

**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)  
**Date:** Tuesday, June 28, 2022 at 4:59:39 PM Eastern Daylight Time  
**From:** FOIA, rr  
**To:** AO Records  
**CC:** Rachel Baron, Hart Wood  
**Attachments:** Re\_ History Modules for WHRO(2).pdf, Re\_ History Modules for WHRO(1).pdf, Re\_ History Modules for WHRO.pdf, Re\_ History Modules for WHRO(3).pdf, TTAC Meeting - March 3 2022.pdf, TTAC Meeting - March 3 2022.pdf, Humanities Discussion.pdf, Humanities Meeting.pdf, humanities meeting information.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, this email reflects the third and final phase of our response to this Virginia FOIA request, which includes responsive records (all contained in email) identified for the following VDOE employee email accounts: Adria Merritt, Alanna Meekins, Amanda Blount, Amy Griffin, Amy Vineyard, Bonnie English, Chiquita Seaborne, Christina Owens, Christine Harris, Dawn Hendricks, Deborah Johnson, Donna Poland, Elizabeth Schultz, Ellen Harrison, Gayle Keith, Hank Millward, Holly Coy, Jeff Phenicie, Jill Noguerras, Jillian Balow, Joan Johnson, Jo-El Cox, John Hendron, Johnelle Torbert, Joseph Wharff, Karen Puckett, Kathy Beasley, Ken Blackstone, Kendra Belcher, Kent Dickey, Kim Bausum-Brown, Kris Meyers, Kristin Williams-Faus, Kristinne Stone, Laurie Cooper, Louise Marks, Lynne Fellin, Maecy Richmond, Maggie Clemmons, Marianna Moore, Maribel Saimre, Marie Ireland, Martha Montgomery, Michael Bolling, Nancy Phillips, Patricia Haymes, Patricia Radcliffe, Renee Simpkins, Rosa Atkins, Tamika Claiborne, Tamilah Richardson, Teresa Lee, Tiffanie Meehling, Tina Mazzacane, Tracie Coleman, Tracy White, Wanda Council, Widad Abed, and Zenia Burnett. Please see our detailed response below for records associated with the respective aforementioned employee 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:

- **Adria Merritt:** We identified a total of 9 responsive emails, 5 of which (a total of 6 pages) 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 4 responsive emails are attached herewith.
- **Alanna Meekins:** We identified a total of 1 responsive email (a total of 1 page and 3 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.
- **Amanda Blount:** We identified a total of 5 responsive emails (a total of 5 pages and 3 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Amy Griffin:** We identified a total of 22 responsive emails (a total of 35 pages and 9 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Amy Vineyard:** We identified a total of 1 responsive email, which is attached herewith.
- **Bonnie English:** We identified a total of 1 responsive email, which is attached herewith.
- **Chiquita Seaborne:** We identified a total of 1 responsive email (a total of 1 page 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.
- **Christina Owens:** We identified a total of 1 responsive email (a total of 1 page 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.
- **Christine Harris:** We identified a total of 18 responsive emails, 15 of which (a total of 16 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 3 responsive emails are attached herewith.
- **Dawn Hendricks:** We identified a total of 13 responsive emails, 11 of which (a total of 12 pages) 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 2 responsive emails will be attached to a separate email to follow.
- **Deborah Johnson:** We identified a total of 5 responsive emails, 3 of which (a total of 4 pages) 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 2 responsive emails will be attached to a separate email to follow.

- **Donna Poland:** We identified a total of 5 responsive emails (a total of 5 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Elizabeth Schultz:** We identified a total of 37 responsive emails, 34 of which (a total of 41 pages and 13 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 3 responsive emails will be attached to a separate email to follow.
- **Ellen Harrison:** We identified a total of 2 responsive emails, which will be attached to a separate email to follow.
- **Gayle Keith:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Hank Millward:** We identified a total of 12 responsive emails, 8 of which (a total of 10 pages) 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 3 responsive emails will be attached to a separate email to follow.
- **Holly Coy:** We identified a total of 18 responsive emails (a total of 22 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Jeff Phenicie:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Jill Noguerras:** We identified a total of 3 responsive emails, 2 of which (a total of 2 pages) 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 will be attached to a separate email to follow.
- **Jillian Balow:** We identified a total of 77 responsive emails (a total of 91 pages and 68 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.

- **Joan Johnson:** We identified a total of 35 responsive emails (a total of 62 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Jo-EI Cox:** We identified a total of 2 responsive emails (a total of 2 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **John Hendron:** We identified a total of 7 responsive emails (a total of 7 pages and 7 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Johnelle Torbert:** We identified a total of 5 responsive emails (a total of 5 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Joseph Wharff:** We identified a total of 2 responsive emails (a total of 3 pages and 1 attachment), 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Karen Puckett:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Kathy Beasley:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Ken Blackstone:** We identified a total of 23 responsive emails (a total of 36 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Kendra Belcher:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Kent Dickey:** We identified a total of 21 responsive emails (a total of 26 pages and 7 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Kim Bausum-Brown:** We identified a total of 4 responsive emails, 3 of which (a total of 3 pages) 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 will be attached to a separate email to follow.

- **Kris Meyers:** We identified a total of 2 responsive emails (a total of 2 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Kristin Williams-Faus:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Kristinne Stone:** We identified a total of 2 responsive emails (a total of 2 pages and 1 attachment), 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Laurie Cooper:** We identified a total of 8 responsive emails (a total of 10 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Louise Marks:** We identified a total of 1 responsive email (a total of 1 page), which is 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.
- **Lynne Fellin:** We identified a total of 12 responsive emails (a total of 18 pages and 1 attachment), 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Maecy Richmond:** We identified a total of 3 responsive emails (a total of 3 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Maggie Clemmons:** We identified a total of 7 responsive emails (a total of 7 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Marianne Moore:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Maribel Saimre:** We identified a total of 3 responsive emails, 2 of which (a total of 2 pages and 1 attachment) 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 will be attached to a separate email to follow.
- **Marie Ireland:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.

- **Martha Montgomery:** We identified a total of 3 responsive emails (a total of 9 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Michael Bolling:** We identified a total of 33 responsive emails (a total of 43 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Nancy Phillips:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Patricia Haymes:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Patricia Ratcliffe:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Renee Simpkins:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Rosa Atkins:** We identified a total of 8 responsive emails, 4 of which (a total of 4 pages) 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 4 responsive emails will be attached to a separate email to follow.
- **Tamika Claiborne:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Tamilah Richardson:** We identified a total of 14 responsive emails, 13 of which (a total of 16 pages and 5 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 will be attached to a separate email to follow.
- **Teresa Lee:** We identified a total of 4 responsive emails, 3 of which (a total of 3 pages) 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 will be attached to a separate email to follow.
- **Tiffanie Meehling:** We identified a total of 6 responsive emails (a total of 6 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.

- **Tina Mazzacane:** We identified a total of 3 responsive emails (a total of 3 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Tracie Coleman:** We identified a total of 1 responsive email, which will be attached to a separate email to follow.
- **Tracy White:** We identified a total of 6 responsive emails (a total of 9 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Wanda Council:** We identified a total of 4 responsive emails, 3 of which (a total of 4 pages) 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 will be attached to a separate email to follow.
- **Widad Abed:** We identified a total of 2 responsive emails (a total of 2 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 they relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **Zenia Burnett:** We identified a total of 11 responsive emails, 6 of which (a total of 6 pages and 2 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 5 responsive emails will be attached to a separate email to follow.

Due to the size of the records that are being released via email for this third and final phase, it will be necessary to send these attachments in separate emails (this email constitutes part 1).

I hope you have a great evening.

Best regards,

Rebecca Westfall



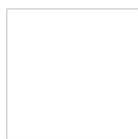
**FOIA Officer**  
OFFICE OF POLICY  
VIRGINIA DEPARTMENT ♥ F EDUCATION  
804.225.2092 | [foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)

On Thu, Jun 23, 2022 at 3:21 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

Good afternoon, Rachel:

Thank you again for your patience on this rolling release. There should only be one remaining production for this request, which will be provided by next week.

Thank you,  
Rebecca Westfall



**FOIA Officer**  
OFFICE OF POLICY  
VIRGINIA DEPARTMENT ♥ F EDUCATION  
804.225.2092 | [foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)

On Fri, Jun 17, 2022 at 1:06 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:

Hi Rebecca,

Thank you so much for these. I was wondering if you had an estimate on how many more productions your office is planning on providing and when we will receive them? Thanks!

Rachel

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**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>  
**Sent:** Friday, June 10, 2022 1:55 PM  
**To:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>  
**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>  
**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

This is part 5 of the attachments (for Peggy King, Samantha Hollins, and [superintendent@doe.virginia.gov](mailto:superintendent@doe.virginia.gov)).

On Fri, Jun 10, 2022 at 1:53 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

This is part 4 of the attachments (for Jenna Conway, Kelly Bisogno, Lisa Harris, and Michelle Milligan).

On Fri, Jun 10, 2022 at 1:51 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

This is part 3 of the attachments (for Emily Riggan and Erin Carroll).

On Fri, Jun 10, 2022 at 1:49 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

This is part 2 of the attachments referenced in the preceding email (noted under Dicky Shanor).

On Fri, Jun 10, 2022 at 1:46 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

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](mailto: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](mailto: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

|



**FOIA Officer**  
OFFICE OF POLICY  
VIRGINIA DEPARTMENT ♥ F EDUCATION  
804.225.2092 | [foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)

On Thu, Jun 2, 2022 at 8:08 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

This is part 3 of 3 of responsive records being released in phase 1 (emails associated with Jon Russell).

On Thu, Jun 2, 2022 at 8:07 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

This is part 2 of 3 of responsive records being released in phase 1 (last portion of emails associated with Charles Pyle).

On Thu, Jun 2, 2022 at 8:05 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

Good evening:

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

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

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

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

prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.

- **Annette Sherrill:** We identified a total of 20 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
  - 19 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 50 pages and 4 attachments.
  - The remaining withheld email relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor's Executive Actions, which constitutes 1 page and 1 attachment.
- **Aurelia Ortiz:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
  - 5 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 6 pages and 4 attachments.
  - The remaining 4 withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor's Executive Actions, which constitutes 6 pages.
- **Carol Ann Lawson:** We identified a total of 11 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 11 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 13 pages and 7 attachments.
- **Charles Pyle:** We identified a total of 5 emails, of which 1 is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One (1 page). The remaining 4 responsive emails are attached herewith.
- **Dave Myers:** We identified a total of 1 responsive email (2 pages and 2 attachments), which is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One.
- **David Eshelman:** We identified a total of 2 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). Both of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 2 pages and 2 attachments.

- **Emily Webb:** We identified a total of 3 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2).
  - 2 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 4 pages.
  - The remaining withheld email relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor's Executive Actions, which constitutes 1 page.
- **Jeff Williams:** We identified a total of 10 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 10 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 14 pages and 3 attachments.
- **Jon Russell:** We identified a total of 16 responsive emails, of which 14 are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). The remaining 2 responsive emails are attached herewith.
  - 2 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 2 pages.
  - The remaining 12 withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor with respect to the Governor's Executive Actions, which constitutes 12 pages and 10 attachments.
- **Karen Lux:** We identified a total of 1 responsive email, which is being withheld in its entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2) as it relates to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 1 page and 2 attachments.
- **Rebecca Ullrich:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 9 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 12 pages and 3 attachments.
- **Sarah Susbury:** We identified a total of 3 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 3 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 6 pages and 2 attachments.
- **Shelley Loving-Ryder:** We identified a total of 5 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 5 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 10 pages and 5 attachments.

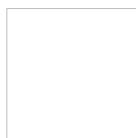
- **Taundwa Jeffries:** We identified a total of 9 responsive emails, which are being withheld in their entirety as working papers and correspondence of the Office of the Governor in accordance with Va. Code § 2.2-3705.7(2). All 9 of these withheld emails relate to communications that were prepared by or for the personal or deliberative use of the Office of the Governor regarding Executive Order One, which constitutes 12 pages and 3 attachments.

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

Have a good evening.

Best regards,

Rebecca Westfall



**FOIA Officer**

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On Tue, May 17, 2022 at 4:14 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:

Hi Rebecca,

Thanks for your email. We will accept a rolling production.

Best,  
Rachel

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**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>

**Sent:** Tuesday, May 17, 2022 12:52 PM

**To:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>

**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>

**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

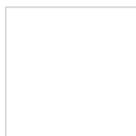
Good afternoon:

I hope this message finds you well. I am writing to confirm that VDOE's Finance Dept. notified our office of receipt of the deposit check for this pending Virginia FOIA request in order to continue processing the same. Due to the scope of this request, there is a large volume of records which must be culled through in order to identify those that are responsive and to determine whether exemptions, if any, are applicable. The agency is in receipt of some large requests at this time and has finite resources to devote to the responses. Thus, the agency is not able to respond to this request within the five working days deadline imposed by FOIA, which would have made the original due date today, May 17th.

While the agency can invoke the additional seven working day extension permitted by Va. Code § 2.2-3704(B)(4), it is not practically possible for our office to be responsive in that time frame due to the scope of the request and the volume of records requiring review. For that reason, the agency kindly asks for agreement to a rolling production of records as record review is completed. Please know that staff are still actively working to fulfill this request with the intent of releasing records as quickly as possible.

We appreciate your consideration and understanding. I hope you have a good afternoon.

Best regards,  
Rebecca Westfall



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On Fri, May 13, 2022 at 12:10 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:  
It looks like it cleared on 5/10. Thanks!

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**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>

**Sent:** Friday, May 13, 2022 12:06 PM

**To:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>

**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>

**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

Good afternoon, Rachel:

Thank you for letting me know. I have not received confirmation from our Finance Dept. yet, so I will follow up with them now. Are you able to see when the check cleared on your end? I'm surprised it took this long.

On Fri, May 13, 2022 at 12:02 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:

Hi Rebecca,

I wanted to follow up with you regarding this request. It looks like the check cleared, so I was hoping to get confirmation that your office received notification of the deposit?

Thanks,  
Rachel

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**From:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>  
**Sent:** Monday, April 11, 2022 5:52 PM  
**To:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>  
**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>  
**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

Thank you!

Rachel

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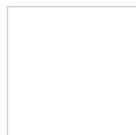
**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>  
**Sent:** Monday, April 11, 2022 4:29 PM  
**To:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>  
**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>  
**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

Good afternoon:

I hope this message finds you well. We will notify you once our Finance Dept. receives the deposit for this third request in order to continue processing.

Best regards,  
Rebecca Westfall



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On Mon, Apr 11, 2022 at 3:47 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:  
Hi Rebecca,

Thank you so much for this information. We approve the fee estimate and have sent the required \$400 deposit. Please let me know when you have received the deposit and are able to begin processing the request. Thanks!

Rachel

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**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>  
**Sent:** Thursday, April 7, 2022 10:52 AM  
**To:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>  
**Cc:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>  
**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

Good morning:

For this third request (VA-DOE-0317), a preliminary search yielded the largest volume of the three requests, largely due to this requiring an agency-wide search rather than being restricted to specific VDOE individuals. In assessing the parameters of the search, we identified and utilized specific key search terms to conduct the search (i.e., "inherently divisive concepts" OR "executive order 1" OR "EO1" OR "EO-1" OR "EO 1" OR "executive directive 1"). In an attempt to eliminate unresponsive news articles/media related posts that may contain some of the identified search terms, we did not include some known news/media email accounts as part of the parameters of the search (i.e., we did not include [VDOE@public.govdelivery.com](mailto:VDOE@public.govdelivery.com) or [vanews@vpap.org](mailto:vanews@vpap.org)).

I hope this additional information is helpful.

Best regards,  
Rebecca Westfall



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On Wed, Apr 6, 2022 at 7:30 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:  
Hello,

Thank you so much for this information, it is greatly appreciated. Would it be possible for you to describe the preliminary search parameters that were used to generate the approximately 4,000 records? This information would allow a better understanding of how your office interpreted the request and if there are any potential ways to reduce the volume. Thanks so much!

Rachel

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**From:** FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)>  
**Sent:** Tuesday, April 5, 2022 4:26 PM  
**To:** Rachel Baron <[rachel.baron@americanoversight.org](mailto:rachel.baron@americanoversight.org)>; Hart Wood <[hart.wood@americanoversight.org](mailto:hart.wood@americanoversight.org)>  
**Cc:** AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)>  
**Subject:** Re: Virginia Freedom of Information Act Request (VA-DOE-22-0317)

EXTERNAL SENDER

Good afternoon:

With respect to the third Virginia FOIA request (your reference # VA-DOE-0317), you requested: (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; and (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 from January 15, 2022 – through the date the search is conducted.

The 33 hour time estimate we previously provided for processing this request reflects the estimated time required to complete the search, and review and redact any potentially responsive emails, attachments or invites, as needed. The preliminary search for potentially responsive emails, attachments and/or calendar invitations for this request yielded ~4,000 records, which will have to be reviewed individually to determine whether they are indeed responsive to this request, and any necessary redactions completed in accordance with Virginia FOIA. Please note that this is a preliminary estimate, which may increase or decrease once the responsive records have been produced. A final invoice will be provided with any responsive records, which will reflect the actual time required to fulfill this request.

As a friendly reminder, our office requires a fifty percent (50%) advance deposit to continue processing, because the estimated charges exceed \$200 (see Va. Code § 2.2-3704(H)). As such, please be advised that the period within which VDOE must respond to this request will be tolled for the amount of time that elapses between notice of the advance determination and receipt of the required deposit. Please note that if VDOE does not receive a response within 30 days of providing the cost estimate, this request shall be deemed to be withdrawn.

I hope this is helpful. Have a good evening.

Best regards,  
Rebecca Westfall

On Fri, Apr 1, 2022 at 4:58 PM FOIA, rr <[foia@doe.virginia.gov](mailto:foia@doe.virginia.gov)> wrote:

Good afternoon:

With respect to the third Virginia FOIA request (reference # VA-DOE-22-0317), we are providing you with the requested cost estimate (attached) in advance of further processing. The total estimated cost of processing this request is \$825.00; however, as a matter of department policy, our agency waives the first hour (adjusted estimate total = \$800). As permitted by Va. Code § 2.2-3704(H), our office requires a fifty percent (50%) advance deposit to continue processing, because the estimated charges exceed \$200. As such, please be advised that the period within which VDOE must respond to this request will be tolled for the amount of time that elapses between notice of the advance determination and receipt of the required deposit. Please note that if VDOE does not receive a response within 30 days of providing the attached cost estimate, this request shall be deemed to be withdrawn.

We look forward to hearing from you. I hope you have a great weekend.

Best regards,  
Rebecca Westfall



**FOIA Officer**

OFFICE OF POLICY

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On Mon, Mar 28, 2022 at 4:36 PM AO Records <[records@americanoversight.org](mailto:records@americanoversight.org)> wrote:

Dear FOIA Officer:

Please find attached a request for records under the Virginia Freedom of Information Act.

Sincerely,

--

Sarah Wishingrad, on behalf of Karl Frisch

Pronouns: she/her

Paralegal

American Oversight

[records@americanoversight.org](mailto:records@americanoversight.org)

[www.americanoversight.org](http://www.americanoversight.org) | @weareoversight

VFOIA: VA-DOE-22-0317

**From:** Hendricks, Dawn <dawn.hendricks@doe.virginia.gov>  
**Sent:** 2/28/2022 6:03:38 PM  
**To:** "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>  
**Cc:**  
**Subject:** Fwd: 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](#)

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Hi Zenia-It looks like you will be discussion E01 on Thursday, so I am going to plan to attend.

