

Subject: Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)
Date: Friday, June 10, 2022 at 1:47:29 PM Eastern Daylight Time
From: FOIA, rr
To: AO Records
CC: Rachel Baron, Hart Wood
Attachments: Humanities Meeting.pdf, humanities meeting information.pdf, Humanities Meeting.pdf, Humanities Meeting.pdf, Humanities Meeting.pdf

EXTERNAL SENDER

Good afternoon:

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 continuing to release the responsive records on a rolling basis and this email reflects the second phase of our response, which includes responsive records (all contained in email) identified for the following VDOE employees/email accounts: Andrea Nannery, Brandi McCracken, Brendon Albon, Carmen Kurek, Cathy Estep, Christonya Brown, Colleen Cassada, Courtney Jones, Crystal Christmas, Dicky Shanor, Donald Fairhart, Emily Riggan, Erin Carroll, Jenna Conway, Kelly Bisogno, Kelly Shomo, Lacora Hurte, Lisa Harris, Maggie Parker, Megan Moore, Meghan Homer, Michelle Milligan, Monique Jones, Peggy King, Quentin Ballard, Roselyn Brown, Samantha Hollins, Sandra Curwood, superintendent@doe.virginia.gov, and Vijay Ramnarain. Please see our detailed response below for records associated with the respective aforementioned employees/email accounts. Please note that many of the emails referenced below are duplicates as Gmail generates a separate email record for each VDOE recipient and sender:

- **Andrea Nannery:** We identified a total of 9 emails (a total of 13 pages) 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.
- **Brandi McCracken:** We identified a total of 1 responsive email, which is attached herewith.

- **Brendon Albon:** We identified a total of 3 responsive emails, 2 of which (a total of 2 pages and 3 attachments) 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. The remaining responsive email is attached herewith.
- **Carmen Kurek:** We identified a total of 1 responsive email, which is attached herewith.
- **Cathy Estep:** We identified a total of 22 emails (a total of 34 pages and 6 attachments), 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.
- **Christonya Brown:** We identified a total of 1 responsive email, which is attached herewith.
- **Colleen Cassada:** We identified a total of 1 responsive email, which is attached herewith.
- **Courtney Jones:** We identified a total of 14 responsive emails (a total of 23 pages and 2 attachments), 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 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.
- **Crystal Christmas:** We identified a total of 2 responsive emails (a total of 4 pages), 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 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.
- **Dicky Shanor:** We identified a total of 69 responsive emails, of which 66 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 3 responsive emails will be attached to a subsequent email.
 - 65 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 87 pages and 24 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.
- **Donald Fairhart:** We identified a total of 30 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) 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, which constitutes 46 pages and 6 attachments.
- **Emily Riggan:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Erin Carroll:** We identified a total of 18 responsive emails, of which 10 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 8 responsive emails will be attached to a subsequent email due to the size of the attachments.
 - The 10 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.

- **Jenna Conway:** We identified a total of 21 responsive emails, of which 20 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 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 27 pages and 8 attachments. The remaining responsive email will be attached to a subsequent email momentarily.
- **Kelly Bisogno:** We identified a total of 1 responsive email, which will be attached to a subsequent email momentarily.
- **Kelly Shomo:** 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) 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, which constitutes 16 pages.
- **Lacora Hurte:** 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) 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, which constitutes 2 pages and 3 attachments.
- **Lisa Harris:** We identified a total of 1 responsive email, which will be attached to a subsequent email momentarily.
- **Maggie Parker:** 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) 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, which constitutes 15 pages.
- **Megan Moore:** We identified a total of 2 responsive emails, both of 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, which constitutes 4 pages and 3 attachments.
- **Meghan Homer:** 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) 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, which constitutes 5 pages.
- **Michelle Milligan:** We identified a total of 1 responsive email, which will be attached to a subsequent email momentarily.
- **Monique Jones:** We identified a total of 4 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) 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, which constitutes 4 pages and 6 attachments.
- **Peggy King:** We identified a total of 1 responsive email, which will be attached to a subsequent email momentarily.

- **Quentin Ballard:** We identified a total of 2 responsive emails, both of 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, which constitutes 2 pages and 1 attachment.
- **Roselyn Brown:** We identified a total of 6 responsive emails, both of 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, which constitutes 8 pages and 6 attachments.
- **Samantha Hollins:** We identified a total of 8 responsive emails, of which 2 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 6 responsive emails will be attached to a subsequent email shortly.
 - 1 of the withheld emails 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 3 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.
- **Sandra Curwood:** 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) 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, which constitutes 29 pages and 8 attachments.
- **Email account - superintendent@doe.virginia.gov:** We identified a total of 1 responsive email, which will be attached to a subsequent email.
- **Vijay Ramnarain:** We identified a total of 6 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) 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, which constitutes 8 pages and 9 attachments.

Due to the size of the records that are being released via email for this second phase, it will be necessary to send these as attachments in 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 continued patience during this process.

I hope you have a great weekend.

Best regards,
Rebecca Westfall

I



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 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-B-000001

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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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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Email Header:

MIME-Version: 1.0
Date: Wed, 16 Mar 2022 17:59:36 -0400
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Boundary="-----030800020702090809030904"
X-Priority: Normal
From 1727495395309739654-af429fbd-727d-4ea7-9ef7-8c555026e839.mbox@xxx Wed Mar 16 09: 59:50 2022
Delivered-To: dicky.shanor@doe.virginia.gov
Received: by 2002:a02:25d1:0:0:0:0 with SMTP id y17csp536639uan; Wed, 16 Mar 2022 14:59:51 -0700 (PDT)
Received: from mail-sor-f41.google.com (mail-sor-f41.google.com. [209.85.220.41]) by mx.google.com with SMTPS id z15-20020a02838f00000b00319c8727c8scor106365jag.99.2022.03.16.14.59.50 for <dicky.shanor@doe.virginia.gov>
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X-Received: by 2002:a02:b0d5:0:b0:317:c62c:cbcb with SMTP id w21-20020a02b0d500000b00317c62c6cbcbmr720883jah.78.1647467988893; Wed, 16 Mar 2022 14:59:48 -0700 (PDT)
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ARC-Authentication-Results: i=1; mx.google.com; dkim=pass header.i=doe.virginia.gov header.s=google header.b=ZUv+OcdF"; spf=pass (google.com: domain of elizabeth.schultz@doe.virginia.gov designates 209.85.220.41 as permitted sender) smtp.mailfrom=elizabeth.schultz@doe.virginia.gov
Return-Path: <elizabeth.schultz@doe.virginia.gov>
Received-SPF: pass (google.com: domain of elizabeth.schultz@doe.virginia.gov designates 209.85.220.41 as permitted sender) client-ip=209.85.220.41;
Authentication-Results: mx.google.com; dkim=pass header.i=doe.virginia.gov header.s=google header.b=ZUv+OcdF"; spf=pass (google.com: domain of elizabeth.schultz@doe.virginia.gov designates 209.85.220.41 as permitted sender) smtp.mailfrom=elizabeth.schultz@doe.virginia.gov
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X-Google-DKIM-Signature: v=1; a="rsa-sha256"; c="relaxed/relaxed"; d="1e100.net"; s=20210112; h="x-gm-message-state:mime-version:references:in-reply-to:from:date :message-id:subject:to:cc"; bh="A1PGVqNeNaEP/WdPOU9LRMB2A40Lo0w+Vauv7JFew2Q="; b="0px09136qf6b6kL1d9V1Saf64f6sKdprmkSoN5sb5PmGmXQz9X7ebJwmGeun O/ZsC8Iryvvt15MC7sH18hELydkVwZKalRg9lkl+gE0z2Ggetxh/y36FZ45SYEad dZv2Yj9NObsx0X1sYpD12EthpRkX2I6/I/jN7V6gZ8K1HmL22F1DFocPNXblu40
X-Gm-Message-State: AOM533/ARnRSMt1kzFM14Y/ttPm2YpFpQVKh5jvltlWsmQ41V ewCE0wuziQ1HP+Jp1Y9qzqBFCodfHy56fUPptWDZUCM9
X-Google-Smtp-Source: ABhPhw6z1V2WY040P74PwS9vQzuoF2DfBmdUy9JhC2Fudo//YX6L0+wlrkfBF2CJHcrFaOkhWwB867hwC30Q
References: <28A87C4E-E490-444F-A68B-033A05FE02F.ref@yahoo.com> <28A87C4E-E490-444F-A68B-033A05FE02F@yahoo.com>
In-Reply-To: <28A87C4E-E490-444F-A68B-033A05FE02F@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



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Information Management

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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
- Independent's & Officials' Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
- Education
- Childhood
- Home & School
- Learning in Virginia
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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

- 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](#) ^(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.

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

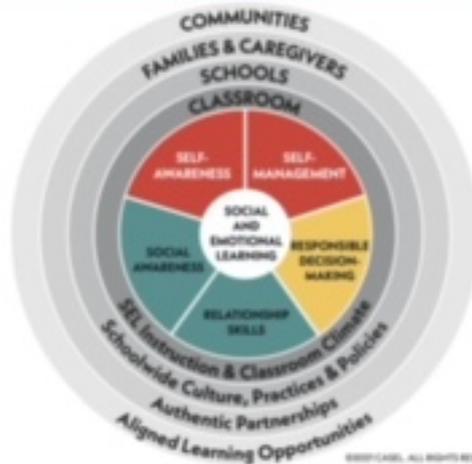
The [CASEL CARES Initiative](#) connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances. This site



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

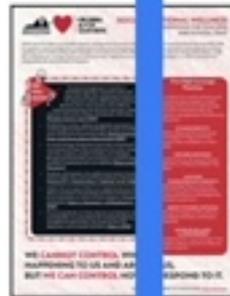
Social Emotional Wellness Quick Guides

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

Considerations for Teachers and School Staff (PDF)

Resources include:

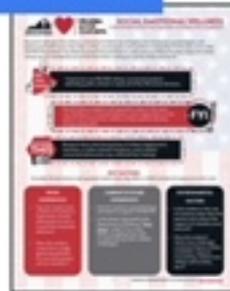
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



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

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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 & Staff Memos

Families & Students

Online Directories

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Education

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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](#)

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[English Language Learners](#)

[Gifted Education](#)

[Governor's Office](#)

[Homebound Instruction](#)

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](#)

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[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Sch](#)

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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.

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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 are intentionally

From: Anne Taydus <anneelizabethcraft@yahoo.com>
Sent: 3/16/2022 6:12:25 PM
To: superintendent@doe.virginia.gov
Cc: elizabeth.schultz@doe.virginia.gov
Subject: Fwd: VDOE SEL site info we discussed

Attachments: [image21.jpeg](#), [image20.jpeg](#), [image7.jpeg](#), [image1.jpeg](#), [image9.jpeg](#), [image6.jpeg](#), [image26.jpeg](#), [image11.jpeg](#), [image23.jpeg](#), [image3.jpeg](#), [image18.jpeg](#), [image25.jpeg](#), [image1\[12\].jpeg](#), [image17.jpeg](#), [image8.jpeg](#), [image19.jpeg](#), [image10.jpeg](#), [image24.jpeg](#), [image5.jpeg](#), [image0.jpeg](#), [image22.jpeg](#), [image2.jpeg](#), [image0\[22\].jpeg](#), [image4.jpeg](#)

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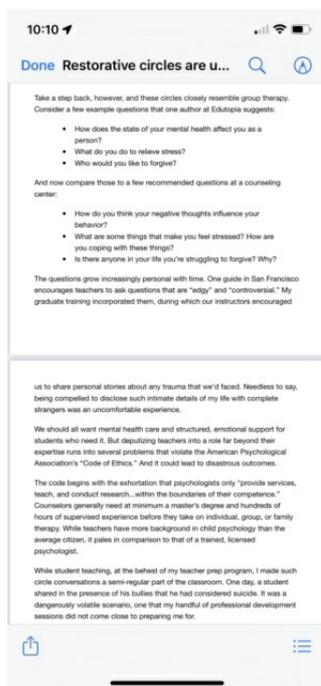


Dr. Ballow
I sent this to Elizabeth Schultz per a conversation we had regarding the major issues with the VDOE SEL since the Governors divisive concept guidance is in direct conflict with the use of CASEL and almost every link on the VDOE site.

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

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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


VIRGINIA IS FOR LEARNERS
VIRGINIA DEPARTMENT OF EDUCATION

[HOME](#) - [STUDENT & SCHOOL SUPPORT](#) - [PREVENTION STRATEGIES & PROGRAMS](#) - [SOCIAL EMOTIONAL LEARNING \(SEL\)](#)

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 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):

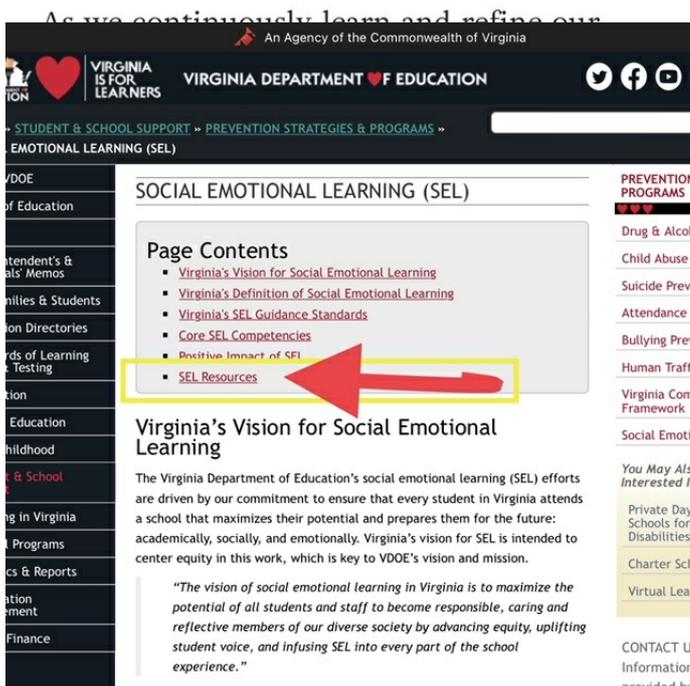
CASEL's Definition of SEL (2020 Update):

"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



An Agency of the Commonwealth of Virginia

VIRGINIA IS FOR LEARNERS VIRGINIA DEPARTMENT OF EDUCATION

STUDENT & SCHOOL SUPPORT » PREVENTION STRATEGIES & PROGRAMS »

EMOTIONAL LEARNING (SEL)

SOCIAL EMOTIONAL LEARNING (SEL)

Page Contents

- Virginia's Vision for Social Emotional Learning
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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: 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 tools 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 Implementation 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 data-based 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 respect, 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 Checklist 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.

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 schedule 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

7:54

Social Emotional Wellness Quick Guides

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 Hook 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)



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 prospectively 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

JB:jgh
PO Box 2100 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 ¹⁰	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. ¹¹	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

AMERICAN OVERSIGHT



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.

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 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 \(PDF\)](#)

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 & School Reopening](#) - 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](#) (PDF) - 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](#) (PDF) - 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](#) (PDF) - 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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- Career & Ti
- Computer I
- Character I
- Driver Edu
- Economics
- English & R
- Family Life
- Fine Arts
- Health Edu
- History & S
- Mathemat
- Physical Ed
- Science
- STEM
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- Grant Fund
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- SEL Integration Approach for Classroom Educators (PDF) (Transforming Education)
- Strategies for Establishing School Family Partnerships (CASEL)
- 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
- South Carolina Department of Education Social Emotional Learning

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- 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 Wellness Standards

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

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

<https://youtu.be/dlpeymIXuE>. 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/UPWrnBA2274>

<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/>

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

5cs

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

<https://youtu.be/f4JUF5wblo>

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

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.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->

[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](https://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)

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/418766834/3d117d43e4d2beb07cb5e9e9b7c4bd1/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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Frameworks-Equity.pdf
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Return-Path: <anneelizabethcraft@yahoo.com>
Received-SPF: pass (google.com: domain of anneelizabethcraft@yahoo.com designates 98.137.69.205 as permitted sender) client-ip=98.137.69.205;
Authentication-Results: mx.google.com;
dkim=pass header.i=@yahoo.com header.s=s2048 header.b=UyHrLVVf";
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Cc: elizabeth.schultz@doe.virginia.gov
To: superintendent@doe.virginia.gov
From: "Anne Taydus" <anneelizabethcraft@yahoo.com>
DKX-Bounce-Address: anneelizabethcraft@yahoo.com
Subject: Fwd: VDOE SEL site info we discussed

- [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 are intentionally

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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- 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.



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

- 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



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.

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)



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)

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.”

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



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

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.

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.

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.

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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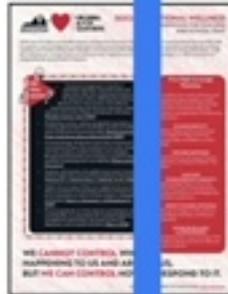
Social Emotional Wellness Quick Guides

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

Considerations for Teachers and School Staff (PDF)

Resources include:

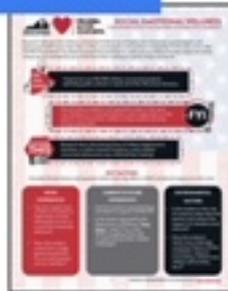
- [Supporting Self-Care for Educators During COVID-19](#)
- [Social Emotional Learning \(SEL\) Learning for Educators Toolkit](#)
- [How to Support Teachers Emotional Needs Right Now](#)



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)





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

- VDOE
- Department of Education
- Superintendent's & Principals' Memos
- Families & Students
- Division Directories
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SOCIAL EMOTIONAL LEARNING (SEL)

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

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.





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

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):

“... ..”



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Student & School Support

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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 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.

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

From: Harris, Christine <christine.harris@doe.virginia.gov>
Sent: 3/7/2022 12:41:35 AM
To: "DOE - Humanities" <Humanities@doe.virginia.gov>
Cc:
Subject: Humanities Meeting

Attachments: [Current Status 3_7_22.docx](#), [Opinion_ Youngkin administration routine...ation in schools - The Virginian-Pilot copy.pdf](#)

Good evening,
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

After we wish Emily well, we will have the first of several discussions about our understanding of the Executive Orders and terminology. I put everything into one document to help with your review of the items. I also included a piece written by the Secretary. I hope to talk about what we have done to be in compliance and help think about the support we need for next steps. I look forward to our discussion tomorrow.

Thanks!
Christine

Dr. Christine A. Harris

Director, Office of Humanities
Virginia Department of Education
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From: "Harris, Christine" <christine.harris@doe.virginia.gov>
CKX-Bounce-Address: christine.harris@doe.virginia.gov
Subject: Humanities Meeting



As of 3/7/2022

While we are waiting for an agencywide meeting, there are things we can do to deepen our understanding of terminology, terms in the Executive Orders, and planning for resources/PD. As a VDOE employees and an extension of the Executive Branch, it is important that we understand the directives. Review the below for our discussion.

Documents:

1. **Email R. Shanor March 2, 2022 DOI:** The Governor appointed a Chief Diversity, Opportunity, and Inclusion Officer to his cabinet. This shift from using the word equity to opportunity is something we will mirror at VDOE. Rosa Atkins will be our Chief DOI Officer and work with me directly. We've had initial conversations and are excited about some of the new projects we intend to pursue. One of particular relevance to everyone at VDOE is our desire to create an internal leadership and capacity building program for all employees. More information on that will be shared as it develops.
2. **Governor's Office [Press Release](#) February 25, 2022: Governor Glenn Youngkin Releases the Superintendent of Public Instruction's Interim Report on *Inherently Divisive Policies, Programs, Training, and Curricula***
The Governor issued the following statement on the interim report: "All Virginia students should have the opportunity to receive an excellent education that teaches all history including the good and the bad, prioritizes academic excellence, and fosters equal opportunities for all students. Our Virginia students should not be taught to discriminate on the basis of sex, skin color, or religion and VDOE policies should certainly not recommend such concepts. There is much work to be done, but I am encouraged that Superintendent Balow is proactively reviewing policies and practices around the Commonwealth. This is the first step in improving Virginia's education system, restoring high academic expectations, equipping our future generation to be career or college ready, and providing equal opportunities for all Virginia students. As your governor, I will continually stand up for students and parents and look forward to signing the largest education budget in Virginia's history."
3. **Report [Interim 30-Day Report on Inherently Divisive Concepts](#) February 23, 2022**
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. Cover letter states:
 - 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.

