

From: Morgan, Neil
Sent: Friday, June 11, 2021 1:41 PM
To: Zaremba, Walter C. ;Green, Chad; Shepperd, Thomas; Noll, Sheila S.; Roane, Stephen
Cc: Schott, Heather; 'Shandor, Victor'
Subject: Citizen concern regarding teacher compensation

Walt and all,

Per Ms. Rice's concern and Walt's request. The Superintendent had made me aware that his recommendation to the YCSD Board included eliminating "penalty steps" for new hires. This is the action Ms. Rice references. I have talked to Dr. Shandor further and he shared the following chart that illustrates the various raises, steps and bonuses the current instructional staff has received in recent years. The decision related to new hires has to do with the regional labor market and especially the need to recruit certain critical instructional positions.

Neil

Since 2014 YCSD teachers have received 9 adjustments to the scale and 2 restored steps. This demonstrates YCSD's continued commitment to compensation.

2014	2% adjustment to scale		2% adjustment to scale
	(This was in addition to the final 2% shift of VRS to employees)		
2015	3.00%	AVG	3.00%
	step on current scale 1.41%		step on current scale 2.0%
	adjustment to scale 0.8%		adjustment to scale 1.0%
	Implement new pay scale 0.79%		
2016	3.00%	AVG	3.00%
	step on current scale 1.4%		step on current scale 2.0%
	adjustment to scale 0.6%		Restored 1 step - 4 left 1.0%
	Restored 1 step - 4 left 1.0%		
2017	2.0%	AVG	2.0%
	step on current scale 1.4%		step on current scale 2.0%
	adjustment to scale 0.6%		
2018	2.0%	AVG	2.0%
	step on current scale 1.5%		step on current scale 2.0%
	adjustment to scale 0.5%		
2019	3.0%	AVG	3.0%
	step on current scale 1.5%		step on current scale 2.0%
	eligible restored step 1.0%		eligible restored step 1.0%
	market adjustment 0.5%		
2020	3.26%	AVG	4.1%
	step on current scale 1.46%		convert to new pay scale 4.1% avg
	market adjustment 1.8%		(1.75% guaranteed)
2021	No permanent compensation increase due to Covid-19		
	Bonus #1 (January) \$750 full-time \$375 part-time		
	Bonus #2 (June) \$750 full-time \$375 part-time		
2022	3% in July		3% in July
	2% in December		2% in December
	Equates to 1 step (1.5% ave) + COLA		

Members of the Board,

Over the last couple of meetings Mr. Zaremba has asked for more information concerning the question of “critical race theory” and whether it is something that the YCSD has within its curriculum. In addition to the Superintendent’s shorter direct response to Mr. Zaremba, I asked Dr. Shandor to share more detail regarding the YCSD’s curriculum and pedagogical philosophy as it might relate to this question. Attached is a very detailed summary of the YCSD’s current Strategic Plan as it relates to Culturally Responsive Teaching practices. As you can see the term “critical race theory” is not included. It is my impression that different people define this topic in many different ways and that there is no uniform definition.

Neil

From: Shandor, Victor <vshandor@ycsd.york.va.us>

Sent: Friday, June 11, 2021 8:31 AM

To: Morgan, Neil <Neil.Morgan@yorkcounty.gov>

Subject: [EXTERNAL] Request

Neil,

The information you requested is below and attached.

Current Status

The mission of the York County School Division (YCSD) is to “engage all students in acquiring the skills and knowledge needed to make productive contributions in the world.” Goal 4 of the division’s Strategic Plan states:

- By FY20, the division will develop and implement ongoing and relevant evidence-based professional development to foster respect for students and families of diverse cultures. (Goal 4, Obj. 2)
- By August 2020, each school will develop cultural learning opportunities that help prepare our students to engage with diverse populations in our local and global community.