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

**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Date:** Mon, Feb 28, 2022 at 4:28 PM  
**Subject:** TTAC Meeting - March 3, 2022  
**To:**

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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

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In-Reply-To: <CA+uZwFSV05GXgHoHYA+1RvsFTxEz=ocVHezA2=Gd6JGyP1DoAQ@mail.gmail.com>  
TO: "Burnett, Zenia" <zenia.burnett@doe.virginia.gov>  
From: "Hendricks, Dawn" <dawn.hendricks@doe.virginia.gov>  
CKX-Bounce-Address: dawn.hendricks@doe.virginia.gov  
Subject: Fwd: 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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

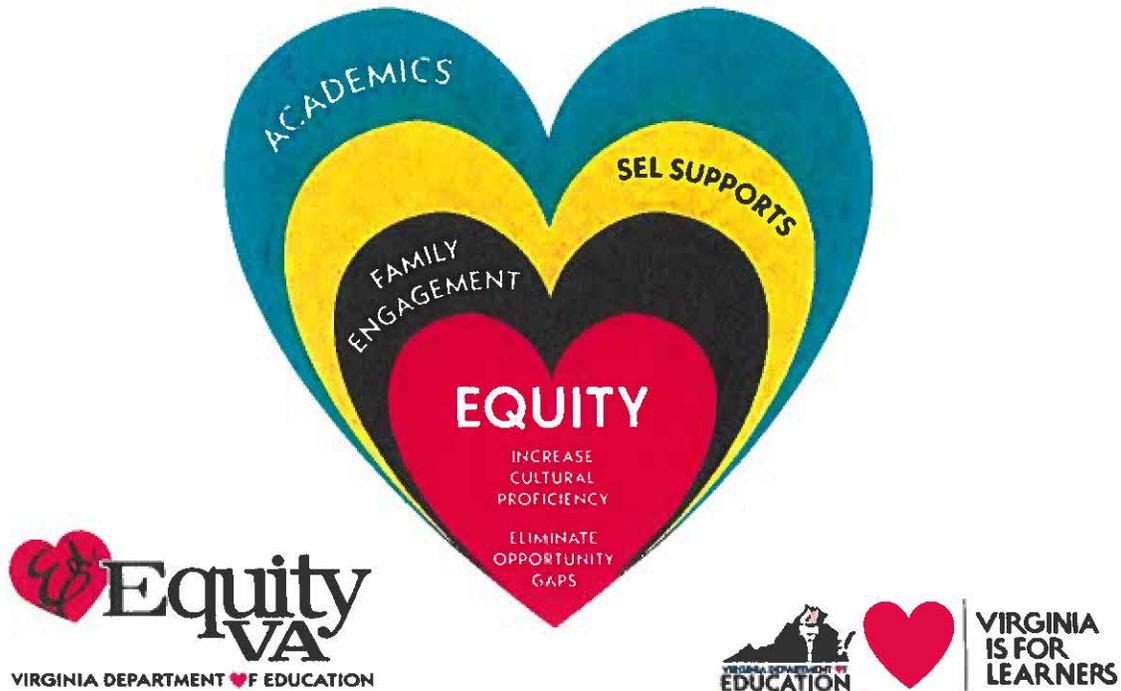
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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*

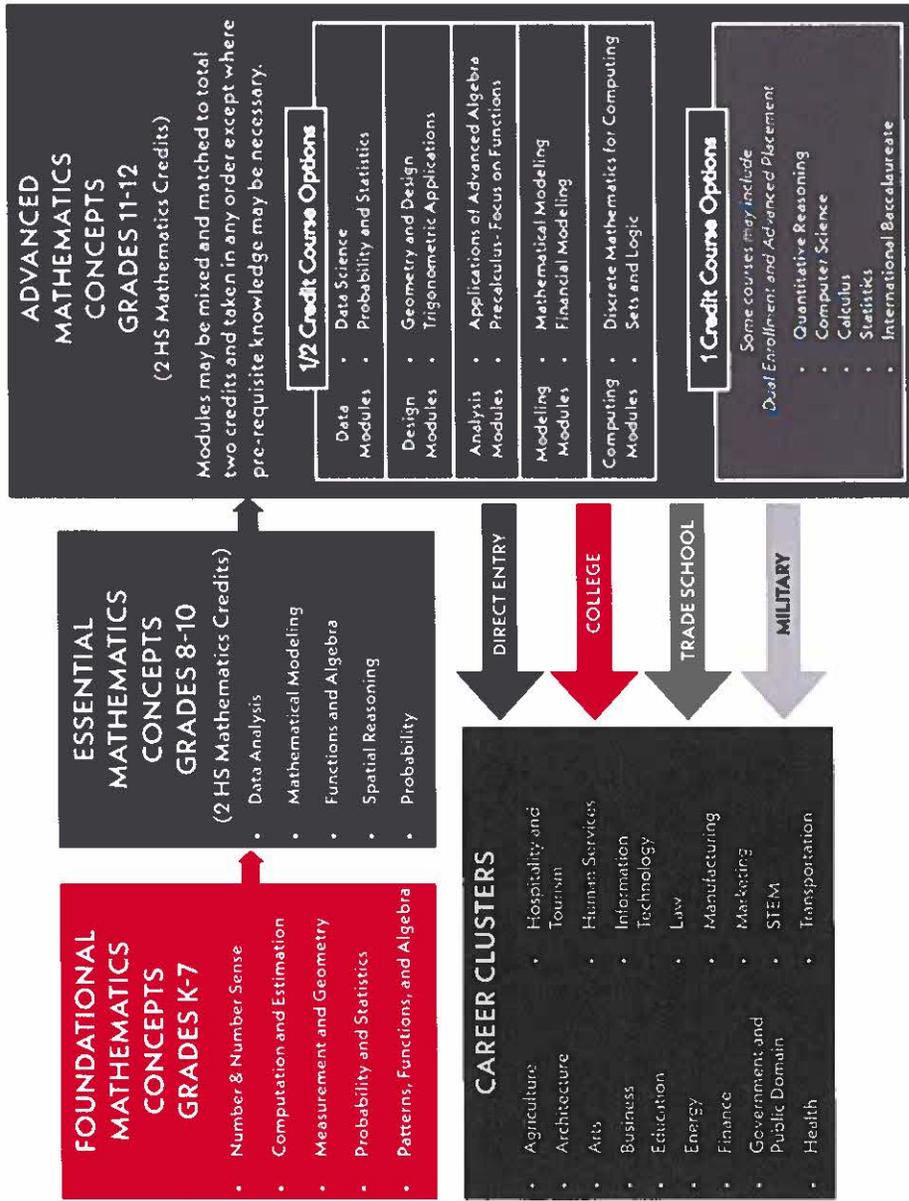
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



**From:** Johnson, Deborah <deborah.johnson@doe.virginia.gov>  
**Sent:** 3/1/2022 5:02:05 PM  
**To:** "Pamela Hudson Baker" <pbaker5@gmu.edu>  
**Cc:**  
**Subject:** Fwd: 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](#)

Here you go.



**Deborah Johnson**  
**Specialist-Intellectual Disabilities**  
OFFICE OF SPECIAL EDUCATION INSTRUCTIONAL SERVICES  
DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES  
VIRGINIA DEPARTMENT OF EDUCATION  
804.371-2725 | [deborah.johnson@doe.virginia.gov](mailto:deborah.johnson@doe.virginia.gov)

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

**From:** Claiborne, Tamika <[tamika.claiborne@doe.virginia.gov](mailto:tamika.claiborne@doe.virginia.gov)>  
**Date:** Mon, Feb 28, 2022 at 4:28 PM  
**Subject:** TTAC Meeting - March 3, 2022  
**To:**

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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

MIME-Version: 1.0  
Date: Tue, 1 Mar 2022 16:02:05 -0500  
Message-ID: <CAHyP7fv8s7zFjiTV9oB+zfjLGtzT+rQ2Yrge74GyaW-Efpm+jQ@mail.gmail.com>  
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  boundary="-----020106080502090400050808"  
X-Priority: Normal  
From 1726132809324234498-c42ac835-bb95-48ff-836a-779f62dca78c.mbox@xxx Tue Mar 01 09: 02:05 2022  
References: <CA+Hdz=Wbqlrp\_JbFYpvKnD+KyZ9M5tqp-9+\_Pek-soHAO2aweg@mail.gmail.com> <CA+uZwFSV05GXgHoHYA+1RvsFTxEz=ocVHezA2=Gd6JGyP1DoAQ@mail.gmail.com>  
In-Reply-To: <CA+uZwFSV05GXgHoHYA+1RvsFTxEz=ocVHezA2=Gd6JGyP1DoAQ@mail.gmail.com>  
To: "Pamela Hudson Baker" <pbaker5@gmu.edu>  
From: "Johnson, Deborah" <deborah.johnson@doe.virginia.gov>  
CKX-Bounce-Address: deborah.johnson@doe.virginia.gov  
Subject: Fwd: 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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• This is the foundational document that outlines EdEquityVA.</li> <li>• Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

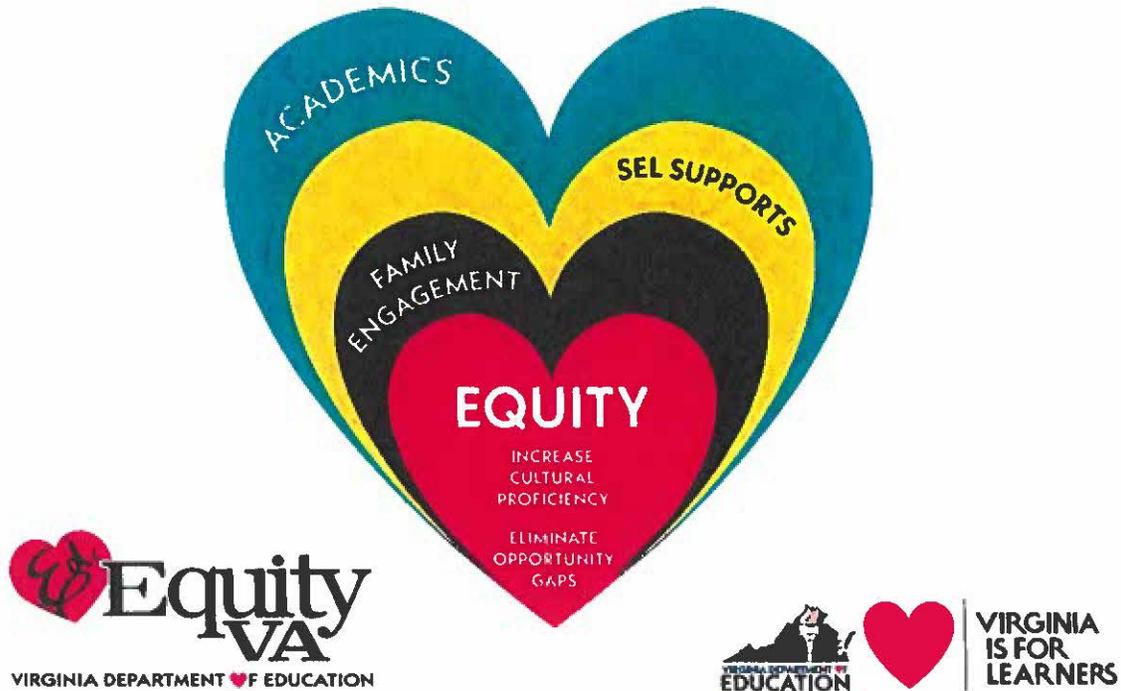
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



VIRGINIA IS FOR LEARNERS

**From:** Harrison, Ellen <ellen.harrison@doe.virginia.gov>  
**Sent:** 2/28/2022 5:58:12 PM  
**To:** ellenjharrison59@gmail.com  
**Cc:**  
**Subject:** Fwd: 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](#)

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

From: **Claiborne, Tamika** <[tamika.claiborne@doe.virginia.gov](mailto:tamika.claiborne@doe.virginia.gov)>  
Date: Mon, Feb 28, 2022 at 4:28 PM  
Subject: TTAC Meeting - March 3, 2022  
To:

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](mailto:zenia.burnett@doe.virginia.gov)

--



**Ellen Harrison Specialist-Emotional Disabilities**  
OFFICE OF SPECIAL EDUCATION INSTRUCTIONAL SERVICES  
DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES  
VIRGINIA DEPARTMENT OF EDUCATION  
804.225.2709 | [ellen.harrison@doe.virginia.gov](mailto:ellen.harrison@doe.virginia.gov)

**Email Header:**

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Date: Mon, 28 Feb 2022 16:58:12 -0500  
Message-ID: <CAGz3WbO9Zv402TP\_7YAQop7wVZ7Z1mW-uqu2hDgCy\_3AdO9=kA@mail.gmail.com>  
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In-Reply-To: <CA+uZwFSV05GXgHoHYA+1RvsFTxEz=ocVHezA2=Gd6JGyP1DoAQ@mail.gmail.com>  
To: ellenjharrison59@gmail.com  
From: "Harrison, Ellen" <ellen.harrison@doe.virginia.gov>  
CKX-Bounce-Address: ellen.harrison@doe.virginia.gov  
Subject: Fwd: 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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

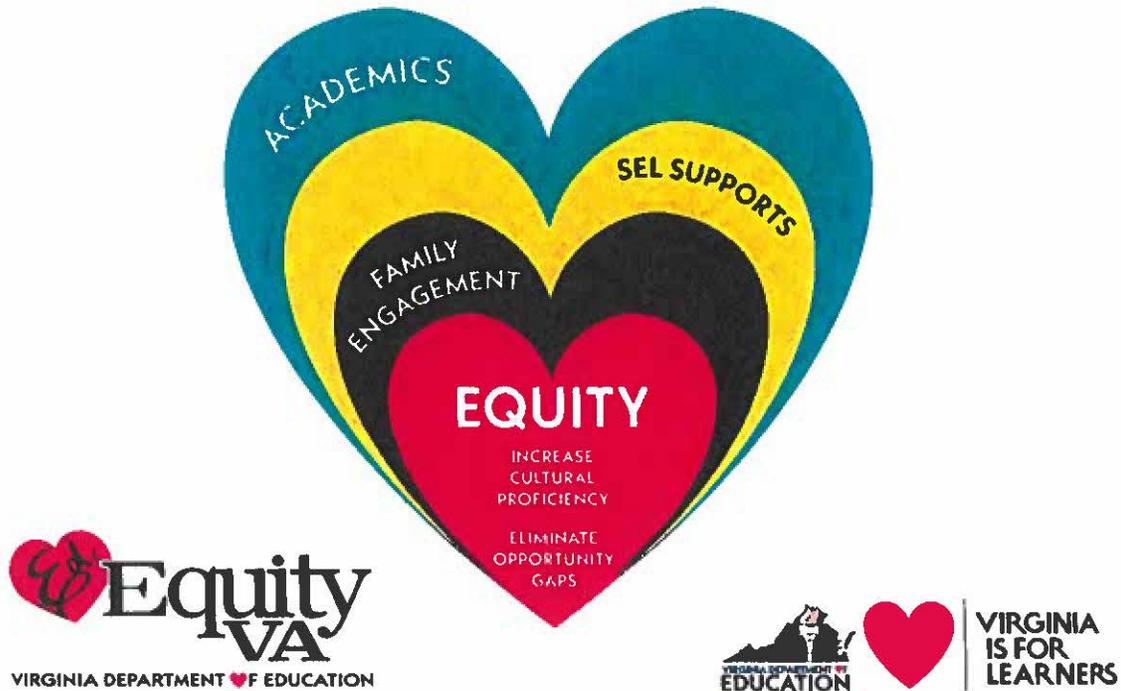
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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*

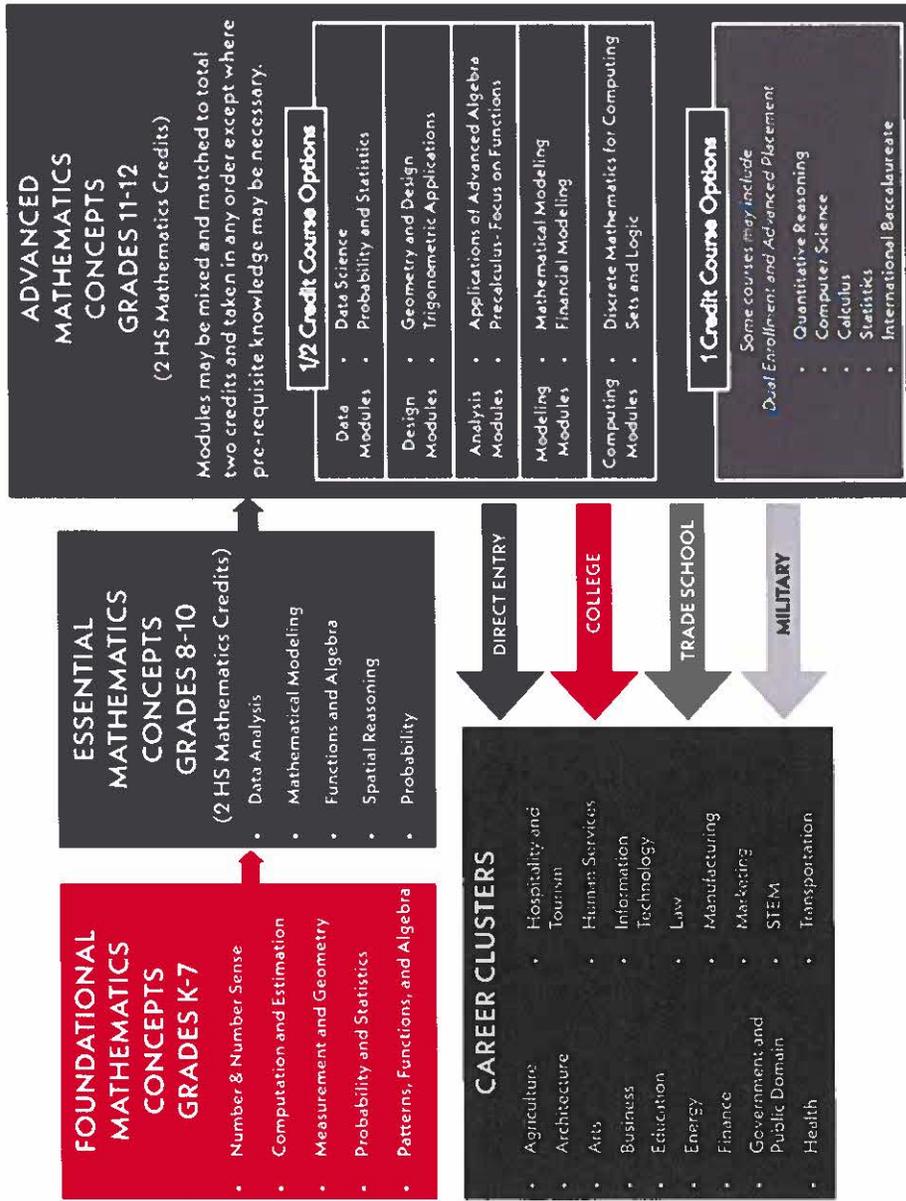
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



**From:** Anne Taydus <anneelizabethcraft@yahoo.com>  
**Sent:** 3/17/2022 6:47:18 AM  
**To:** elizabeth.schultz@doe.virginia.gov  
**Cc:**  
**Subject:** Fwd: VDOE SEL site info we discussed

**Attachments:** [image0.jpeg](#), [image18.jpeg](#), [image5.jpeg](#), [image22.jpeg](#), [image9.jpeg](#), [image26.jpeg](#), [image0\[6\].jpeg](#), [image6.jpeg](#), [image11.jpeg](#), [image1.jpeg](#), [image2.jpeg](#), [image8.jpeg](#), [image19.jpeg](#), [image21.jpeg](#), [image23.jpeg](#), [image7.jpeg](#)

[Download full resolution images](#)  
Available until Apr 16, 2022



I don't think the first got sent correctly. Sorry this was supposed to go to you yesterday

Anne Taydus

Sent from my iPhone

Begin forwarded message:

**From:** Anne Taydus <anneelizabethcraft@yahoo.com>  
**Date:** March 16, 2022 at 6:12:25 PM EDT  
**To:** superintendent@doe.virginia.gov  
**Cc:** elizabeth.schultz@doe.virginia.gov  
**Subject:** Fwd: VDOE SEL site info we discussed

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

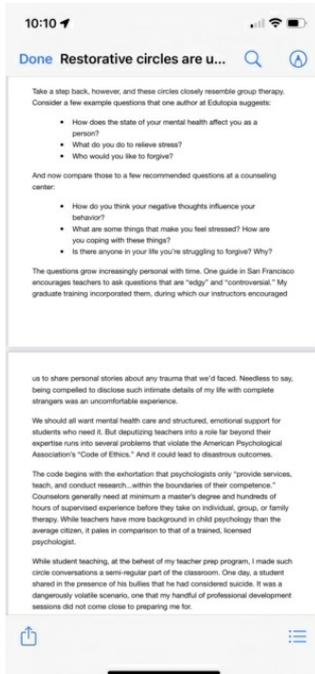


Dr. Ballow  
I sent this to Elizabeth Schultz per a conversation we had regarding the major issues with the VDOE SEL since the Governors divisive concept guidance is in direct conflict with the use of CASEL and almost every link on the VDOE site.

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

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

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



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

Sent from my iPhone

Begin forwarded message:

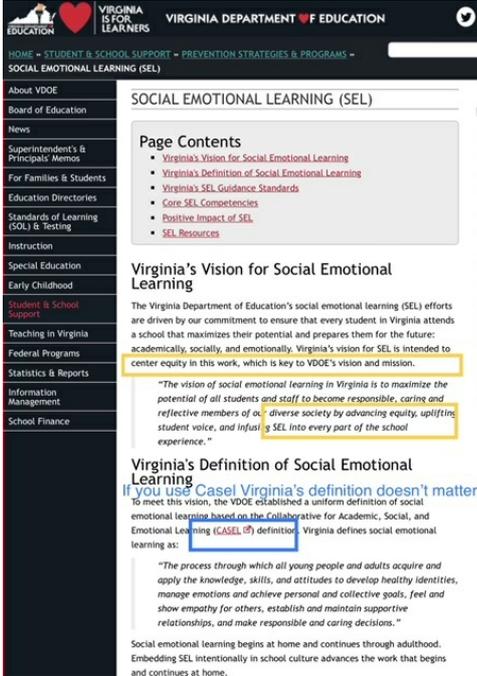
**From:** Anne Taydus <anneelizabethcraft@yahoo.com>  
**Date:** March 16, 2022 at 5:31:50 PM EDT  
**To:** elizabeth.schultz@doe.virginia.gov  
**Subject:** VDOE SEL site info we discussed



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 Taidus



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):

An Agency of the Commonwealth of Virginia

VIRGINIA IS FOR LEARNERS VIRGINIA DEPARTMENT OF EDUCATION

STUDENT & SCHOOL SUPPORT PREVENTION STRATEGIES & PROGRAMS

EMOTIONAL LEARNING (SEL)

VDOE

of Education

endent's & als' Memos

illies & Students

on Directories

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Finance

## SOCIAL EMOTIONAL LEARNING (SEL)

**Page Contents**

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

**Virginia's Vision for Social Emotional Learning**

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

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

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 important. 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 Integration Approach for Classroom Educators (PDF) (Transforming Education)
- Strategies for Establishing School Family Partnerships (CASEL)
- SEL and Family Partnership (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 System 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 - emotional development, self-concept and social competence.
- The revised *Model Guidelines for Discipline and Restorative Code of Student Conduct Policy and Alternatives to Suspension* integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of *Kindness Week* is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

**PREVENTION PROGRAMS**

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

*You May Also Be Interested In*

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

**CONTACT US:**  
Information provided by

## Learning during Uncertain Times

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

### Virginia LEARNS

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



### CASEL CARES Initiative

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



CASEL CARES INITIATIVE  
Connecting the SEL Community

### A Systemic Approach to SEL Implementation



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

## 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

#### 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 proactively review policies, practices, and pedagogies around the state to uphold the Civil Rights Act and comport with Executive Order One. We must continue to ensure that no student in Virginia is taught to judge or treat others differently solely on the basis of their race, skin color, ethnicity, sex or faith. As the work continues, we will engage stakeholders in an ongoing dialogue about how all resources and initiatives from the Virginia Department of Education must permit and encourage school divisions to build a culture of compassion, acceptance, opportunity, and positive change.

