statistics & Reports

Information Management

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SOCIAL EMOTIONAL LEARNING (SEL)

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- [Virginia's SEL Guidance Standards](#)
- [Core SEL Competencies](#)
- [Positive Impact of SEL](#)
- [SEL Resources](#)

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of a diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

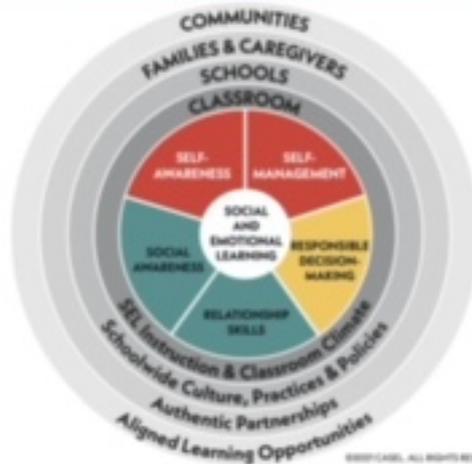
If you use Casel Virginia's definition doesn't matter

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

"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."

Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

A Systemic Approach to SEL Implementation



As exemplified by CASEL's infographic (© CASEL, All Rights Reserved), SEL implementation requires a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classroom, schools, families, and communities to enhance all students' social, emotional, and academic learning. Effective implementation integrates SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community

The lens of equity

Positive Impact of SEL

The research on the [impact of social emotional learning](#) demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning
- Improved school performance:
 - Higher achievement test scores (+14%) and higher grades (+11%)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL Resources

Learning during Uncertain Times

During the 2019-2020 and 2020-2021 school years, the effects of COVID-19 created prolonged disruption to the school and home routines.

Virginia LEARNS

The [Virginia LEARNS](#) initiative is about to take you on a journey to successful educational outcomes during uncertain times. The Student and Staff Wellbeing Checkpoint is the



essential first-step consideration before embarking on the trip. The focus is on the social emotional wellness and physical health needs of our students, families, and staff. It will be critical to re-engage students in learning, rebuild relationships and school communities, and create equitable learning environments for all students.

CASEL CARES Initiative

The [CASEL CARES Initiative](#)  connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site



CASEL CARES INITIATIVE
Connecting the SEL Community

contains a variety of free resources as well as access to free weekly webinars to support educators. The site also features the *Reunite, Renew, Thrive: SEL Roadmap to Reopening School* (July 2020). The guide was developed as schools began to re-open and to illuminate a way forward with social and emotional learning that is centered on relationships and built on the existing strengths of a school community.

- VDOE
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- Superintendent's & Principals' Memos
- Families & Students
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PREVENTION PROGRAMS

- Drug & Alcohol
- Child Abuse
- Suicide Prevention
- Attendance
- Bullying Prevention
- Human Trafficking
- Virginia Comprehensive Framework
- Social Emotional Learning

You May Also Be Interested In

- Private Day Schools for Children with Disabilities
- Charter Schools
- Virtual Learning

CONTACT US: Information provided by

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- ... Directories
- ... of Learning Testing
- ... on
- Education
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- & School
- ... in Virginia
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ASSESSING, RECOVERING, NURTURING & SUCCEEDING

Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

together a variety of stakeholders - the Virginia LEARNS workgroup - to use information collected and compiled from many sources to create a guidance document for school divisions. The workgroup focused on equity, wellbeing, and instructional issues including curriculum, assessment and remediation, recovery and interventions.

As schools reopen and develop plans for summer programs and the 2021-22 school year, keen attention needs to be given to addressing learning gaps exacerbated by the pandemic and to the mental health needs of students and staff. Understanding that all of our programs need to ensure equity, the checkpoints and resources below will assist leaders and staff as they consider guiding questions, assess and allocate available resources, and deploy plans to meet the needs of all students.

The resources provided here build upon the [Recover, Redesign, Restart 2020](#) work. Stakeholders are also encouraged to refer to the department's [School Reopening Frequently Asked Questions](#), a resource aligned with the interim CDC guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.