In response to these goals, the division has adopted Culturally Responsive Teaching practices as outlined in the attached framework (Attachment A) provided by the Virginia Department of Education (VDOE). According to *Culturally Responsive Teaching: Theory, Research, and Practice* (Gay, 2000), culturally responsive teaching is defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically

diverse student to make learning encounters more relevant to and effective for [students]. Culturally Responsive Teaching is the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning.” These practices focus on seeing cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures and families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students (Gay, 2000).

Additionally, the school division follows the attached VDOE’s Social and Emotional Framework (Attachment B), which defines Social & Emotional Learning (SEL) as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The VDOE’s SEL efforts are driven by the 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.

As a division, we believe that the adoption of both Cultural Responsive Teaching and Social & Emotional Learning supports the division’s mission and provides opportunities for students to engage in rigorous academic educational experiences and engage students in contributing as productive citizens.

Vic

Victor Shandor, Ed.D.

Superintendent
York County School Division

School Board Office
302 Dare Road
Yorktown, VA 23692

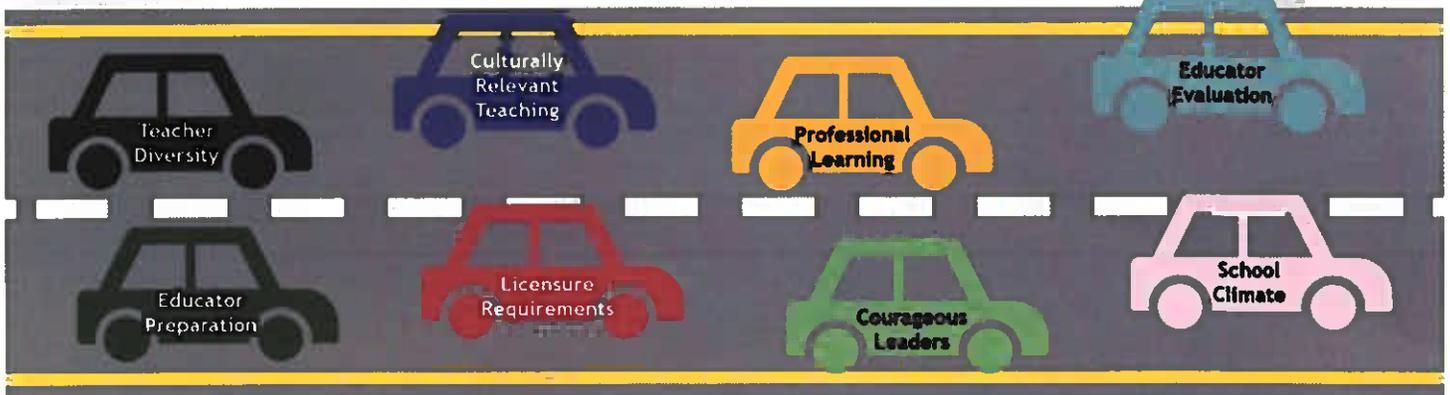
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ATTACHMENT A

CULTURAL PROFICIENCY

🏠 HOME (/) > FUTURE-READY LEARNING > CULTURAL PROFICIENCY

Increasing the
Cultural Competency
of Virginia's Educator
Workforce



Cultural Proficiency

Virginia's Equity Framework, or the Road Map to Equity (<https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf>), prioritizes our strategy into two categories that are informed by Virginia achievement data, best practice, and research: (1) **Increasing the Cultural Proficiency of Virginia's Educator Workforce**, and (2) Closing Opportunity Gaps for Virginia Students. The Roadmap is guided by the EdEquityVA Compass (<https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf#page=22>), which articulates the essential competencies necessary to advance these equity priorities.

Culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process, making culturally responsive educators necessary for the equitable achievement of today's increasingly diverse student population.

Establishing expectations for culturally responsive 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.