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

Jillian Balow

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

Rescinded	All Resources Included on VDOE's <a href="#">"Culturally Responsive Website"</a>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race - to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	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"> <li>Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.<sup>vi</sup></a>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>"Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we</li> </ul>	Y (link vi below)

## 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.



<https://youtu.be/dlpeymXuIE>. 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](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/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/f4JUFe5wblo>  
Critical thinking. <https://youtu.be/hNnactbvUU>

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

SEL resource library [https://padlet.com/sarah\\_bazemore1/VAis4SEL](https://padlet.com/sarah_bazemore1/VAis4SEL)

WHAT SEL DOES TO CHILDREN  
<https://youtu.be/IDtGw8Ss-VA>

Why SEL must be in all schools <https://www.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://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)

What is restorative Justice [http://www.restorativeresources.org/uploads/5/6/1/4/56143033/rj\\_what\\_it\\_is\\_and\\_is\\_not.pdf](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  
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Anti bias lessons [https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075f/ADL\\_Anti\\_Bias\\_Lessons.pdf](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](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](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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From: "Anne Taydus" <anneilizabethcraft@yahoo.com>  
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Subject: Fwd: VDOE SEL site info we discussed



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Student & School Support

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Statistics & Reports

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School Finance

## SOCIAL EMOTIONAL LEARNING (SEL)

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- [Virginia's Definition of Social Emotional Learning](#)
- [Virginia's SEL Guidance Standards](#)
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- [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.

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

## ASSESSING, RECOVERING, NURTURING & SUCCEEDING

### Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

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

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

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

- Virginia Lea
- Career & Tr
- Computer S
- Character E
- Driver Educ
- Economics
- English & R
- Family Life
- Fine Arts
- Health Edu
- History & S
- Mathematic
- Physical Ed
- Science
- STEM
- World Lang
- Grant Fund Calendar
- Specialize
- Adult Educ
- Alternative
- Charter Sch
- English Lea
- Gifted Edu
- Governor's
- Homebound

- VDOE
- Department of Education
- Independent's & Officials' Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
- Education
- Childhood
- Home & School
- Learning in Virginia
- Programs
- Publications & Reports
- Information Management
- Finance

## SOCIAL EMOTIONAL LEARNING (SEL)

### Page Contents

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



**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

## 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



# 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.

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.





## 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)





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):**

.....

## 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 S](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks is](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

[Virginia Schc](#)

[CONTACT U](#)

[Information](#)

[provided by](#)

[of Learning](#)

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

## Planning Resources

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

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

## SEL State Examples

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

## SEL in Action

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

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

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE's <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">"Teaching 9/11"</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>"Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we</li> </ul>	Y (link vi below)

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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 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.

**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](#)

[Download full resolution images](#)

Available until Apr 15, 2022



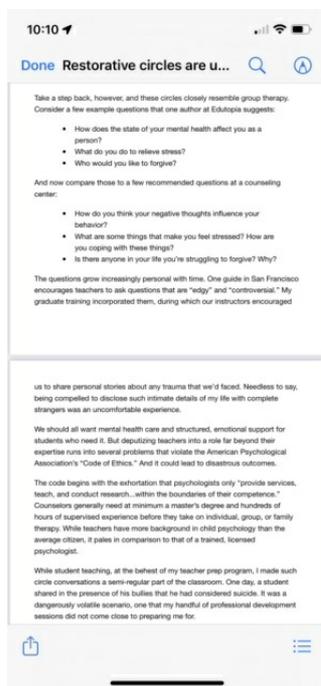
Dr. Ballow

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

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

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

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



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

Sent from my iPhone

Begin forwarded message:

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

[Download full resolution images](#)

Available until Apr 15, 2022



Ms. Schultz, I hope Chesterfield is treating you well! I put the jotform together if you would like the links. I told the team to grant you access. I put them all there specifically for you. So here is a copy of the link so you can have access to them. I was going to put 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 DEPARTMENT OF EDUCATION

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

SOCIAL EMOTIONAL LEARNING (SEL)

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### 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):

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*"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 DEPARTMENT OF EDUCATION

VIRGINIA IS FOR LEARNERS

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

### SOCIAL EMOTIONAL LEARNING (SEL)

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- 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 Systems 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 individualized decision-making framework.
- The [Profile of a Virginia Graduate](#) establishes a new set of expectations known as the 5 Cs: critical thinking, creative thinking, communication, collaboration and citizenship skills.
- [Early Learning and Development Standards](#) (PDF) include personal and social development standards aligned with social emotional learning.
- The 2020 [Health Education Standards of Learning](#) (SOL) intentionally include social emotional skills to build K-12 student's mental wellness skills: emotional development, self-concept and social competence.
- The revised [Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension](#) integrates SEL practices into prevention and intervention as a means of reducing exclusionary discipline practices and removing disparity in the use of suspension and expulsion.
- The purpose of [Kindness Week](#) is to recognize that simple day-to-day acts of kindness enable our schools, communities, and state to be a kinder, safer, healthier, and more inclusive place to live, work, learn, and play. By promoting kindness, we are promoting inclusivity by extending an opportunity for grace, empathy, dignity, and acceptance across Virginia.

### Learning during Uncertain Times

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

#### Virginia LEARNS

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



**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 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 competency; and establish authentic family and community aligned learning opportunities.

## 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 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)



February 23, 2022

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

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

Dear Governor Youngkin and Secretary Guidera:

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

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

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

  
Jillian Balow

JB-jgh

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-592-3820 | doe.virginia.gov

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

Rescinded	All Resources Included on VDOE's <a href="#">Culturally Responsive Website</a> <sup>vi</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race - to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	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"> <li>Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>"Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we</li> </ul>	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.

### 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 Checklist (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 & in-person re-opening - 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 Educ
- Economics
- English & R
- Family Life
- Fine Arts
- Health Edu
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- 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)

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- Massachusetts Department of Elementary and Secondary Education: Social and Emotional Learning in Massachusetts
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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](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](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>

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<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](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->

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What is restorative Justice [http://www.restorativeresources.org/uploads/5/6/1/4/56143033/rj\\_what\\_it\\_is\\_and\\_is\\_not.pdf](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

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Anti bias lessons [https://padlet-uploads.storage.googleapis.com/418766834/69796a8dec60d6beac02c35f595e075f/ADL\\_Anti\\_Bias\\_Lessons.pdf](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](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](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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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

## 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](#)

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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 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 partnerships.

## The lens of equity

### Positive Impact of SEL

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

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

### SEL Resources





# 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:

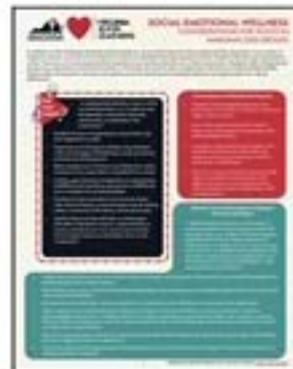
- [Social Stories and Communication Tools](#) (PDF)



## 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"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE's <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">"Teaching 9/11"</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>"Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we</li> </ul>	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 & ...
- ...s' Memos
- ...ies & Students
- ...n Directories
- ...s of Learning Testing
- ...on
- Education
- Childhood
- & School
- ...g in Virginia
- Programs
- ...s & Reports
- ...ion ment
- Finance

## ASSESSING, RECOVERING, NURTURING & SUCCEEDING

### Navigating Virginia Education in Uncertain Times



A year into the COVID-19 pandemic the VDOE brought

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

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

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

- Virginia Lea
- Career & Tr
- Computer S
- Character E
- Driver Educ
- Economics
- English & R
- Family Life
- Fine Arts
- Health Edu
- History & S
- Mathematic
- 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 S](#)

[Instruction](#)  
[Environment](#)  
[Instruction C](#)  
[Library & Me](#)  
[Project-Base](#)  
[Summer Lea](#)  
[Textbooks is](#)

[Graduation](#)  
[College & Ca](#)  
[Graduation F](#)  
[Virginia Schc](#)

[CONTACT U](#)  
[Information](#)  
[provided by](#)  
[of Learning](#)

## 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  
Shares



- Share This Page



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

*Gary R. Howard*

## SOCIAL EMOTIONAL LEARNING (SEL)

### Page Contents

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



## Virginia's Vision for Social Emotional Learning

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

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

### 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

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):**

.....



- About VDOE
- Board of Education
- News
- Superintendent's & Principals' Memos
- For Families & Students
- Education Directories
- Standards of Learning (SOL) & Testing
- Instruction
- Special Education
- Early Childhood
- Student & School Support
- Teaching in Virginia
- Federal Programs
- Statistics & Reports
- Information Management
- School Finance

## SOCIAL EMOTIONAL LEARNING (SEL)

### Page Contents

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

## Virginia's Vision for Social Emotional Learning

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

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

## Virginia's Definition of Social Emotional Learning

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

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

*"The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."*

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

*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 12:27:16 PM  
**To:** "Michael Bolling" <michael.bolling@doe.virginia.gov>  
**Cc:**  
**Subject:** Humanities Discussion

**Attachments:** [Current Statue 3\\_7\\_22.docx](#), [Humanities Conversation.pptx](#)

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Good morning,  
I had a team meeting this morning to discuss the EO #1 and #10 as well as the email 3/2 about equity. Attached is the document where I included all the official reports and my PPT with just some points of discussion. Everyone understands the intent and is working to review their items with the approach of what they need to Stop-Start-Continue doing to support the Governor and leadership. Questions from the team include:  
-Agency wide direction on using the word equity: as we have guest speakers, what do we ask them to do or not do? Many presentations are posted on our website so we want to be respectful of this request.  
-There are national terms using "equity" that cannot be changed. We assume it is fine to use such as WIDA's Big Ideas one of which is Equity: Opportunity and Access.  
-Will we be having an agency wide meeting to meet the new leadership?  
Thanks.  
Christine

Dr. Christine A. Harris

Director, Office of Humanities  
Virginia Department of Education  
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From 1726659100264795489-d8a37bc4-34cf-43c9-9ce4-517735b45d2c.mbox@xxx Mon Mar 07 04: 27:16 2022  
To: "Michael Bolling" <michael.bolling@doe.virginia.gov>  
From: "Harris, Christine" <christine.harris@doe.virginia.gov>  
CKX-Bounce-Address: christine.harris@doe.virginia.gov  
Subject: Humanities Discussion

## As of 3/7/2022

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- facilitate bringing Virginians of different faiths together in service to their communities and the Commonwealth.
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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.



# Humanities Team Meeting

March 7, 2022

# Executive Order One: *inherently divisive concepts*

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# Inherently Divisive Concepts

“Divisive concepts are when we teach our children that based on their race, their sex, or their religion, that they are either viewed as being superior or inferior to another human being,”

Governor Youngkin Feb. 16, 2022 [WAVY 10](#)

# Executive Order One: 30 Day Report

“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.” (Secretary of Education Aimee Rogstad Guidera Feb. 28, 2022)

# Terminology

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.** (R. Shanor 3.2.22)

# Executive Order 10

- By virtue of the authority vested in me as Governor, I hereby issue this Executive Order to strengthen and focus the Office of Diversity, Equity, and Inclusion by including in its duties the *expansion of entrepreneurship and economic opportunity* for all Virginians, the promotion of *diverse free speech and inclusive civil discourse*, and a role in promoting the *honest and complete teaching of history*.
- 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**,

# Stop-Start-Continue Reflection

- Accountability Work with Assessments
- Websites
- Terminology
- Resources
- Agency-wide direction

**From:** Harris, Christine <christine.harris@doe.virginia.gov>  
**Sent:** 3/10/2022 9:25:46 AM  
**To:** "Albon, Brendon" <brendon.albon@doe.virginia.gov>  
**Cc:**  
**Subject:** humanities meeting information

**Attachments:** [Current Status 3 7 22.docx](#), [Opinion\\_ Youngkin administration routin...ation in schools - The Virginian-Pilot copy.pdf](#), [Humanities Conversation.pptx](#)

I started by having them read/look over the current status document just to get everyone on the same page. This provides all the "official" communication related to questions they have had about what "inherently divisive concepts" mean and can they use the word "equity" any longer. Also I shared the Op-ed from the Secretary because she states what VDOE was doing/not doing which is our work. These are the primary resources/facts vs. random news reports.

The ppt just guided our conversation. I started with what we know- what can we define. We went through each slide and just paused to see if there were words or phrases anyone wanted to respond to or had confusion. No one did.

The STOP-START-CONTINUE conversation was specific to our work and a brainstorm discussion based on the information shared. I gave them some things to start the conversation. What do we need to STOP: websites that we have to remove that link to the items in the 30 day plan, STOP using the word "equity" in our work per the email. We need to START: start using the word opportunity, start creating ways that include parent involvement...etc. CONTINUE: We discussed the importance of continuing to do right by children. That the accountability plan and our work with assessments looks at equity in subgroups so why can't we say the word "equity" we must continue to look for equitable access for subgroups.

I hope this makes sense. We didn't have a long or deep conversation but it did help set a common understanding. One of the best questions was about outside presenters and can they use the word equity? That is what I shared at the director's meeting and still don't have an answer to yet.

Dr. Christine A. Harris

Director, Office of Humanities  
Virginia Department of Education  
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TO: "Albon, Brendon" <brendon.albon@doe.virginia.gov>  
From: "Harris, Christine" <christine.harris@doe.virginia.gov>  
CKX-Bounce-Address: christine.harris@doe.virginia.gov  
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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.
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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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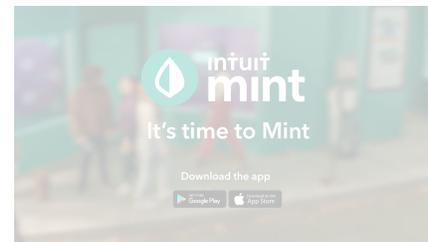
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The argument that divisive concepts are not in our schools is unfounded. Even Gov. Ralph Northam’s superintendent of public instruction, James Lane, sent a memo to Virginia public schools promoting critical race theory labeling it an “important analytic 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.

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# Humanities Team Meeting

March 7, 2022

# Executive Order One: *inherently divisive concepts*

*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.

# Inherently Divisive Concepts

“Divisive concepts are when we teach our children that based on their race, their sex, or their religion, that they are either viewed as being superior or inferior to another human being,”

Governor Youngkin Feb. 16, 2022 [WAVY 10](#)

# Executive Order One: 30 Day Report

“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.” (Secretary of Education Aimee Rogstad Guidera Feb. 28, 2022)

# Terminology

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.** (R. Shanor 3.2.22)

# Executive Order 10

- By virtue of the authority vested in me as Governor, I hereby issue this Executive Order to strengthen and focus the Office of Diversity, Equity, and Inclusion by including in its duties the *expansion of entrepreneurship and economic opportunity* for all Virginians, the promotion of *diverse free speech and inclusive civil discourse*, and a role in promoting the *honest and complete teaching of history*.
- 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**,

# Stop-Start-Continue Reflection

- Accountability Work with Assessments
- Websites
- Terminology
- Resources
- Agency-wide direction

**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](#)

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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  
Sign up for weekly email updates from [TeacherDirect](#)  
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## 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:

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



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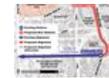
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Good evening,  
We will celebrate Emily tomorrow! We have enjoyed having her part of our team but she will be leaving us on March 15 for another position. We want to start our meeting to wish her well!

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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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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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.

FEEDBACK

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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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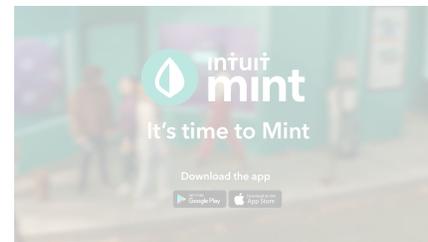
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As part of our interim review of policies and practices mandated by Executive Order One, we have found divisive concepts embedded in training materials, teacher resources and curriculum. We are identifying policies scattered throughout the Virginia 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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VA-DOE-22-0317-C-000189

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

AMERICAN OVERSIGHT

VA-DOE-22-0317-C-000190

**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 rootin...ation in schools - The Virginian-Pilot copy.pdf](#)

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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  
Sign up for weekly email updates from [TeacherDirect](#)  
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Richmond, VA 23218-2120  
Voice: (804) 786-3925  
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E-mail: [christine.harris@doe.virginia.gov](mailto:christine.harris@doe.virginia.gov)

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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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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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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.

PAID POST

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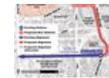
Critical race theory is the concept that what people have or what they achieve is due to the color of their skin and this premise has been shaping what and how we teach our children in the commonwealth. This is not the American way.

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



**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

**Office Phone - (804) 371-0525**  
**Cell Phone - (804) 301-1171**

[hank.millward@doe.virginia.gov](mailto:hank.millward@doe.virginia.gov)

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MIME-Version: 1.0  
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Message-ID: <CA+d2=L0Lz5KxoL5d9dcPz0U+LVxt3cHT7CxZ\_sc9cGzkK7Esrg@mail.gmail.com>  
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X-Priority: Normal  
From 1726285258584929179-f3ccd355-5fc1-4aa6-9690-bf85b61e47c0.mbox@xxx Thu Mar 03 01: 25:14 2022  
TO: "Hollins, Samantha" <samantha.hollins@doe.virginia.gov>  
From: "Millward, Henry" <hank.millward@doe.virginia.gov>  
CKX-Bounce-Address: hank.millward@doe.virginia.gov  
Subject: Inherently Divisive Concepts

**From:** Atkins, Rosa <rosa.atkins@doe.virginia.gov>  
**Sent:** 3/21/2022 8:42:12 AM  
**To:** "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
**Cc:**  
**Subject:** Re: History Modules for WHRO

Yes, that will work.  
Rosa

Rosa S. Atkins, Ed.D.  
Chief Diversity, Opportunity and Inclusion Officer  
Virginia Department of Education  
101 N. 14<sup>th</sup> Street  
P.O. Box 2120  
Richmond, VA 23218  
[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)  
804-225-2021

**Education is for improving the lives of others and for leaving your community and world better than you found it.**  
**Marian Wright Edelman**

On Mon, Mar 21, 2022 at 8:39 AM Merritt, Adria <[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)> wrote:  
Are you available at 12:30? I have a Governor's Advisory Board Grant Review meeting that ends at noon.

On Mon, Mar 21, 2022 at 8:32 AM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:  
Without knowing the context it is hard to advise. We can jump on a zoom or call to discuss it if you are available.  
Rosa

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On Mon, Mar 21, 2022 at 8:18 AM Merritt, Adria <[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)> wrote:  
Good morning, Rosa,

I looked through the WHRO modules on Friday. Because history is history, one of the overarching objectives states how slavery put one group of people over another as historical fact; it contradicts with the language of Executive Order 1- or maybe my interpretation is wrong. I have no idea how to reconcile that truth.

Adria  
On Mon, Mar 21, 2022 at 8:04 AM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:  
Brian,  
Thanks for the invite.  
Rosa

Rosa S. Atkins, Ed.D.  
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On Fri, Mar 18, 2022 at 10:31 AM Brian Mott <[brian.mott@virtualva.org](mailto:brian.mott@virtualva.org)> wrote:  
Rosa & Adria - you should have received an email inviting you to the AAH course. Please let me know if you did not receive it.

On Fri, Mar 18, 2022 at 8:32 AM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:  
Thank you, Christonya. I look forward to getting a login for Canvas to view them.  
Have a good weekend.  
Rosa

Rosa S. Atkins, Ed.D.  
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On Thu, Mar 17, 2022 at 3:53 PM Brown, Christonya <[christonya.brown@doe.virginia.gov](mailto:christonya.brown@doe.virginia.gov)> wrote:  
Good afternoon!

Thank you for the email.

The current African American History Elective course (state-developed) is available through Virtual Virginia on Canvas. I believe we all (VDOE) have a Canvas account and access to Virtual Virginia. I've copied Brian Mott on this email as he should be able to direct you to your Canvas account.

Also, when you are able to access the course, please note that we will be modifying it for the licensure requirement. There are five modules for the elective course. We will be removing module 5, the assessments, and student facing information. The content was written by current educators and reviewed by history professors of African American History and Social Sciences and grounded in primary and secondary sources. The technology, interactives, and videos were designed and developed by the WHRO team.

Please let me know if you have any questions or are unable to access the course material through Canvas.