- Virginia Learning
- Career & Technical
- Computer Science
- Character Education
- Driver Education
- Economics
- English & Reading
- Family Life
- Fine Arts
- Health Education
- History & Social
- Mathematics
- Physical Education
- Science
- STEM
- World Languages
- Grant Fund Calendar
- Specialized
- Adult Education
- Alternative
- Charter Schools
- English Language
- Gifted Education
- Governor's
- Homebound

Additional Resources

- [YDOE Special Education Resource page for COVID-19](#) - includes many resources applicable to special education, parents, SEL and more.
- [Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling](#) - CCSSO, June 2021
- [Restart & Recovery: Supporting English Learners with Disabilities During Remote Learning & School Reopening](#) - CCSSO, June 2021
- [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#) - CCSSO, June 2021
- [Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#) [↗](#) (PDF) - RAND Corporation, May 2021
- [2021 Summer Learning & Enrichment](#) [↗](#) - state guidance from district and school leaders, CCSSO
- [State Plans for Accelerating Student Learning: A Preliminary Analysis](#) (PDF) - April 21, 2021, CCSSO
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 2: 2021
- [ED COVID-19 HANDBOOK](#) [↗](#) (PDF) - USDOE Volume 1: 2021
- [Operational Strategy for K-12 Schools through Phased Prevention](#) [↗](#) - May 15, 2021
- [COVID-19 RELIEF FUNDING for K-12 Education](#) [↗](#) - CCSSO, May 2021
- [What We've Learned about Unfinished Learning](#) [↗](#) (PDF) - iReady, March 2021
- [Estimated 40,000 children have lost a parent to COVID-19](#) [↗](#) - American Academy of Pediatrics, April 5, 2021
- [Confronting COVID-19-Related Harassment in Schools](#) [↗](#) (PDF) - U.S. Department of Justice and U.S. Department of Education, May 2021

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Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following

critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four

levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

As the creators of the most widely cited SEL definitions, CASEL now sees a need to clarify what's necessary to achieve the vision of SEL for all educators, adults and

young people. We've updated our definition and framework to pay close attention to how SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems. CASEL has continued to

highlight the importance of enhancing the social-emotional competence of all young people and adults, while putting additional emphasis on how we can all learn and work together to create caring and just schools and communities.

CASEL's Definition of SEL (2020 Update):

“... ..”

Virginia LEARNS ON-THE-GO!

Virginia LEARNS is now available wherever you are! Simply use this handy one-sheet to navigate to key sections of this valuable resource. You can scan the QR code or click any of the icons to get where you need to go. It's just that easy to get the information you need, with [Virginia LEARNS ON-THE-GO](#) (PDF)!



Data Dashboard

Feedback from hundreds of stakeholders has been compiled to guide

- [Data Dashboard](#) (PDF)



Equity

Aligned with the EdEquityVA work, these links provide guiding questions and action steps to ensure equitable access for ALL students.

- [Equity Checkpoint](#) (PDF)
- [Equity Considerations](#) (PDF)

[Laboratory S](#)

[Technology i](#)

[Virtual Learn](#)

[Year-Round !](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks &](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Sch](#)

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[of Learning](#)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	Y (link vi below)

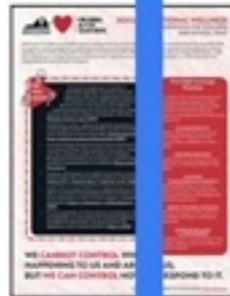
Social Emotional Wellness Quick Guides

The VDOE Social Emotional Wellness Quick Guides provide important information and resources for school communities.

Considerations for Teachers and School Staff (PDF)

Resources include:

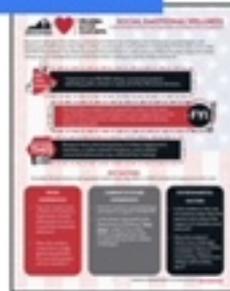
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



Considerations for Military-Connected Learners (PDF)

Resources include:

- [State and Federal Resources for Military Families](#) (PDF)



Considerations for Early Learners (PDF)

Resources include:

- [Early Learners Book Nook for Dealing with Big Emotions](#) (PDF)
- [My Individual Action Plan](#) (PDF)
- [Common Reactions and How to Help](#) (PDF)





**VIRGINIA
IS FOR
LEARNERS**

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

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820 | doe.virginia.gov

Planning Resources

The VDOE recognizes that in order to implement SEL, preparation and planning is required. There are a number of guides and toolkits available to assist educators in planning for, and implementing social emotional learning at the division and school level:

- [CASEL Guide to Schoolwide Social Emotional Learning](#) ^(CASEL)
- [SEL for Educators Toolkit](#) (Transforming Education)
- [Three Signature Practices Playbook: A Tool that Supports Systemic SEL](#) (CASEL)
- [SEL Integration Approach for Classroom Educators](#) ^(PDF) (Transforming Education)
- [Strategies for Establishing School Family Partnerships](#) (CASEL)
- [SEL and Family Partnerships](#) (CASEL)

SEL State Examples

- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#) ^(CASEL)
- [Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts](#) ^(CASEL)
- [South Carolina Department of Education Social Emotional Learning](#) ^(CASEL)

SEL in Action

The VDOE has a number of efforts that support social emotional learning.