Culturally Responsive Practices in Four Critical Levels

Culturally Responsive Schools

- Safe, inclusive, and secure environments where all students are affirmed.
- Have established and evolving pathways, access, and support to rigorous college and career preparatory classes for all students.
- Provide universal access to culturally relevant pedagogy that builds positive cultural identities.
- Have an educational environment that is free from implicit and explicit racial/ethnic and gender biases.
- Produce high student achievement rates in state accountability (the most basic outcome).
- Have systems in place to mitigate racial or cultural tensions.
- Have a climate in which all students and staff have a sense of membership and belonging and provide forums both inside and outside of the classroom where everyone can learn about each other's diverse backgrounds.

Culturally Responsive Leadership

- Deploy resources and professional learning opportunities to advance cultural proficiency.
- Evaluate cultural responsive efficacy during teaching observations and evaluations.
- Establish high expectations for all students.
- Mitigate power imbalances based on race, culture, ethnicity, and class.
- Establish policies and procedures to advance anti-racist school culture and climate.
- Ensure recruitment and retention of teachers of color and demonstrable cultural responsiveness competencies.
- Establish mentoring practices for new teachers and staff in culturally responsive pedagogy and practice.
- Accept cultural responsiveness as endemic to effectiveness in all areas of learning for students from all ethnic groups.

-Create caring learning communities where heritages 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.

Culturally Responsive Pedagogy/Teaching

- Is student-centered.
- Identifies and nurtures students' cultural strengths to promote student achievement.
- Affirms cultural and individual identity.
- Uses cultural differences as assets necessary to inform the development of instructional resources.
- Mediates power imbalances based on race, culture, ethnicity, and class.
- Utilize students' culture as a vehicle for learning.
- Establishes high expectations for all students and provides support to ensure success.
- Diverse groups from all rings of culture are represented, validated, and affirmed.
- Establishes a 3-pronged approach:
 - Institutional:** recognizes a need for reform of school policies and procedures based on cultural factors.
 - Personal:** requires teachers to become culturally responsive.
 - Instructional:** provides educational materials that are culturally affirming and aid in delivering culturally responsive instruction.

Culturally Responsive Schools

The culturally responsive school seeks the highest levels of achievement for all students by acknowledging, responding to, and truly integrating student, family, and community identity into all aspects of learning to foster a safe and equitable environment that recognizes the histories, struggles, achievements, and contributions of the racially marginalized populations it serves as fundamental to engaged student learning. Culturally responsive schools address fundamental equity concerns by holding high expectations for students and providing the highest levels of support for all students to succeed. Success in a culturally responsive school is defined by preparation for college and career readiness in an environment that is supportive, is asset-conscious, and fosters positive cultural identity.

Culturally Responsive Leadership

Culturally responsive school leaders create school contexts and curriculum that responds effectively to the educational, social, political, and cultural needs of students through policy creation, expectation setting and monitoring, and staff coaching to facilitate successful implementation of culturally responsive instruction. This leader also sets standards and expectations for high academic success regardless of perceived performance abilities. This means that the campus leader creates an inclusive school environment in which a climate free from implicit biases toward racial and ethnic groups exists. This leader also centers marginalized families and communities as important in decision making and solution-seeking. These 17 leaders are courageous in challenging aspects of teaching and learning that marginalize students of color, and identify, protect, institutionalize, and celebrate all cultural practices from these students.

Culturally Responsive Educators

Culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process, making culturally responsive educators necessary for the equitable achievement of today's increasingly diverse student population. Culturally responsive educators see the diversity in their classrooms as an asset and use their knowledge on students' backgrounds to enrich educational experiences. These teachers form a thorough understanding of the specific cultures of the students they teach, how that culture affects student learning behaviors, and how they can change classroom interactions and instruction to embrace the differences.

Culturally Responsive Pedagogy

As the diversity in schools continues to grow, this instructional theory places an emphasis on creating a school environment in which all are affirmed for the beauty in their respective languages, beliefs, and ideas and in which students' best interest is centered.