Thanks so much. Have a great day!  
Christonya

On Thu, Mar 17, 2022 at 3:18 PM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:

Christonya,  
Thank you for all your work with the history updates. May Adria and I take a look at your history modules to make sure what we have in mind is of the same quality and depth?  
Rosa

Rosa S. Atkins, Ed.D.  
Chief Diversity, Opportunity and Inclusion Officer  
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--  
Christonya B. Brown  
History and Social Science Coordinator

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Richmond, VA 23218-2120  
Phone: (804) 225-2893  
Fax: (804) 786-1597

--  
Brian Mott, Ph.D.  
Executive Director



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**From:** Atkins, Rosa <rosa.atkins@doe.virginia.gov>  
**Sent:** 3/21/2022 8:32:02 AM  
**To:** "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
**Cc:**  
**Subject:** Re: History Modules for WHRO

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Rosa

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On Mon, Mar 21, 2022 at 8:18 AM Merritt, Adria <[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)> wrote:

Good morning, Rosa,

I looked through the WHRO modules on Friday. Because history is history, one of the overarching objectives states how slavery put one group of people over another as historical fact; it contradicts with the language of Executive Order 1- or maybe my interpretation is wrong. I have no idea how to reconcile that truth.

Adria

On Mon, Mar 21, 2022 at 8:04 AM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:

Brian,  
Thanks for the invite.  
Rosa

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Have a good weekend.  
Rosa

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On Thu, Mar 17, 2022 at 3:53 PM Brown, Christonya <[christonya.brown@doe.virginia.gov](mailto:christonya.brown@doe.virginia.gov)> wrote:

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Please let me know if you have any questions or are unable to access the course material through Canvas.

Thanks so much. Have a great day!  
Christonya

VA-DOE-22-0317-C-000206

AMERICAN  
OVERSIGHT

On Thu, Mar 17, 2022 at 3:18 PM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:

Christonya,  
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Rosa

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History and Social Science Coordinator

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--

Brian Mott, Ph.D.  
Executive Director

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Director for Diversity, Opportunity and Inclusion Pathways  
Department of Diversity, Opportunity and Inclusion  
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Richmond, VA 23218  
[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)  
(804) 786-7011

**Email Header:**

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References: <CAOJLvYcYcYEF\_DBWgH8FAB8+Ve9a9gwrD8nWLDxMQ6E4Ph9EgCy@mail.gmail.com> <CA+ZJpuyXMfev41jhpKM+7HM-VX6GeH8CqTK0a6DpVkk0vREClw@mail.gmail.com> <CAOJLvYfiE0gGdM2qtq8k9yBV4dK\_AWp8Fxm\_J\_eF5D1kWR7sAA@mail.gmail.com> <CAPxLeY  
In-Reply-To: <CAQwaOTx8vVEEdfDhZCz3\_zeu9yURWmS1upPhi+-t-4+gMeCSpq@mail.gmail.com>  
To: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
From: "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
CX-Bounce-Address: rosa.atkins@doe.virginia.gov  
Subject: Re: History Modules for WHRO

**From:** Atkins, Rosa <rosa.atkins@doe.virginia.gov>  
**Sent:** 3/21/2022 8:32:02 AM  
**To:** "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
**Cc:**  
**Subject:** Re: History Modules for WHRO

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804-225-2021

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Adria

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Rosa

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Have a good weekend.  
Rosa

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On Thu, Mar 17, 2022 at 3:53 PM Brown, Christonya <[christonya.brown@doe.virginia.gov](mailto:christonya.brown@doe.virginia.gov)> wrote:

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Thanks so much. Have a great day!  
Christonya

VA-DOE-22-0317-C-000209

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Rosa

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--

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History and Social Science Coordinator

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--

Brian Mott, Ph.D.  
Executive Director

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--  
Adria F. Merritt  
Director for Diversity, Opportunity and Inclusion Pathways  
Department of Diversity, Opportunity and Inclusion  
Virginia Department of Education  
101 N. 14th Street  
P.O. Box 2120  
Richmond, VA 23218  
[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)  
(804) 786-7011

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In-Reply-To: <CAGwa0Txv8EfdDhZCz3\_ze9yURWmG51upPhi+t-4qMcSpq@mail.gmail.com>  
From: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
From: "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
Content-Type: text/html; charset="utf-8";  
Content-Transfer-Encoding: base64;  
Subject: Re: History Modules for NHRO

**From:** Merritt, Adria <adria.merritt@doe.virginia.gov>  
**Sent:** 3/21/2022 8:39:22 AM  
**To:** "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
**Cc:**  
**Subject:** Re: History Modules for WHRO

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804-225-2021

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**Marian Wright Edelman**

On Mon, Mar 21, 2022 at 8:18 AM Merritt, Adria <[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)> wrote:  
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Adria

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On Fri, Mar 18, 2022 at 10:31 AM Brian Mott <[brian.mott@virtualva.org](mailto:brian.mott@virtualva.org)> wrote:  
Rosa & Adria - you should have received an email inviting you to the AAH course. Please let me know if you did not receive it.

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**Marian Wright Edelman**

On Thu, Mar 17, 2022 at 3:53 PM Brown, Christonya <[christonya.brown@doe.virginia.gov](mailto:christonya.brown@doe.virginia.gov)> wrote:  
Good afternoon!

Thank you for the email.

The current African American History Elective course (state-developed) is available through Virtual Virginia on Canvas. I believe we all (VDOE) have a Canvas account and access to Virtual Virginia. I've copied Brian Mott on this email as he should be able to direct you to your Canvas account.

Also, when you are able to access the course, please note that we will be modifying it for the licensure requirement. There are five modules for the elective course. We will be removing module 5, the assessments, and student facing information. The content was written by current educators and reviewed by history professors of African American History and Social Sciences and grounded in primary and secondary sources. The technology, interactives, and videos were designed and developed by the WHRO team.

Please let me know if you have any questions or are unable to access the course material through Canvas.

VA-DOE-22-0317-C-000212

Thanks so much. Have a great day!  
Christonya

On Thu, Mar 17, 2022 at 3:18 PM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:

Christonya,  
Thank you for all your work with the history updates. May Adria and I take a look at your history modules to make sure what we have in mind is of the same quality and depth?  
Rosa

Rosa S. Atkins, Ed.D.  
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--  
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Richmond, VA 23218-2120  
Phone: (804) 225-2893  
Fax: (804) 786-1597

--  
Brian Mott, Ph.D.  
Executive Director

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From: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
To: "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
CCX-Bounce-Address: adria.merritt@doe.virginia.gov  
Subject: Re: History Modules for NHRO

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VA-DOE-22-0317-C-000215

Thanks so much. Have a great day!  
Christonya

On Thu, Mar 17, 2022 at 3:18 PM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:

Christonya,  
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Rosa

Rosa S. Atkins, Ed.D.  
Chief Diversity, Opportunity and Inclusion Officer  
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[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)  
804-225-2021

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Marian Wright Edelman***

--  
Christonya B. Brown  
History and Social Science Coordinator

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101 N. 14th Street  
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Phone: (804) 225-2893  
Fax: (804) 786-1597

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Brian Mott, Ph.D.  
Executive Director

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Adria F. Merritt  
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Department of Diversity, Opportunity and Inclusion  
Virginia Department of Education  
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(804) 786-7011

**Email Header:**

MIME-Version: 1.0  
Date: Mon, 21 Mar 2022 08:39:22 -0400  
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From 1727913117951280464-8484c698-1088-4287-974a-35b8a433dadd.mbox@xxx Mon Mar 21 12: 39:22 2022  
References: <CAOJLVfctEE\_DBWgH8PAB8+Ve9a9gwrD8nWLDxM06E4Ph9EgCg@mail.gmail.com> <CA+ZJpuyXMfev4ijhpkM+7HN-VX6GeH8CqTK0a6DpVkv0vREClw@mail.gmail.com> <CAOJLVfE0gGdM2qtq8k9yBV4dK\_AWp8Fxm\_J\_eF5D1kWR7sAA@mail.gmail.com> <CAPxLeY  
In-Reply-To: <CAOJLVfctEE\_DBWgH8PAB8+Ve9a9gwrD8nWLDxM06E4Ph9EgCg@mail.gmail.com>  
To: "Atkins, Rosa" <rossa.atkins@doe.virginia.gov>  
From: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
CKX-Bounce-Address: adria.merritt@doe.virginia.gov  
Subject: Re: History Modules for WHRO

**From:** Atkins, Rosa <rosa.atkins@doe.virginia.gov>  
**Sent:** 3/21/2022 8:42:12 AM  
**To:** "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
**Cc:**  
**Subject:** Re: History Modules for WHRO

Yes, that will work.  
Rosa

Rosa S. Atkins, Ed.D.  
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On Mon, Mar 21, 2022 at 8:39 AM Merritt, Adria <[adria.merritt@doe.virginia.gov](mailto:adria.merritt@doe.virginia.gov)> wrote:  
Are you available at 12:30? I have a Governor's Advisory Board Grant Review meeting that ends at noon.

On Mon, Mar 21, 2022 at 8:32 AM Atkins, Rosa <[rosa.atkins@doe.virginia.gov](mailto:rosa.atkins@doe.virginia.gov)> wrote:  
Without knowing the context it is hard to advise. We can jump on a zoom or call to discuss it if you are available.  
Rosa

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On Fri, Mar 18, 2022 at 10:31 AM Brian Mott <[brian.mott@virtualva.org](mailto:brian.mott@virtualva.org)> wrote:  
Rosa & Adria - you should have received an email inviting you to the AAH course. Please let me know if you did not receive it.

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Have a good weekend.  
Rosa

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Thanks so much. Have a great day!  
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References: <CAOJLvYfiX6KA3TbnRSMo3u7stxM+HylmXO3FNupDsysmqRVurQ@mail.gmail.com> <CA+ZJpuyXMfev4ijhpkM+7HN-VX6Ge8CqTK0a6DpVvk0VrEClw@mail.gmail.com> <CAOJLvYfiE0gGdM2qtq8k9yBV4dK\_AWp8Fxm\_J\_eF5D1kWR7sAA@mail.gmail.com> <CAPxLeY  
In-Reply-To: <CAQwaOTxaFo-cuzqlybtukip70Us-3DNzMPJz0Nq3eyrE5WgxpQ@mail.gmail.com>  
To: "Meritt, Adria" <adria.meritt@doe.virginia.gov>  
From: "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
CX-Bounce-Address: rosa.atkins@doe.virginia.gov  
Subject: Re: History Modules for WHRO

**From:** Merritt, Adria <adria.merritt@doe.virginia.gov>  
**Sent:** 3/21/2022 8:17:54 AM  
**To:** "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
**Cc:**  
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(804) 786-7011

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X-Priority: Normal  
From 1727911766802938433-342f4626-c831-40d7-b01c-1444db5e32aa.mbox@xxx Mon Mar 21 12: 17:54 2022  
References: <CAOJLVyEtQx4yDPQy6mQC+zbrDmNoyQuDocMZXermEdzVchaag@mail.gmail.com> <CA+ZJpuyXMfev4ijhpkM+7HN-VX6GeN8CqTK0a6DpVkoVrEClw@mail.gmail.com> <CAOJLVyfiE0gGdM2qtq8k9yBV4dK\_AWp8Fxm\_J\_eF5D1kWR7sAA@mail.gmail.com> <CAPxLeY  
In-Reply-To: <CAOJLVyGwMx\_VmB-zqw0krl86FmFFA-g2yQeCfocDrTq1Y0FDg@mail.gmail.com>  
To: "Atkins, Ross" <ross.a.atkins@doe.virginia.gov>  
From: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
CKX-Bounce-Address: adria.merritt@doe.virginia.gov  
Subject: Re: History Modules for WHRO

**From:** Merritt, Adria <adria.merritt@doe.virginia.gov>  
**Sent:** 3/21/2022 8:17:54 AM  
**To:** "Atkins, Rosa" <rosa.atkins@doe.virginia.gov>  
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VA-DOE-22-0317-C-000224

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X-Priority: Normal  
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Delivered-To: rosa.atkins@doe.virginia.gov  
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Mon, 21 Mar 2022 05:18:04 -0700 (PDT)  
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From: "Merritt, Adria" <adria.merritt@doe.virginia.gov>  
CKX-Bounce-Address: adria.merritt@doe.virginia.gov  
Subject: Re: History Modules for NHRO

**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.**  
**ASSISTANT SUPERINTENDENT**  
DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES  
DIVISION OF SCHOOL QUALITY, INSTRUCTION AND PERFORMANCE  
VIRGINIA DEPARTMENT OF EDUCATION  
804.786.8079 | [samantha.hollins@doe.virginia.gov](mailto:samantha.hollins@doe.virginia.gov)

On Thu, Mar 3, 2022 at 8:25 AM Millward, Henry <[hank.millward@doe.virginia.gov](mailto: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  
James Monroe Building - 20th Floor  
101 N. 14th Street  
Richmond, Virginia 23219

**Office Phone - (804) 371-0525**

**Cell Phone - (804) 301-1171**

[hank.millward@doe.virginia.gov](mailto:hank.millward@doe.virginia.gov)

**CONFIDENTIALITY WARNING: The information conveyed in this communication is intended for the use of the original addressee(s), and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If this communication was not addressed or copied to you, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received this communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error immediately. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under Virginia's Freedom of Information Act.**

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

**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** amy.vineyard@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: amy.vineyard@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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.



A handwritten signature in black ink, appearing to read "Glenn Youngkin".

Glenn Youngkin, Governor

Attest:

A handwritten signature in black ink, appearing to read "Kelly Thomasson".

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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

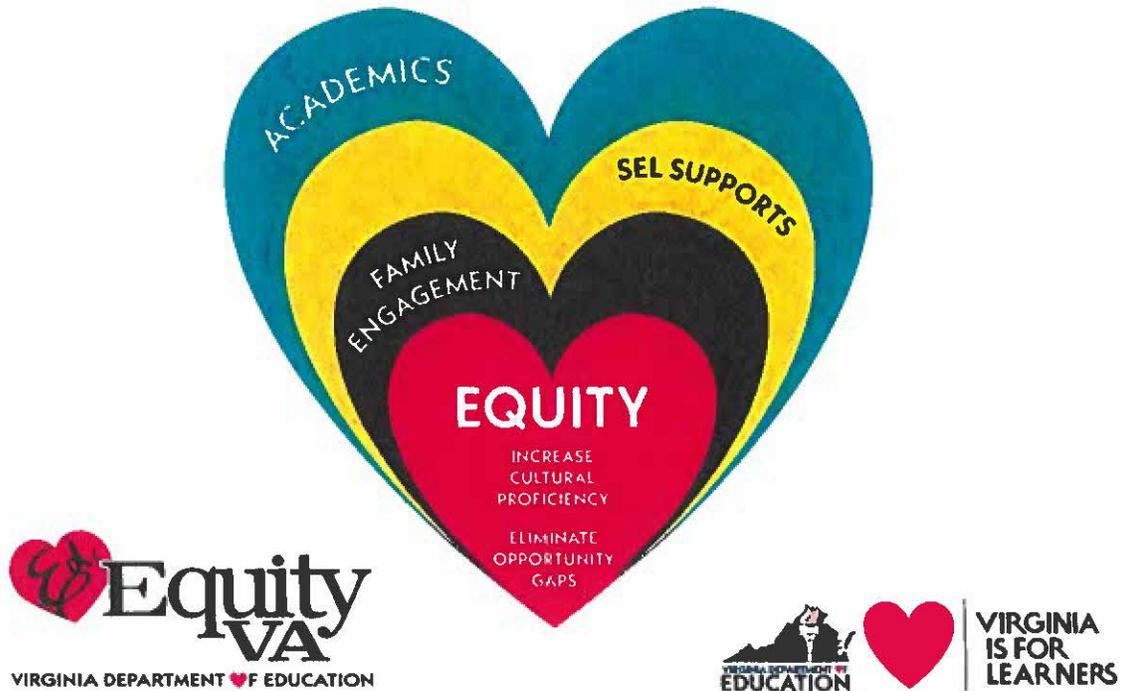
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

### CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** bonnie.english@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

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Mon, 28 Feb 2022 13:28:45 -0800 (PST)  
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Bcc: bonnie.english@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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.



A handwritten signature in black ink, appearing to read "Glenn Youngkin".

Glenn Youngkin, Governor

Attest:

A handwritten signature in black ink, appearing to read "Kelly Thomasson".

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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

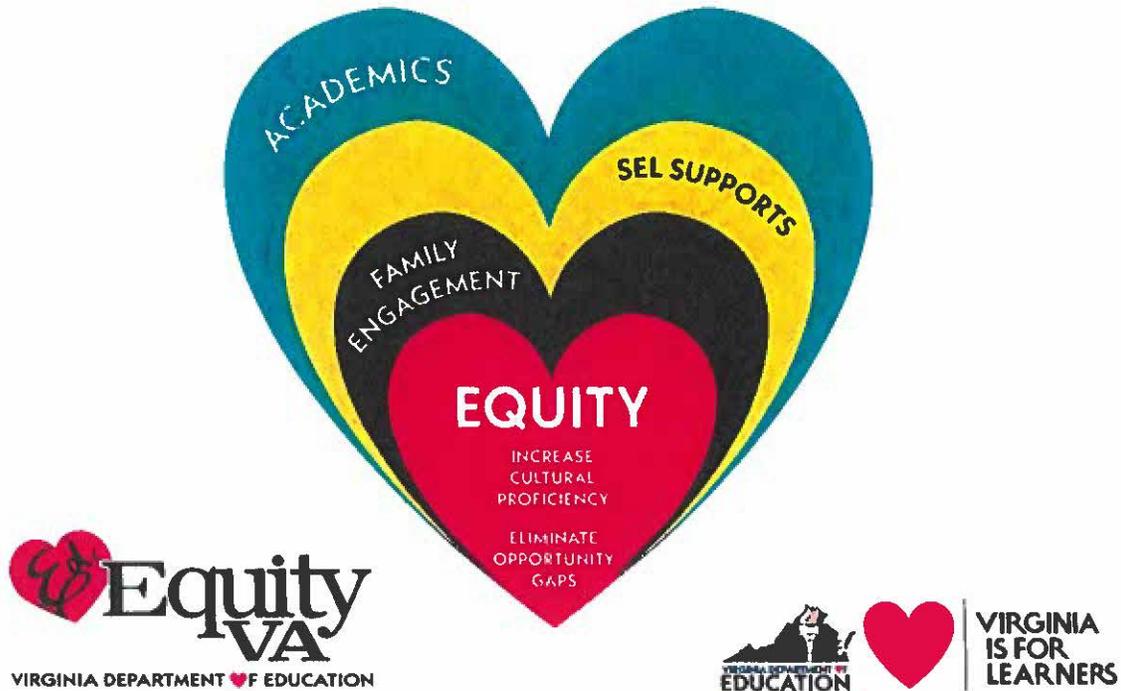
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



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**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** deborah.johnson@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: deborah.johnson@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

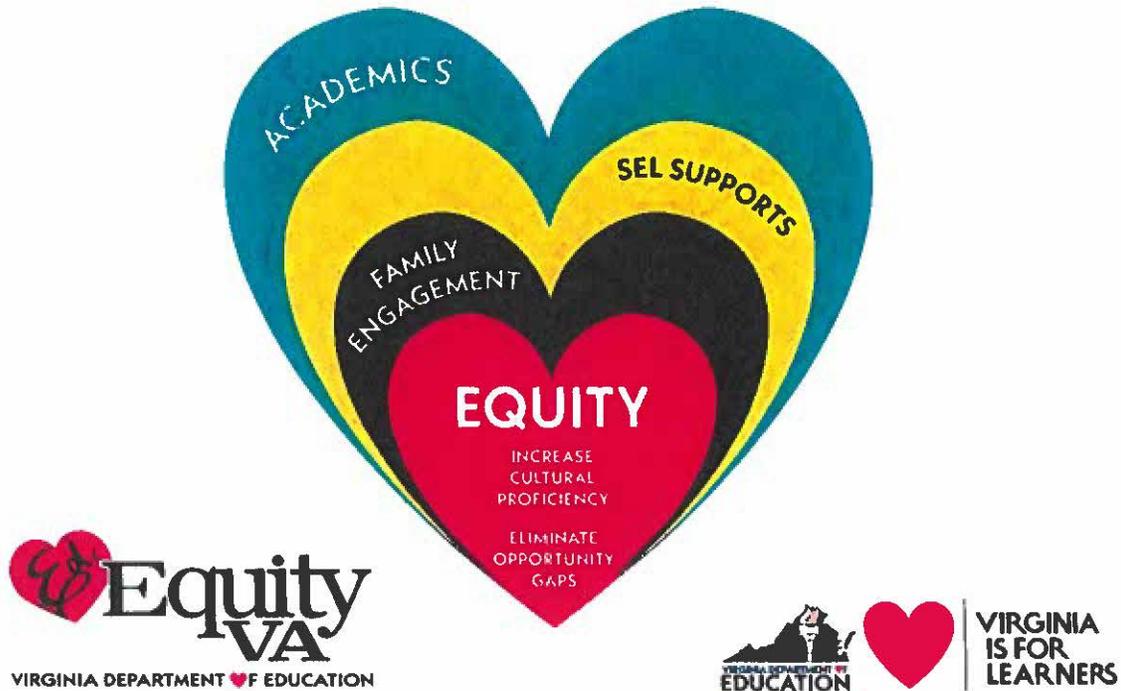
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

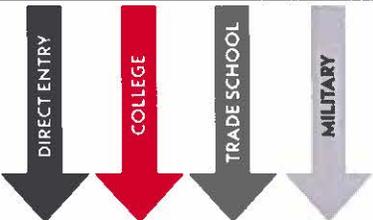
**ADVANCED MATHEMATICS CONCEPTS GRADES 11-12**  
(2 HS Mathematics Credits)

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

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

**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



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** dawn.hendricks@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

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Bcc: dawn.hendricks@doe.virginia.gov  
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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