Documents:

- Rescind- All Resources Included on VDOE’s EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ii
- Rescind- Diversity, Equity, Inclusion Audit Toolii (Superintendent’s Memo 280-20)
- Rescind- Navigating EdEquityVA: Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)
- Rescind- All Resources Included on VDOE’s Culturally Responsive Website
- Rescind- Superintendent’s Memo #050-19
- Rescind- “Teaching 9/11” EdEquityVA Web Series
- Parts rescinded and evaluating- VA L.E.A.R.N.S.
- Rescind and evaluating- Virginia Math Pathways Initiative (VMPI)

4. **Executive Order Ten**: *Focusing Virginia's Diversity, Equity, and Inclusion Office January 19, 2022*

- Angela Sailor is appointed as Director of the Office of Diversity, Equity and Inclusion, and is hereby designated to serve in the Governor's Cabinet as the Commonwealth Chief Diversity, Opportunity & Inclusion Officer (CDOI)
- CDOI will promote ideas, policies, and practices in coordination with the Secretary of Commerce and Trade to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities.
- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
- promote free speech and civil discourse in civic life, including viewpoint diversity in higher education in coordination with the Secretary of Education.
- promote ideas, policies, and practices to eliminate disparities in pre-natal care, and be an ambassador for unborn children.
- be responsive to the rights of parents in educational and curricular decision making and ensure, in coordination with the Secretary of Education, that the teaching of Virginia's and the United States' history is honest, objective, and complete.

5. **Executive Order One**: *Ending the Use of Inherently Divisive Concepts, Including Critical Race Theory, and Restoring Excellence in K-12 Public Education in the Commonwealth*

January 15, 2022

For the purposes of this Executive order “*inherently divisive concepts*” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts:

- one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith;
- an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith,
- members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,
- an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith,
- an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith,
- meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Directives:

1. The Superintendent of Public Instruction (SoPI) shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. SoPI shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. SoPI shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. SoPI shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. SoPI shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process, 3 changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.
7. SoPI shall review the "EdEquityVA" program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. SoPI shall review and immediately end the use of any portion of any Governor's School program that promotes inherently divisive concepts.
11. SoPI shall raise standards in K-12 education and immediately take steps to:

- a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. SoPI shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the "achievement gap" in K-12 education, with recommendations for additional executive and 4 legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.
 13. SoPI will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

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By AIMEE ROGSTAD GUIDERA

FOR THE VIRGINIAN-PILOT | FEB 28, 2022 AT 6:05 PM



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FEEDBACK





Virginia Gov. Glenn Youngkin, center, signs executive orders in the Governors conference room as Lt. Gov. Winsome Earle-Sears, left, Suzanne Youngkin, Second from left, Attorney General Jason Miyares, second from right, and Secretary of the Commonwealth, Kay Cole James, right, look on at the Capitol on Jan. 15 in Richmond. (AP Photo/Steve Helber) (Steve Helber/AP)

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During the gubernatorial campaign last year, parents told then-candidate Glenn Youngkin that education systems and school boards had stopped listening to their concerns about the quality of education their children received. In November, parents entrusted the governor to restore excellence in education and to build trust through greater transparency around all aspects of our education systems.



Aimee Rogstad Guidera serves as secretary of education in the Youngkin administration. (HANDOUT)

During the pandemic, parents across the nation discovered that their children were taught that the color of their skin was the greatest determinant of their future, and children were being blamed for the mistakes of the past, rather than discussing how to solve today's challenges to chart a better future. Our children deserve far better, and our future depends on it.

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Parents know that our administration is committed to making sure all children receive a high-quality education. That education includes lessons on all of our history. We must own this history to ensure that we do not repeat the mistakes of the past. And while we must confront our past, educators must not lose sight that in America, all are created equal.

I believe we must celebrate, nurture and protect a diverse and inclusive society that values individuals and safeguards their rights. The executive actions Youngkin took on day one are critical to strengthening Virginia’s current and future education system.

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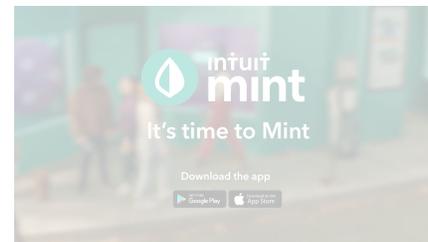
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Equity” was premised on the lens of race and allowed new discrimination to address previous discrimination.

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Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

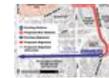
In Virginia, we will stop any practice or policy that discriminates against any individual or ascribes certain beliefs to that person based on their race, creed or sex. This shouldn't be controversial. Polling last summer found that a majority of Americans across party lines agreed that racism still exists, that schools should take actions to teach the full history of America, and that schools should not separate students into groups based on their racial or ethnic background.

For hundreds of years, Virginia has been at the heart of the great American experiment; this includes some terrible chapters in our national pursuit of a society and government founded on each of us being created equal. I commit to working until my last day in office to ensure that every child receives a quality education which prepares them for success in life, understands the entirety of our shared history, and believes that it is her actions, not the color of her skin or what zip code she was born into, which determines that success.

Aimee Rogstad Guidera was appointed secretary of education by Gov. Glenn Youngkin in December. Prior to her appointment, she was the head of the Guidera Strategy consulting firm and founder and CEO of the Data Quality Campaign, a national nonprofit that advocates for the use of data to improve results.

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Houston Tumlin, 'Talladega Nights' child actor, dies at 28

Houston Tumlin, known for his role in "Talladega Nights: The Ballad of Ricky Bobby" as a young actor, has died. He was 28.

[pilotonline.com](#)

FEEDBACK



From: Harris, Christine <christine.harris@doe.virginia.gov>
Sent: 3/7/2022 12:41:35 AM
To: "DOE - Humanities" <Humanities@doe.virginia.gov>
Cc:
Subject: Humanities Meeting

Attachments: [Current Status 3_7_22.docx](#), [Opinion_ Youngkin administration routine...ation in schools - The Virginian-Pilot copy.pdf](#)

Good evening,
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

After we wish Emily well, we will have the first of several discussions about our understanding of the Executive Orders and terminology. I put everything into one document to help with your review of the items. I also included a piece written by the Secretary. I hope to talk about what we have done to be in compliance and help think about the support we need for next steps. I look forward to our discussion tomorrow.

Thanks!
Christine

Dr. Christine A. Harris

Director, Office of Humanities
Virginia Department of Education
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CKX-Bounce-Address: christine.harris@doe.virginia.gov
Subject: Humanities Meeting



As of 3/7/2022

While we are waiting for an agencywide meeting, there are things we can do to deepen our understanding of terminology, terms in the Executive Orders, and planning for resources/PD. As a VDOE employees and an extension of the Executive Branch, it is important that we understand the directives. Review the below for our discussion.

Documents:

1. **Email R. Shanor March 2, 2022 DOI:** The Governor appointed a Chief Diversity, Opportunity, and Inclusion Officer to his cabinet. This shift from using the word equity to opportunity is something we will mirror at VDOE. Rosa Atkins will be our Chief DOI Officer and work with me directly. We've had initial conversations and are excited about some of the new projects we intend to pursue. One of particular relevance to everyone at VDOE is our desire to create an internal leadership and capacity building program for all employees. More information on that will be shared as it develops.
2. **Governor's Office [Press Release](#) February 25, 2022: Governor Glenn Youngkin Releases the Superintendent of Public Instruction's Interim Report on *Inherently Divisive Policies, Programs, Training, and Curricula***
The Governor issued the following statement on the interim report: "All Virginia students should have the opportunity to receive an excellent education that teaches all history including the good and the bad, prioritizes academic excellence, and fosters equal opportunities for all students. Our Virginia students should not be taught to discriminate on the basis of sex, skin color, or religion and VDOE policies should certainly not recommend such concepts. There is much work to be done, but I am encouraged that Superintendent Balow is proactively reviewing policies and practices around the Commonwealth. This is the first step in improving Virginia's education system, restoring high academic expectations, equipping our future generation to be career or college ready, and providing equal opportunities for all Virginia students. As your governor, I will continually stand up for students and parents and look forward to signing the largest education budget in Virginia's history."
3. **Report [Interim 30-Day Report on Inherently Divisive Concepts](#) February 23, 2022**
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. Cover letter states:
 - 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.

Documents:

- Rescind- All Resources Included on VDOE’s EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ii
- Rescind- Diversity, Equity, Inclusion Audit Toolii (Superintendent’s Memo 280-20)
- Rescind- Navigating EdEquityVA: Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)
- Rescind- All Resources Included on VDOE’s Culturally Responsive Website
- Rescind- Superintendent’s Memo #050-19
- Rescind- “Teaching 9/11” EdEquityVA Web Series
- Parts rescinded and evaluating- VA L.E.A.R.N.S.
- Rescind and evaluating- Virginia Math Pathways Initiative (VMPI)

4. **Executive Order Ten**: *Focusing Virginia's Diversity, Equity, and Inclusion Office January 19, 2022*

- Angela Sailor is appointed as Director of the Office of Diversity, Equity and Inclusion, and is hereby designated to serve in the Governor's Cabinet as the Commonwealth Chief Diversity, Opportunity & Inclusion Officer (CDOI)
- CDOI will promote ideas, policies, and practices in coordination with the Secretary of Commerce and Trade to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities.
- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
- promote free speech and civil discourse in civic life, including viewpoint diversity in higher education in coordination with the Secretary of Education.
- promote ideas, policies, and practices to eliminate disparities in pre-natal care, and be an ambassador for unborn children.
- be responsive to the rights of parents in educational and curricular decision making and ensure, in coordination with the Secretary of Education, that the teaching of Virginia's and the United States' history is honest, objective, and complete.

5. **Executive Order One**: *Ending the Use of Inherently Divisive Concepts, Including Critical Race Theory, and Restoring Excellence in K-12 Public Education in the Commonwealth*

January 15, 2022

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- an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith,
- members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,
- an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith,
- an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith,
- meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Directives:

1. The Superintendent of Public Instruction (SoPI) shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. SoPI shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. SoPI shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. SoPI shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. SoPI shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process, 3 changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.
7. SoPI shall review the "EdEquityVA" program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. SoPI shall review and immediately end the use of any portion of any Governor's School program that promotes inherently divisive concepts.
11. SoPI shall raise standards in K-12 education and immediately take steps to:

- a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. SoPI shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the "achievement gap" in K-12 education, with recommendations for additional executive and 4 legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.
 13. SoPI will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

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Opinion: Youngkin administration rooting out discrimination in schools

By AIMEE ROGSTAD GUIDERA

FOR THE VIRGINIAN-PILOT | FEB 28, 2022 AT 6:05 PM



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Virginia Gov. Glenn Youngkin, center, signs executive orders in the Governors conference room as Lt. Gov. Winsome Earle-Sears, left, Suzanne Youngkin, Second from left, Attorney General Jason Miyares, second from right, and Secretary of the Commonwealth, Kay Cole James, right, look on at the Capitol on Jan. 15 in Richmond. (AP Photo/Steve Helber) (Steve Helber/AP)

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During the gubernatorial campaign last year, parents told then-candidate Glenn Youngkin that education systems and school boards had stopped listening to their concerns about the quality of education their children received. In November, parents entrusted the governor to restore excellence in education and to build trust through greater transparency around all aspects of our education systems.



Aimee Rogstad Guidera serves as secretary of education in the Youngkin administration. (HANDOUT)

During the pandemic, parents across the nation discovered that their children were taught that the color of their skin was the greatest determinant of their future, and children were being blamed for the mistakes of the past, rather than discussing how to solve today's challenges to chart a better future. Our children deserve far better, and our future depends on it.

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Parents know that our administration is committed to making sure all children receive a high-quality education. That education includes lessons on all of our history. We must own this history to ensure that we do not repeat the mistakes of the past. And while we must confront our past, educators must not lose sight that in America, all are created equal.

I believe we must celebrate, nurture and protect a diverse and inclusive society that values individuals and safeguards their rights. The executive actions Youngkin took on day one are critical to strengthening Virginia’s current and future education system.

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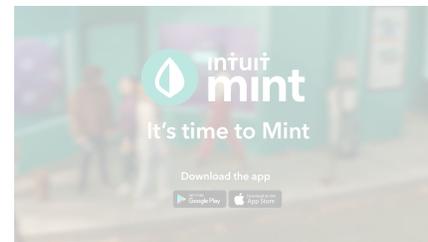
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As part of our interim review of policies and practices mandated by Executive Order One, we have found divisive concepts embedded in training materials, teacher resources and curriculum. We are identifying policies scattered throughout the Virginia Department of Education that aim to indoctrinate teachers and students to value group think rather than individual curiosity and critical thinking. We are also learning of practices that treat children differently, whether it be in class exercises or admissions policies, based on the color of their skin.

The argument that divisive concepts are not in our schools is unfounded. Even Gov. Ralph Northam’s superintendent of public instruction, James Lane, sent a memo to Virginia public schools promoting critical race theory labeling it an “important analytic tool” that can “further spur developments in education.” Even the former administration’s “Roadmap to



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Equity” was premised on the lens of race and allowed new discrimination to address previous discrimination.

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Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

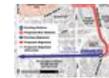
In Virginia, we will stop any practice or policy that discriminates against any individual or ascribes certain beliefs to that person based on their race, creed or sex. This shouldn't be controversial. Polling last summer found that a majority of Americans across party lines agreed that racism still exists, that schools should take actions to teach the full history of America, and that schools should not separate students into groups based on their racial or ethnic background.

For hundreds of years, Virginia has been at the heart of the great American experiment; this includes some terrible chapters in our national pursuit of a society and government founded on each of us being created equal. I commit to working until my last day in office to ensure that every child receives a quality education which prepares them for success in life, understands the entirety of our shared history, and believes that it is her actions, not the color of her skin or what zip code she was born into, which determines that success.

Aimee Rogstad Guidera was appointed secretary of education by Gov. Glenn Youngkin in December. Prior to her appointment, she was the head of the Guidera Strategy consulting firm and founder and CEO of the Data Quality Campaign, a national nonprofit that advocates for the use of data to improve results.

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Houston Tumlin, 'Talladega Nights' child actor, dies at 28

Houston Tumlin, known for his role in "Talladega Nights: The Ballad of Ricky Bobby" as a young actor, has died. He was 28.

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VA-DOE-22-0317-B-000083

From: Harris, Christine <christine.harris@doe.virginia.gov>
Sent: 3/7/2022 12:41:35 AM
To: "DOE - Humanities" <Humanities@doe.virginia.gov>
Cc:
Subject: Humanities Meeting

Attachments: [Current Status 3_7_22.docx](#), [Opinion_ Youngkin administration routine...ation in schools - The Virginian-Pilot copy.pdf](#)

Good evening,
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

After we wish Emily well, we will have the first of several discussions about our understanding of the Executive Orders and terminology. I put everything into one document to help with your review of the items. I also included a piece written by the Secretary. I hope to talk about what we have done to be in compliance and help think about the support we need for next steps. I look forward to our discussion tomorrow.

Thanks!
Christine

Dr. Christine A. Harris

Director, Office of Humanities
Virginia Department of Education
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Subject: Humanities Meeting



As of 3/7/2022

While we are waiting for an agencywide meeting, there are things we can do to deepen our understanding of terminology, terms in the Executive Orders, and planning for resources/PD. As a VDOE employees and an extension of the Executive Branch, it is important that we understand the directives. Review the below for our discussion.

Documents:

1. **Email R. Shanor March 2, 2022 DOI:** The Governor appointed a Chief Diversity, Opportunity, and Inclusion Officer to his cabinet. This shift from using the word equity to opportunity is something we will mirror at VDOE. Rosa Atkins will be our Chief DOI Officer and work with me directly. We've had initial conversations and are excited about some of the new projects we intend to pursue. One of particular relevance to everyone at VDOE is our desire to create an internal leadership and capacity building program for all employees. More information on that will be shared as it develops.
2. **Governor's Office [Press Release](#) February 25, 2022: Governor Glenn Youngkin Releases the Superintendent of Public Instruction's Interim Report on *Inherently Divisive Policies, Programs, Training, and Curricula***
The Governor issued the following statement on the interim report: "All Virginia students should have the opportunity to receive an excellent education that teaches all history including the good and the bad, prioritizes academic excellence, and fosters equal opportunities for all students. Our Virginia students should not be taught to discriminate on the basis of sex, skin color, or religion and VDOE policies should certainly not recommend such concepts. There is much work to be done, but I am encouraged that Superintendent Balow is proactively reviewing policies and practices around the Commonwealth. This is the first step in improving Virginia's education system, restoring high academic expectations, equipping our future generation to be career or college ready, and providing equal opportunities for all Virginia students. As your governor, I will continually stand up for students and parents and look forward to signing the largest education budget in Virginia's history."
3. **Report [Interim 30-Day Report on Inherently Divisive Concepts](#) February 23, 2022**
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. Cover letter states:
 - 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.

Documents:

- Rescind- All Resources Included on VDOE’s EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ii
- Rescind- Diversity, Equity, Inclusion Audit Toolii (Superintendent’s Memo 280-20)
- Rescind- Navigating EdEquityVA: Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)
- Rescind- All Resources Included on VDOE’s Culturally Responsive Website
- Rescind- Superintendent’s Memo #050-19
- Rescind- “Teaching 9/11” EdEquityVA Web Series
- Parts rescinded and evaluating- VA L.E.A.R.N.S.
- Rescind and evaluating- Virginia Math Pathways Initiative (VMPI)

4. **Executive Order Ten**: *Focusing Virginia's Diversity, Equity, and Inclusion Office January 19, 2022*

- Angela Sailor is appointed as Director of the Office of Diversity, Equity and Inclusion, and is hereby designated to serve in the Governor's Cabinet as the Commonwealth Chief Diversity, Opportunity & Inclusion Officer (CDOI)
- CDOI will promote ideas, policies, and practices in coordination with the Secretary of Commerce and Trade to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities.
- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
- promote free speech and civil discourse in civic life, including viewpoint diversity in higher education in coordination with the Secretary of Education.
- promote ideas, policies, and practices to eliminate disparities in pre-natal care, and be an ambassador for unborn children.
- be responsive to the rights of parents in educational and curricular decision making and ensure, in coordination with the Secretary of Education, that the teaching of Virginia's and the United States' history is honest, objective, and complete.

5. **Executive Order One**: *Ending the Use of Inherently Divisive Concepts, Including Critical Race Theory, and Restoring Excellence in K-12 Public Education in the Commonwealth*

January 15, 2022

For the purposes of this Executive order “*inherently divisive concepts*” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts:

- one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith;
- an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith,
- members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,
- an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith,
- an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith,
- meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Directives:

1. The Superintendent of Public Instruction (SoPI) shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. SoPI shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. SoPI shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. SoPI shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. SoPI shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process, 3 changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.
7. SoPI shall review the "EdEquityVA" program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. SoPI shall review and immediately end the use of any portion of any Governor's School program that promotes inherently divisive concepts.
11. SoPI shall raise standards in K-12 education and immediately take steps to:

- a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. SoPI shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the "achievement gap" in K-12 education, with recommendations for additional executive and 4 legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.
 13. SoPI will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

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COLUMN COLUMNS & GUEST COMMENTARY OPINION & COMMENTARY

Opinion: Youngkin administration rooting out discrimination in schools

By AIMEE ROGSTAD GUIDERA

FOR THE VIRGINIAN-PILOT | FEB 28, 2022 AT 6:05 PM

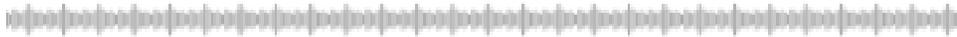


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Virginia Gov. Glenn Youngkin, center, signs executive orders in the Governors conference room as Lt. Gov. Winsome Earle-Sears, left, Suzanne Youngkin, Second from left, Attorney General Jason Miyares, second from right, and Secretary of the Commonwealth, Kay Cole James, right, look on at the Capitol on Jan. 15 in Richmond. (AP Photo/Steve Helber) (Steve Helber/AP)

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During the gubernatorial campaign last year, parents told then-candidate Glenn Youngkin that education systems and school boards had stopped listening to their concerns about the quality of education their children received. In November, parents entrusted the governor to restore excellence in education and to build trust through greater transparency around all aspects of our education systems.



Aimee Rogstad Guidera serves as secretary of education in the Youngkin administration. (HANDOUT)

During the pandemic, parents across the nation discovered that their children were taught that the color of their skin was the greatest determinant of their future, and children were being blamed for the mistakes of the past, rather than discussing how to solve today's challenges to chart a better future. Our children deserve far better, and our future depends on it.

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MAR 5, 2022



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MAR 5, 2022





Parents know that our administration is committed to making sure all children receive a high-quality education. That education includes lessons on all of our history. We must own this history to ensure that we do not repeat the mistakes of the past. And while we must confront our past, educators must not lose sight that in America, all are created equal.

I believe we must celebrate, nurture and protect a diverse and inclusive society that values individuals and safeguards their rights. The executive actions Youngkin took on day one are critical to strengthening Virginia’s current and future education system.