Culturally responsive pedagogy comprises three functional dimensions: (1) institutional, (2) personal, and (3) instructional. The institutional dimension of culturally responsive pedagogy emphasizes the need for reform of the cultural factors affecting the organization of schools, school policies and procedures (including allocation of funds and resources), and community involvement. It reflects the administration, its policies, and values. [1] The personal dimension refers to the process by which teachers learn to become culturally responsive. It includes both cognitive and emotional processes. The instructional dimension refers to practices and challenges associated with implementing cultural responsiveness in the classroom. It includes materials, strategies, and activities that form the basis of instruction. All three dimensions significantly interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy. [2]

[1] Heraldo Richards and Ayanna Brown. Addressing Diversity in Schools Culturally Responsive Pedagogy: Teaching Exceptional Children (ProQuest Education Journals, 2007).

[2] Heraldo Richards and Ayanna Brown. Addressing Diversity in Schools: Culturally Responsive Pedagogy: Teaching Exceptional Children (Springer, 2017).

Key Terms

Cultural Competency: Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. (National Education Association. "Why Cultural Competence?" August 27, 2020.)

Culturally Relevant Pedagogy: Recognizes the importance of including students' cultural references in all aspects of learning. (Gloria Ladson-Billings, The Dream Keepers. 1994)

Culturally Relevant/Responsive Teaching: The behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. An approach that emphasizes using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. (Geneva Gay, Culturally Responsive Teaching: Theory, Research, and Practice. 2000).

Culturally Relevant Teaching Practices: expect and yield academic success, help students develop positive ethnic and cultural identities while simultaneously helping them achieve academically, and support students' ability to recognize, understand, and critique current and past social inequalities.

Culturally Responsive Educators:

- See cultural differences as assets;
- Validate the inequities impacting students' lives;
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect, and validation;
- Believe that ALL students can succeed and communicate high expectations for all students;
- Engage in reflection of their beliefs, behaviors, and practices;
- Utilize students' cultures as vehicles for learning;
- Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Mediate power imbalances in classrooms based on race, culture, ethnicity, gender, and class.

Cultural Proficiency: Environments that create opportunities for access, empowerment, and achievement by acknowledging, valuing, advocating, and empowering cultural diversity in all aspects of the educational process. (Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)

The following resources are meant to support teachers and leaders in developing these competencies within themselves, their staff, and the larger school community:

Resources

-**Culturally Relevant Teaching (CRT) Webinar Part 1** (<https://youtu.be/grkM8yipn8>): An Overview of CRT Presented by: **Marla D. Burgos**, Supervisor of Global Learning & Culturally Responsive Instruction, Prince William County Public Schools

-**Culturally Responsive Teaching Part 2a** (<https://youtu.be/Fs9thlFKOd0>): Strategies to Support CRT Practice in Mathematics Presented by: **Dr. Angela Byrd-Wright**, Mathematics Curriculum Leader, Hampton City Schools

-**Culturally Responsive Teaching Part 2b** (https://youtu.be/bWPC_13mL0): Action Research for Culturally Responsive Teaching Presented by:

David Glass (<https://youtu.be/yB51YLdtMo>), History & ESL teacher at Meadowbrook High School in Chesterfield County Public Schools,

Alma Kenup (<https://drive.google.com/file/d/iuKA5VEnIzDhOat82C3dSpvtHRISXZucB/view?usp=sharing>), English teacher at Quioccasin Middle School in Henrico County Public Schools,

Victoria Parent (<https://mychesterfieldschools.us-west-2.instructuremedia.com/embed/7ba8d5c2-b9aa-4131-880c-497d6bf409c4>), English teacher at Monacan High School in Chesterfield County Public Schools, and

Dr. Jesse Senechal, Director of the **Metropolitan Educational Research Consortium** (<http://www.merc.soe.vcu.edu/>) at Virginia Commonwealth University

To view individual action research project samples, click on each presenter's name.