- The VDOE [Virginia Tiered Systems of Supports](#) ^(VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or “way of work”) to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, behavioral, social and emotional wellness into a single databased decision-making framework.
- The Profile of a Virginia Graduate establishes a new set of expectations - known as the [5 Cs](#) ^(CASEL): critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) ^(PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 [Health Education Standards of Learning](#) (SOL) intentionally include social emotional skills to build K-12 student’s mental wellness skills - emotional development, self-concept and social competence.
- The revised [Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension](#) integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of [Kindness Week](#) is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.



Culturally Responsive and Inclusive Practice

541
Shares



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“*The cultural competence of adults is intimately connected to the achievement of students.*

Gary R. Howard



CASEL's Definition of SEL (2020 Update):

“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.”

- [Virginia Career and Learning Center for School Mental Health Professionals](#) - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

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- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 Health and Physical Education Standards for Virginia intentionally

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.”

As we continuously learn and refine our

10:10



Done Restorative circles are u...



Take a step back, however, and these circles closely resemble group therapy. Consider a few example questions that one author at Edutopia suggests:

- How does the state of your mental health affect you as a person?
- What do you do to relieve stress?
- Who would you like to forgive?

And now compare those to a few recommended questions at a counseling center:

- How do you think your negative thoughts influence your behavior?
- What are some things that make you feel stressed? How are you coping with these things?
- Is there anyone in your life you're struggling to forgive? Why?

The questions grow increasingly personal with time. One guide in San Francisco encourages teachers to ask questions that are "edgy" and "controversial." My graduate training incorporated them, during which our instructors encouraged

us to share personal stories about any trauma that we'd faced. Needless to say, being compelled to disclose such intimate details of my life with complete strangers was an uncomfortable experience.

We should all want mental health care and structured, emotional support for students who need it. But deputizing teachers into a role far beyond their expertise runs into several problems that violate the American Psychological Association's "Code of Ethics." And it could lead to disastrous outcomes.

The code begins with the exhortation that psychologists only "provide services, teach, and conduct research...within the boundaries of their competence." Counselors generally need at minimum a master's degree and hundreds of hours of supervised experience before they take on individual, group, or family therapy. While teachers have more background in child psychology than the average citizen, it pales in comparison to that of a trained, licensed psychologist.

While student teaching, at the behest of my teacher prep program, I made such circle conversations a semi-regular part of the classroom. One day, a student shared in the presence of his bullies that he had considered suicide. It was a dangerously volatile scenario, one that my handful of professional development sessions did not come close to preparing me for.



are valued

Culturally Responsive Educators

- Reflect on their own cultural lens.
- Model high expectations for all students.
- Promote respect for student differences.
- Recognize and redress bias in the system.
- Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
- Are change agents for social justice and academic equity.
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
- Engage in reflection of their beliefs, behaviors and practices.
- Communicate in linguistically and culturally responsive ways.



practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for **Increasing the Cultural Competency of Virginia's Educator Workforce:**

- ▷ Increasing Teacher Diversity
- ▷ Supporting Culturally Relevant Teaching Pedagogy
- ▷ Enhancing Teacher Preparation
- ▷ Amending Licensure Requirements to include Cultural Competency
- ▷ Developing new Professional Learning Opportunities
- ▷ Supporting Courageous Leaders
- ▷ Revising Educator Evaluation to include Cultural Competency Efficacy
- ▷ Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation

- Improvements in reading comprehension

SEL Resources

Equity

- SEL can be an effective tool for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential:
 - [Equity and SEL Resources](#)  (CASEL)
 - [Integrating Equity into SEL Infographic](#)  (PDF)

Trauma Informed Practices

- [SEL and trauma informed practices](#)  share the goal of helping students develop social and emotional competencies so they may respond successfully to the challenges of the world they live in.

Supporting English Language Learners

- [Social Emotional Learning and Support for English Learners \(recorded webinar\)](#)  - The VDOE created a video to explore the ways that SEL can support the needs of English Language learners in Virginia.