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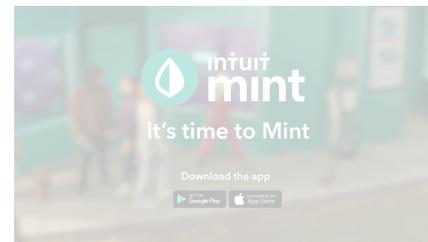
Tommy Chong: The Horrifying Truth About CBD

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As part of our interim review of policies and practices mandated by Executive Order One, we have found divisive concepts embedded in training materials, teacher resources and curriculum. We are identifying policies scattered throughout the Virginia Department of Education that aim to indoctrinate teachers and students to value group think rather than individual curiosity and critical thinking. We are also learning of practices that treat children differently, whether it be in class exercises or admissions policies, based on the color of their skin.

The argument that divisive concepts are not in our schools is unfounded. Even Gov. Ralph Northam’s superintendent of public instruction, James Lane, sent a memo to Virginia public schools promoting critical race theory labeling it an “important analytic tool” that can “further spur developments in education.” Even the former administration’s “Roadmap to



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FEEDBACK



Equity” was premised on the lens of race and allowed new discrimination to address previous discrimination.

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Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

In Virginia, we will stop any practice or policy that discriminates against any individual or ascribes certain beliefs to that person based on their race, creed or sex. This shouldn't be controversial. Polling last summer found that a majority of Americans across party lines agreed that racism still exists, that schools should take actions to teach the full history of America, and that schools should not separate students into groups based on their racial or ethnic background.

For hundreds of years, Virginia has been at the heart of the great American experiment; this includes some terrible chapters in our national pursuit of a society and government founded on each of us being created equal. I commit to working until my last day in office to ensure that every child receives a quality education which prepares them for success in life, understands the entirety of our shared history, and believes that it is her actions, not the color of her skin or what zip code she was born into, which determines that success.

Aimee Rogstad Guidera was appointed secretary of education by Gov. Glenn Youngkin in December. Prior to her appointment, she was the head of the Guidera Strategy consulting firm and founder and CEO of the Data Quality Campaign, a national nonprofit that advocates for the use of data to improve results.

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Houston Tumlin, 'Talladega Nights' child actor, dies at 28

Houston Tumlin, known for his role in "Talladega Nights: The Ballad of Ricky Bobby" as a young actor, has died. He was 28.

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FEEDBACK



From: Harris, Christine <christine.harris@doe.virginia.gov>
Sent: 3/7/2022 12:41:35 AM
To: "DOE - Humanities" <Humanities@doe.virginia.gov>
Cc:
Subject: Humanities Meeting

Attachments: [Current Status 3_7_22.docx](#), [Opinion_ Youngkin administration routine administration in schools - The Virginian-Pilot copy.pdf](#)

Good evening,
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

After we wish Emily well, we will have the first of several discussions about our understanding of the Executive Orders and terminology. I put everything into one document to help with your review of the items. I also included a piece written by the Secretary. I hope to talk about what we have done to be in compliance and help think about the support we need for next steps. I look forward to our discussion tomorrow.

Thanks!
Christine

Dr. Christine A. Harris

Director, Office of Humanities
Virginia Department of Education
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To: "DOE - Humanities" <Humanities@doe.virginia.gov>
From: "Harris, Christine" <christine.harris@doe.virginia.gov>
CKX-Bounce-Address: christine.harris@doe.virginia.gov
Subject: Humanities Meeting

As of 3/7/2022

While we are waiting for an agencywide meeting, there are things we can do to deepen our understanding of terminology, terms in the Executive Orders, and planning for resources/PD. As a VDOE employees and an extension of the Executive Branch, it is important that we understand the directives. Review the below for our discussion.

Documents:

1. **Email R. Shanor March 2, 2022 DOI:** The Governor appointed a Chief Diversity, Opportunity, and Inclusion Officer to his cabinet. This shift from using the word equity to opportunity is something we will mirror at VDOE. Rosa Atkins will be our Chief DOI Officer and work with me directly. We've had initial conversations and are excited about some of the new projects we intend to pursue. One of particular relevance to everyone at VDOE is our desire to create an internal leadership and capacity building program for all employees. More information on that will be shared as it develops.
2. **Governor's Office [Press Release](#) February 25, 2022: Governor Glenn Youngkin Releases the Superintendent of Public Instruction's Interim Report on *Inherently Divisive Policies, Programs, Training, and Curricula***
The Governor issued the following statement on the interim report: "All Virginia students should have the opportunity to receive an excellent education that teaches all history including the good and the bad, prioritizes academic excellence, and fosters equal opportunities for all students. Our Virginia students should not be taught to discriminate on the basis of sex, skin color, or religion and VDOE policies should certainly not recommend such concepts. There is much work to be done, but I am encouraged that Superintendent Balow is proactively reviewing policies and practices around the Commonwealth. This is the first step in improving Virginia's education system, restoring high academic expectations, equipping our future generation to be career or college ready, and providing equal opportunities for all Virginia students. As your governor, I will continually stand up for students and parents and look forward to signing the largest education budget in Virginia's history."
3. **Report [Interim 30-Day Report on Inherently Divisive Concepts](#) February 23, 2022**
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. Cover letter states:
 - 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.

Documents:

- Rescind- All Resources Included on VDOE’s EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ii
- Rescind- Diversity, Equity, Inclusion Audit Toolii (Superintendent’s Memo 280-20)
- Rescind- Navigating EdEquityVA: Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)
- Rescind- All Resources Included on VDOE’s Culturally Responsive Website
- Rescind- Superintendent’s Memo #050-19
- Rescind- “Teaching 9/11” EdEquityVA Web Series
- Parts rescinded and evaluating- VA L.E.A.R.N.S.
- Rescind and evaluating- Virginia Math Pathways Initiative (VMPI)

4. **Executive Order Ten**: *Focusing Virginia's Diversity, Equity, and Inclusion Office January 19, 2022*

- Angela Sailor is appointed as Director of the Office of Diversity, Equity and Inclusion, and is hereby designated to serve in the Governor's Cabinet as the Commonwealth Chief Diversity, Opportunity & Inclusion Officer (CDOI)
- CDOI will promote ideas, policies, and practices in coordination with the Secretary of Commerce and Trade to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities.
- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
- promote free speech and civil discourse in civic life, including viewpoint diversity in higher education in coordination with the Secretary of Education.
- promote ideas, policies, and practices to eliminate disparities in pre-natal care, and be an ambassador for unborn children.
- be responsive to the rights of parents in educational and curricular decision making and ensure, in coordination with the Secretary of Education, that the teaching of Virginia's and the United States' history is honest, objective, and complete.

5. **Executive Order One**: *Ending the Use of Inherently Divisive Concepts, Including Critical Race Theory, and Restoring Excellence in K-12 Public Education in the Commonwealth*

January 15, 2022

For the purposes of this Executive order “*inherently divisive concepts*” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts:

- one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith;
- an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith,
- members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,
- an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith,
- an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith,
- meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Directives:

1. The Superintendent of Public Instruction (SoPI) shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. SoPI shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. SoPI shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. SoPI shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. SoPI shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process, 3 changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.
7. SoPI shall review the "EdEquityVA" program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. SoPI shall review and immediately end the use of any portion of any Governor's School program that promotes inherently divisive concepts.
11. SoPI shall raise standards in K-12 education and immediately take steps to:

- a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. SoPI shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the "achievement gap" in K-12 education, with recommendations for additional executive and 4 legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.
 13. SoPI will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

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Opinion: Youngkin administration rooting out discrimination in schools

By AIMEE ROGSTAD GUIDERA

FOR THE VIRGINIAN-PILOT | FEB 28, 2022 AT 6:05 PM



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Virginia Gov. Glenn Youngkin, center, signs executive orders in the Governors conference room as Lt. Gov. Winsome Earle-Sears, left, Suzanne Youngkin, Second from left, Attorney General Jason Miyares, second from right, and Secretary of the Commonwealth, Kay Cole James, right, look on at the Capitol on Jan. 15 in Richmond. (AP Photo/Steve Helber) (Steve Helber/AP)

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During the gubernatorial campaign last year, parents told then-candidate Glenn Youngkin that education systems and school boards had stopped listening to their concerns about the quality of education their children received. In November, parents entrusted the governor to restore excellence in education and to build trust through greater transparency around all aspects of our education systems.



Aimee Rogstad Guidera serves as secretary of education in the Youngkin administration. (HANDOUT)

During the pandemic, parents across the nation discovered that their children were taught that the color of their skin was the greatest determinant of their future, and children were being blamed for the mistakes of the past, rather than discussing how to solve today's challenges to chart a better future. Our children deserve far better, and our future depends on it.

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Parents know that our administration is committed to making sure all children receive a high-quality education. That education includes lessons on all of our history. We must own this history to ensure that we do not repeat the mistakes of the past. And while we must confront our past, educators must not lose sight that in America, all are created equal.

I believe we must celebrate, nurture and protect a diverse and inclusive society that values individuals and safeguards their rights. The executive actions Youngkin took on day one are critical to strengthening Virginia’s current and future education system.

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As part of our interim review of policies and practices mandated by Executive Order One, we have found divisive concepts embedded in training materials, teacher resources and curriculum. We are identifying policies scattered throughout the Virginia Department of Education that aim to indoctrinate teachers and students to value group think rather than individual curiosity and critical thinking. We are also learning of practices that treat children differently, whether it be in class exercises or admissions policies, based on the color of their skin.

The argument that divisive concepts are not in our schools is unfounded. Even Gov. Ralph Northam’s superintendent of public instruction, James Lane, sent a memo to Virginia public schools promoting critical race theory labeling it an “important analytic tool” that can “further spur developments in education.” Even the former administration’s “Roadmap to



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Equity” was premised on the lens of race and allowed new discrimination to address previous discrimination.

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Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

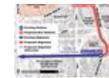
In Virginia, we will stop any practice or policy that discriminates against any individual or ascribes certain beliefs to that person based on their race, creed or sex. This shouldn't be controversial. Polling last summer found that a majority of Americans across party lines agreed that racism still exists, that schools should take actions to teach the full history of America, and that schools should not separate students into groups based on their racial or ethnic background.

For hundreds of years, Virginia has been at the heart of the great American experiment; this includes some terrible chapters in our national pursuit of a society and government founded on each of us being created equal. I commit to working until my last day in office to ensure that every child receives a quality education which prepares them for success in life, understands the entirety of our shared history, and believes that it is her actions, not the color of her skin or what zip code she was born into, which determines that success.

Aimee Rogstad Guidera was appointed secretary of education by Gov. Glenn Youngkin in December. Prior to her appointment, she was the head of the Guidera Strategy consulting firm and founder and CEO of the Data Quality Campaign, a national nonprofit that advocates for the use of data to improve results.

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Houston Tumlin, 'Talladega Nights' child actor, dies at 28

Houston Tumlin, known for his role in "Talladega Nights: The Ballad of Ricky Bobby" as a young actor, has died. He was 28.

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FEEDBACK



From: Harris, Christine <christine.harris@doe.virginia.gov>
Sent: 3/7/2022 12:41:35 AM
To: "DOE - Humanities" <Humanities@doe.virginia.gov>
Cc:
Subject: Humanities Meeting

Attachments: [Current Status 3_7_22.docx](#), [Opinion_ Youngkin administration routine...ation in schools - The Virginian-Pilot copy.pdf](#)

Good evening,
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

After we wish Emily well, we will have the first of several discussions about our understanding of the Executive Orders and terminology. I put everything into one document to help with your review of the items. I also included a piece written by the Secretary. I hope to talk about what we have done to be in compliance and help think about the support we need for next steps. I look forward to our discussion tomorrow.

Thanks!
Christine

Dr. Christine A. Harris

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Virginia Department of Education
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To: "DOE - Humanities" <Humanities@doe.virginia.gov>
From: "Harris, Christine" <christine.harris@doe.virginia.gov>
CKX-Bounce-Address: christine.harris@doe.virginia.gov
Subject: Humanities Meeting



As of 3/7/2022

While we are waiting for an agencywide meeting, there are things we can do to deepen our understanding of terminology, terms in the Executive Orders, and planning for resources/PD. As a VDOE employees and an extension of the Executive Branch, it is important that we understand the directives. Review the below for our discussion.

Documents:

1. **Email R. Shanor March 2, 2022 DOI:** The Governor appointed a Chief Diversity, Opportunity, and Inclusion Officer to his cabinet. This shift from using the word equity to opportunity is something we will mirror at VDOE. Rosa Atkins will be our Chief DOI Officer and work with me directly. We've had initial conversations and are excited about some of the new projects we intend to pursue. One of particular relevance to everyone at VDOE is our desire to create an internal leadership and capacity building program for all employees. More information on that will be shared as it develops.
2. **Governor's Office [Press Release](#) February 25, 2022: Governor Glenn Youngkin Releases the Superintendent of Public Instruction's Interim Report on *Inherently Divisive Policies, Programs, Training, and Curricula***
The Governor issued the following statement on the interim report: "All Virginia students should have the opportunity to receive an excellent education that teaches all history including the good and the bad, prioritizes academic excellence, and fosters equal opportunities for all students. Our Virginia students should not be taught to discriminate on the basis of sex, skin color, or religion and VDOE policies should certainly not recommend such concepts. There is much work to be done, but I am encouraged that Superintendent Balow is proactively reviewing policies and practices around the Commonwealth. This is the first step in improving Virginia's education system, restoring high academic expectations, equipping our future generation to be career or college ready, and providing equal opportunities for all Virginia students. As your governor, I will continually stand up for students and parents and look forward to signing the largest education budget in Virginia's history."
3. **Report [Interim 30-Day Report on Inherently Divisive Concepts](#) February 23, 2022**
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. Cover letter states:
 - 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.

Documents:

- Rescind- All Resources Included on VDOE’s EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ii
- Rescind- Diversity, Equity, Inclusion Audit Toolii (Superintendent’s Memo 280-20)
- Rescind- Navigating EdEquityVA: Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)
- Rescind- All Resources Included on VDOE’s Culturally Responsive Website
- Rescind- Superintendent’s Memo #050-19
- Rescind- “Teaching 9/11” EdEquityVA Web Series
- Parts rescinded and evaluating- VA L.E.A.R.N.S.
- Rescind and evaluating- Virginia Math Pathways Initiative (VMPI)

4. **Executive Order Ten**: *Focusing Virginia's Diversity, Equity, and Inclusion Office January 19, 2022*

- Angela Sailor is appointed as Director of the Office of Diversity, Equity and Inclusion, and is hereby designated to serve in the Governor's Cabinet as the Commonwealth Chief Diversity, Opportunity & Inclusion Officer (CDOI)
- CDOI will promote ideas, policies, and practices in coordination with the Secretary of Commerce and Trade to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities.
- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
- promote free speech and civil discourse in civic life, including viewpoint diversity in higher education in coordination with the Secretary of Education.
- promote ideas, policies, and practices to eliminate disparities in pre-natal care, and be an ambassador for unborn children.
- be responsive to the rights of parents in educational and curricular decision making and ensure, in coordination with the Secretary of Education, that the teaching of Virginia's and the United States' history is honest, objective, and complete.

5. **Executive Order One**: *Ending the Use of Inherently Divisive Concepts, Including Critical Race Theory, and Restoring Excellence in K-12 Public Education in the Commonwealth*

January 15, 2022

For the purposes of this Executive order “*inherently divisive concepts*” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts:

- one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith;
- an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith,
- members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,
- an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith,
- an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith,
- meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Directives:

1. The Superintendent of Public Instruction (SoPI) shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. SoPI shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. SoPI shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. SoPI shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. SoPI shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process, 3 changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.
7. SoPI shall review the "EdEquityVA" program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. SoPI shall review and immediately end the use of any portion of any Governor's School program that promotes inherently divisive concepts.
11. SoPI shall raise standards in K-12 education and immediately take steps to:

- a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. SoPI shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the "achievement gap" in K-12 education, with recommendations for additional executive and 4 legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.
 13. SoPI will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

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COLUMN COLUMNS & GUEST COMMENTARY OPINION & COMMENTARY

Opinion: Youngkin administration rooting out discrimination in schools

By AIMEE ROGSTAD GUIDERA

FOR THE VIRGINIAN-PILOT | FEB 28, 2022 AT 6:05 PM



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FEEDBACK





Virginia Gov. Glenn Youngkin, center, signs executive orders in the Governors conference room as Lt. Gov. Winsome Earle-Sears, left, Suzanne Youngkin, Second from left, Attorney General Jason Miyares, second from right, and Secretary of the Commonwealth, Kay Cole James, right, look on at the Capitol on Jan. 15 in Richmond. (AP Photo/Steve Helber) (Steve Helber/AP)

Listen to this article



During the gubernatorial campaign last year, parents told then-candidate Glenn Youngkin that education systems and school boards had stopped listening to their concerns about the quality of education their children received. In November, parents entrusted the governor to restore excellence in education and to build trust through greater transparency around all aspects of our education systems.



Aimee Rogstad Guidera serves as secretary of education in the Youngkin administration. (HANDOUT)

During the pandemic, parents across the nation discovered that their children were taught that the color of their skin was the greatest determinant of their future, and children were being blamed for the mistakes of the past, rather than discussing how to solve today's challenges to chart a better future. Our children deserve far better, and our future depends on it.

FEEDBACK

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MAR 5, 2022



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MAR 5, 2022





Parents know that our administration is committed to making sure all children receive a high-quality education. That education includes lessons on all of our history. We must own this history to ensure that we do not repeat the mistakes of the past. And while we must confront our past, educators must not lose sight that in America, all are created equal.

I believe we must celebrate, nurture and protect a diverse and inclusive society that values individuals and safeguards their rights. The executive actions Youngkin took on day one are critical to strengthening Virginia’s current and future education system.

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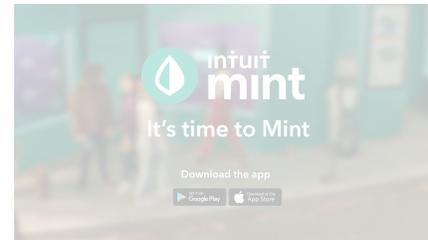
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As part of our interim review of policies and practices mandated by Executive Order One, we have found divisive concepts embedded in training materials, teacher resources and curriculum. We are identifying policies scattered throughout the Virginia Department of Education that aim to indoctrinate teachers and students to value group think rather than individual curiosity and critical thinking. We are also learning of practices that treat children differently, whether it be in class exercises or admissions policies, based on the color of their skin.

The argument that divisive concepts are not in our schools is unfounded. Even Gov. Ralph Northam’s superintendent of public instruction, James Lane, sent a memo to Virginia public schools promoting critical race theory labeling it an “important analytic tool” that can “further spur developments in education.” Even the former administration’s “Roadmap to



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FEEDBACK



Equity” was premised on the lens of race and allowed new discrimination to address previous discrimination.

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Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

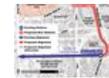
In Virginia, we will stop any practice or policy that discriminates against any individual or ascribes certain beliefs to that person based on their race, creed or sex. This shouldn't be controversial. Polling last summer found that a majority of Americans across party lines agreed that racism still exists, that schools should take actions to teach the full history of America, and that schools should not separate students into groups based on their racial or ethnic background.

For hundreds of years, Virginia has been at the heart of the great American experiment; this includes some terrible chapters in our national pursuit of a society and government founded on each of us being created equal. I commit to working until my last day in office to ensure that every child receives a quality education which prepares them for success in life, understands the entirety of our shared history, and believes that it is her actions, not the color of her skin or what zip code she was born into, which determines that success.

Aimee Rogstad Guidera was appointed secretary of education by Gov. Glenn Youngkin in December. Prior to her appointment, she was the head of the Guidera Strategy consulting firm and founder and CEO of the Data Quality Campaign, a national nonprofit that advocates for the use of data to improve results.

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Houston Tumlin, 'Talladega Nights' child actor, dies at 28

Houston Tumlin, known for his role in "Talladega Nights: The Ballad of Ricky Bobby" as a young actor, has died. He was 28.

pilotonline.com

FEEDBACK

AMERICAN OVERSIGHT

VA-DOE-22-0317-B-000113

From: Millward, Henry <hank.millward@doe.virginia.gov>
Sent: 3/3/2022 9:25:14 AM
To: "Hollins, Samantha" <samantha.hollins@doe.virginia.gov>
Cc:
Subject: Inherently Divisive Concepts

Sam,,

Laurie's team has been planning a conference and have been in contact with two presenters whose biographical info suggest that the content of their presentations **may** address "diversity, equity, and inclusion" information. While we will not use them, is there any guidance on what a response should be when declining such presentations and the question is asked as to "why"?