Introductory Resources

- Culturally Responsive Pedagogy: Some Key Features (<http://www.sonianieto.com/wp-content/uploads/2016/02/Culturally-Responsive-Teaching.pdf>) (Sonia Nieto)
- Culturally Responsive Teaching: An Introduction (<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>) (Brown University)
- Culturally Responsive Teaching: An Overview (<http://assist.educ.msu.edu/ASSIST/school/principal/workbegintchrs/toolculturallyrelevant.htm>) (ASSIST)
- **Understanding Culturally Responsive Teaching** (<https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching>) (New America Foundation)
- 5 Ways Culturally Responsive Teaching Benefits Learners (<https://www.newamerica.org/education-policy/edcentral/5-ways-culturally-responsive-teaching-benefits-learners/>) (New America Foundation)
- But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (https://nationalequityproject.files.wordpress.com/2012/03/ladson-billings_1995.pdf) (Dr. Gloria Ladson-Billings)
- Culturally Responsive Teaching Matters (http://www.equityallianceatasu.org/sites/default/files/Website_files/CulturallyResponsiveTeaching-Matters.pdf) (Equity Alliance)
- Culturally Responsive Teaching (<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf#page=12>) (Education Northwest)
- Frequently Asked Questions About Culturally Responsive Instruction (<https://inclusiveschools.org/frequently-asked-questions-about-culturally-responsive-instruction/>)

Books

- Walking the Equity Talk: A Guide for Culturally Courageous Leadership in School Communities (<https://us.corwin.com/en-us/nam/walking-the-equity-talk/book236702>) (John Roert Browne II)
- The Dreamkeepers: Successful Teachers of African American Children (https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0787903388/ref=sr_1_5?keywords=Dr.+Gloria+Ladson-Billings&qid=1572988399&sr=8-5) (Dr. Gloria Ladson-Billings)
- Culturally Responsive Teaching: Theory, Research, and Practice (<https://www.tcpress.com/culturally-responsive-teaching-9780807758762>) (Dr. Geneva Gay)
- Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (<https://us.corwin.com/en-us/nam/culturally-responsive-teaching-and-the-brain/book241754>) (Zaretta Hammond)

Videos, Webinars, and Podcasts

- Culturally Sustaining Pedagogy (<https://www.youtube.com/watch?v=uH6PLmkTrS0&list=PLRTyI0-OTuVOKkOumXX2Sq8KdDUJyAsad&index=2>) (VDOE)
- Strategies to support LatinX and Dual Language Learners (<https://www.youtube.com/watch?v=6BFNL3sVc-Q&list=PLRTyI0-OTuVOKkOumXX2Sq8KdDUJyAsad&index=3>) (VDOE)
- Successful teachers of African American students (<https://www.youtube.com/watch?v=hmAZjNRmali>) (Video featuring Dr. Gloria Ladson-Billings)
- What is 'Culturally Competent' Teaching? (http://blogs.edweek.org/teachers/teaching_now/2016/09/what_is_culturally_competent_teaching_videos.html?cmp=emi-enl-tu-news2-RM) (Education Week)
- Reading A Long Walk to Water with Students from Yemen (<https://youtu.be/9wAVhTXf5aQ?t=205>) (Colorín Colorado)
- Windows and Mirrors: Learning About Difference — and Belonging — Through Books (<https://www.edutopia.org/article/why-diverse-classroom-libraries-matter>) (Edutopia)
- The What and Why of Culturally Responsive Instruction for Native American Students (<https://www.youtube.com/watch?v=9fezsm3OLbs&feature=youtu.be>) (UCLA CRESST)
- Culturally Relevant Pedagogy in Mathematics: A Critical Need (<https://www.youtube.com/watch?v=EjLOuUhn6xY>) (Dr. Shelly Jones)
- Situational Appropriateness: Using African American History to Discuss Language Use (<https://youtu.be/vmcl7LUubos>) (Center for Culturally Responsive Teaching and Learning)
- 12 Ways to Make Culturally Responsive Instruction Work in Your Classroom (<https://www.bamradionetwork.com/track/12-ways-to-make-culturally-responsive-instruction-work-in-your-classroom/>) (Larry Ferlazzo: BAM! Radio Show)