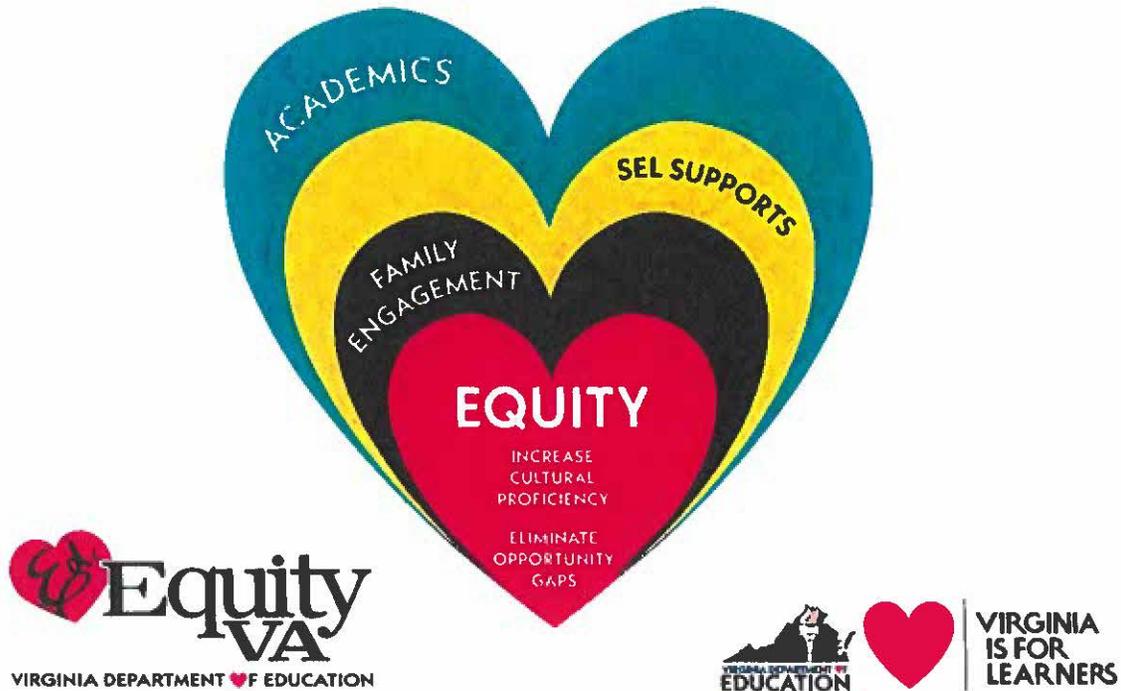
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



VIRGINIA IS FOR LEARNERS

**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** jeff.phenicie@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: jeff.phenicie@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

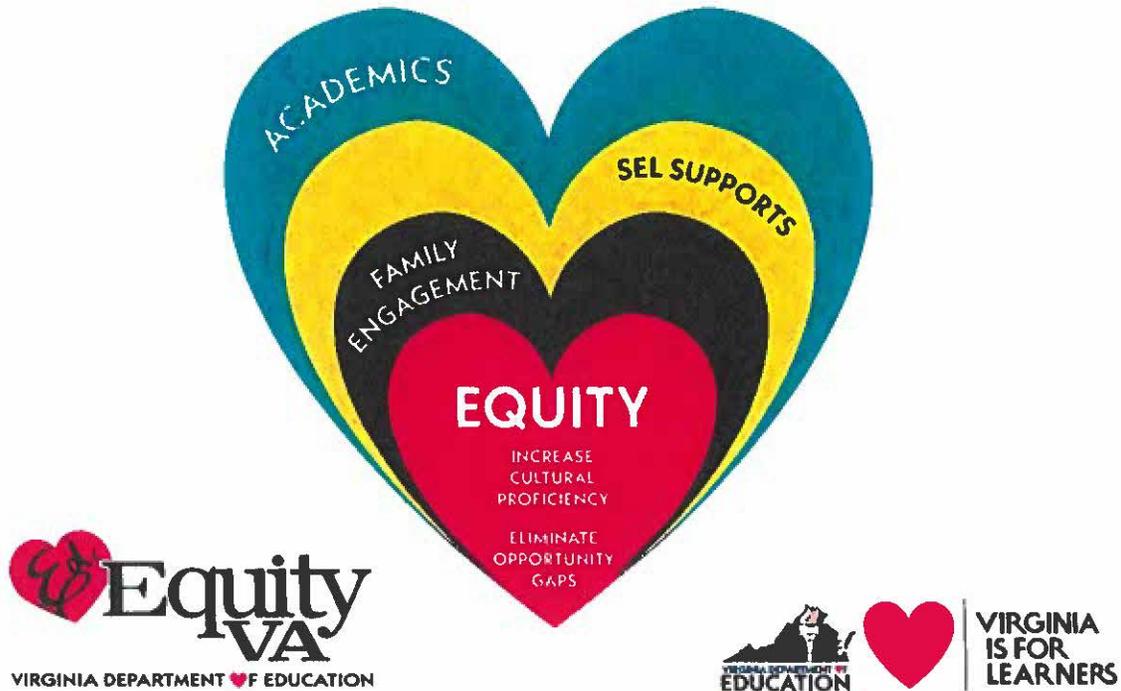
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely confronts our present, and offers a transcendent vision for a way forward.

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

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

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

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

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

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

JFL/LDW

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

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

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

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

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

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

*-November 19, 2021*

# Example D

# Follow the “Math Path”

**FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7**

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

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

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

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

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

**1/2 Credit Course Options**

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

**1 Credit Course Options**

Some courses may include Dual Enrollment and Advanced Placement

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

**CAREER CLUSTERS**

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

**DIRECT ENTRY**

**COLLEGE**

**TRADE SCHOOL**

**MILITARY**



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** gayle.keith@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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

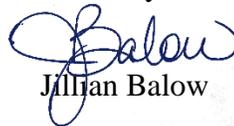
**Dear Governor Youngkin and Secretary Guidera:**

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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

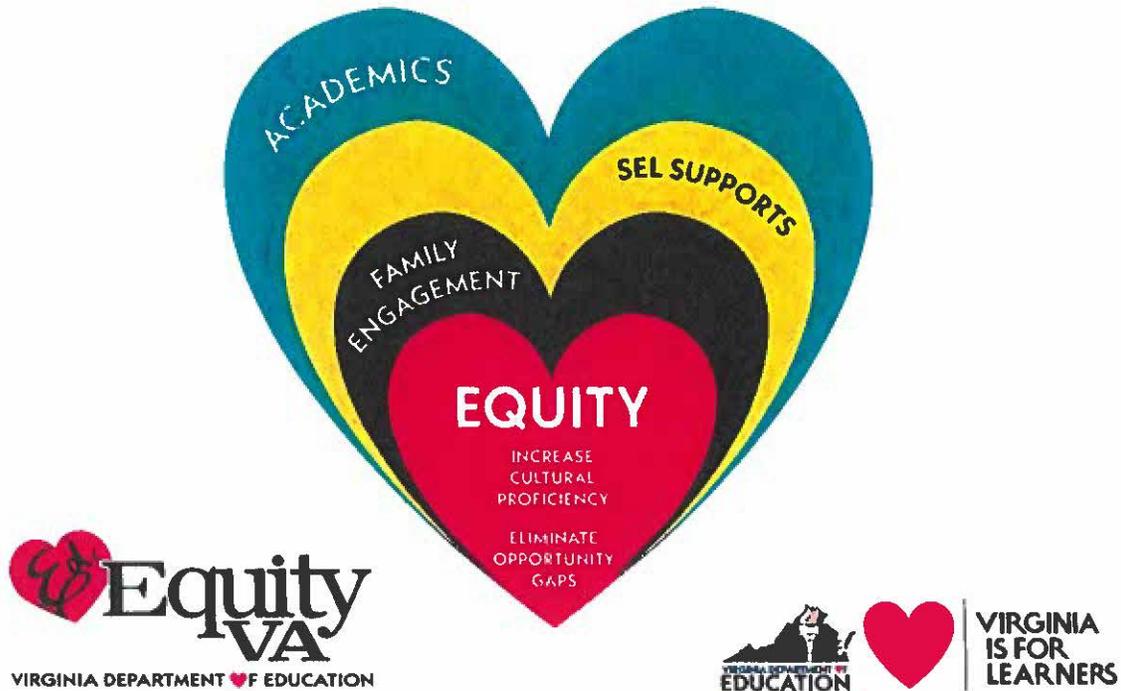
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

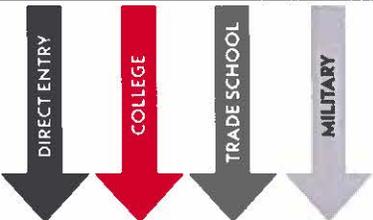
**ADVANCED MATHEMATICS CONCEPTS GRADES 11-12**  
(2 HS Mathematics Credits)

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

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

**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



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**Bcc:** hank.millward@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](#)

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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  
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b="Kc3nTz00HNVtEzZ0ZygyUfoCLISyzP/AGQctFqLrFKieLpxrY9v3fodzA24vpbr61 NSUAd0+TY7VQqSsv+65cXUy11rx948TqhyTVmOPkjVHQhVaD0qbfAUyZjLkoWnuUZJu awQp01lhIs2Riv4BsAMAYzPvlic68HLSOKXmIMYNI6rxQlyImJkLLeK4Tp+29XM  
ARC-Authentication-Results: i=1; mx.google.com;  
dkim=pass header.i=@doe.virginia.gov header.s=google header.b=RpFIRpax";  
spf=pass (google.com: domain of tamika.claiborne@doe.virginia.gov designates 209.85.220.41 as permitted sender) smtp.mailfrom=tamika.claiborne@doe.virginia.gov"  
Return-Path: <tamika.claiborne@doe.virginia.gov>  
Received-SPF: pass (google.com: domain of tamika.claiborne@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=RpFIRpax";  
spf=pass (google.com: domain of tamika.claiborne@doe.virginia.gov designates 209.85.220.41 as permitted sender) smtp.mailfrom=tamika.claiborne@doe.virginia.gov"  
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X-Gm-Message-State: ADAM531G1D0Nxe7m+Ma6x9t55jjuePZL4fj70+GON5C7VvLiA154n vGXk8yvmHgg1wSZX80MT6QTCXgaN41+4JF3rRj314Y6  
X-Google-Smtp-Source: A5dhpWdqS7e2hKqgD5yTzKOW41lN0Tf2e26AJMjIS/hv1V5fda1ocAhdEtXcNctwhtjCv99HnRJB40DA-  
References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHAO2aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHAO2aweg@mail.gmail.com>  
Bcc: hank.millard@doe.virginia.gov  
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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

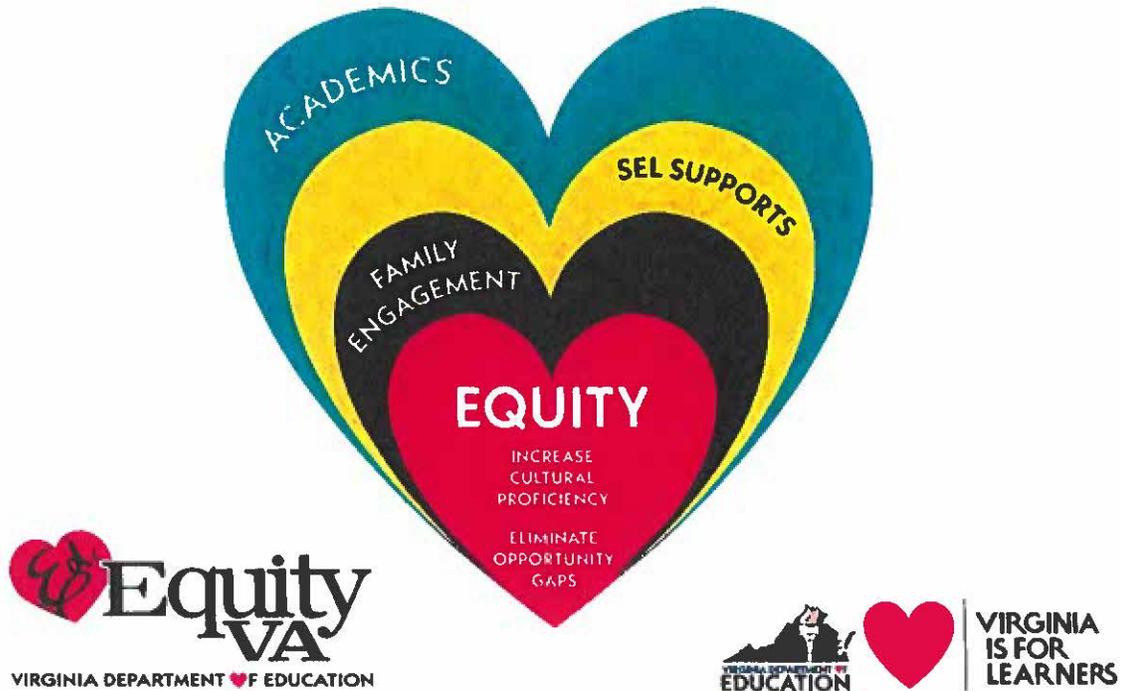
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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*

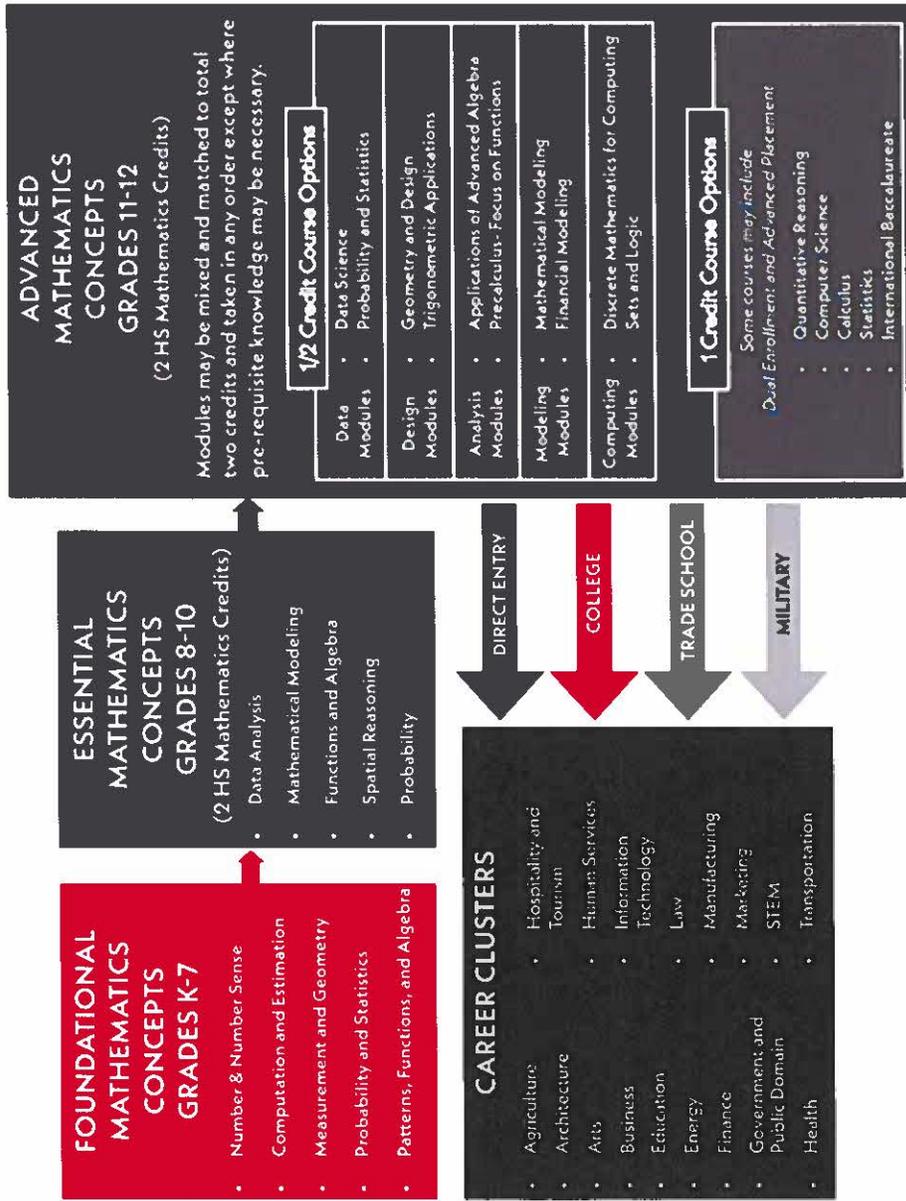
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



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**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** ellen.harrison@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: ellen.harrison@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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.



A handwritten signature in black ink, appearing to read "Glenn Youngkin".

Glenn Youngkin, Governor

Attest:

A handwritten signature in black ink, appearing to read "Kelly Thomasson".

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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

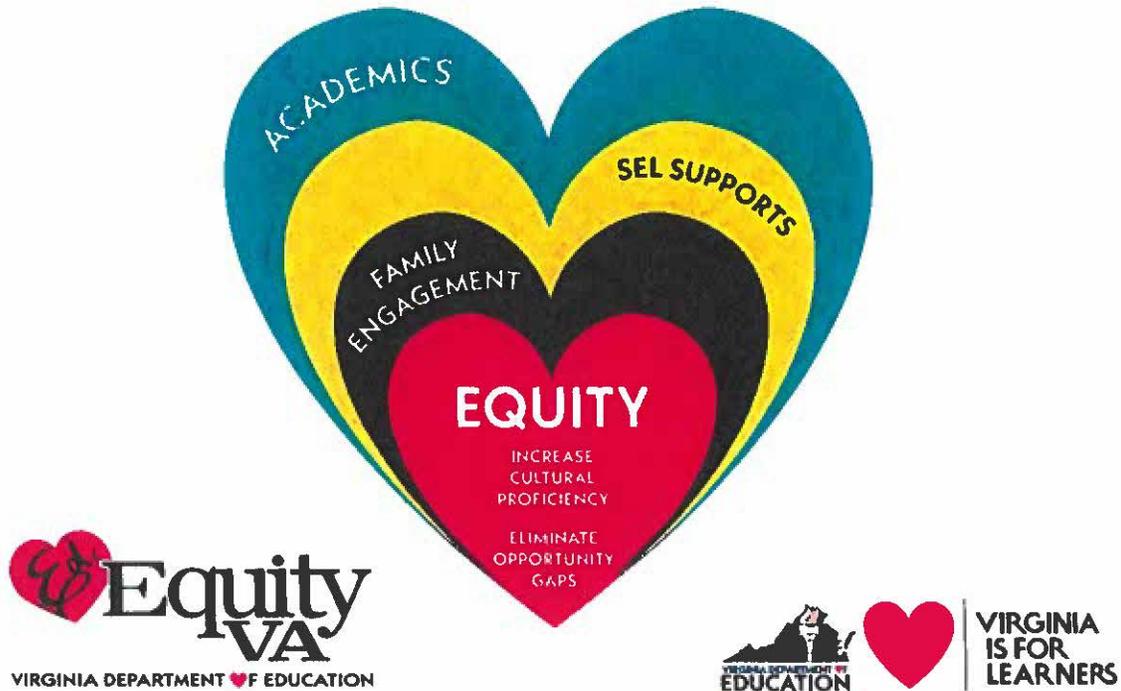
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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*

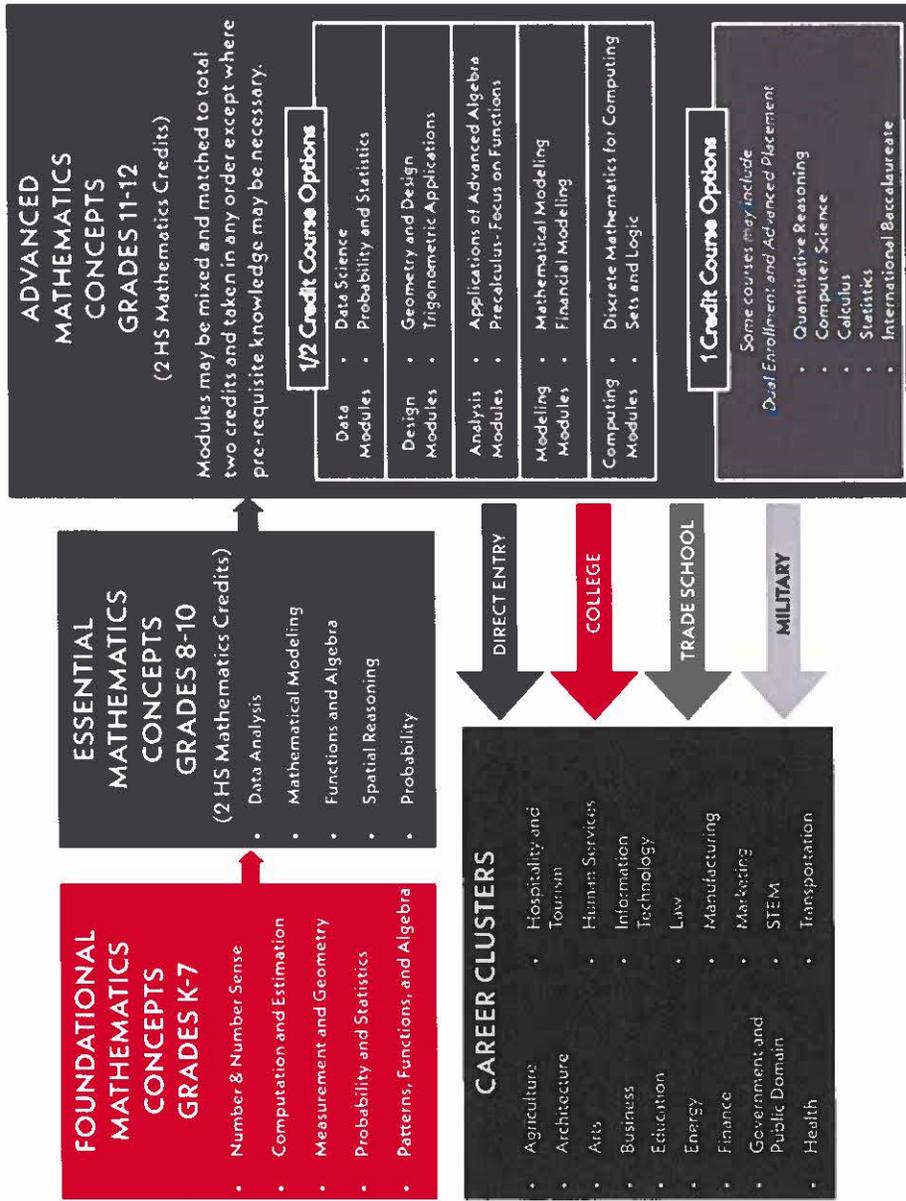
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** karen.puckett@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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References: <CA+Hdz-Wbq1tp\_jBFYpVKnD+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_jBFYpVKnD+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: karen.puckett@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