Thanks,

Hank

Henry J. Millward, Jr.
Director
Virginia Department of Education
Department of Special Education and Student Services
Office of Facilities and Family Engagement
James Monroe Building - 20th Floor
101 N. 14th Street
Richmond, Virginia 23219

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TO: "Hollins, Samantha" <samantha.hollins@doe.virginia.gov>
From: "Millward, Henry" <hank.millard@doe.virginia.gov>
CX-Header-Address: hank.millard@doe.virginia.gov
Subject: Inherently Divisive Concepts

From: Hollins, Samantha <samantha.hollins@doe.virginia.gov>
Sent: 3/3/2022 9:35:31 AM
To: "Millward, Henry" <hank.millward@doe.virginia.gov>
Cc:
Subject: Re: Inherently Divisive Concepts

Hank I can help with specifics but feel free to use Zenia's info. below as a start.

In an effort to ensure alignment with Governor Youngkin's [Executive Order Number One \(2022\)](#), Virginia Department of Education (VDOE) staff will need to review any new presentation slides related to events for which we are providing funding. Slide decks/presentations should be forwarded to the network's VDOE contact/primary liaison. This will go into effect immediately, and thank you for your cooperation. Directors, please be sure to notify and confer with your center's Principal Investigator and other staff.



SAMANTHA MARSH HOLLINS, PH.D.
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On Thu, Mar 3, 2022 at 8:25 AM Millward, Henry <hank.millward@doe.virginia.gov> wrote:

Sam,,

Laurie's team has been planning a conference and have been in contact with two presenters whose biographical info suggest that the content of their presentations **may** address "diversity, equity, and inclusion" information. While we will not use them, is there any guidance on what a response should be when declining such presentations and the question is asked as to "why"?

Thanks,

Hank

Henry J. Millward, Jr.
Director
Virginia Department of Education
Department of Special Education and Student Services
Office of Facilities and Family Engagement
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101 N. 14th Street
Richmond, Virginia 23219

Office Phone - (804) 371-0525

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hank.millward@doe.virginia.gov

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TO: "Millward, Henry" <hank.millward@doe.virginia.gov>
From: "Hollins, Samantha" <samantha.hollins@doe.virginia.gov>
CKX-Bounce-Address: samantha.hollins@doe.virginia.gov
Subject: Re: Inherently Divisive Concepts

From: Burnett, Zenia <zenia.burnett@doe.virginia.gov>
Sent: 3/3/2022 12:43:18 PM
To: "Taryn G Traylor" <tgtraylor@vcu.edu>, "Susan M Palko" <palkosm@vcu.edu>
Cc: "Samantha Hollins" <samantha.hollins@doe.virginia.gov>
Subject: Re: Paragraph for Review

Good morning ladies,
Thanks for checking in. I've read the excerpt of your article and scanned Governor Youngkin's Executive Order Number One. Please proceed. There doesn't appear to be any misalignment as it relates to "political indoctrination or inherent divisive concepts". Additionally, your entry is well referenced with literature from pioneers/scholars in the field and work advanced by the U.S. DOE.

Sam has served as my peer reviewer in most of these cases and while I did not consult with her prior to sending this email, I will include her so that she has the heads up about this inquiry and continuation of this project at ACE.
Thanks,
Zenia

On Wed, Mar 2, 2022 at 8:11 PM Taryn G Traylor <tgtraylor@vcu.edu> wrote:

Hi Zenia,

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We appreciate your guidance and time. We are happy to share the article in its entirety with you as well.

Take care,
Taryn

Ensuring that school staff manage problem behavior using evidenced-based, constructive strategies is particularly essential because students with disabilities who exhibit problem behavior are disproportionately reprimanded more severely than students without disabilities (Gage et al., 2020; U.S. Department of Education, 2020). Data from the U.S. Department of Education's Office of Civil Rights found that 13% of students receiving services under IDEA received out-of-school suspensions, which is more than twice the rate of students without disabilities (6%) during the 2017-2018 school year (U.S. Department of Education, 2020). Students with a disability represent 75% of students receiving physical restraints in public schools and 25% of students arrested or referred to law enforcement. Students with disabilities in public schools who are also members of minority populations are even more likely to experience disparate responses to problem behavior (Katsiyannis et al., 2020). Compared to White students, Black students with disabilities are 200% more likely to receive restraint or seclusion while Hispanic students with disabilities are 45% more likely (Katsiyannis et al., 2020). Use of punitive measures, rather than positive behavior support to manage challenging behavior not only places students and staff at increased risk of physical harm (Gage et al., 2020), but also damages the rapport between school professionals and students which can be counterproductive to learning.

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Taryn Goodwin Traylor, Ph.D., BCBA, LBA
Assistant Professor
VCU Autism Center for Excellence



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 **Zenia Burnett, Ed.D. | Director**
OFFICE OF SPECIAL EDUCATION INSTRUCTIONAL SERVICES
DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES
VIRGINIA DEPARTMENT OF EDUCATION
804-225-2707 | zenia.burnett@doe.virginia.gov

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Cc: "Samantha Hollins" <samantha.hollins@doe.virginia.gov>
To: "Rayn G Traylor" <traylor@vccu.edu>, "Susan M Palko" <palkosm@vccu.edu>
From: "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>
CX-Header-Source: zenia.burnett@doe.virginia.gov
CX-Header-Address: zenia.burnett@doe.virginia.gov
Subject: Re: Paragraph for Review

From: Taryn G Traylor <tgtraylor@vcu.edu>
Sent: 3/3/2022 4:08:22 PM
To: "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>
Cc: "Susan M Palko" <palkosm@vcu.edu>, "Samantha Hollins" <samantha.hollins@doe.virginia.gov>
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Thank you for your quick response. We appreciate your support and look forward to sharing the finalized article with you both as soon as possible.

Thank you,
Taryn and Sue

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In-Reply-To: <CA+Hdz-WDW-N6Fcit90DhTa-W+TE0X-WN0H6UzKWXRoP=cTSLFw@mail.gmail.com>
CC: "Susan M Falco" <spalkos@vccu.edu>,
"Samantha Hollins" <samantha.hollins@doe.virginia.gov>
TO: "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>
From: "Taryn G Traylor" <tgtraylor@vccu.edu>
CX-Header-Address: tgtraylor@vccu.edu
Subject: Re: Paragraph for Review

From: Burnett, Zenia <zenia.burnett@doe.virginia.gov>
Sent: 3/3/2022 4:55:06 PM
To: "Taryn G Traylor" <tgtraylor@vcu.edu>
Cc: "Susan M Palko" <palkosm@vcu.edu>, "Samantha Hollins" <samantha.hollins@doe.virginia.gov>
Subject: Re: Paragraph for Review

Looking forward to it! Thanks so much ladies!

On Thu, Mar 3, 2022 at 3:08 PM Taryn G Traylor <tgtraylor@vcu.edu> wrote:
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Thank you,
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Assistant Professor
VCU Autism Center for Excellence



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In-Reply-To: <CAMRO-Pv7gNKOP19hd3n-zx8fNahLPDR+WeQdNGrQY-pLVgg@mail.gmail.com>
CC: "Susan M Falco" <paikosm@vcu.edu>,
"Samantha Hollins" <samantha.hollins@doe.virginia.gov>
To: "Taryn G Traylor" <tgraylor@vcu.edu>
From: "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>
CXK-Bounce-Address: zenia.burnett@doe.virginia.gov
Subject: Re: Paragraph for Review

From: Carroll, Erin <erin.carroll@doe.virginia.gov>
Sent: 3/16/2022 4:04:28 PM
To: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
Cc:
Subject: Re: quick question about toolkit description + Toolkit draft

That should be sufficient sounds like! I am flexible aside from anything on the calendar (I am out the week of 5/23 but don't let that hold you back ;)

On Wed, Mar 16, 2022 at 3:58 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:

Tamilah and I briefly mentioned this when we met with them on Monday. (Lucy & Catherine were there too, as they are helping review the PD toolkit). We shared the ED link & interim report as more of an FYI to make sure they were aware, and let them know that we are keeping these directions in mind in our new content and materials. I also let them know we'd be sharing updated guidance as needed in the future.

I'll make a note that this is something we might include in the next improvement partner meeting. Which, by the way, I need to set a date for! Anything in late May or early June that I should be particularly aware of other than ECAC & BOE meetings? I was thinking about the week of May 23rd (so that it still feels like a "spring" webinar), but I could also wait until late June so that it's after the BOE meeting?

On Wed, Mar 16, 2022 at 3:33 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:

Hello!

Talked to Jenna about this. We talked about possibly discussing this (though not making super concrete slides) at the next improvement partners meeting.

In the meantime, when we see items/particular documents that stand out, we should probably share both the executive order and the draft memo with our state funded partners and let them know that we should be keeping these statewide directions in mind as we develop new content. Can I help with figuring out how to say that? Or did we already respond?

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Thanks!

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Yep, you could share the docs or just foreshadow - will talk to jenna on Monday about how explicit we want to be

On Fri, Mar 11, 2022 at 1:11 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:

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On Fri, Mar 11, 2022 at 1:08 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:

Hey Kris -

Thanks for the update - glad it is moving along and not too worried about the timeline for this. The word choice flag is important and I think raises a bigger question.

For the Shining Stars conference that TTACS are putting on, we recently passed along both Governor Youngkins EO 1, as well as Superintendent Balow's Interim Memo, with a request to keep these goals in mind in reviewing sessions. I think we need to probably send something similar to our other collaborators who may be impacted by this.

Let's talk next week about what that would look like.

Erin

On Fri, Mar 11, 2022 at 12:48 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:

FYI - AEII isn't quite as far along on the toolkit as they thought they'd be, but still looks like it could be helpful. One flag that I noticed from a quick glance - they're using "equity" throughout.....do we need to ask them to change this to something more related to "for all" as we've been doing in our docs?

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

From: **Lhospital, Ann S (aes3n)** <aes3n@virginia.edu>

Date: Fri, Mar 11, 2022 at 12:02 PM

Subject: Re: quick question about toolkit description + Toolkit draft

To: Meyers, Kris <kris.meyers@doe.virginia.gov>

Cc: Stuhlman, Megan W (maw8b) <maw8b@virginia.edu>, Scott, Tara L. (mat6ze) <mat6ze@virginia.edu>, Chamberlain, Caroline Mills (cmc8ew) <cmc8ew@virginia.edu>

Hi Kris,

Yep—you're right, Monday! We'll all be there 

Attaching a work-in-progress version of the Toolkit with some comments for you...

Looking forward to discussing more on Monday, and happy to see any feedback you may have -- including naming-- in the meantime!

FYI, Monday morning we're planning to revise more, hopefully incorporate Catherine's VQ coaching resources, and I'm also hoping to hear back from ITSN...

Have a great Friday and weekend!

Ann

From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
Date: Friday, March 11, 2022 at 7:14 AM
To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Cc: "Stuhlman, Megan W (maw8b)" <maw8b@virginia.edu>, Tara Scott <mat6ze@virginia.edu>, Caroline Chamberlain <cmc8ew@virginia.edu>
Subject: Re: quick question about toolkit description

Hi Ann -

Thanks for the update and for the toolkit description ("blurb"). And I think focusing on just interactions right now makes sense. If you could send me what you have today that would be great and it might help me decide on the title too! I think all of the options could work, but want to give it a little more thought.

And, then you're joining us for the meeting on Monday afternoon, right? Your email said Friday, but I'm thinking you meant Monday?)

Thanks again!
Kris

On Thu, Mar 10, 2022 at 5:17 PM Lhospital, Ann S (aes3n) <aes3n@virginia.edu> wrote:

Hi Kris!

We're looking forward to meeting with you and your team on Friday!

We're still working to incorporate feedback provided recently by our leadership team so we don't have a revised toolkit to share yet (I could send you what I have at noon if helpful?)...but given their feedback (including their suggestion to keep it to 1 part, mostly focused on Interactions...at least for now), I think it's best to keep the blurb you sent to the first 2 sentences below.

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As far as the title—for the Toolkit and the blurb about the toolkit...Wondering your feedback on which of these (or something else) might be best? We're trying to put Leaders in the title!

Toolkit for Leaders to Strengthen Quality & Child Outcomes Using CLASS®?

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Toolkit for Leaders to Strengthen Interactions Birth-to-Five?

Thanks and let us know your thoughts?

Ann

From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
Date: Wednesday, March 9, 2022 at 10:46 AM
To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Cc: Jason Downer <jdowner@virginia.edu>, Jennifer Locasale-Crouch <jlcrouch@virginia.edu>
Subject: Re: quick question about toolkit description

Friday if possible - we have to have the full document ready by next week. (The blurb can be very general too if you'd rather not list out the sections).

On Wed, Mar 9, 2022 at 10:44 AM Lhospital, Ann S (aes3n) <aes3n@virginia.edu> wrote:

Thanks Kris, happy to help.

By when do you need this revised?

Meeting with the AEII leadership team today to get feedback on revisions of the toolkit, which will likely have implications for the blurb as well as what we share with you and your colleagues this coming Monday...

Just want to make sure the message we share is accurate with what the resource(s) might be (come)!

Best,

Ann

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Date: Wednesday, March 9, 2022 at 7:21 AM
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Subject: quick question about toolkit description

Ann - I am going to include a brief description in our updated guidelines document of the new PD Toolkit that your team has developed, as one of the new improvement supports for VQB5. Below is what I drafted - can you review and let me know if you have any suggested edits?

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- *Part 2: Planning Professional Development that Strengthens Quality and Child Outcomes*
- *Part 3: Strengthening Professional Development*

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Error! Filename not specified. Kris Meyers
Associate Director of Quality
Measurement and Improvement
OFFICE OF EARLY CHILDHOOD
VIRGINIA DEPARTMENT OF EDUCATION
phone: 804.225.3394
kris.meyers@doe.virginia.gov

Email Header:

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In-Reply-To: <CAG12uHR+QAV+awqjqFaktBfU-KVUWWD+mkFOZMRAZaB7c8+Q@mail.gmail.com>
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CKX-Bounce-Address: erin.carroll@doe.virginia.gov
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Associate Director of Quality
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OFFICE OF EARLY CHILDHOOD
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phone: 804.225.3394
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In-Reply-To: <CAG12uM0G5JrwxRj0xL3u-ppKGAhyv-R0vwasSiaavTJob2IA@mail.gmail.com>
To: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
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CKX-Bounce-Address: erin.carroll@doe.virginia.gov
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From: Meyers, Kris <kris.meyers@doe.virginia.gov>
Sent: 3/11/2022 2:16:43 PM
To: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
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Error! Filename not specified.

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Measurement and Improvement
OFFICE OF EARLY CHILDHOOD
VIRGINIA DEPARTMENT OF EDUCATION
phone: 804.225.3394
kris.meyers@dbe.virginia.gov

Email Header:

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Return-Path: <kris.meyers@doe.virginia.gov>
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References: <C3F7E93-259B-4345-991A-A9832FAD@virginia.edu> <CAGi2uMRL06nj54-0dxTRcnnUrjRkX843FfMUTYlUfbnJuf_GA@mail.gmail.com> <CABPqGumAHDLhKXeF+L0rW_ut9cOKQqk1gNQyBRFO+a8fnkg@mail.gmail.com> <CAGi2uMSEUpZrgS-MmP3GUP
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phone: 804.225.3394
kris.meyers@doe.virginia.gov

Email Header:

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In-Reply-To: <CAG12uMSEUpZrqS-MmP3GuKPwcriSvP3hmn5+bm_Y0y--2VOZSg@mail.gmail.com>
To: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
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CKX-Bounce-Address: erin.carroll@doe.virginia.gov
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Tamilah and I briefly mentioned this when we met with them on Monday. (Lucy & Catherine were there too, as they are helping review the PD toolkit). We shared the ED link & interim report as more of an FYI to make sure they were aware, and let them know that we are keeping these directions in mind in our new content and materials. I also let them know we'd be sharing updated guidance as needed in the future.

I'll make a note that this is something we might include in the next improvement partner meeting. Which, by the way, I need to set a date for! Anything in late May or early June that I should be particularly aware of other than ECAC & BOE meetings? I was thinking about the week of May 23rd (so that it still feels like a "spring" webinar), but I could also wait until late June so that it's after the BOE meeting?

On Wed, Mar 16, 2022 at 3:33 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:
Hello!

Talked to Jenna about this. We talked about possibly discussing this (though not making super concrete slides) at the next improvement partners meeting.

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As far as the title—for the Toolkit and the blurb about the toolkit...Wondering your feedback on which of these (or something else) might be best? We're trying to put Leaders in the title!

Toolkit for Leaders to Strengthen Quality & Child Outcomes Using CLASS®?

Toolkit for Leaders to Strengthen Quality & Child Outcomes Birth-to-Five?

Toolkit for Leaders to Strengthen Interactions Birth-to-Five?

Thanks and let us know your thoughts?

Ann

From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
Date: Wednesday, March 9, 2022 at 10:46 AM
To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Cc: Jason Downer <jdowner@virginia.edu>, Jennifer Locasale-Crouch <jlcrouch@virginia.edu>
Subject: Re: quick question about toolkit description

Friday if possible - we have to have the full document ready by next week. (The blurb can be very general too if you'd rather not list out the sections).

On Wed, Mar 9, 2022 at 10:44 AM Lhospital, Ann S (aes3n) <aes3n@virginia.edu> wrote:

Thanks Kris, happy to help.

By when do you need this revised?

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Just want to make sure the message we share is accurate with what the resource(s) might be (come)!

Ann

From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
Date: Wednesday, March 9, 2022 at 7:21 AM
To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Subject: quick question about toolkit description

Ann - I am going to include a brief description in our updated guidelines document of the new PD Toolkit that your team has developed, as one of the new improvement supports for VQB5. Below is what I drafted - can you review and let me know if you have any suggested edits?

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- *Part 1: CLASS® Resources*
- *Part 2: Planning Professional Development that Strengthens Quality and Child Outcomes*
- *Part 3: Strengthening Professional Development*

--

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Kris Meyers
Associate Director of Quality
Measurement and Improvement
OFFICE OF EARLY CHILDHOOD
VIRGINIA DEPARTMENT OF EDUCATION
phone: 804.225.3384
kris.meyers@doe.virginia.gov

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In-Reply-To: <CABPqG4n9m_r0FEHQDLG8GE-DVq65aRtk-l7Xv_CDVovmg@mail.gmail.com>
From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
CXV-Bounce-Address: kris.meyers@doe.virginia.gov
Subject: Re: quick question about toolkit description + Toolkit draft

From: Meyers, Kris <kris.meyers@doe.virginia.gov>
Sent: 3/11/2022 2:11:07 PM
To: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
Cc:
Subject: Re: quick question about toolkit description + Toolkit draft

Thanks Erin - will see if Jenna adds any thoughts too, but in the meantime since I'm meeting with them on Monday, could I go ahead and either share those docs or mention that we will be sharing some guidance "soon"?

On Fri, Mar 11, 2022 at 1:08 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:
Hey Kris -

Thanks for the update - glad it is moving along and not too worried about the timeline for this. The word choice flag is important and I think raises a bigger question.

For the Shining Stars conference that TTACS are putting on, we recently passed along both Governor Youngkins EO 1, as well as Superintendent Balow's Interim Memo, with a request to keep these goals in mind in reviewing sessions. I think we need to probably send something similar to our other collaborators who may be impacted by this.

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Cc: Stuhlman, Megan W (maw8b) <maw8b@virginia.edu>, Scott, Tara L. (mat6ze) <mat6ze@virginia.edu>, Chamberlain, Caroline Mills (cmc8ew) <cmc8ew@virginia.edu>

Hi Kris,

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Attaching a work-in-progress version of the Toolkit with some comments for you...

Looking forward to discussing more on Monday, and happy to see any feedback you may have -- including naming-- in the meantime!

FYI, Monday morning we're planning to revise more, hopefully incorporate Catherine's VQ coaching resources, and I'm also hoping to hear back from ITSN...

Have a great Friday and weekend!

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Hi Ann -

Thanks for the update and for the toolkit description ("blurb"). And I think focusing on just interactions right now makes sense. If you could send me what you have today that would be great and it might help me decide on the title too! I think all of the options could work, but want to give it a little more thought.

And, then you're joining us for the meeting on Monday afternoon, right? Your email said Friday, but I'm thinking you meant Monday?)

Thanks again!