American Indian/Alaska Native Students

- [Ways to Become More Culturally Responsive in Engaging American Indian and Alaska Native Families](https://educationnorthwest.org/northwest-matters/ways-become-more-culturally-responsive-engaging-american-indian-and-alaska-native) (<https://educationnorthwest.org/northwest-matters/ways-become-more-culturally-responsive-engaging-american-indian-and-alaska-native>) (Education Northwest)
- [Creating a More Welcoming and Culturally Responsive School Community to Engage American Indian and Alaska Native Families](https://educationnorthwest.org/northwest-matters/creating-more-welcoming-and-culturally-responsive-school-community-engage-american?utm_source=Education+Northwest&utm_campaign=cd10676e32-september2018-newsletter_COPY_01&utm_medium=email&utm_term=0_899b47cd5e-cd10676e32-109739097) (https://educationnorthwest.org/northwest-matters/creating-more-welcoming-and-culturally-responsive-school-community-engage-american?utm_source=Education+Northwest&utm_campaign=cd10676e32-september2018-newsletter_COPY_01&utm_medium=email&utm_term=0_899b47cd5e-cd10676e32-109739097) (Education Northwest)
- [Culturally Responsive Instruction for Native American Students](https://www.csai-online.org/spotlight/culturally-responsive-instruction-native-american-students) (<https://www.csai-online.org/spotlight/culturally-responsive-instruction-native-american-students>) (WestED/CRESST)
- [Lessons Learned in Teaching Native American History](https://www.edutopia.org/article/lessons-learned-teaching-native-american-history) (<https://www.edutopia.org/article/lessons-learned-teaching-native-american-history>) (Edutopia)
- [Exploring Culture Through Art](https://www.teachingchannel.org/video/exploring-culture-through-art) (<https://www.teachingchannel.org/video/exploring-culture-through-art>) (Teaching Channel)
- [Tips for Choosing Culturally Appropriate Books & Resources About Native Americans](https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans) (<https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans>) (Colorín Colorado)
- [Relearning the Star Stories of Indigenous Peoples](https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/) (<https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>) (Science Friday)

Multilingual Language Learner Students

- [How to Create Culturally Responsive Classrooms for ELLs](https://www.middleweb.com/35762/how-to-create-culturally-responsive-classrooms/) (<https://www.middleweb.com/35762/how-to-create-culturally-responsive-classrooms/>) (Valentina Gonzalez)
- [Are You Practicing Culturally Responsive Teaching?](https://elementaryenglishlanguagelearners.weebly.com/blog/are-you-practicing-culturally-responsive-teaching) (<https://elementaryenglishlanguagelearners.weebly.com/blog/are-you-practicing-culturally-responsive-teaching>) (Valentina Gonzalez)
- [Equity for English-Language Learners](https://www.edutopia.org/blog/equity-for-english-language-learners-rusul-alrubail) (<https://www.edutopia.org/blog/equity-for-english-language-learners-rusul-alrubail>) (Edutopia)
- [Breaking Out of the Bilingualism Double Standard](https://crtandthebrain.com/breaking-out-of-the-bilingualism-double-standard/) (<https://crtandthebrain.com/breaking-out-of-the-bilingualism-double-standard/>) (Zaretta Hammond)
- [A Hidden Language: Supporting Students Who Speak Mixtec](https://www.colorincolorado.org/article/hidden-language-supporting-students-who-speak-mixtec) (<https://www.colorincolorado.org/article/hidden-language-supporting-students-who-speak-mixtec>) (Colorín Colorado)