Schoolwide SEL

- [Indicators of Schoolwide SEL](#) 
- [Virginia Career and Learning Center for School Mental Health Professionals](#)  - The VDOE is creating a module series, *The Fundamentals of SEL*, which will introduce SEL and highlight several components of schoolwide SEL.

Planning Resources

Considerations for Students with Disabilities (PDF)

Resources include:

- [Social Stories and Communication Tools](#) (PDF)



Considerations for Youth in Marginalized Groups (PDF)

Resources include:

- [Addressing Race and Trauma in the Classroom](#) [↗](#)
- [Understanding Implicit Bias](#) [↗](#)



Considerations for Parents and Caregivers (PDF)

Resources include:

- [Parent Resources for Cyber-Bullying](#) (PDF)
- [Activities and Learning at Home Resources](#) (PDF)
- [Common Reactions and How to Respond](#) (PDF)
- [Talking to Children about COVID-19](#) (PDF)
- [Children Coping Resources](#) (PDF)



From: Pyle, Charles <charles.pyle@doe.virginia.gov>
Sent: 3/10/2022 1:50:52 PM
To: "Chrissy Clark" <chrissy@dailycaller.com>
Cc:
Subject: Re: SEL slide deck

The file was not posted on February 9. The file was posted in January prior to the inauguration of Governor Youngkin and before Jillian Balow assumed her duties as superintendent of public instruction. VDOE continues to review web content and other resources for potential relevance to Executive Order #1, and will provide an update on its implementation in the 90-day report required by the order.

Charles B. Pyle
Director of Communications & Constituent Services
Virginia Department of Education
Charles.Pyle@doe.virginia.gov
(804) 371-2420
(804) 640-2117 (cell)
(804) 640-2117 mobile

On Thu, Mar 10, 2022 at 9:15 AM Chrissy Clark <chrissy@dailycaller.com> wrote:
Hey Charles,

No worries, we can be flexible. We can aim for 2:30pm EST.

Thanks!

On Thu, Mar 10, 2022 at 7:56 AM Pyle, Charles <charles.pyle@doe.virginia.gov> wrote:
Chrissy,

I will follow up with you later this morning on your inquiry regarding the SEL slides. I hope you can be a little flexible with your deadline. Thanks.

Charles B. Pyle
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Virginia Department of Education
Charles.Pyle@doe.virginia.gov
(804) 371-2420
(804) 640-2117 mobile

--
Best,
Chrissy

Email Header:

MIME-Version: 1.0
Date: Thu, 10 Mar 2022 12:50:52 -0500
Message-ID: <CAAQhPAg3H9QMpM9bTJiOGFLc1yfWt-jq+yRVh07-tHDUfJwmyg@mail.gmail.com>
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To: "Chrissy Clark" <chrissy@dailycaller.com>
From: "Pyle, Charles" <charles.pyle@doe.virginia.gov>
CKX-Bounce-Address: charles.pyle@doe.virginia.gov
Subject: Re: SEL slide deck

From: Chrissy Clark <chrissy@dailycaller.com>
Sent: 3/10/2022 1:53:10 PM
To: "Pyle, Charles" <charles.pyle@doe.virginia.gov>
Cc:
Subject: Re: SEL slide deck

Charles,

Thanks for your help!

On Thu, Mar 10, 2022 at 11:51 AM Pyle, Charles <charles.pyle@doe.virginia.gov> wrote:

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Charles.Pyle@doe.virginia.gov
(804) 371-2420
(804) 640-2117 mobile

--
Best,
Chrissy

--
Best,
Chrissy

Email Header:

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spf=softfail (google.com: domain of transitioning chrissy@dailycaller.com does not designate 209.85.220.41 as permitted sender) smtp.mailfrom=chrissy@dailycaller.com"
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Received-SPF: softfail (google.com: domain of transitioning chrissy@dailycaller.com does not designate 209.85.220.41 as permitted sender) client-ip=209.85.220.41;
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In-Reply-To: <CAAQhPaG3H9QmPM9BTJ0GFLc1yFw-jq+yRvho7-tHDUFJwmyg@mail.gmail.com>
TO: "Pyle, Charles" <charles.pyle@doe.virginia.gov>
From: "Chrissy Clark" <chrissy@dailycaller.com>
CKX-Bounce-Address: chrissy@dailycaller.com
Subject: Re: SEL slide deck