Kris


VA-DOE-22-0317-B-000145

On Thu, Mar 10, 2022 at 5:17 PM Lhospital, Ann S (aes3n) <aes3n@virginia.edu> wrote:

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VA-DOE-22-0317-B-000146

- *Part 1: CLASS® Resources*
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- *Part 3: Strengthening Professional Development*

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Measurement and Improvement
OFFICE OF EARLY CHILDHOOD
VIRGINIA DEPARTMENT OF EDUCATION
phone: 804.225.3394
kris.meyers@doe.virginia.gov

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In-Reply-To: <CABPqXGumaHDLHkHXeF+L0rW_ul9cOKQqNk1gNQyBRFO+a8fng@mail.gmail.com>
TO: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
From: "Meyers, Kris" <kris.meyers@doe.virginia.gov>
CWX-Bounce-Address: kris.meyers@doe.virginia.gov
Subject: Re: quick question about toolkit description + Toolkit draft

From: Carroll, Erin <erin.carroll@doe.virginia.gov>
Sent: 3/11/2022 2:07:37 PM
To: "Meyers, Kris" <kris.meyers@doe.virginia.gov>, "Jenna Conway" <jenna.conway@doe.virginia.gov>
Cc: "Tamilah Richardson" <tamilah.richardson@doe.virginia.gov>
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To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Cc: "Stuhlman, Megan W (maw8b)" <maw8b@virginia.edu>, Tara Scott <mat6ze@virginia.edu>, Caroline Chamberlain <cmc8ew@virginia.edu>
Subject: Re: quick question about toolkit description

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Thanks again!
Kris

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AMERICAN
OVERSIGHT

VA-DOE-22-0317-B-000149

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phone: 804.225.3394
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Email Header:

MIME-Version: 1.0
Date: Fri, 11 Mar 2022 13:07:37 -0500
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References: <C3F7FE93-259B-4345-991A-A9832FAD1ADC@virginia.edu> <CAGi2uMRLU6njS4=0dxTRzcHnUrjRKX843FfMUTYLUFbnJuP_GA@mail.gmail.com>
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From: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
CKX-Bounce-Address: erin.carroll@doe.virginia.gov
Subject: Re: quick question about toolkit description + Toolkit draft

From: Meyers, Kris <kris.meyers@doe.virginia.gov>
Sent: 3/16/2022 4:21:17 PM
To: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
Cc:
Subject: Re: quick question about toolkit description + Toolkit draft

OK - I'm going to check with VECF too to see if there are any events on their end that I should be aware of.....

On Wed, Mar 16, 2022 at 4:04 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:
That should be sufficient sounds like! I am flexible aside from anything on the calendar (I am out the week of 5/23 but don't let that hold you back ;)

On Wed, Mar 16, 2022 at 3:58 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:
Tamilah and I briefly mentioned this when we met with them on Monday. (Lucy & Catherine were there too, as they are helping review the PD toolkit). We shared the ED link & interim report as more of an FYI to make sure they were aware, and let them know that we are keeping these directions in mind in our new content and materials. I also let them know we'd be sharing updated guidance as needed in the future.

I'll make a note that this is something we might include in the next improvement partner meeting. Which, by the way, I need to set a date for! Anything in late May or early June that I should be particularly aware of other than ECAC & BOE meetings? I was thinking about the week of May 23rd (so that it still feels like a "spring" webinar), but I could also wait until late June so that it's after the BOE meeting?

On Wed, Mar 16, 2022 at 3:33 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:
Hello!

Talked to Jenna about this. We talked about possibly discussing this (though not making super concrete slides) at the next improvement partners meeting.

In the meantime, when we see items/particular documents that stand out, we should probably share both the executive order and the draft memo with our state funded partners and let them know that we should be keeping these statewide directions in mind as we develop new content. Can I help with figuring out how to say that? Or did we already respond?

On Fri, Mar 11, 2022 at 1:16 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:
Thanks!

On Fri, Mar 11, 2022 at 1:13 PM Carroll, Erin <erin.carroll@doe.virginia.gov> wrote:
Yep, you could share the docs or just foreshadow - will talk to jenna on Monday about how explicit we want to be

On Fri, Mar 11, 2022 at 1:11 PM Meyers, Kris <kris.meyers@doe.virginia.gov> wrote:
Thanks Erin - will see if Jenna adds any thoughts too, but in the meantime since I'm meeting with them on Monday, could I go ahead and either share those docs or mention that we will be sharing some guidance "soon"?

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Email Header:

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Return-Path: <kris.meyers@doe.virginia.gov>
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References: <C37FE93-25B-4345-991A-A9832FAD@virginia.edu> <CAGi2uMRU6nJ54-0dXTRacmnrJRXK843FMUTYUfUbnJuf_GA@mail.gmail.com> <CABpxqGumaHDLKHXeFnL0rW_ut9cOKQqk1gNQyBRFO+a8fknkg@mail.gmail.com> <CAGi2uMSEUpZrgS-MmP3GuKp
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To: "Lhospital, Ann S (aes3n)" <aes3n@virginia.edu>
Subject: quick question about toolkit description

Ann - I am going to include a brief description in our updated guidelines document of the new PD Toolkit that your team has developed, as one of the new improvement supports for VQB5. Below is what I drafted - can you review and let me know if you have any suggested edits?

Title: Toolkit for Strengthening Quality & Child Outcomes Using CLASS®

This is a toolkit developed by AEII with input from the coaching collaboration partners (VDOE, ITSN, VQ and TTAC). The toolkit provides resources for program leaders and improvement partners who support educators in Virginia's Birth-to-Five programs, in alignment with the goals of VQB5. It has two parts which are being released in the spring of 2022, and plans for a third part to be released in the fall.

- Part 1: CLASS® Resources
- Part 2: Planning Professional Development that Strengthens Quality and Child Outcomes
- Part 3: Strengthening Professional Development

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Kris Meyers
Associate Director of Quality
Measurement and Improvement
OFFICE OF EARLY CHILDHOOD
VIRGINIA DEPARTMENT OF EDUCATION
phone: 804.225.3394
kris.meyers@doe.virginia.gov

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Cc: "Tamilah Richardson" <tamilah.richardson@doe.virginia.gov>
TO: "Meyers, Kris" <kris.meyers@doe.virginia.gov>,
"Jenna Conway" <jenna.conway@doe.virginia.gov>
From: "Carroll, Erin" <erin.carroll@doe.virginia.gov>
CXK-Bounce-Address: erin.carroll@doe.virginia.gov
Subject: Re: quick question about toolkit description + Toolkit draft

From: Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>
Sent: 2/28/2022 5:28:05 PM
To: undisclosed-recipients:
Cc:
Bcc: samantha.hollins@doe.virginia.gov
Subject: TTAC Meeting - March 3, 2022

Attachments: [TTAC Agenda and Summary - March 3, 2022.pdf](#), [EO-1-Ending-the-Use-of-Inherently-Divisive-Concepts.pdf](#), [interim-30-day-report-on-inherently-divisive-concepts.pdf](#), [quarterlyttaconlineusagereportandwebshopusagereport.zip](#)

Good evening,
Attached is the agenda for the first half of our scheduled meeting, from 10-11:00 a.m., Thursday, March 3rd. In preparation for this meeting, please be sure to read Governor Youngkin's [Executive Order Number One](#), and the Superintendent of Public Instruction's preliminary report.

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Zenia Burnett, Ed.D. | Director
OFFICE OF SPECIAL EDUCATION INSTRUCTIONAL SERVICES
DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES
VIRGINIA DEPARTMENT OF EDUCATION
804-225-2707 | zenia.burnett@doe.virginia.gov

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From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>
CX-Header-Address: tamika.claiborne@doe.virginia.gov
Subject: TTAC Meeting - March 3, 2022

TTAC Meeting Agenda/Worksession & Summary
March 3, 2022

Zoom Connection Information:

<https://doe-virginia-gov.zoom.us/j/86229016809?pwd=VFU0NktrOGE1ZnQya0oyZnZSL1l5Zz09>

Meeting ID: 862 2901 6809

Passcode: 993893

Dial 1-888 475 4499 US Toll-free

10:00 a.m. Welcome

10:01 - 10:45 a.m. VDOE/SESS Updates and Q & A (1-2 minutes/summary)

- Assistant Superintendent's Report - Samantha Hollins
- Dispute Resolution - Pat Haymes and Staff
- Facilities and Family Engagement - Hank Millward and Staff
- Finance and Budget - Tracie Coleman and Staff
- Instructional Services - Zenia Burnett and Staff
- Program Improvement - Jeff Phenicie and Staff
- Student Services - Maribel Saimre and Staff

10:45 - 10:55 a.m. TTAC Online Quarterly Report - Clare Talbert

10:55 - 11:00 a.m. Break

11:00 a.m. - 12:00 p.m. TTAC/CTI cont. Special Worksession w/ NTACT

***closed session for specific staff**

Future Meeting Schedule - First Thursday of the month, 10:00 a.m. - 12:00 p.m.

- Next meeting is scheduled May 5, 2022



Commonwealth of Virginia
Office of the Governor

Executive Order

NUMBER ONE (2022)

ENDING THE USE OF INHERENTLY DIVISIVE CONCEPTS, INCLUDING CRITICAL RACE THEORY, AND RESTORING EXCELLENCE IN K-12 PUBLIC EDUCATION IN THE COMMONWEALTH

By virtue of the authority vested in me as Governor, I hereby issue this Executive Order to ensure excellence in K-12 public education in the Commonwealth by taking the first step on Day One to end the use of inherently divisive concepts, including Critical Race Theory, and to raise academic standards.

Importance of the Initiative

The future of the Commonwealth of Virginia is chiefly dependent on the education of our children. Education has life-shaping power, and our educational system should instill in Virginia students a love for lifelong learning to ensure that they become their own best teachers. We must enable our students to take risks, to think differently, to imagine, and to see conversations regarding art, science, and history as a place where they have a voice.

Political indoctrination has no place in our classrooms. The vast majority of learning in our schools involves imparting critical knowledge and skills in math, science, history, reading and other areas that should be non-controversial. Inherently divisive concepts, like Critical Race Theory and its progeny, instruct students to only view life through the lens of race and presumes that some students are consciously or unconsciously racist, sexist, or oppressive, and that other students are victims. This denies our students the opportunity to gain important facts, core knowledge, formulate their own opinions, and to think for themselves. Our children deserve far better from their education than to be told *what to think*.

Instead, the foundation of our educational system should be built on teaching our students *how to think* for themselves. Virginia must renew its commitment to teaching our children the value of freedom of thought and diversity of ideas. We must equip our teachers to teach our students the entirety of our history – both good and bad. From the horrors of

American slavery and segregation, and our country's treatment of Native Americans, to the triumph of America's Greatest Generation against the Nazi Empire, the heroic efforts of Americans in the Civil Rights Movement, and our country's defeat of the Soviet Union and the ills of Communism, we must provide our students with the facts and context necessary to understand these important events. Only then will we realize Dr. Martin Luther King Jr.'s dream that our children "will not be judged by the color of their skin but by the content of their character."

The Constitution of Virginia requires that the Governor shall take care that the laws be faithfully executed. It further provides a right to be free from any governmental discrimination upon the basis of religious conviction, race, color, sex, or national origin. Critical race theory and related concepts are teaching our children to engage in the very behavior the Constitution prohibits.

Directive

Accordingly, pursuant to the authority vested in me as the Chief Executive Officer of the Commonwealth, and pursuant to Article V of the Constitution and the laws of Virginia, I hereby order the following:

1. The Superintendent of Public Instruction shall review all policies within the Department of Education to identify those that promote inherently divisive concepts. Such policies shall be ended.
2. The Superintendent of Public Instruction shall immediately review all guidelines, websites, best practices, and other materials produced by the Department of Education to identify those that promote or endorse divisive or inherently racist concepts. Such shall be removed.
3. Executive Employees shall be prohibited from directing or otherwise compelling students to personally affirm, adopt, or adhere to inherently divisive concepts.
4. The Superintendent of Public Instruction shall review the Department of Education's Cultural Competency Training to determine if it or any portion promotes inherently divisive concepts, and take action consistent with the laws of Virginia to modify such training to end the use of inherently divisive concepts. In addition, the Superintendent shall make recommendations on how the Department of Education and school division can develop and make available to all teachers and school leaders model professional development and training so teachers and schools are prepared to engage students on important civics and historical issues in a fair and unbiased manner without imposing their own personal beliefs.
5. The Superintendent of Public Instruction shall review and revise or rescind Superintendent's Memo #050-19 to remove reference to any inherently divisive concepts.
6. The Superintendent of Public Instruction shall review all changes made to the Commonwealth of Virginia's public education curriculum within the last 48 months to identify inherently divisive concepts, including concepts or ideas related to Critical Race Theory, and initiate, through the regular curriculum re-evaluation process,

changes that will replace them with concepts and lessons that ensure all Virginia students are taught to respect all individuals regardless of their race, sex, or faith.

7. The Superintendent of Public Instruction shall review the “EdEquityVA” program and end any portion that promotes inherently divisive concepts.
8. The Superintendent of Public Instruction shall end the Virginia Math Pathways Initiative.
9. The Superintendent of Public Instruction shall provide a report to me and the Secretary of Education within 30 days any policies, programs, training, or curricula that falls within the definition of inherently divisive concepts and within 90 days identify any necessary executive and legislative actions needed to end use of all inherently divisive concepts in public education.
10. The Superintendent of Public Instruction shall review and immediately end the use of any portion of any Governor’s School program that promotes inherently divisive concepts.
11. The Superintendent of Public Instruction shall raise standards in K-12 education and immediately take steps to:
 - a. increase the transparency and honesty of performance measures for public elementary and secondary schools in the Commonwealth and ensure that such measures do not obscure or conceal disparities in performance among student groups;
 - b. ensure that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency in reading and mathematics for all students, especially in grades K-5;
 - c. ensure that the Commonwealth’s proficiency standards on Standards of Learning assessments in reading and mathematics are rigorous in comparison with assessments administered by other states and national assessments in reading; and
 - d. increase the number of academic-year Governor's Schools in the Commonwealth and maintain standards of excellence for students in all such schools.
 - e. ensure that parents are empowered with open access to information on primary instructional materials utilized in any school and that fair and open policies are in place to address any concerns or complaints in a timely and respectful manner.
12. The Superintendent of Public Instruction shall issue a report to the Secretary of Education and me within 90 days on the status of efforts to close the “achievement gap” in K-12 education, with recommendations for additional executive and

legislative actions that should be undertaken to ensure all students are graduating high school career and college ready.

13. The Superintendent of Public Instruction will initiate, through the regular curriculum re-evaluation process, changes that ensure Virginia students are given thorough and comprehensive education of world, United States, and Virginia history without the influence of inherently divisive concepts.

For the purposes of this Executive order “inherently divisive concepts” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts (i) one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith; (ii) an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously, (iii) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith, (iv) members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith, (v) an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith, (vi) an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith, (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Effective Date

This Executive Order shall be effective upon its signing and shall remain in force and effect unless amended or rescinded by further executive order or directive.

Given under my hand and under the Seal of the Commonwealth of Virginia, this 15th day of January, 2022.



Handwritten signature of Glenn Youngkin in black ink.

Glenn Youngkin, Governor

Attest:

Handwritten signature of Kelly Thomasson in black ink.

Kelly Thomasson, Secretary of the Commonwealth



**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

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

Action	Document/Product Title	Status	Basis	Example
Rescinded	All Resources Included on VDOE’s EdEquityVA ⁱ Website, Including EdEquityVA Resources, and Resource Repository ⁱⁱ	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> Numerous resources within EdEquityVA employ the concept that current discrimination is needed to address past discrimination. (Treating people differently based on skin color to remedy old/previous discrimination.) Numerous resources within EdEquityVA advance “equity,” which is redefined to mean that there can be no differences or disproportionalities between students—and any difference in what students have or what they achieve is due to systemic racism. Suggested reading lists include Critical Race Theory authors such as Ibram X Kendi and Gloria Ladson-Billings. Both are critical race theorists who have moved CRT into education. NOTE: Some items from reading lists were pulled from the VDOE website after 11/2/21. Basic tenants of anti-racist education are adapted from a CRT author and include, “White People benefit from racism, regardless of intentions.” NOTE: Tenants removed from the VDOE website after 11/2/21. 	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion Audit Tool ⁱⁱ (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> Achieving equity, versus individual student achievement, is the emphasis. The guiding mission statement for the tool is, “Education Equity is achieved when we eliminate the predictability of student outcomes based on gender, zip code, ability, socioeconomic status or language spoken at home.” This is a main resource for EdEquityVA and included in multiple locations online, in memos, in trainings, and as part of the “roadmap to equity.” 	Y (link ii below)
Rescinded	Navigating EdEquityVA ⁱⁱⁱ : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> This is the foundational document that outlines EdEquityVA. Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities. 	Y (link iii below and example B)

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 eliminate the predictability of student outcomes 	Y (link vi below)

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

			based on gender, zip code, ability, socioeconomic status or language spoken at home.”	
Rescinded and evaluating	Virginia Math Pathways Initiative (VMPI)	Rescinded 1/25/22	<ul style="list-style-type: none"> • Rescinded per EO1 • Initiative condensed three years of math into two and reduced advanced math options for some students. • The National Council for Teachers of Mathematics underpins VMPI and has advocated for equitable outcomes in math for students. From a document presented in January, 2021 to the VA state board, “Dismantling inequitable structures that challenge spaces of marginality and privilege are needed to ensure that every student is well prepared with the mathematical literacy they require and deserve...” • Initiative will be evaluated to ensure all VA students have access to a high quality math instruction. Some aspects of Virginia Math Pathways Initiative may be repurposed or utilized. • Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student. 	Y (example D)

ⁱ <https://www.doe.virginia.gov/ed-equity/va/>

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

ⁱⁱⁱ <https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf>

^{iv} <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

^v “Teaching 9/11”

^{vi} <https://www.doe.virginia.gov/instruction/learns/>

Example A



- FUTURE-READY LEARNING ▾
- EDEQUITYVA ▾
- VIRGINIA'S ROADMAP TO EQUITY ▾
- EDEQUITYVA RESOURCES ▾
- ABOUT ▾
- NEWS ▾
- CONTACT

systemic racism)

The Basic Tenants of Anti-racist Education

- A. Racism exists today, in both traditional and modern forms.
- B. All members of society have been socialized to participate in racist systems.
- C. White people benefit from racism, regardless of intentions.
- D. The racial socialization of each member of modern society occurred without consent and doesn't make anyone a bad person.

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

Terms and Definitions



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

NEWS ▾ CONTACT

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

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

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

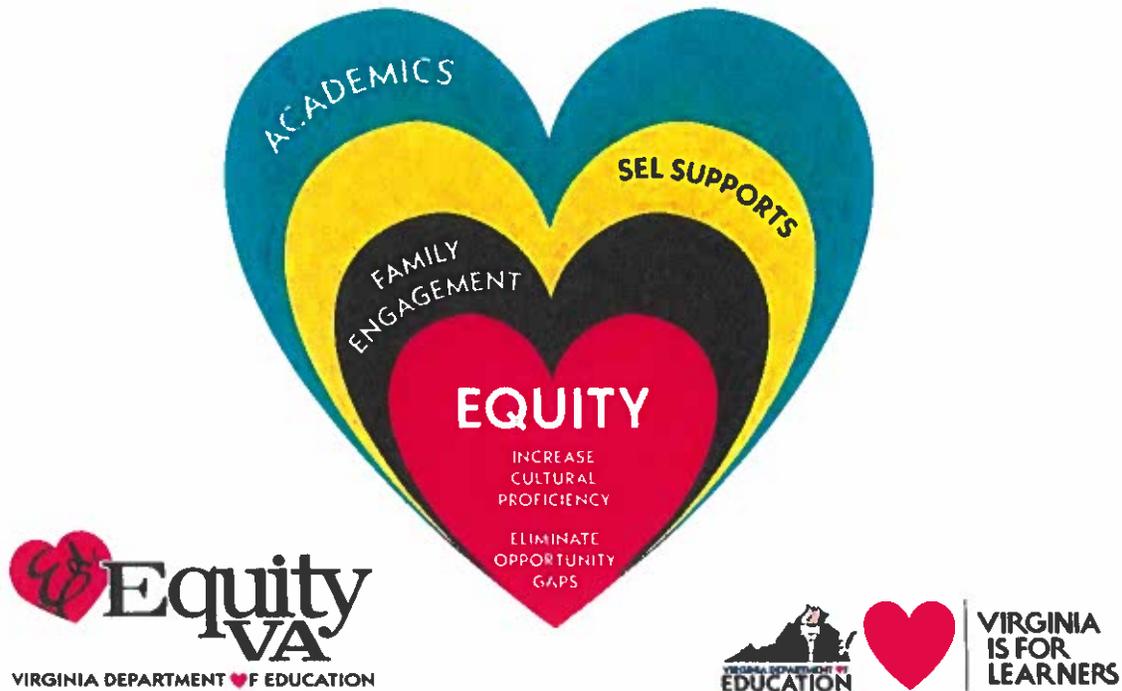


- FUTURE-READY LEARNING ▾
- EDEQUITYVA ▾
- VIRGINIA'S ROADMAP TO EQUITY ▾
- EDEQUITYVA RESOURCES ▾
- ABOUT ▾
- NEWS ▾
- CONTACT

- [A System Disrupted: COVID-19's Impact on Educational \(In\)Equity](#) (Communities in Schools)
- [Black Minds Matter: Interrupting school practices that disregard the mental health of Black youth](#) (Teaching Tolerance)
- [Educate to Liberate: Build an Anti-Racist Classroom](#) (Edutopia)
- [Anti-Racist Teaching: What Educators Really Think](#) (Education Week)
- [How to Be an Antiracist Educator](#) (ASCD)
- [Anti-racist Action for White Educators](#) (Teaching Tolerance)
- [Modern-Day School Segregation: Addressing the Lasting Impacts of Racist Choices on Virginia's Education System](#) (The Commonwealth Institute)
- [School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions](#) (Center for Education and Civil Rights and VCU School of Education)
- [Training Bias Out of Teachers: Research Shows Little Promise So Far. Tips for Better Anti-bias Training](#) (Education Week)
- [Moving Schools Beyond Anti-Racist Words to Action](#) (Education Week Teacher)
- [Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students](#) (WestEd)

Example B

CENTERING EQUITY



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

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

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

Example C



COMMONWEALTH of VIRGINIA
Department of Education

DATE: February 22, 2019
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **Resources to Support Student and Community Dialogues on Racism**

“My message is really that racism has no place in the hearts and minds of our children.”
– Ruby Bridges, Civil Rights Activist¹

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

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

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

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

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

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

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

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

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

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

Resources for Teachers and Parents - Facilitating Classroom discussions

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

Resources for School and Division Leaders

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

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

Dr. Lane's February Reading List

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

White Fragility, by Robin DiAngelo.