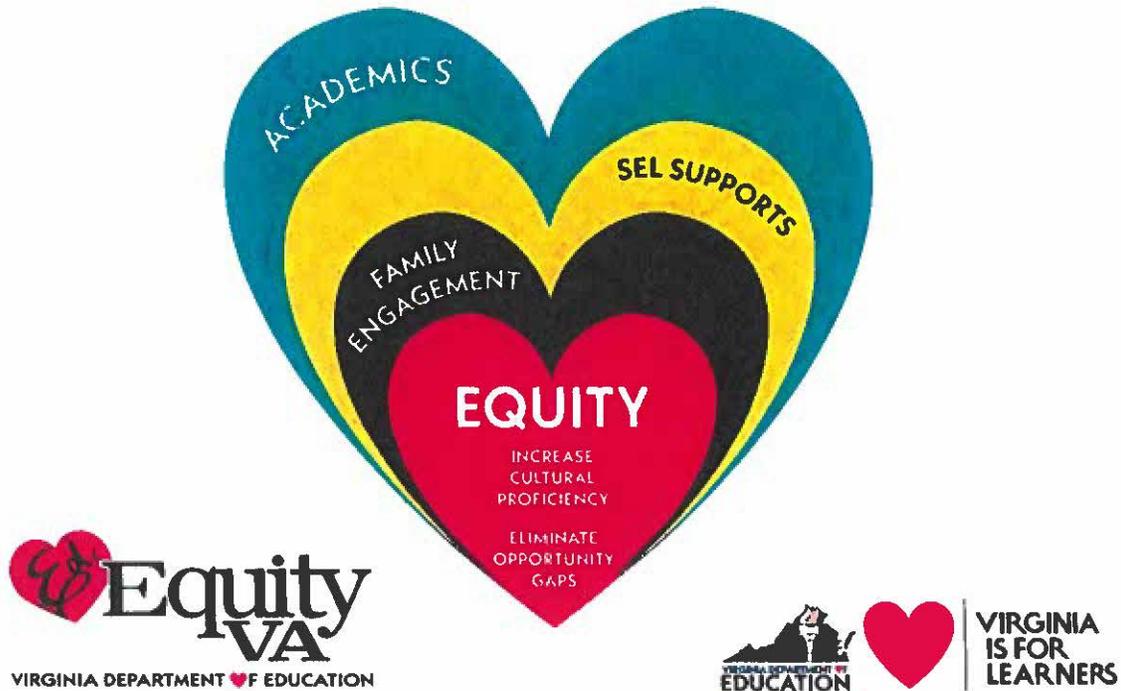
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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*

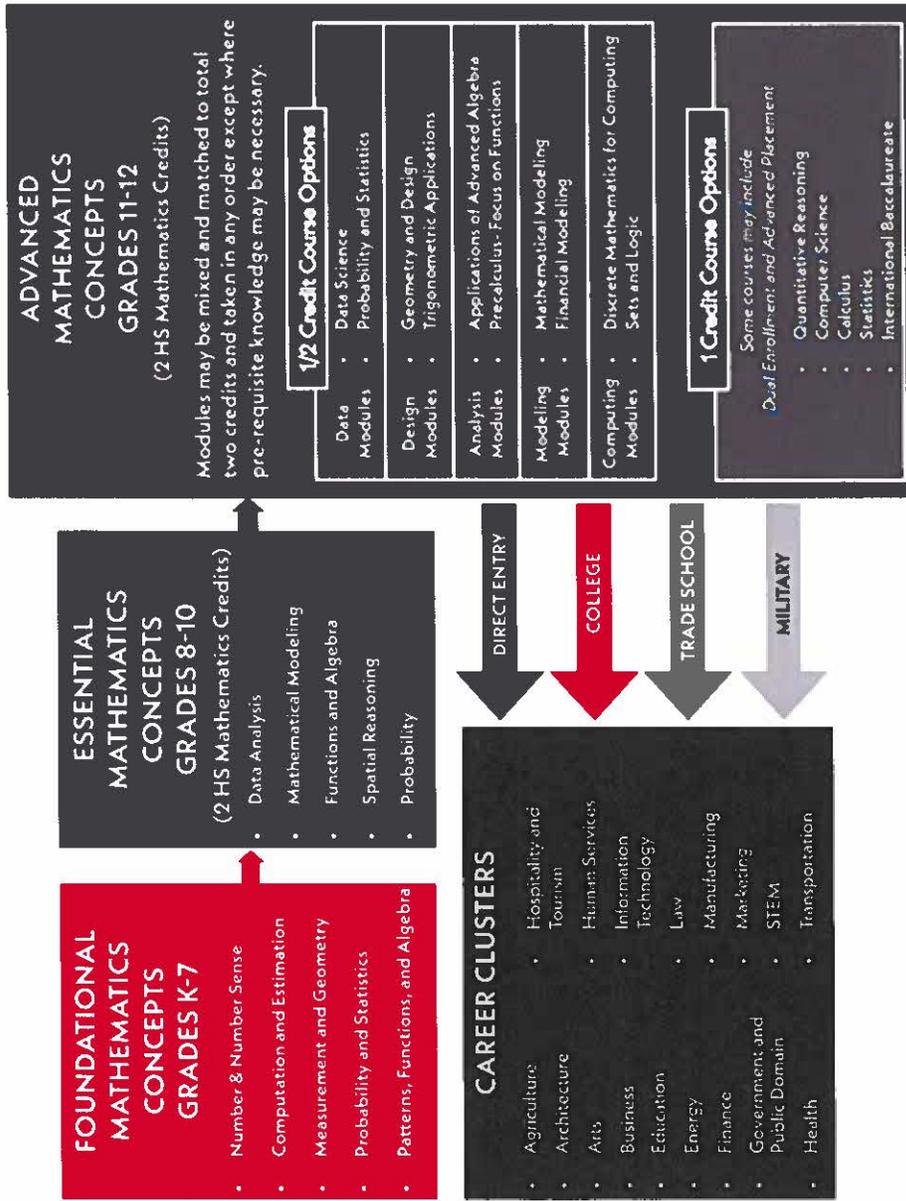
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



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**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** kathy.beasley@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: kathy.beasley@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

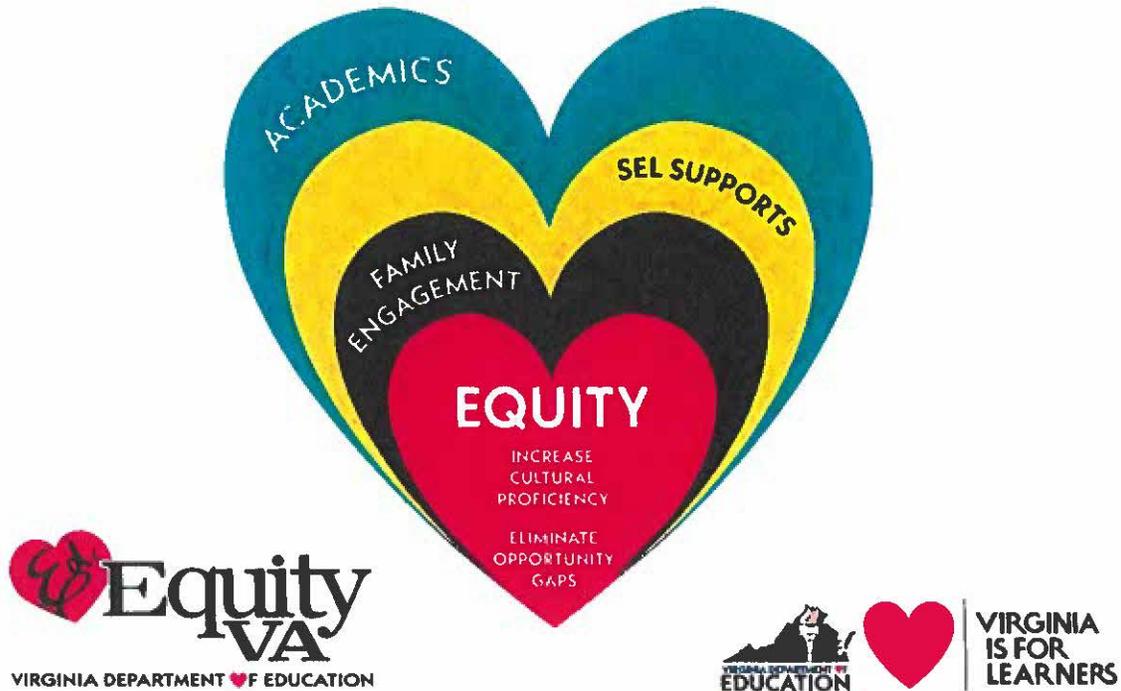
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
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**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** kendra.belcher@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: kendra.belcher@doe.virginia.gov  
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

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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.



A handwritten signature in black ink, appearing to read "Glenn Youngkin".

Glenn Youngkin, Governor

Attest:

A handwritten signature in black ink, appearing to read "Kelly Thomasson".

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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

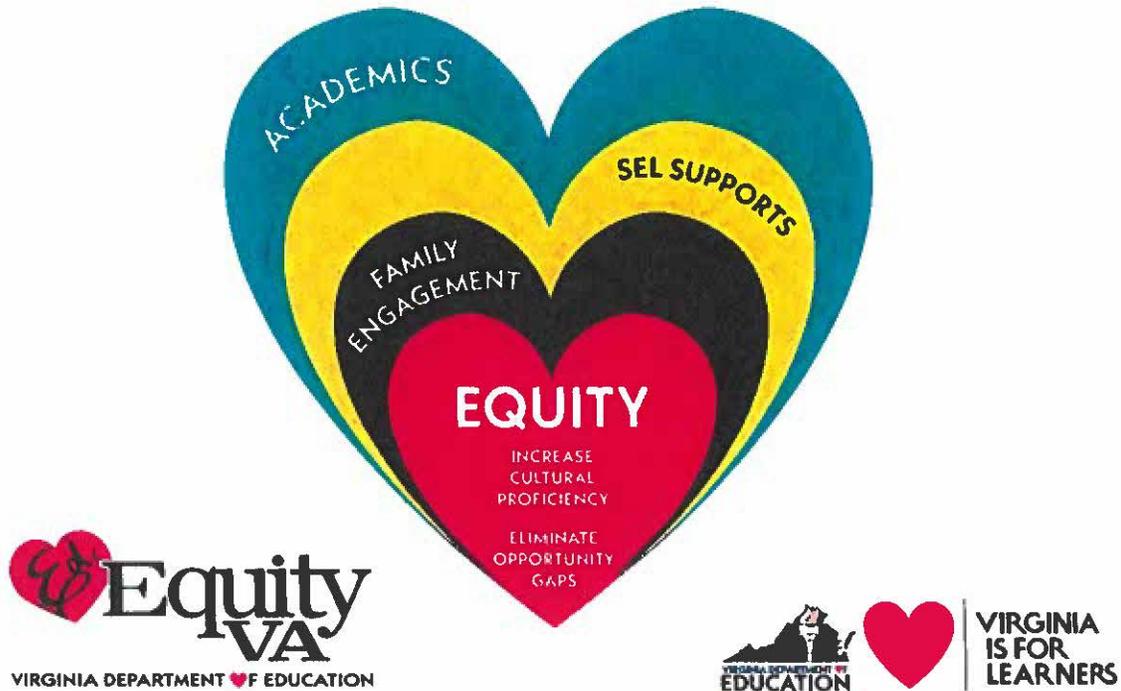
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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*

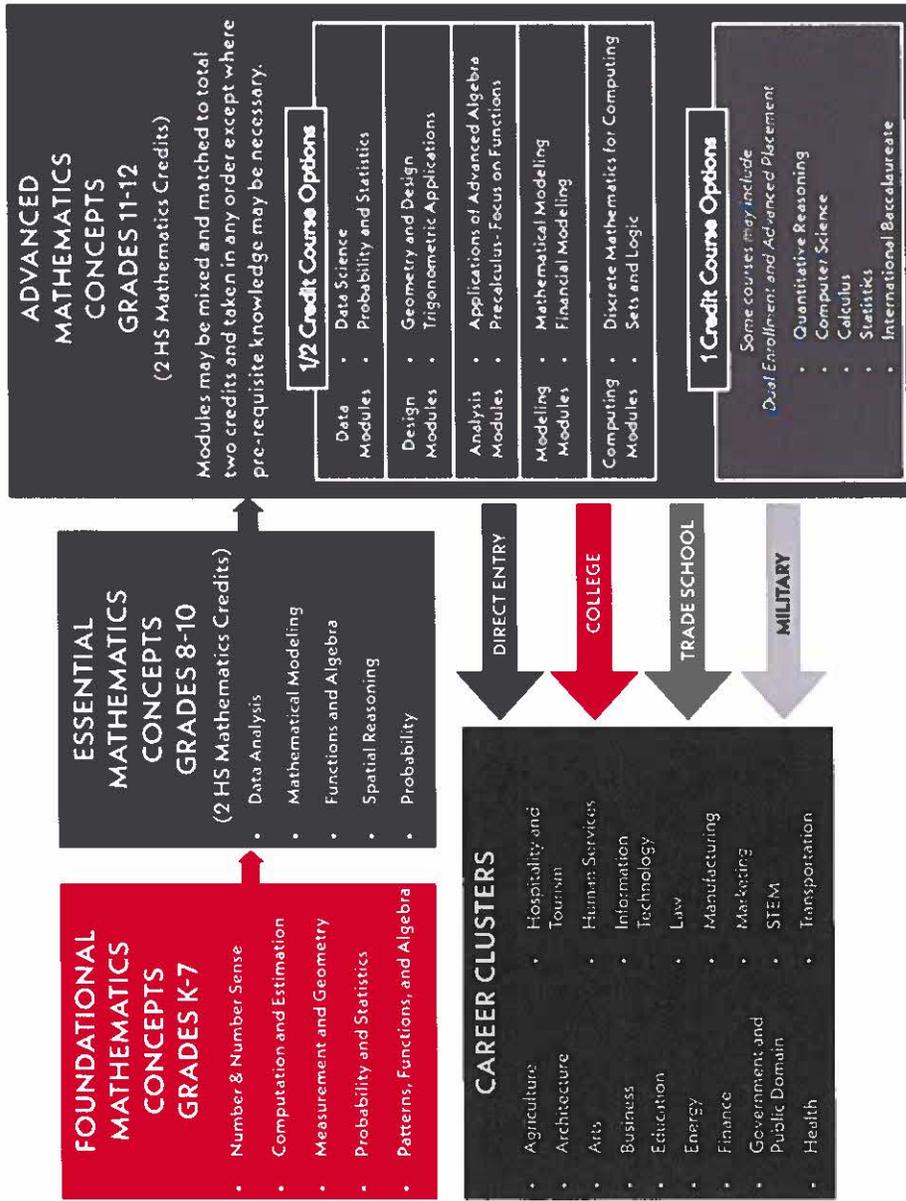
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



VIRGINIA IS FOR LEARNERS

**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** kristin.williams@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

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Bcc: kristin.williams@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

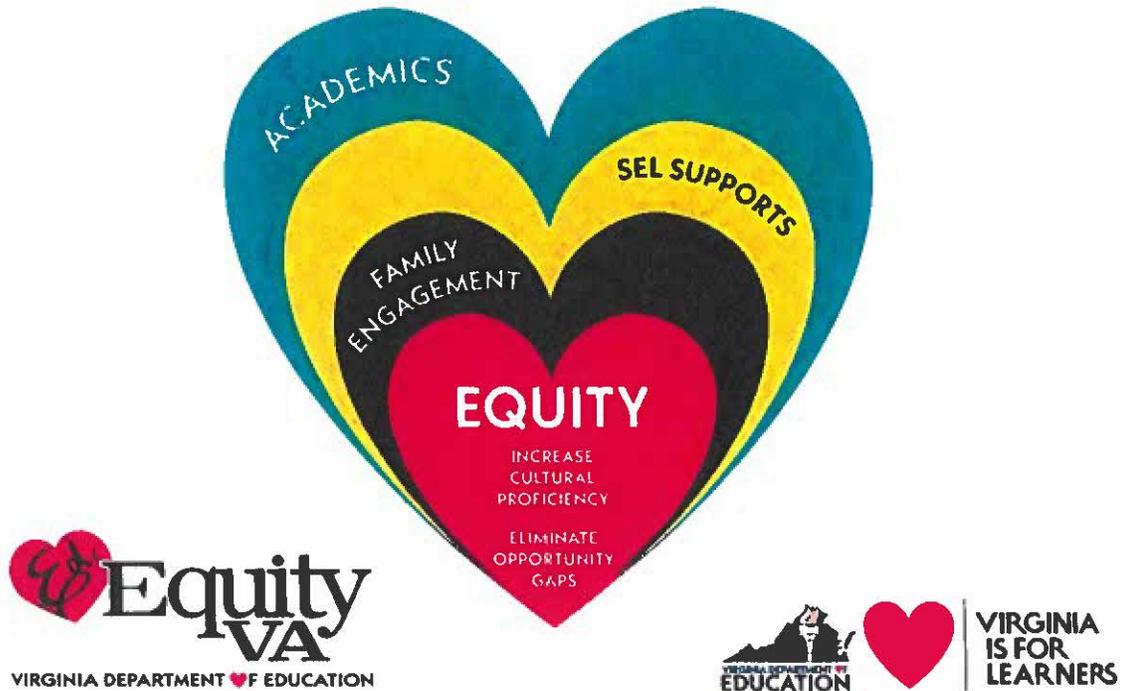
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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*

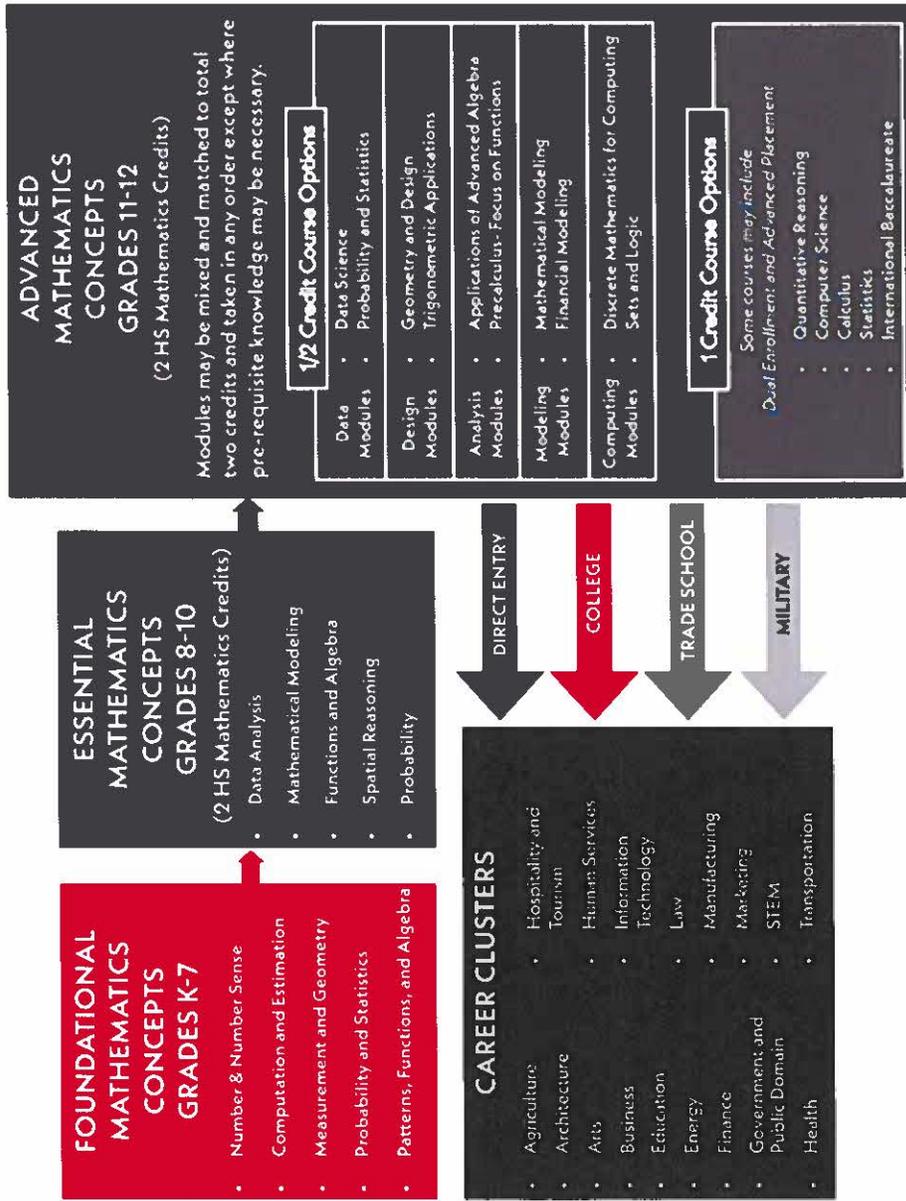
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** marie.ireland@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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References: <CA+Hdz-Wbq1tp\_jBFYpVKnD+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_jBFYpVKnD+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: marie.ireland@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