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

Between the World and Me, by Ta-Nehisi Coates.

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

For White Folks That Teach in the Hood... and the Rest of Ya'll Too: Reality Pedagogy and Urban Education (Race, Education and Democracy), by Christopher Emdin.

Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education.

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, by Ivory A. Toldson

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

Foundations of Critical Race Theory in Education, by Edward Taylor, David Gillborn, and Gloria Ladson-Billings

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

JFL/LDW

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

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

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

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

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

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

-November 19, 2021

Example D

Follow the “Math Path”

FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7

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

ESSENTIAL MATHEMATICS CONCEPTS GRADES 8-10
(2 HS Mathematics Credits)

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

ADVANCED MATHEMATICS CONCEPTS GRADES 11-12
(2 HS Mathematics Credits)

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

1/2 Credit Course Options
<ul style="list-style-type: none"> • Data Science Modules • Probability and Statistics • Geometry and Design Modules • Trigonometric Applications • Applications of Advanced Algebra Modules • Precalculus-Focus on Functions • Mathematical Modeling Modules • Financial Modeling • Discrete Mathematics for Computing Modules • Sets and Logic
1 Credit Course Options
<p>Some courses may include Dual Enrollment and Advanced Placement</p> <ul style="list-style-type: none"> • Quantitative Reasoning • Computer Science • Calculus • Statistics • International Baccalaureate

CAREER CLUSTERS

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

DIRECT ENTRY **COLLEGE** **TRADE SCHOOL** **MILITARY**



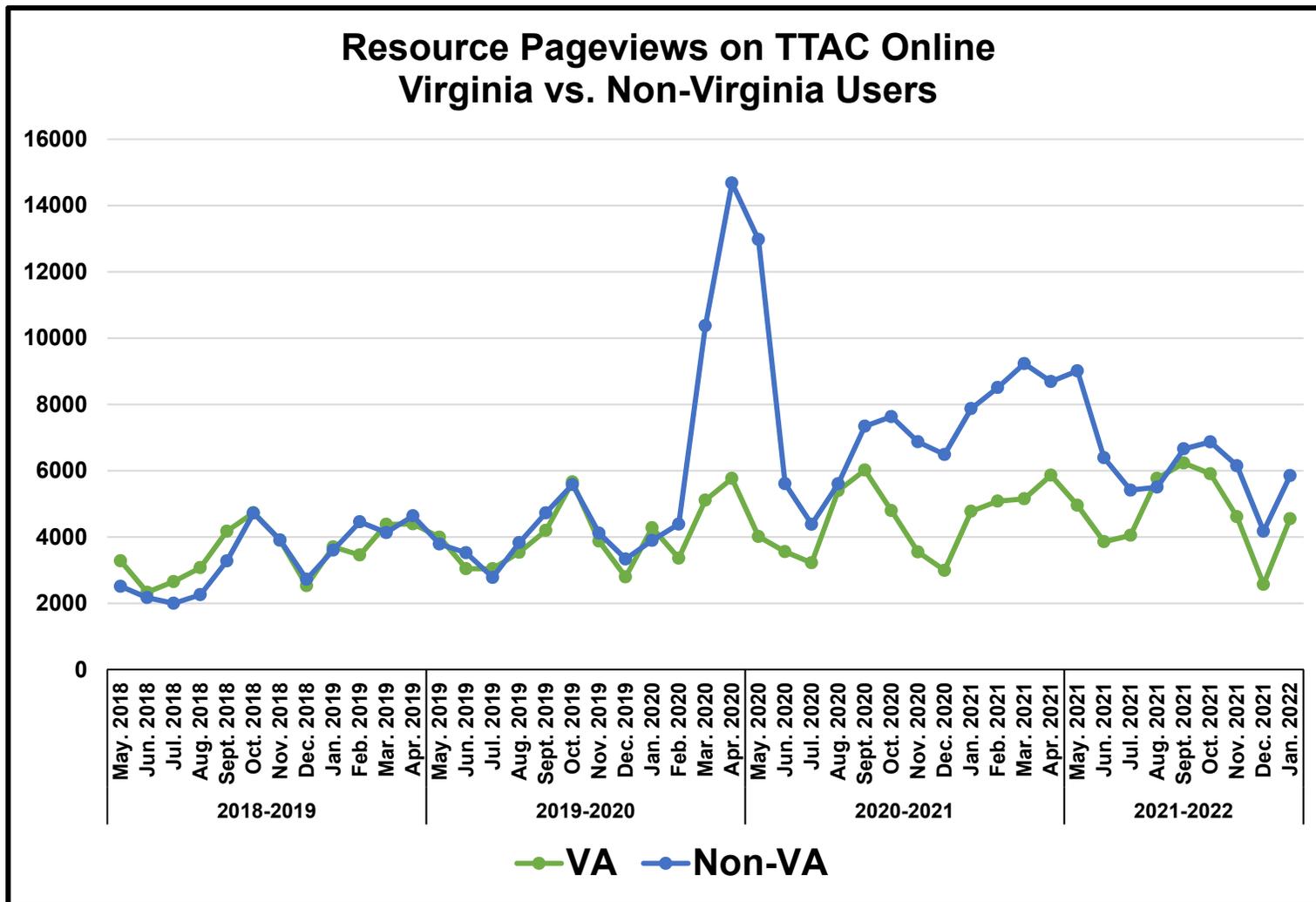
Virginia Department of Education’s Training and Technical Assistance Center (TTAC) Online Data Use Trends – February 2022

The Virginia Department of Education supports TTAC Online, <http://ttaonline.org/>, a virtual community sharing resources to educate students with disabilities. This report includes the usage data for the 3-year plus 9-month period: **May 2018 through January 2022**. Each page displays usage for the TTAC Online components listed below and includes comparisons between users in Virginia and outside of Virginia (Non-Virginia or Non-VA). It should be noted that there are educators that work in Virginia who live in neighboring states such as North Carolina and Tennessee. The data imply that as schools shut down due to COVID-19, nationwide, the use of TTAC Online resources increased.

TTAC Online Components

 <u>Resources</u> <ul style="list-style-type: none">• Websites, Articles• Documents, Fact Sheets, Tools• Archived/Recorded Webinars, Presentations, or Videos	 <u>Events</u> <ul style="list-style-type: none">• Online Webinars/Webcasts, Courses and Trainings• Conferences, Workshops, and Trainings (State, National)
 <u>VA Assessments</u> <ul style="list-style-type: none">• Virginia Standards of Learning• Virginia Alternate Assessment Program- Instructional Resources	 <u>VA Projects</u> <ul style="list-style-type: none">• Regional TTACs and Other Projects in Virginia

	<ul style="list-style-type: none"> Professional Development Networks
 <p><u>Disability Info</u></p> <ul style="list-style-type: none"> Disability Related Information State and National Disability Organizations 	<p>Fast Facts Monthly e-newsletter (must create a free TTAC Online account)</p> <ul style="list-style-type: none"> Sent to people who have an account on TTAC Online
 <p><u>Online Training</u> (must create a free TTAC Online account)</p> <ul style="list-style-type: none"> Designed by VDOE TTAC Staff or other professionals Participate in self-paced training (Webshops or eWorkshops, made up of 3 or more related webshops) Receive a Certificate of Completion 	 <p><u>My TTAC Online</u> (must create a free TTAC Online account)</p> <ul style="list-style-type: none"> Store Your Favorites Track Your Completed and In Progress Trainings Retrieve Your Certificates of Completion Update Your Profile

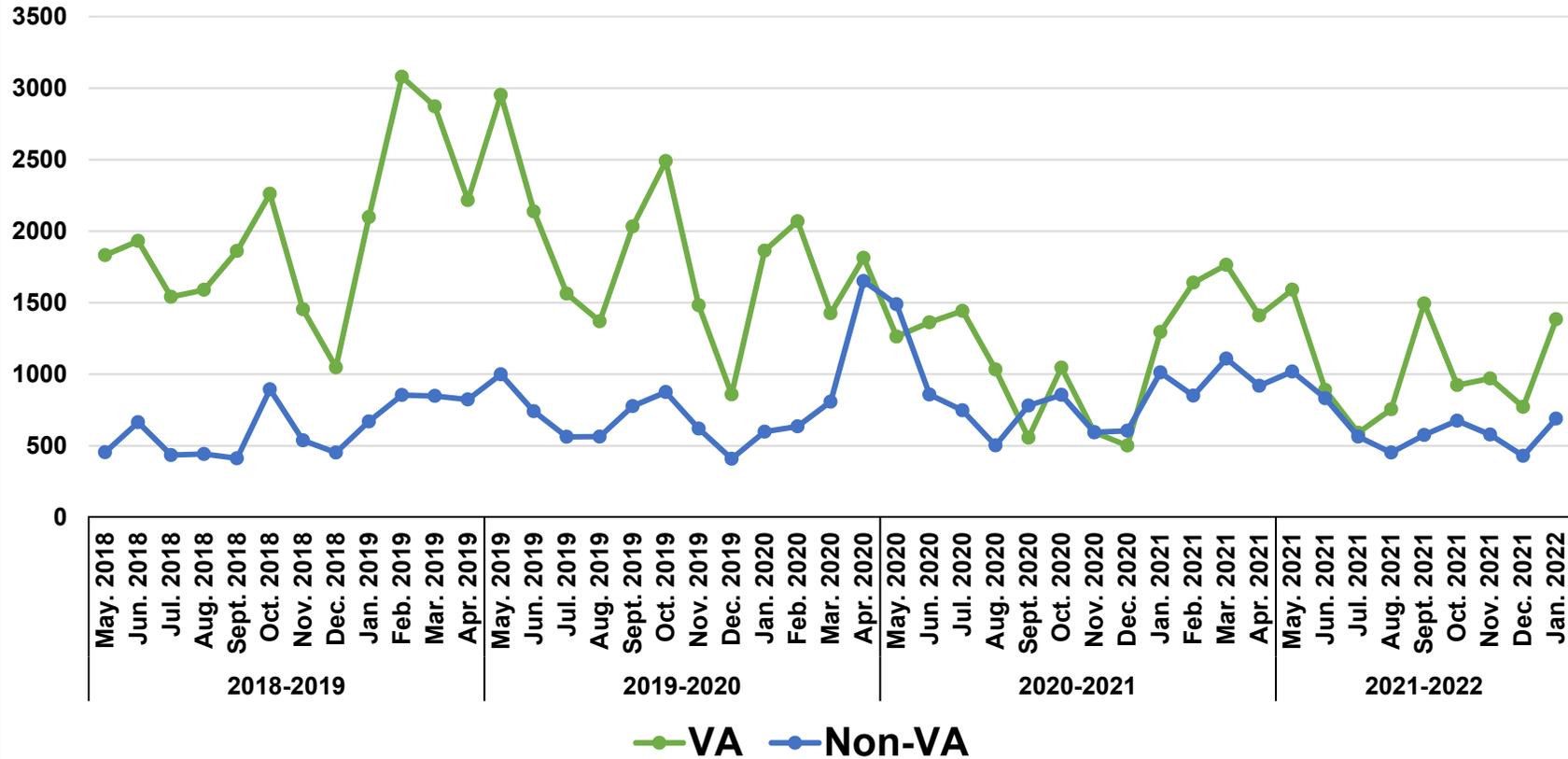


This chart shows the TTAC Online Pageviews for Resources (websites, documents, archived webinars, guides) for 3 years plus 9 months (May 2018-January 2022).

Resource Pageviews Data from TTAC Online

		VA	Non-VA			VA	Non-VA			VA	Non-VA			VA	Non-VA			
2018-2019	May. 2018	3282	2514		2019-2020	May. 2019	3996	3788		2020-2021	May. 2020	4016	12978		2021-2022	May. 2021	4956	9013
	Jun. 2018	2334	2173			Jun. 2019	3045	3524			Jun. 2020	3557	5609			Jun. 2021	3860	6392
	Jul. 2018	2656	2000			Jul. 2019	3044	2782			Jul. 2020	3222	4385			Jul. 2021	4052	5414
	Aug. 2018	3077	2260			Aug. 2019	3537	3829			Aug. 2020	5400	5604			Aug. 2021	5768	5505
	Sept. 2018	4176	3279			Sept. 2019	4198	4727			Sept. 2020	6019	7343			Sept. 2021	6232	6660
	Oct. 2018	4732	4723			Oct. 2019	5660	5582			Oct. 2020	4798	7633			Oct. 2021	5909	5869
	Nov. 2018	3900	3910			Nov. 2019	3879	4117			Nov. 2020	3551	6873			Nov. 2021	4613	6152
	Dec. 2018	2534	2727			Dec. 2019	2795	3339			Dec. 2020	2994	6491			Dec. 2021	2569	4176
	Jan. 2019	3703	3603			Jan. 2020	4280	3898			Jan. 2021	4777	7875			Jan. 2022	4550	5853
	Feb. 2019	3458	4459			Feb. 2020	3364	4388			Feb. 2021	5081	8510			Feb. 2022		
	Mar. 2019	4382	4134			Mar. 2020	5110	10376			Mar. 2021	5153	9233			Mar. 2022		
	Apr. 2019	4396	4637			Apr. 2020	5769	14684			Apr. 2021	5865	8691			Apr. 2022		

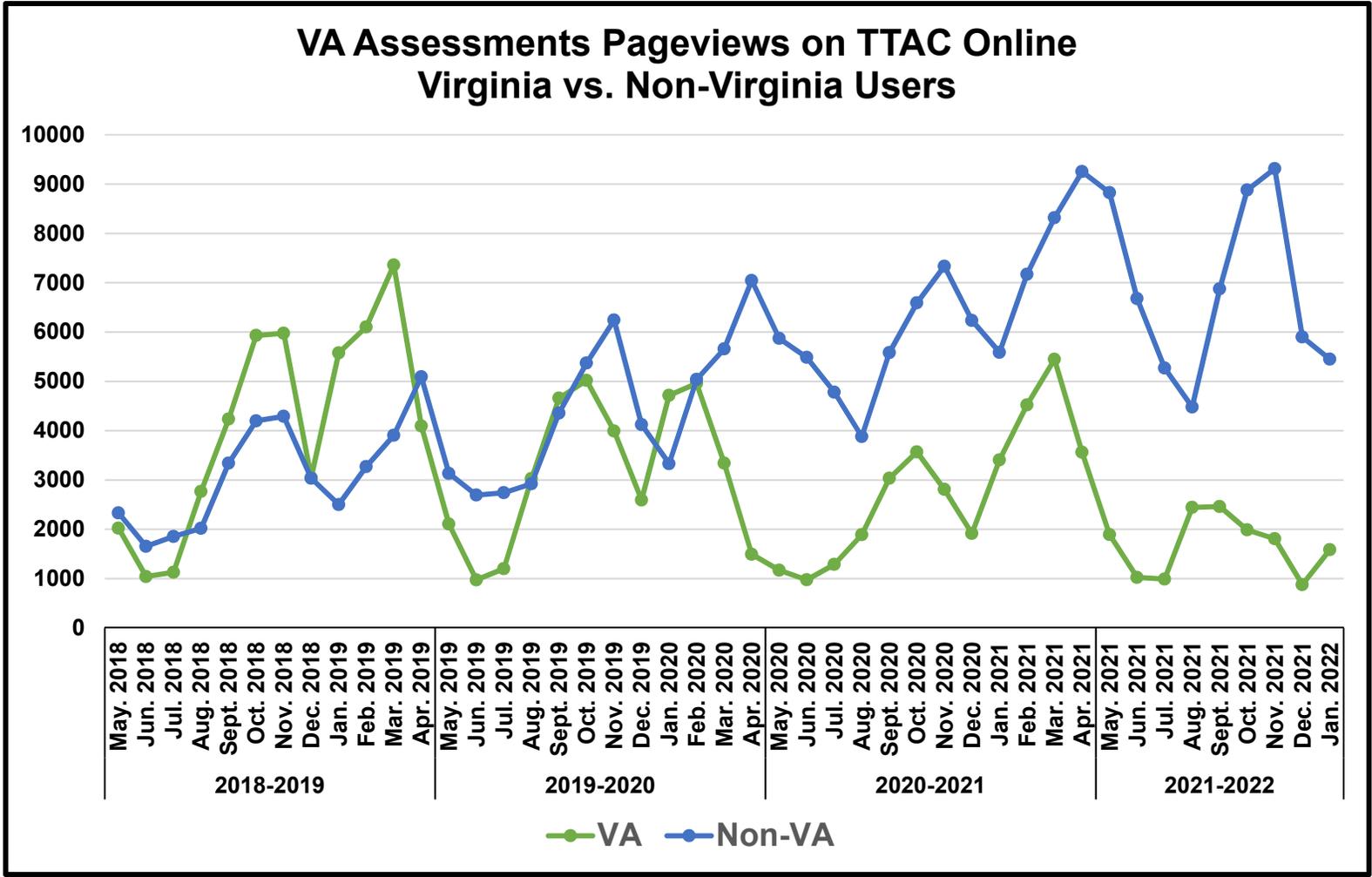
Event Pageviews on TTAC Online Virginia vs. Non-Virginia Users



This chart shows the number of TTAC Online Pageviews for Events (online, state & national events) for 3 years plus 9 months (May 2018-January 2022).