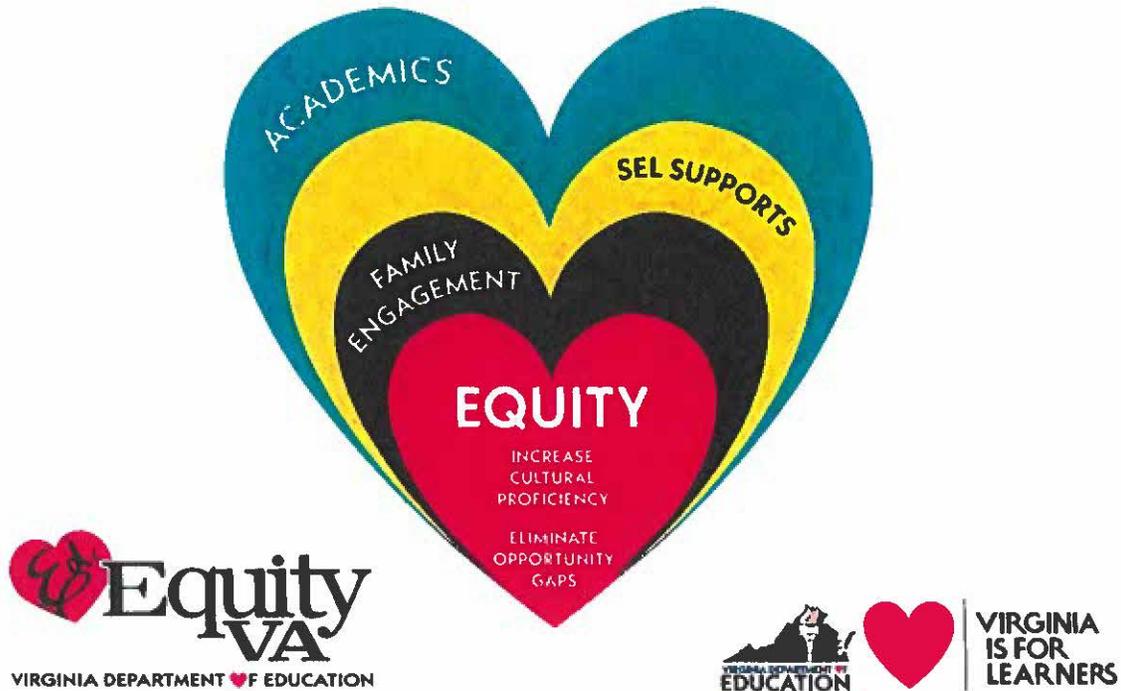
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** marianne.moore@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

**Email Header:**

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Mon, 28 Feb 2022 13:28:45 -0800 (PST)  
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Bcc: marianne.moore@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

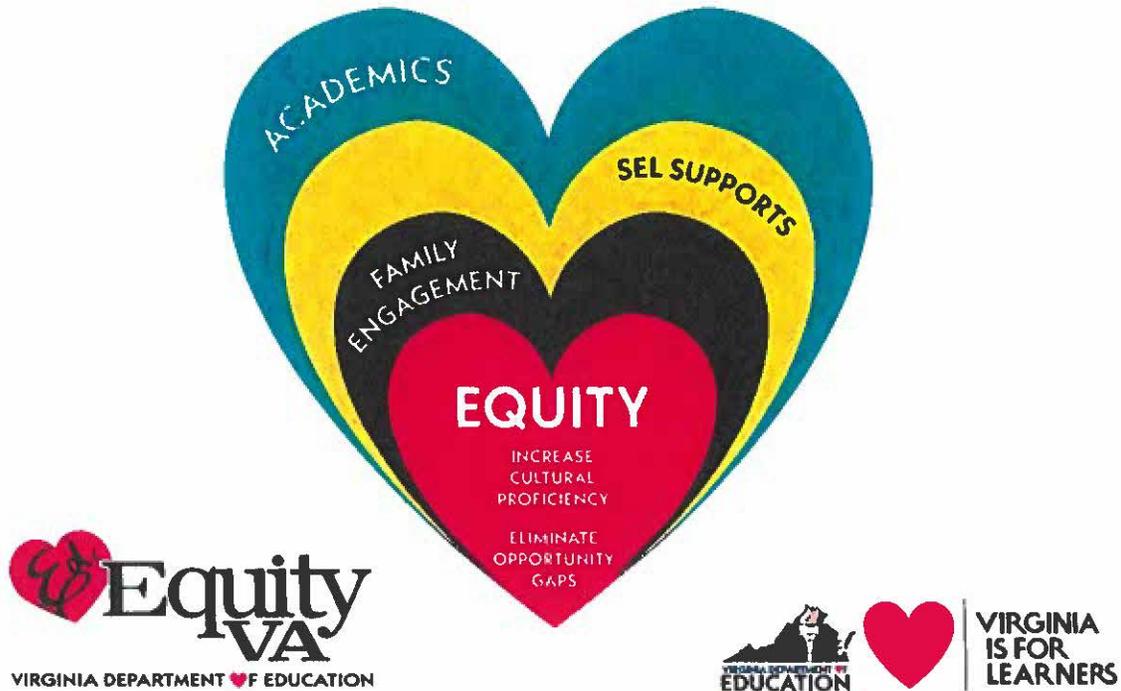
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** nancy.phillips@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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h="x-gm-message-state:mime-version:references:in-reply-to:from:date :message-id:subject:to";  
bh="VvNBqgXcu8//gOJEyV/SduTa2u2MsAwuK9ih7ZXhm="; b="1dMhe2yuyKcm2769C156S1Kw3G3XWZ4K+EV6v1/Nt3d+Me9MQZS1RUnqgUz51aa 74LdmjNfNBGZ6+2DKaEOG9fa2v14BwgPz41hY3RBgmgStA/5aD+JZg04dhQ5jxH1bM OVBUGm9jY/iYRR3gpSRzmeoQu+jnE1ncMEJQAOSUPaOdaDK41+fVu/FmB7j2q1t  
X-Gm-Message-State: A0AM532kUa+HtbU00mU3HCPgVU4wM0rT72bluosFhcc9SI3pTj+V OnbH5RknpGfFSDDjp6DKG0KoxowyzamnnX+tSE/QX895  
X-Google-Smtp-Source: A5dhpJwq9e57zhKqgD5yTCZOKW411NTOFt2e26AJM7IS/hv1VSfalocAhkdEYcNctwHrjCw9H/HnRJB4cDA-  
References: <CA+Hdz-Wbq1rp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1rp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: nancy.phillips@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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.



A handwritten signature in black ink, appearing to read "Glenn Youngkin".

Glenn Youngkin, Governor

Attest:

A handwritten signature in black ink, appearing to read "Kelly Thomasson".

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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

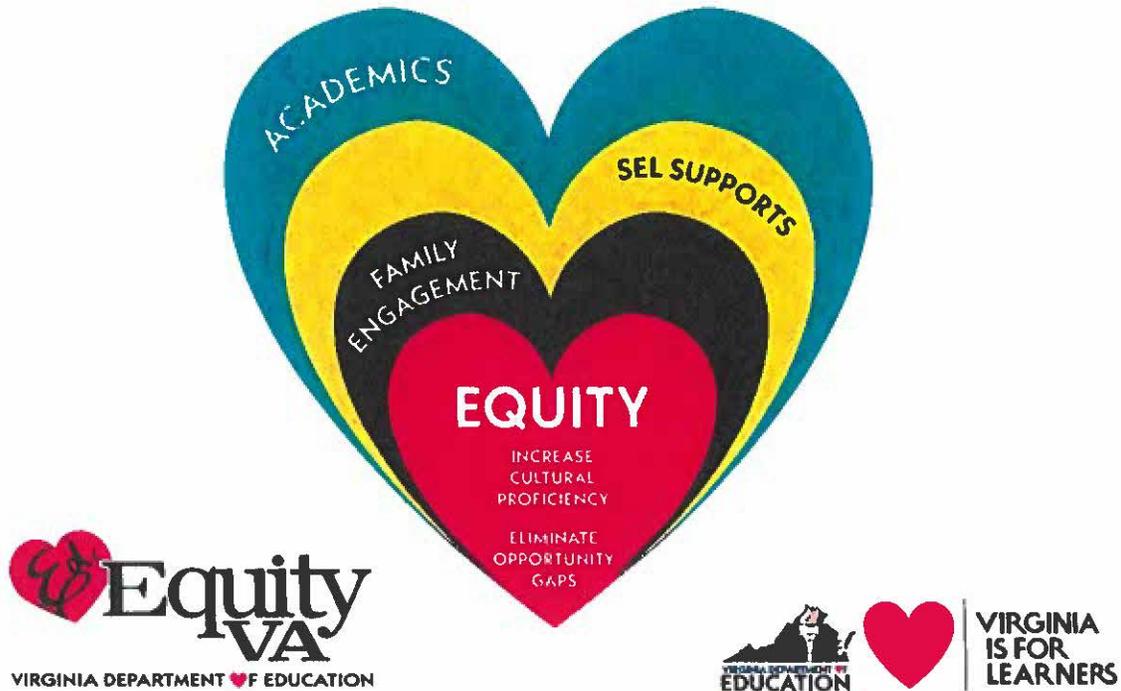
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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*

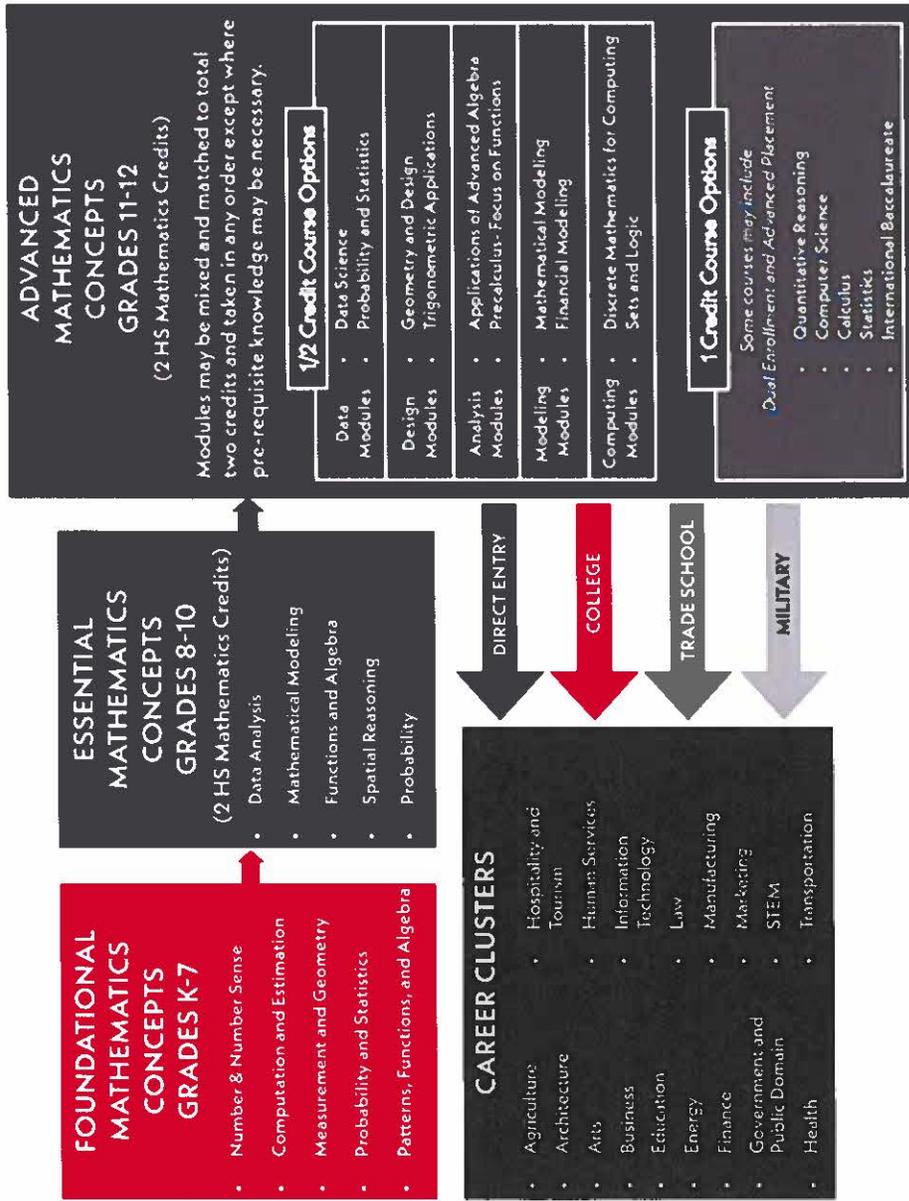
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



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**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** kim.bausum-brown@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: kim.basum-brown@doe.virginia.gov  
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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• This is the foundational document that outlines EdEquityVA.</li> <li>• Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

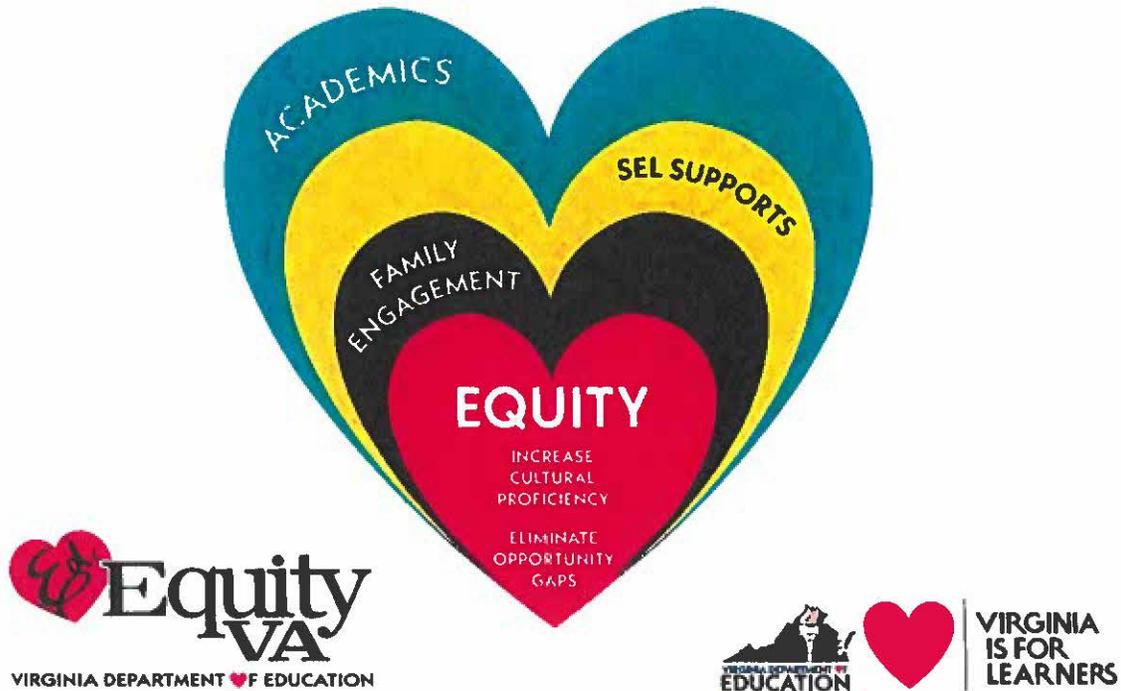
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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**

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

**1 Credit Course Options**

Some courses may include Dual Enrollment and Advanced Placement

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

**CAREER CLUSTERS**

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

**DIRECT ENTRY**

**COLLEGE**

**TRADE SCHOOL**

**MILITARY**



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
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**Cc:**  
**Bcc:** maribel.saimre@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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b="RpfFIRpaxCKYumSnBhOZqydyvmv/UA+1TobhXVQctScRv4NBu3bNR6XIOAN/hcW hOzfg05XhAbIfPenA6UVXNtSvXAA92XuxS0jPB4qHD1H25v3jER3Kotmyt1VdTLA KcJF/xuWgqJKq9doJUBUkz8uaa+Xd+Sahatq58MT/4WyrU4CQ56B109dMu5SDIE/  
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c="relaxed/relaxed"; d="le100.net"; s=20210112;  
b="X-gm-message-state:mime-version:references:in-reply-to:from:date :message-id:subject:to";  
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X-Gm-Message-State: ADAM530DDTYM2DmOUKPaFLfmmqNh56fyvOkebM1UEQduIXdDBot 19U02mL1R1KErjM8ehvviU8g7C7ulHBP1R+2brgWNR9  
X-Google-Smtp-Source: ASdhpJwqBne572hKqgD5yICZOKW41N8T0T2e26JMJIS/hv1V5d1ocAhXkdYcNctwHjCv99H/hRJB46DA-  
References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
In-Reply-To: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
Bcc: maribel.saimre@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

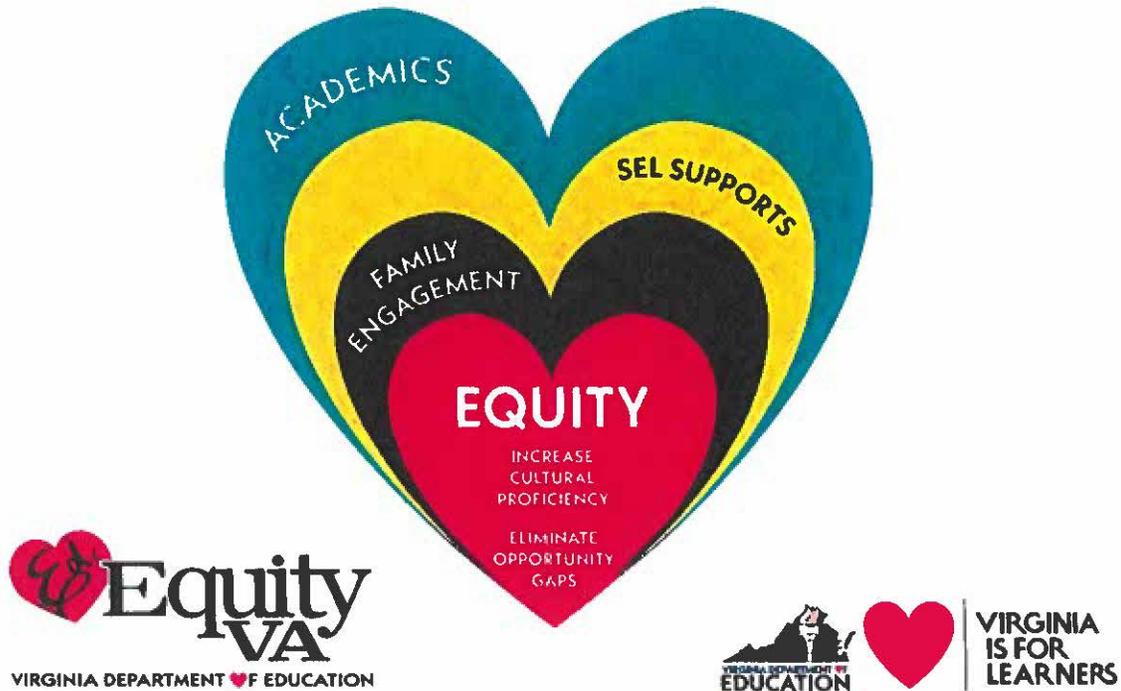
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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*

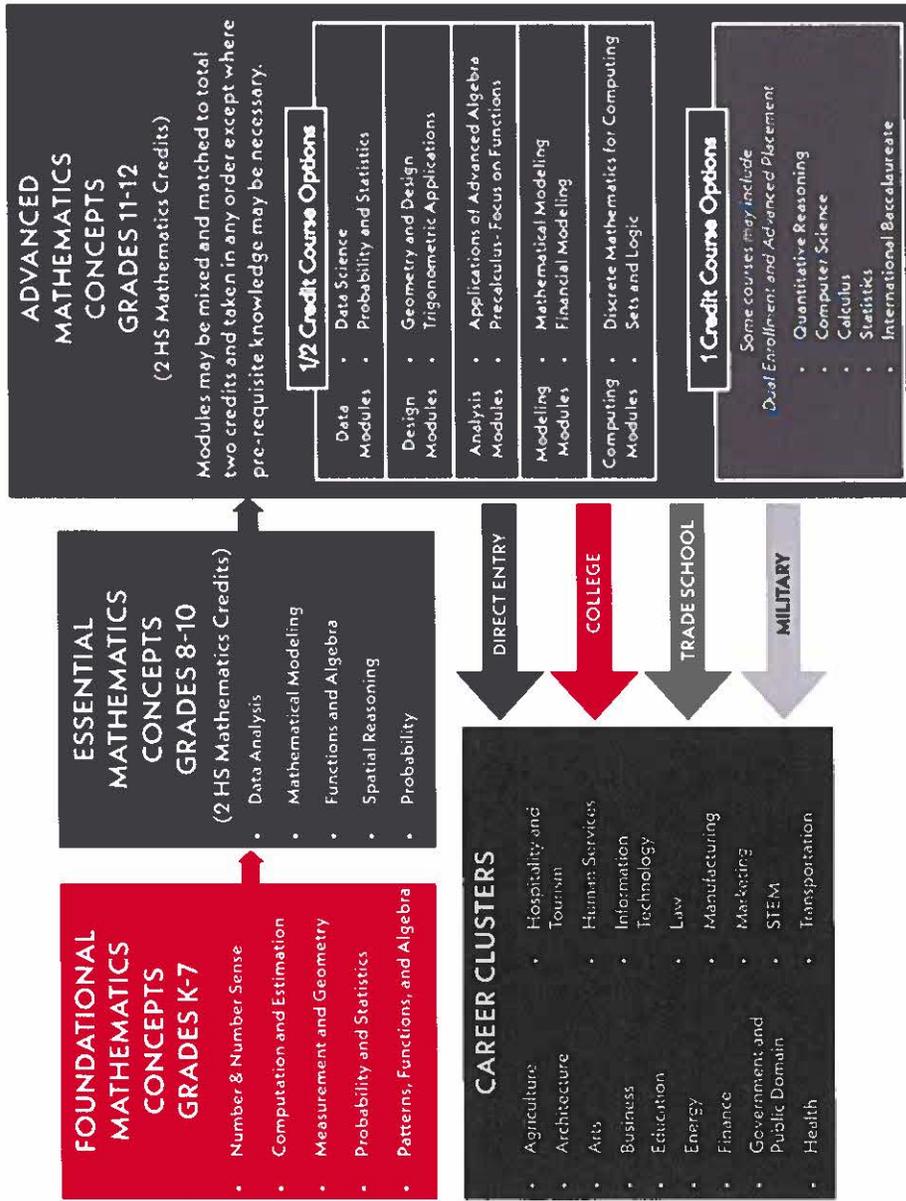
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