Event Pageviews Data from TTAC Online

		Non-VA		Non-VA		Non-VA		Non-VA		Non-VA		Non-VA			
		VA	Non-VA	VA	Non-VA	VA	Non-VA	VA	Non-VA	VA	Non-VA	VA	Non-VA		
2018-2019	May. 2018	1832	454	2019-2020	May. 2019	2953	999	2020-2021	May. 2020	1263	1489	2021-2022	May. 2021	1591	1019
	Jun. 2018	1932	664		Jun. 2019	2138	741		Jun. 2020	1363	858		Jun. 2021	890	832
	Jul. 2018	1541	435		Jul. 2019	1563	562		Jul. 2020	1443	747		Jul. 2021	591	564
	Aug. 2018	1590	442		Aug. 2019	1370	564		Aug. 2020	1033	502		Aug. 2021	755	452
	Sept. 2018	1861	412		Sept. 2019	2033	777		Sept. 2020	556	781		Sept. 2021	1495	575
	Oct. 2018	2261	894		Oct. 2019	2490	875		Oct. 2020	1046	855		Oct. 2021	924	675
	Nov. 2018	1454	538		Nov. 2019	1482	620		Nov. 2020	594	594		Nov. 2021	970	578
	Dec. 2018	1048	452		Dec. 2019	859	409		Dec. 2020	501	605		Dec. 2021	771	429
	Jan. 2019	2098	670		Jan. 2020	1863	598		Jan. 2021	1295	1012		Jan. 2022	1384	689
	Feb. 2019	3079	854		Feb. 2020	2069	635		Feb. 2021	1640	850		Feb. 2022		
	Mar. 2019	2873	848		Mar. 2020	1426	808		Mar. 2021	1765	1109		Mar. 2022		
	Apr. 2019	2217	823		Apr. 2020	1814	1651		Apr. 2021	1410	919		Apr. 2022		

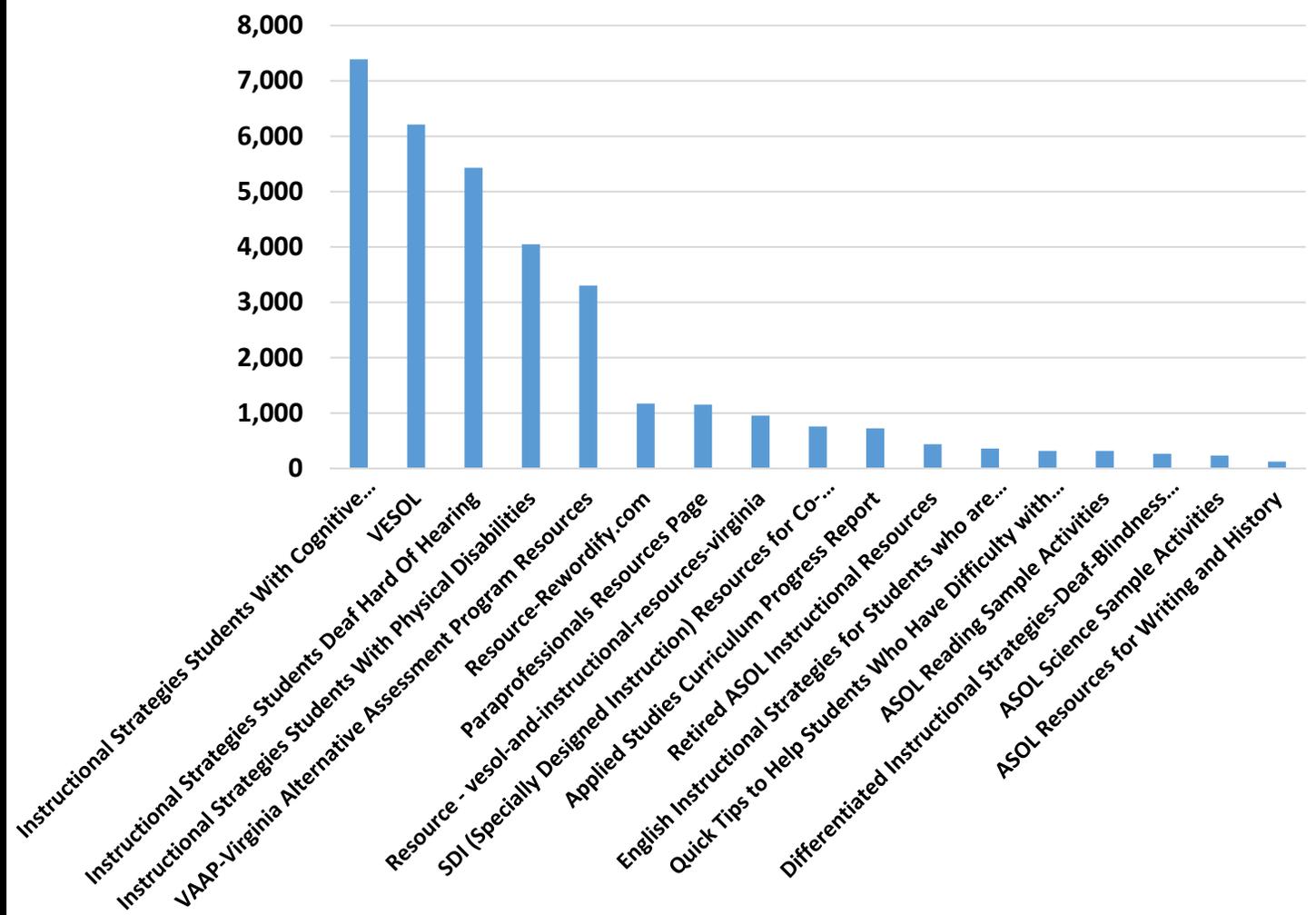


This chart includes TTAC Online Pageviews for VA Assessments (Standards of Learning and Virginia Alternate Assessment Program) for 3 years plus 9 months (May 2018-January 2022).

VA Assessments Pageviews Data from TTAC Online

		Non-		Non-		Non-		Non-		Non-					
		VA	VA	VA	VA	VA	VA	VA	VA	VA	VA				
2018-2019	May. 2018	2021	2331	2019-2020	May. 2019	2105	3134	2020-2021	May. 2020	1171	5871	2021-2022	May. 2021	1892	8827
	Jun. 2018	1041	1654		Jun. 2019	974	2694		Jun. 2020	975	5486		Jun. 2021	1024	6679
	Jul. 2018	1128	1854		Jul. 2019	1202	2741		Jul. 2020	1287	4781		Jul. 2021	990	5271
	Aug. 2018	2768	2018		Aug. 2019	3028	2922		Aug. 2020	1889	3880		Aug. 2021	2443	4481
	Sept. 2018	4236	3342		Sept. 2019	4659	4357		Sept. 2020	3033	5583		Sept. 2021	2461	6877
	Oct. 2018	5931	4199		Oct. 2019	5019	5371		Oct. 2020	3569	6591		Oct. 2021	1988	8881
	Nov. 2018	5975	4291		Nov. 2019	3992	6243		Nov. 2020	2808	7335		Nov. 2021	1807	9314
	Dec. 2018	3049	3035		Dec. 2019	2593	4123		Dec. 2020	1914	6236		Dec. 2021	878	5899
	Jan. 2019	5577	2501		Jan. 2020	4717	3330		Jan. 2021	3407	5588		Jan. 2022	1586	5450
	Feb. 2019	6104	3272		Feb. 2020	4958	5039		Feb. 2021	4523	7171		Feb. 2022		
	Mar. 2019	7359	3906		Mar. 2020	3342	5658		Mar. 2021	5446	8320		Mar. 2022		
	Apr. 2019	4096	5093		Apr. 2020	1494	7046		Apr. 2021	3563	9254		Apr. 2022		

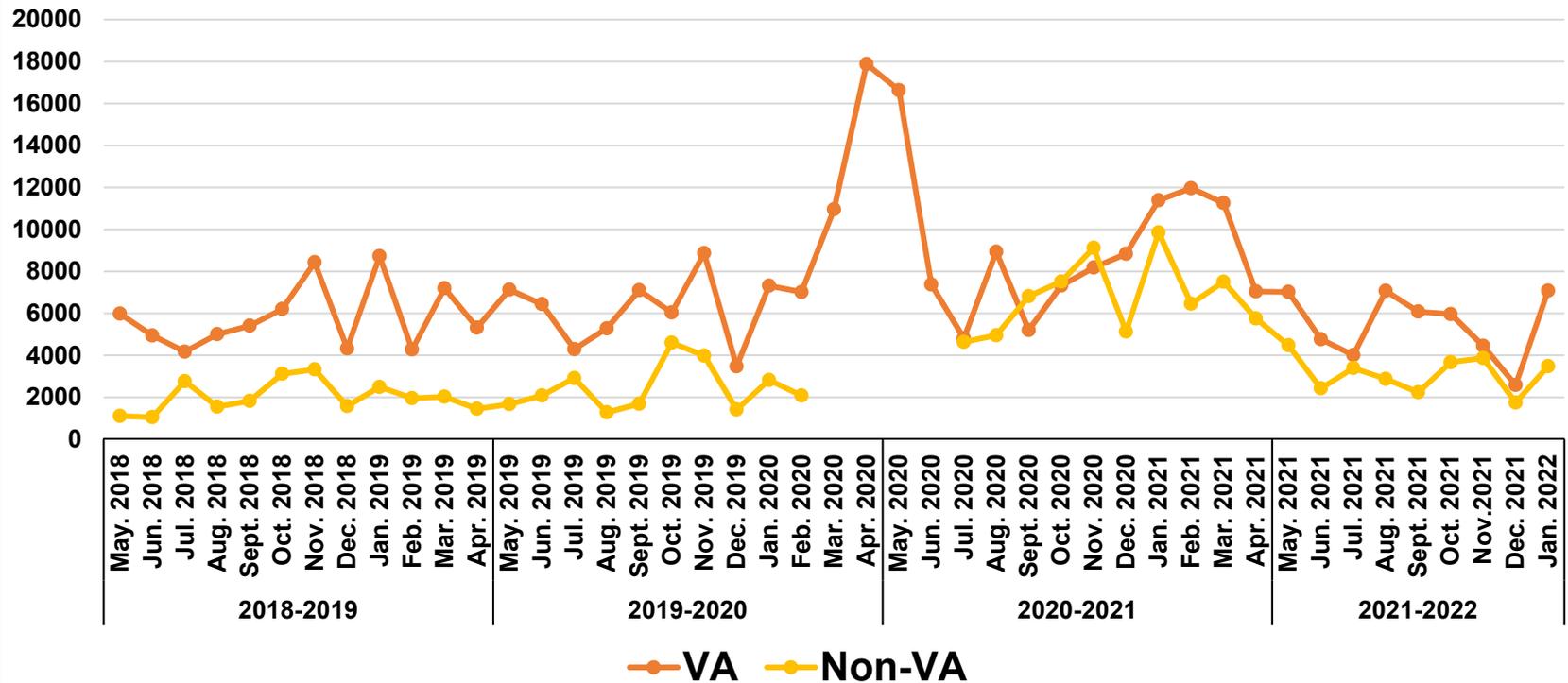
Top 17 Resources Visited on TTAC Online May 2021-January 2022 (9 months)



**Top 17 Most Visited Resources on TTAC Online:
Number of Pageviews and the Titles Hyperlinked to the Specific Resources**

May 2021- July 2021	Aug. 2021- Oct 2021	Nov 2021- Jan 2022	Total: 9 months	
3 months	3 months	3 months		
6,861	7,391	6,584	20,836	Instructional Strategies Students with Cognitive Disabilities
4,844	5,430	5,995	16,269	Instructional Strategies Students Deaf Hard of Hearing
5,584	4,047	4,516	14,147	Instructional Strategies Students with Physical Disabilities
	6212	3,802	10,014	VESOL
836	3,301	1,881	6,018	VAAP-Virginia Alternative Assessment Program Resources
2,560	1,168	812	4,540	Resource-Rewordify.com
977	1,152	747	2,876	Paraprofessionals Resources Page
	953	1,060	2,013	Resource - VESOL-and-instructional-resources-Virginia
467	723	458	1,648	Applied Studies Curriculum Progress Report
467	756	406	1,629	SDI (Specially Designed Instruction) Resources for Co-Teachers
				English Instructional Strategies for Students who are
487	357	463	1,307	Blind/Visually Impaired
306	262	427	995	Differentiated Instructional Strategies-Deaf-Blindness (Math)
212	435	225	872	Retired ASOL Instructional Resources
				Quick Tips to Help Students Who Have Difficulty with
397	315	158	870	Organization, Attention, and Memory
270	315	240	825	ASOL Reading Sample Activities
255	231	162	648	ASOL Science Sample Activities
348	120	37	505	ASOL Resources for Writing and History

Online Training Pageviews on TTAC Onine Virginia vs. Non-Virginia Users



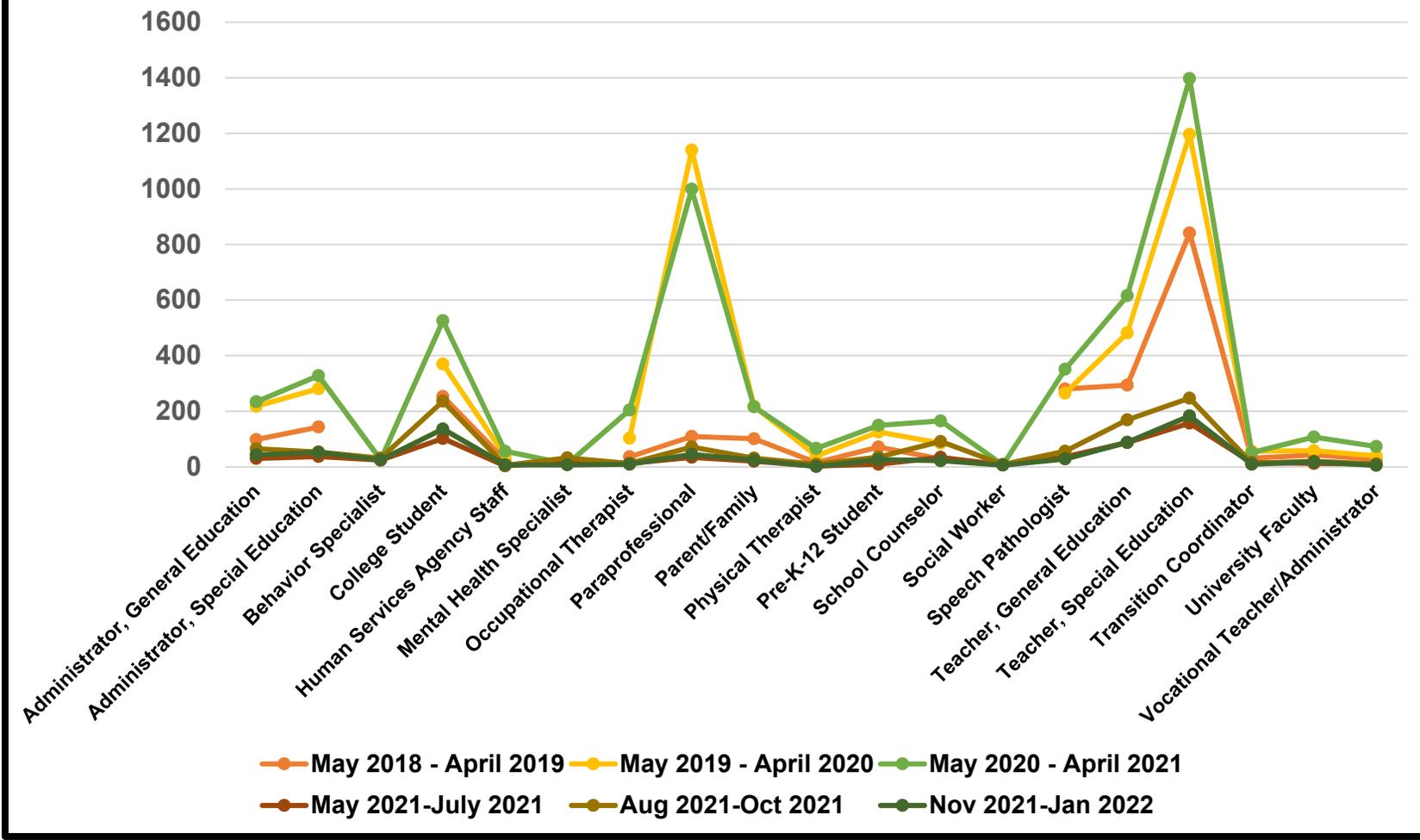
This chart shows the TTAC Online pageviews for Online Training (Webshops and eWorkshops) for 3 years plus 9 months (May 2018-January 2022).

**The 4 highest Non-VA data points from Mar. 2020-June 2020 were removed to show the volume of the remainder of the Online Training pageviews.*

Online Training Pageviews Data from TTAC Online

Year	VA	Non-VA		VA	Non-VA		VA	Non-VA		VA	Non-VA		VA	Non-VA			
2018-2019	May. 2018	5976	1103		2019-2020	May. 2019	7123	1667		2020-2021	May. 2020	16635	*78767	2021-2022	May. 2021	7018	4472
	Jun. 2018	4942	1047			Jun. 2019	6436	2077			Jun. 2020	7367	*43603		Jun. 2021	4761	2422
	Jul. 2018	4166	2762			Jul. 2019	4288	2912			Jul. 2020	4810	4633		Jul. 2021	4004	3390
	Aug. 2018	5004	1546			Aug. 2019	5279	1275			Aug. 2020	8935	4949		Aug. 2021	7068	2869
	Sept. 2018					Sept. 2019					Sept. 2020				Sept. 2021	6079	2235
		5403	1821				7096	1687				5201	6810				
	Oct. 2018	6199	3118			Oct. 2019	6035	4595			Oct. 2020	7318	7508		Oct. 2021	5960	3664
	Nov. 2018	8430	3325			Nov. 2019	8866	3980			Nov. 2020	8179	9117		Nov. 2021	4445	3866
	Dec. 2018	4325	1577			Dec. 2019	3471	1412			Dec. 2020	8834	5129		Dec. 2021	2578	1742
	Jan. 2019	8724	2489			Jan. 2020	7311	2819			Jan. 2021	11387	9850		Jan. 2022	7077	3479
	Feb. 2019	4272	1951			Feb. 2020	7013	2078			Feb. 2021	11960	6453		Feb. 2022		
	Mar. 2019	7192	2021			Mar. 2020	10957	*56965			Mar. 2021	11252	7499		Mar. 2022		
	Apr. 2019	5313	1445			Apr. 2020	17883	*111850			Apr. 2021	7038	5751		Apr. 2022		

Online Training Usage by Service Provider Type on TTAC Online



This chart shows the Type of Service Provider who used TTAC Online’s, <http://ttaconline.org/>, Online Training (Webshops and eWorkshops: made up of 3 or more webshops) for 3 years plus 9 months (May 2018-January 2022).

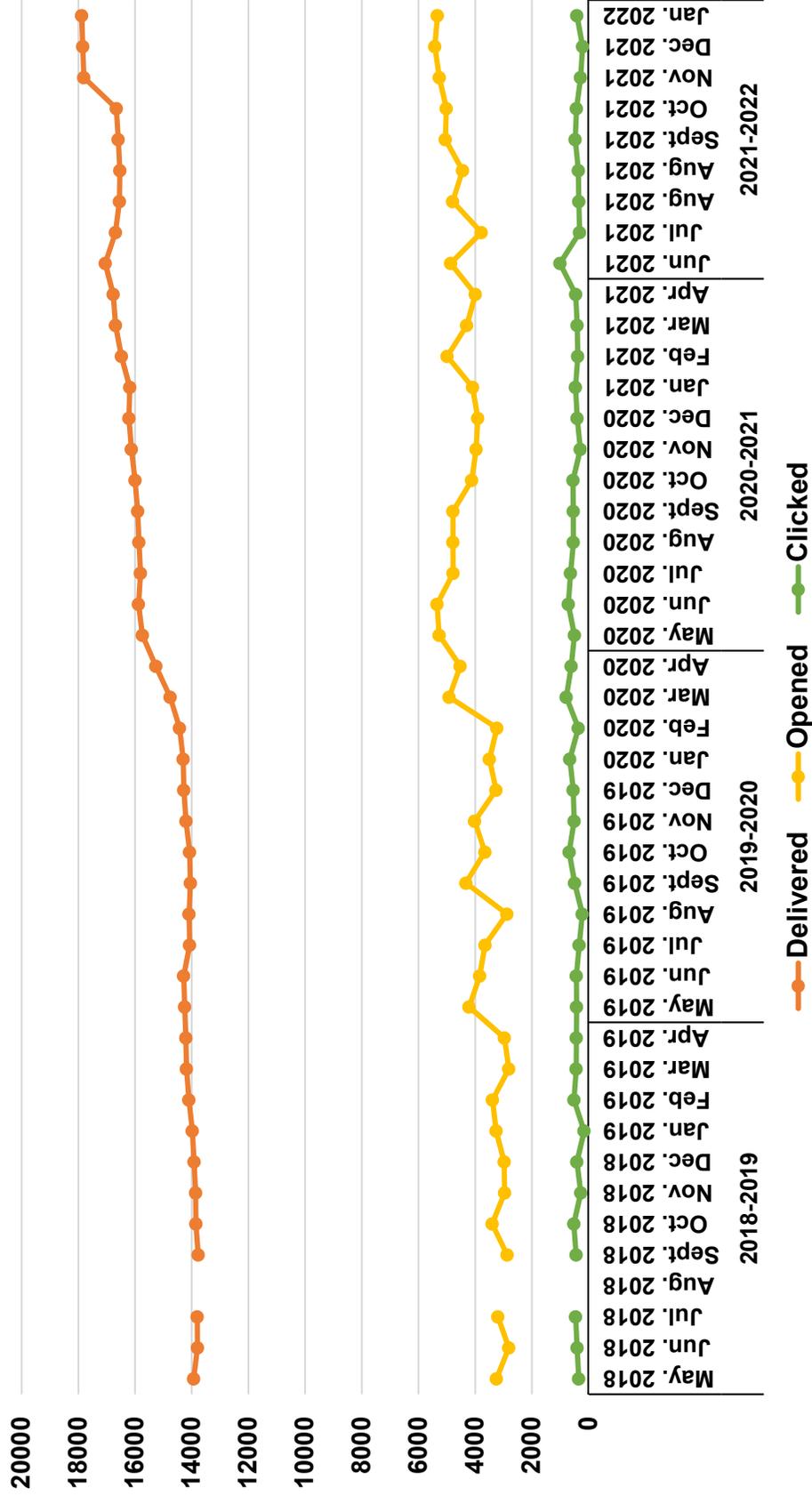
TTAC Online Service Provider Data for Online Training

Service Provider	May 2018 - April 2019 1 year	May 2019- April 2020 1 year	May 2020- April 2021 1 year	May 2021- July 2021 3 months	Aug. 2021- Oct. 2021 3 months	Nov. 2021- Jan. 2022 3 months	Totals by Service Provider Type
Administrator, General Education	98	218	234	30	65	43	688
Administrator, Special Education	143	281	328	37	53	52	894
Behavior Specialist-added 2021			25	24	31	25	105
College Student	253	370	526	102	236	136	1623
Human Services Agency Staff	23	39	56	3	5	7	133
Mental Health Specialist-added 2021			10	21	32	7	70
Occupational Therapist	36	103	204	12	12	9	376
Paraprofessional	109	1140	999	34	71	45	2398
Parent/Family	101	218	216	20	31	24	610
Physical Therapist	15	39	66	3	9	1	133
Pre-K-12 Student	71	125	149	9	35	26	415
School Counselor	28	85	165	34	91	22	425
Social Worker- added 2021			7	7	8	6	28
Speech Pathologist	280	265	351	36	56	28	1016
Teacher, General Education	294	482	616	87	169	88	1736
Teacher, Special Education	841	1196	1397	157	247	183	4021
Transition Coordinator	31	56	51	15	13	9	175
University Faculty	43	58	107	12	20	18	258
Vocational Teacher/Administrator	27	39	73	10	10	5	164

Note: Highlighted are the top 5 types of Service Providers that complete Online Trainings on TTAC Online.

Duration	Active accounts created on TTAC Online
May 2018 - April 2019 (1 yr.)	1766
May 2019 - April 2020 (1 yr.)	3538
May 2020 - April 2021 (1 yr.)	4298
May 2021 - July 2021 (3 months)	425
Aug. 2021 - Oct. 2021 (3 months)	854
Nov. 2021 - Jan. 2022 (3 months)	502

TTAC Online's "Fast Facts" e-Newsletter Usage Data



Fact Facts is a monthly e-newsletter that highlights resources, events and online trainings that are posted on TTAC Online, <http://ttaconline.org/>. This chart shows the number of Fast Facts delivered and opened and the number of links that have been clicked on per month from May 2018-January 2022. Fast Facts is emailed to anyone who creates an account on TTAC Online.

**TTAC Online's Fast Facts E-Newsletter Data
(Highlights posted Resources, Events & Online Trainings)**

	Date	Delivered	Opened	Clicked
2018-2019	May. 2018	13932	3249	349
	Jun. 2018	13795	2816	406
	Jul. 2018	13804	3199	459
	Aug. 2018			
	Sept. 2018	13770	2873	440
	Oct. 2018	13850	3401	521
	Nov. 2018	13861	2963	276
	Dec. 2018	13915	2978	414
	Jan. 2019	13978	3263	158
	Feb. 2019	14097	3389	516
	Mar. 2019	14184	2816	439
	Apr. 2019	14205	2969	434
	Date	Delivered	Opened	Clicked
2019-2020	May. 2019	14249	4215	422
	Jun. 2019	14284	3842	432
	Jul. 2019	14073	3652	333
	Aug. 2019	14093	2882	222
	Sept. 2019	14045	4326	494
	Oct. 2019	14073	3658	684
	Nov. 2019	14201	4020	511
	Dec. 2019	14279	3266	544
	Jan. 2020	14301	3499	662
	Feb. 2020	14427	3236	364
	Mar. 2020	14759	4918	788

	Apr. 2020	15265	4528	613
	Date	Delivered	Opened	Clicked
2020-2021	May 2020	15740	5271 33.2%	500 9.6%
	Jun. 2020	15876	5345 33.3%	716 13.6%
	Jul. 2020	15806	4779 29.8%	637 13.6%
	Aug. 2020	15862	4784 29.9%	537 11.3%
	Sept. 2020	15904	4778 29.7%	541 11.4%
	Oct. 2020	15998	4123 25.6%	550 13.4%
	Nov. 2020	16125	3966 24.1%	292 7.5%
	Dec. 2020	16213	3909 23.7%	402 10.5%
	Jan. 2021	16184	4092 25.1%	464 11.4%
	Feb. 2021	16478	4989 29.9%	382 7.7%
	Mar. 2021	16685	4299 25.5%	403 9.4%
	Apr. 2021	16767	3995 23.6%	456 11.5%
2021-2022	Date	Delivered	Opened	Clicked
	May 2021	17047	4865 28.6%	1010 20.9% Revised: 6%
	June 2021	16688	3785 22.4%	1010 20.9% Revised: 6%

2021-2022	Date	Delivered	Opened	Clicked
	July 2021	16547	4793 28.5%	1010 20.9% Revised: 6%
	Aug. 2021	16534	4445 26.5%	360 2.2%
	Sept. 2021	16590	5053 29.8%	474 2.9%
	Oct. 2021	16657	5017 29.8%	428 2.6%
	Nov. 2021	17804	5265 32%	284 2%
	VESOL Special Edition	17790	5103 31%	306 2%
	Dec. 2021	17841	5423 33%	211 1%
	Jan. 2022	17881	5332 32%	413 2.5%

Note: All of the click rates for the Fast Facts e-newsletters have been now recalculated by Constant Contact and are much lower than previously listed.

Update from Constant Contact:

Mail Privacy Protection was released on September 20, 2021 on all Apple devices alongside the release of [iOS 15](#), and is available by default on Apple’s latest line of iPhones and iPad. While it will take some time for users to upgrade their iOS and adopt the feature, it’s best to assume that some of your subscribers are already using Apple Mail Privacy Protection and that more subscribers will follow suit in the coming months.

Here’s what’s changing in the world of email marketing as a result of Apple’s privacy updates:

1. Open rates are likely increasing, but are no longer reliable

Since Apple now pre-loads email data regardless of whether a user actually opened an email, email open rates are unreliable. You might see your email open rates skyrocket as a result of these changes, but those likely aren't actual email opens.

2. Click-to-open rates are likely decreasing, but are also unreliable

A [click-to-open rate](#) (CTOR) is the number of unique clicks your email receives divided by the number of unique opens. In the past, this was a favored metric for email marketers to measure how effective their content was at motivating their audience to click. However, since CTOR is a function of your email opens, Apple's new privacy changes cause your CTOR to plummet downwards artificially. That makes CTOR an unreliable metric going forward.

But there is some good news! Mail Privacy Protection does *not* have an impact on your total clicks. **Clicks remains a reliable way to measure the success of your email because it simply shows the total number of email recipients who clicked a link in your email. Comparing total clicks across email campaigns with a similar number of recipients is a good way to assess which campaigns are most engaging.**

3. Open rate-powered email features have become less reliable

Some email marketing features that rely on email opens and other pixel data are now less reliable, as that data might not be available from half of your email recipients.

TechKnowledge Webshops Completed on TTAC Online & Evaluations Submitted	5/20	6/20	7/20	8/20	9/20	10/20	11/20	12/20	1/21	2/21	3/21	4/21	Total per webshop for 5/20-4/21 (1 year)	5/21	6/21	7/21	8/21	9/21	10/21	11/21	12/21	1/22	Total per webshop for 5/21-1/22 (9 months)	
50 Ways to Create Accessible Literacy Experiences with Everyday Technologies	35	6	1	2		1	3		1	3		1	53						32				1	33
101 Assistive Technology Solutions You Can Make in Minutes - Everyday Items with Extraordinary Uses	37	6		1		1	2	1	3		1	2	54	1	1									2
AAC and Core Vocabulary	39	7	1	1	2	1	4		4		2		61	1		2	1	1					1	6
Accessible Academic Activities – Literacy	33	8	2				1			1		1	46	1	1					1				3
Adapting Play - Making Toys Accessible	42	15		5	3	2	6	7	7	1	2	1	91		1					1			1	3
Aided Language Stimulation: An Essential Strategy for Teaching Language to AAC Users of Any Age	31	4	1	2					4		1	1	44	2										2
Assistive Technology Tools in Literacy Instruction and Support	40	15	1	2	2	1	1	2		1	1		66	1	1									2
AT and its Role in Education for Students with VI																					1	1		2
Blending Technology to Enhance Movement Can Increase Learning for all Students	57	16	1	1			2	1	3	2	4	2	89	3	1									4
Broaden Your Students' Educational Horizons through Assistive Technologies	37	3	4			1	3				2	1	51	1										1
Built-in and Free Chromebook Accessibility Features									44	55	38	2	139	7	2	1	8	1		2	2	2	2	25
Busting Barriers to the Use of AT in School Improvement Efforts	34	5	1	2			1	1			1	1	46	1		1		1						3
Connecting AAC and Literacy	39	14		1					2		1	1	58	2										2
Digital Accessibility Summer Series: Let's Make Our PowerPoint/Google Slides Accessible to All!				5	9	3	6		2	4	3	2	34	1	1	1								3
Digital Accessibility Summer Series: PDF Accessibility				5	6	6	8	1	3	1	1		31	1	1							1		3
Digital Accessibility Summer Series: Video Accessibility				7	15	9	10		6	3	2		52	1	1							1		3
Digital Accessibility Summer Series: Word and Google Document Accessibility				9	5	7	5	7	5	2	3	2	45	2	1									3
Do It Yourself Assistive Technology at Home	78	23	2	7	1	1	5	3	2	4	3	2	131	3	1		1			1		1		7
Duties and Tasks of Providing AT in Schools: A Study	27	6	2				1		2		1	1	40		2							1		3
Implementation of AAC: Debunking Common Myths and Road Blocks	40	8		1			2	2	1		2	1	57		1									1
Making Math and Science Accessible for All - Differentiating Instruction with Low Cost Tools	30	6		1	1		4			3	2		47	1	1									2
Meet Alexa, Your New Classroom (Voice) Assistant	37	10	1	2	1	1		1	1		3	1	58											
Necessary Components of Successful AAC Consideration (Part 1)	33	8	1	2	1	1	1	1	1	1		1	51		1									1
Necessary Components of Successful AAC Implementation (Part 2)	32	8	1	1	1	1	2			2	1	1	50											
No Chromebooks? No Problem! PCs and Macs are Accessible for Diverse Learners, too.	16	8		3			1	1	1	2	3	1	36	1	1									2
Preparing for the Real World	46	14	1	2	2	9	8	5	9	2	7	3	108	2	1	2	1		1					7
Putting the 'AT' in mATH: Making Math More Accessible with Assistive Technology										12	12	7	31	7	5	2						3		17

Ready to Learn - A Whole School Approach to Meeting Sensory Needs	95	28	5	2	1	2	5	5	3	5	9	1	161	1	1	1	1	1	1	6			
See Me, Hear Me, Touch Me, Read Me: Adapting Books So They Can												17	17	11	4	6	2	4	19	6	1	10	63
Say what you wanna say	36	7		1		1	2	1	1	4	28	1	82						12				12
SETTing the Stage for the Success of EVERY Student	46	9	3	1		3	4		3	2	2	2	75		1			4				1	6
Something to AIM for...	36	7	1	2		1	2		2	2	1	1	55	2								1	3
Supporting AAC During Virtual Learning						1	20	8	12	6	5	1	53	5			2	1				1	9
Taking a Look at Google Extensions														18	2	2	3						25
Technology Tips & Tricks: Learning from the Past																					1	9	10
Technology Tools to Support Executive Functioning Skills	36	10	1	1		1	2	1	3	1	2	2	60	1	1	1					1	1	5
Technology Use in Early Childhood Special Education: Teaching The Swipe Generation	49	16	3	4	4	2	7	5	3	6	2	3	104	3				4	1	1	2		11
Twitter 101 for Educational Professionals: Harry Potter Style!	18	6		1			2					1	28	1	1								2
Using Sensory Activities to Promote a Readiness to Learn																							
Video Games: The Common Thread Among Students								12	33	35	45	7	132	9	4	4	10	4			3	10	44
Virtual Therapy Summer Series: Coaching Facilitators to Maximize Virtual Therapy Sessions	48	17	1	1		1	3	3	3	3	5	1	86	2	3	1							6
Virtual Therapy Summer Series: Exploring Platform Options for Virtual Therapies																							
Virtual Therapy Summer Series: Interactive Activities to Keep Students Engaged During Virtual Therapy Sessions																							
Web Accessibility	34	8		1	1		3		1	3		4	55	1	1		1				1		4
Total Webshop Evaluations Completed by Month	1161	298	54	120	75	71	152	64	176	169	200	81	2621	94	41	26	29	50	26	30	10	45	351

Webshop Data for TTAC Online (5/2020 4/2021)				5/20	6/20	7/20	8/20	9/20	10/20	11/20	12/20	1/21	2/21	3/21	4/21	Total for 1 year
Webshops Completed/Evaluations Submitted				4965	2780	195	442	453	549	677	897	900	707	797	598	13960
Number of Different Webshops Completed				172	165	104	126	96	111	127	132	148	134	149	152	208
Top 25 Webshops Completed May 1, 2020-Apr. 30, 2021	Created by:	Total for 1 year														
Supporting Our Military-Connected Children Pt. 1	GMU/VDOE	344														
Supporting Our Military-Connected Children Pt. 2	GMU/VDOE	327														
Oral Language Development, Part 1	GMU Faculty	242														
Clear Rules and Expectations- Elem.	ODU Project	238														
Clear Rules and Expectations- Secondary	ODU Project	221														
Oral Language Development, Part 2	GMU Faculty	220														
Oral Language Development, Part 3	GMU Faculty	208														
Inclusive Practices for K-12 Students	VDOE	180														
Behavior Contracts- Sec.	ODU Project	174														
Precorrection- Elem.	ODU Project	164														
	AT Network: Teacher, Carroll County	161														
Ready to Learn-A Whole School Approach (TechKnowledgey)	GMU TTAC	155														
I'm Determined (Competence, Autonomy & Relatedness	GMU TTAC	152														
Instructional Strategies in Literacy: Phonemic Awareness	ODU Project	151														
Behavior Contracts- Elem.	ODU Project	151														
Developing a Function-based intervention- Elem	ODU Project	144														
Choice Making- Elem.	ODU Project	144														
Peer-Mediated Intervention- Elem.	ODU Project	143														
Establishing a Positive Teaching & Learning- Elem.	ODU Project	143														
Precorrection- Secondary	ODU Project	139														
	AT Network: VCU, ODU, & VA Tech TTACs	136														
Built-in and Free Chromebook Accessibility (TechKnowledgey)	ODU Project	135														
Choice Making Opportunities for Students-Secondary	ODU Project	133														
A System of Positive Behavioral Interventions and Supports- Elem.	ODU Project	132														
Conflict Resolution- Secondary	AT Network: VCU, ODU, & VA Tech TTACs	131														
Using Sensory Activities to Promote Readiness to Learn (TechKnowledgey)	AT Network: VCU, ODU, & VA Tech TTACs	4468														
Do It Yourself Assistive Technology at Home (TechKnowledgey)																

Webshop Data for TTAC Online (5/2021-4/2022)		5/21	6/21	7/21	8/21	9/21	10/21	11/21	12/21	1/22	Total for 9 months
Total Webshops Completed/Evaluations Submitted per Month		407	229	209	342	339	360	334	126	603	2949
Number of Different Webshops Completed per Month		163	112	80	91	54	73	86	50	124	833
Top 25 Webshops Completed	Created by:	5/21-7/21	8/21-10/21	11/21-1/22	Total for 9 months						
<i>Supporting Our Military-Connected Children Pt. 2</i>	GMU/VDOE	61	164	79	304						
<i>Supporting Our Military-Connected Children Pt. 1</i>	GMU/VDOE	59	169	96	324						
Taking a Look at Google Extensions Periodic Table Style (TechKnowledgey)	AT Network: VCU, ODU, GMU & VA Tech TTACs/ Outside Consultant	22			22						
<i>See Me, Hear Me, Touch Me, Read Me: Adapting Books So They Ca (TechKnowledgey)</i>	AT Network: VCU, ODU, GMU & VA Tech TTACs, Outside Consultant	21	25	17	63						
A Few Good Words: Using Core Vocabulary to Support Students Who Are Non-Verbal	Outside Consultants	20			20						
<i>Clear Rules and Expectations- Secondary</i>	ODU Project	19	11	20	50						
<i>Webinar 1: Maximizing Student Engagement in Math: Planning and Assessment using Just in Time Quick Checks and High Leverage Practices (HLPs)</i>	GMU TTAC	19		36	55						
<i>Using Sensory Activities to Promote Readiness to Learn (TechKnowledgey)</i>	AT Network: VCU, ODU, GMU & VA Tech TTACs	17	14	13	44						
Math SOL Test Prep: Tricks of the Trade - Strategies and Resources for Inclusive Classrooms	GMU TTAC	16			16						
Webinar 2: Maximizing Student Engagement in Math: Applying Just in Time Quick Checks and High Leverage Practices (HLP) to Scaffold and Differentiate Instruction	GMU TTAC	15			15						
Putting the 'AT' in mATH: Making Math More Accessible with AT (TechKnowledgey)	AT Network: VCU, ODU, GMU & VA Tech TTACs/VDOE	14			14						
<i>Oral Language Development, Part 1</i>	GMU Faculty	14	19	32	65						
<i>Behavior Contracts- Secondary</i>	ODU Project	13	8	13	34						
<i>Oral Language Development, Part 2</i>	GMU Faculty	12	37	35	84						
Precorrection - Secondary	ODU Project	12			12						
<i>Oral Language Development, Part 3</i>	GMU Faculty	11	12	31	54						
Webinar 3: Maximizing Student Engagement in Math: Applying Just in Time Quick Checks and High Leverage Practices to Create Flexible Groupings and Provide Meaningful Feedback	TTAC GMU	11			11						

Built-in and Free Chromebook Accessibility (TechKnowledgey)	AT Network: VCU, ODU, GMU & VA Tech TTACs	10	9			19							
<i>Clear Rules and Expectations- Elementary</i>	ODU Project	10	21			32	63						
Choice Making Opportunities for Students-Secondary	ODU Project	9					9						
HLPs in Action- Part 3: Early Childhood Mental Health	GMU TTAC	9					9						
HLPs in Action- Part 4: Families As Partners	GMU TTAC	9					9						
HLPs in Action- Part 1: Student Engagement in the IEP	GMU TTAC	8					8						
I'm Determined Archived Webinar: Competence, Autonomy & Relatedness	GMU TTAC	7					7						
A System of Positive Behavioral Interventions and Supports-Secondary	ODU Project	7					7						
50 Ways to Create Accessible Literacy Experiences with Everyday Technologies (TechKnowledgey)	AT Network: VCU, ODU, GMU & VA Tech TTACs/Outside Consultant					32							
Data Collection Management For Speech Language Pathologists In Public Schools--Part 1	Autism Priority Project					21							
Data Collection Management For Speech Language Pathologists In Public Schools--Part 1	Autism Priority Project					21							
Data Collection Management For Speech Language Pathologists In Public Schools--Part 1	Autism Priority Project					20							
<i>Behavior Contracts- Elementary</i>	ODU Project					16	15						
Academic Supports and Curricular/Instructional Modifications - Secondary (15)	ODU Project					15							
Choice Making Opportunities for Students - Elementary	ODU Project					14							
Academic Supports and Curricular/Instructional Modifications - Elementary	ODU Project					13							
Instructional Strategies in Literacy: Systematic Phonics Instruction	GMU TTAC					11							
<i>Precorrection - Elementary</i>	ODU Project					11	13						
<i>A System of Positive Behavioral Interventions and Supports (PBIS) - Elementary</i>	ODU Project					9	9						
Cooperative Learning - Elementary	ODU Project					9							
Social Skills as Part of Class Instruction - Elementary	ODU Project					9							
<i>Anger Management - Elementary</i>	ODU Project					9	10						
<i>Developing a Transition Plan - Secondary</i>	ODU Project						21						
<i>Teaching Students with Disabilities How to Compare College Options</i>	JMU						17						
<i>Choice Making Opportunities for Students - Elementary</i>	ODU Project						13						
<i>Inclusive Practices for K-12 Students (Videos)</i>	VDOE Excellence in Co-Teaching Initiative						13						
<i>[TechKnowledgey 2016-17] Archived Webinar: "Say what you wanna say"</i>	VCU TTAC						12						
<i>A Behavior Support Plan- Elementary</i>	ODU Project						11						

<i>New - Assistive Technology Assessment in School-based and Remote Settings</i>	AT Network: VCU, ODU, GMU & VA Tech TTACs				11	11						
<i>Developing a Transition Plan - Elementary</i>	ODU Project				11	11						
<i>Mental Health Services as Student Support - Elementary</i>	ODU Project				11	11						
<i>New - [TechKnowledgey 2021-22] Technology Tips & Tricks: Learning from the Past and Thinking Toward the Future! (10)</i>	AT Network: VCU, ODU, GMU & VA Tech TTACs				10	10						
		425	699	581	1705							
Note: Webshops (in red) completed 11/21-1/22.												