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**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** patricia.radcliffe@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: patricia.radcliffe@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

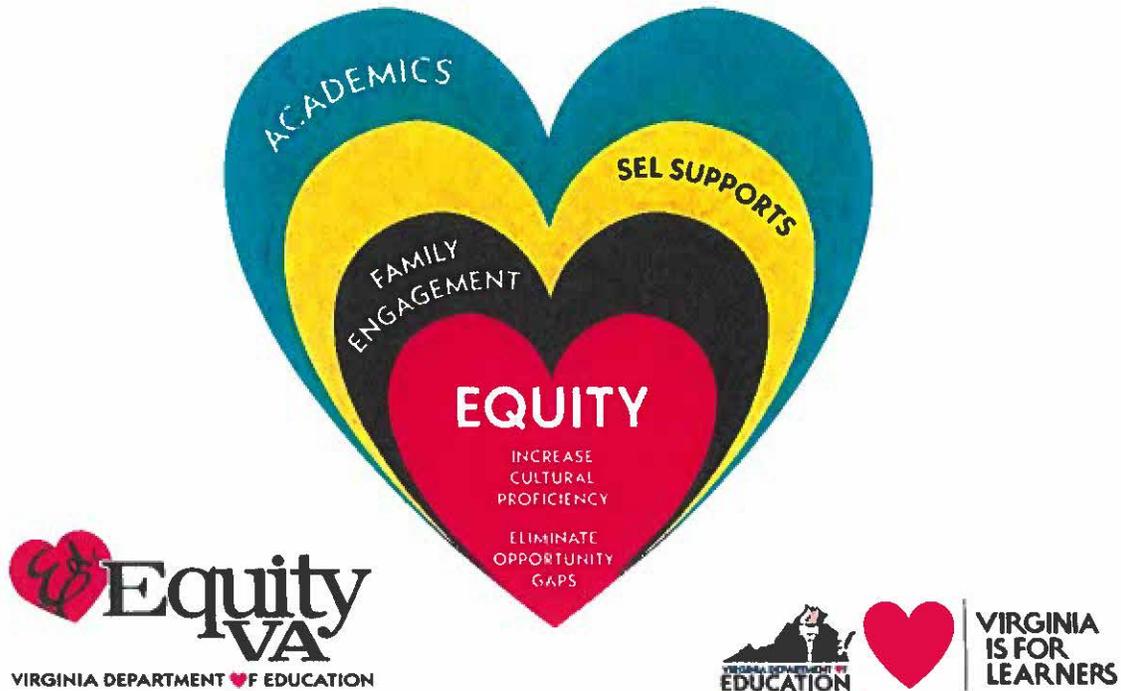
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely 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

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

### 1 Credit Course Options

- Some courses may include Dual Enrollment and Advanced Placement
- Quantitative Reasoning
  - Computer Science
  - Calculus
  - Statistics
  - International Baccalaureate

## CAREER CLUSTERS

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

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY



**From:** Claiborne, Tamika <tamika.claiborne@doe.virginia.gov>  
**Sent:** 2/28/2022 5:28:05 PM  
**To:** undisclosed-recipients:  
**Cc:**  
**Bcc:** Renee.Simpkins@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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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dkim=pass header.i=@doe.virginia.gov header.s=google header.b=RpfFIPax";  
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Return-Path: <tamika.claiborne@doe.virginia.gov>  
Received-SPF: pass (google.com: domain of tamika.claiborne@doe.virginia.gov designates 209.85.220.41 as permitted sender) client-ip=209.85.220.41;  
Authentication-Results: mx.google.com;  
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References: <CA+Hdz-Wbq1tp\_UbFypvKnd+KyZ9M5tqp-9+ Pek-soHA02aweg@mail.gmail.com>  
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Bcc: Renee.Simpkins@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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**

<b>Action</b>	<b>Document/Product Title</b>	<b>Status</b>	<b>Basis</b>	<b>Example</b>
Rescinded	All Resources Included on VDOE’s <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>• This is the foundational document that outlines EdEquityVA.</li> <li>• Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

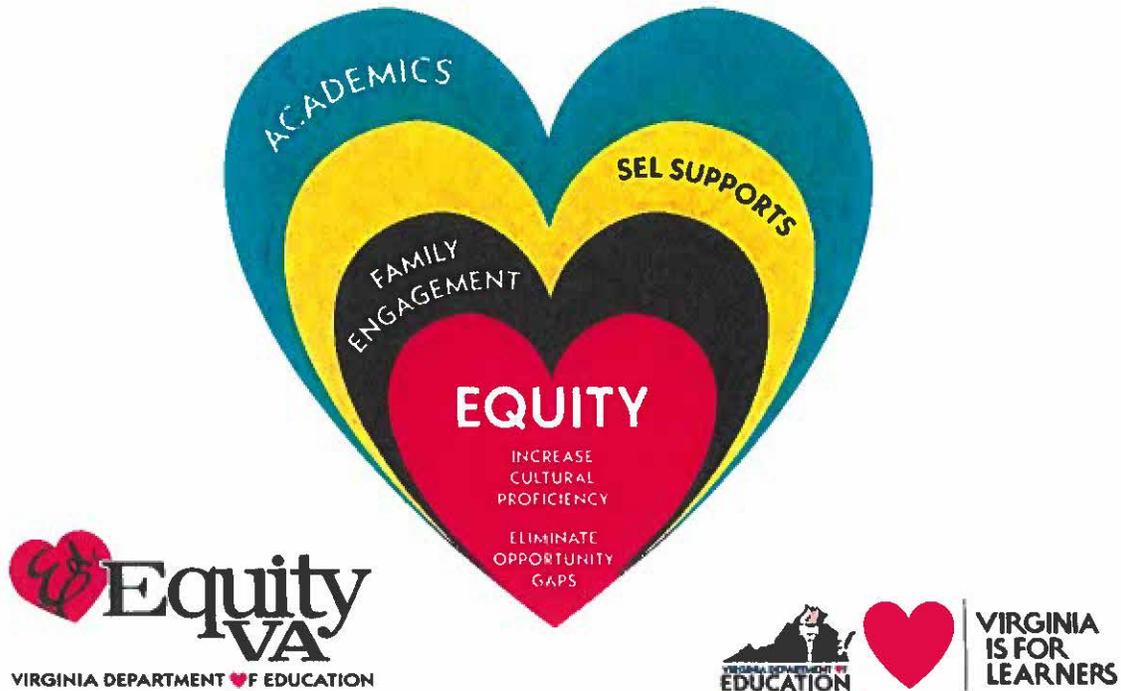
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



- [-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 Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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*

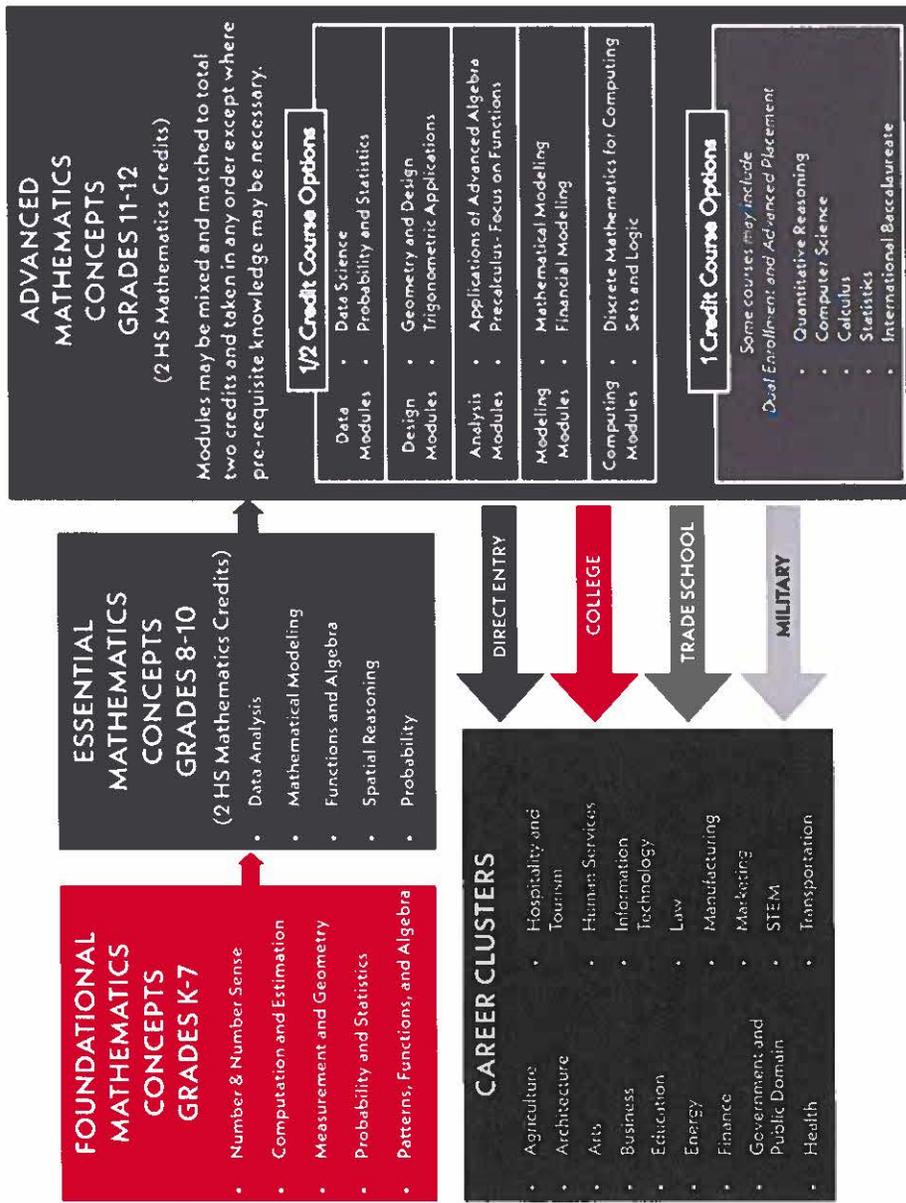
*subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.*

*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”



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**To:** undisclosed-recipients:  
**Cc:**  
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**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](#)

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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](mailto:zenia.burnett@doe.virginia.gov)

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Bcc: patricia.haymes@doe.virginia.gov  
From: "Claiborne, Tamika" <tamika.claiborne@doe.virginia.gov>  
CX-Bounce-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

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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 <a href="#">EdEquityVA</a> <sup>i</sup> Website, Including EdEquityVA Resources, and Resource Repository <sup>ii</sup>	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion <a href="#">Audit Tool</a> <sup>ii</sup> (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	Y (link ii below)
Rescinded	<a href="#">Navigating EdEquityVA</a> <sup>iii</sup> : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> <li>This is the foundational document that outlines EdEquityVA.</li> <li>Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities.</li> </ul>	Y (link iii below and example B)

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE’s <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">“Teaching 9/11”</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>“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</li> </ul>	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"> <li>• Rescinded per EO1</li> <li>• Initiative condensed three years of math into two and reduced advanced math options for some students.</li> <li>• 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...”</li> <li>• 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.</li> <li>• Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student.</li> </ul>	Y (example D)

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

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

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

<sup>iv</sup> <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

<sup>v</sup> “Teaching 9/11”

<sup>vi</sup> <https://www.doe.virginia.gov/instruction/learns/>

# Example A



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**

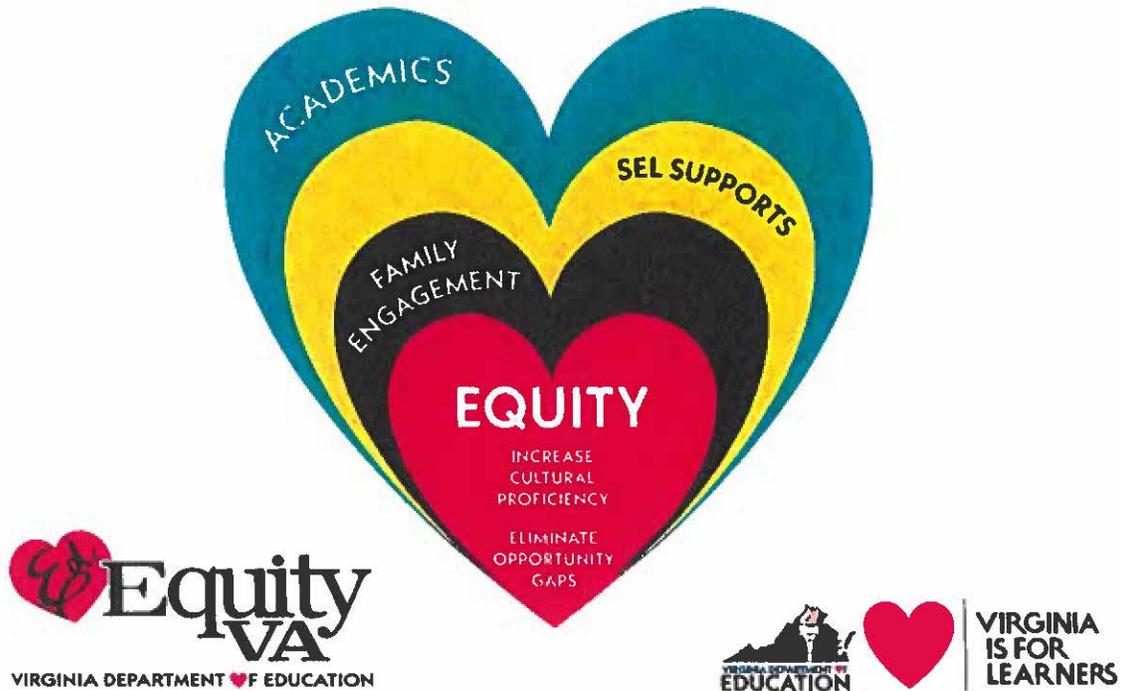
*Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any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



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

# Example B

# CENTERING EQUITY



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

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

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

# Example C



**COMMONWEALTH of VIRGINIA**  
**Department of Education**

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

*“My message is really that racism has no place in the hearts and minds of our children.”*  
– Ruby Bridges, Civil Rights Activist<sup>1</sup>

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

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

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

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<sup>1</sup> [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](mailto: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, bravely confronts our present, and offers a transcendent vision for a way forward.

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

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

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

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

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

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

JFL/LDW

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

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

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

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

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

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

*-November 19, 2021*

# Example D

# Follow the “Math Path”

**FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7**

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

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

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

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

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

**1/2 Credit Course Options**

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

**1 Credit Course Options**

Some courses may include Dual Enrollment and Advanced Placement

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

**CAREER CLUSTERS**

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

**DIRECT ENTRY**

**COLLEGE**

**TRADE SCHOOL**

**MILITARY**



**From:** Anne Taydus <anneelizabethcraft@yahoo.com>  
**Sent:** 3/16/2022 5:31:50 PM  
**To:** elizabeth.schultz@doe.virginia.gov  
**Cc:**  
**Subject:** 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](#), [image13.jpeg](#), [image14.jpeg](#), [image15.jpeg](#), [image16.jpeg](#), [image17.jpeg](#), [image18.jpeg](#), [image19.jpeg](#), [image20.jpeg](#), [image21.jpeg](#)

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VIRGINIA IS FOR LEARNERS

VIRGINIA DEPARTMENT OF EDUCATION



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

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## SOCIAL EMOTIONAL LEARNING (SEL)

### Page Contents

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

## Virginia's Vision for Social Emotional Learning

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

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

## Virginia's Definition of Social Emotional Learning

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

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

*"The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."*

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

## Virginia Guidance SEL Standards

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

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

## Core SEL Competencies

All through a lens of equity and social Justice!

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



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



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



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



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



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

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

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

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

**CASEL's Definition of SEL (2020 Update):**

.....

## **CASEL's Definition of SEL (2020 Update):**

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

---

*SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments*

*and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and*

*ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”*

*As we continuously learn and refine our*

- VDOE
- Department of Education
- Independent's & Officials' Memos
- Families & Students
- Division Directories
- Standards of Learning & Testing
- Information
- Education
- Childhood
- Home & School
- Learning in Virginia
- Programs
- Publications & Reports
- Information Management
- Finance

## SOCIAL EMOTIONAL LEARNING (SEL)

### Page Contents

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



## Virginia's Vision for Social Emotional Learning

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

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

### PREVENTION PROGRAMS

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

### You May Also Be Interested In

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

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## Planning Resources

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

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

## SEL State Examples

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

## SEL in Action

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

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

## Learning during Uncertain Times

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

### Virginia LEARNS

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



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

### CASEL CARES Initiative

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



**CASEL CARES INITIATIVE**  
Connecting the SEL Community

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

## A Systemic Approach to SEL Implementation



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

## The lens of equity

### Positive Impact of SEL

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

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

### SEL Resources

## Social Emotional Wellness Quick Guides

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

### Considerations for Teachers and School Staff (PDF)

Resources include:

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



### Considerations for Military-Connected Learners (PDF)

Resources include:

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



### Considerations for Early Learners (PDF)

Resources include:

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



## Considerations for Students with Disabilities (PDF)

Resources include:

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



## Considerations for Youth in Marginalized Groups (PDF)

Resources include:

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



## Considerations for Parents and Caregivers (PDF)

Resources include:

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





**VIRGINIA  
IS FOR  
LEARNERS**

**Jillian Balow**  
Superintendent of Public Instruction

February 23, 2022

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

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

**Dear Governor Youngkin and Secretary Guidera:**

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

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

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

Sincerely,

Jillian Balow

JB/jgh

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

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

			<ul style="list-style-type: none"> <li>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.</li> <li>Shifts school culture from excellence and opportunity to equitable outcomes for all students.</li> </ul>	
Rescinded	All Resources Included on VDOE's <a href="#">Culturally Responsive Website</a> <sup>iv</sup>	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> <li>This is a resource included in EdEquityVA</li> <li>The resources contain concepts that may be divisive and need to be reviewed in stakeholders.</li> <li>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.</li> <li>Generally promotes academic equity of outcomes versus equity of opportunities for all learners.</li> <li>Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.)</li> <li>Evaluation of viable alternatives is underway and stakeholder groups will be engaged.</li> </ul>	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"> <li>The original memo was replaced by a memo with a disclaimer about CRT.</li> <li>Reading lists advance the use of CRT in education.</li> </ul>	Y (attached example C)
Rescinded	<a href="#">"Teaching 9/11"</a> <sup>v</sup> EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> <li>Included in this list to establish VDOE and the "commitment to equity" and equitable outcomes prior to January 15, 2022.</li> </ul>	Y (link v below) Time: 12:25
Parts rescinded and evaluating	<a href="#">Virginia L.E.A.R.N.S.</a> <sup>vi</sup>	Rescinded 2/15/22	<ul style="list-style-type: none"> <li>Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures.</li> <li>"Equity checkpoints" are similar or identical to EdEquityVA audit tool and other resources. It states, "Education Equity is achieved when we</li> </ul>	Y (link vi below)



# 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*



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 & ...
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- Childhood
- & School
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- Programs
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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 Lea
- Career & Ti
- Computer S
- Character E
- Driver Educ
- Economics
- English & R
- Family Life
- Fine Arts
- Health Edu
- History & S
- Mathematic
- Physical Ed
- Science
- STEM
- World Lang
- Grant Fund Calendar
- Specialize
- Adult Educ
- Alternative
- Charter Sch
- English Lea
- Gifted Edu
- Governor's
- Homebound

## Virginia LEARNS ON-THE-GO!

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



### Data Dashboard

Feedback from hundreds of stakeholders has been compiled to guide

- [Data Dashboard \(PDF\)](#)



### Equity

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

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

[Laboratory S](#)

[Technology i](#)

[Virtual Learn](#)

[Year-Round S](#)

[Instruction](#)

[Environment](#)

[Instruction C](#)

[Library & Me](#)

[Project-Base](#)

[Summer Lea](#)

[Textbooks i](#)

[Graduation](#)

[College & Ca](#)

[Graduation F](#)

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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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