Students with Special Needs

- [Creating a Welcoming Classroom for Students with Special Needs](https://www.cultofpedagogy.com/welcoming-special-ed/) (<https://www.cultofpedagogy.com/welcoming-special-ed/>) (Cult of Pedagogy)
- [What are My Choices? Facilitating Meaningful Conversations with Families of Culturally and Linguistically Diverse Students during the Disabilities Referral Process](https://www.colorincolorado.org/article/what-are-my-choices-facilitating-meaningful-conversations-families-culturally-and-linguistically-diverse-students-during-the-disabilities-referral-process) (<https://www.colorincolorado.org/article/what-are-my-choices-facilitating-meaningful-conversations-families-culturally-and-linguistically-diverse-students-during-the-disabilities-referral-process>) (Colorín Colorado)
- [Why Are So Many Minority Students in Special Education?: Understanding Race and Disability in Schools](https://www.amazon.com/Many-Minority-Students-Special-Education/dp/0807755060/) (<https://www.amazon.com/Many-Minority-Students-Special-Education/dp/0807755060/>) (Beth Harry)

Asian/Pacific American

- [Smithsonian Asian Pacific American Center's Learning Together Page](https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDUsinVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI) (<https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDUsinVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI>) (Smithsonian)
- [Asian American and Pacific Islander Heritage and History in the U.S.](https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDYsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI) (<https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDYsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI>) (National Endowment for the Humanities)
- [Asian Pacific American Heritage Teaching Resources](https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDcsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI) (<https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDcsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI>) (Smithsonian Institution)
- [Teaching with Historic Places: Lessons on Asian American and Pacific Islander History](https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDgsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI) (<https://Inks.gd/I/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkjoxMDgsInVyaSI6ImJwMjpbGjJyayisimJlbgXldGluX2lkjoiMjAyMDA1MTguMjE2OTEyMzEiLCJlcmI>) (National Park Service)

Culturally Responsive Family Engagement

- [Family Engagement Toolkits: Partnering with Diverse Families](https://www.colorincolorado.org/immigration/guide/families#h-parent-engagement-toolkits) (https://www.colorincolorado.org/immigration/guide/families#h-parent-engagement-toolkits) (compiled by Colorín Colorado)
- [Making Immigrant Students and Families Feel Welcome](https://www.colorincolorado.org/immigration/guide/welcome) (https://www.colorincolorado.org/immigration/guide/welcome) (Colorín Colorado)
- [Engaging ELL Families: 20 Strategies for School Leaders](https://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders) (https://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders) (Colorín Colorado)
- [Culturally Responsive Family Engagement](http://iel.org/sites/default/files/IEL_H9_Lavorgna_HandOut.pdf) (http://iel.org/sites/default/files/IEL_H9_Lavorgna_HandOut.pdf) (EDC)

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The Virginia Department of Education, local school divisions and key partner organizations are working together on big changes that will connect the future of learning in the Commonwealth with the future of work in a global economy.

LINKS

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[Virginia Department Of Education](https://www.doe.virginia.gov/) (https://www.doe.virginia.gov/)

[VDOE News Releases](https://www.doe.virginia.gov/news/news_releases/2019/index.shtml) (https://www.doe.virginia.gov/news/news_releases/2019/index.shtml)

[School Performance](http://schoolquality.virginia.gov/) (http://schoolquality.virginia.gov/)

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ATTACHMENT B

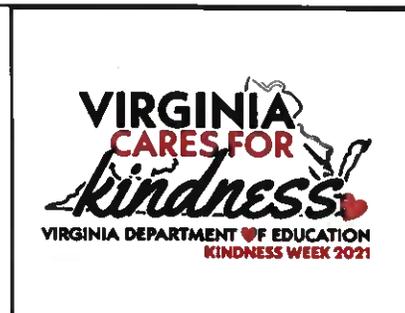


SOCIAL EMOTIONAL LEARNING (SEL)

News & Announcements

Virginia Cares for Kindness

In honor of Virginia Kindness Week, the VDOE is encouraging schools to promote and celebrate kindness during the week of February 14-20, 2021. 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. Schools can access resources to plan their Kindness Week initiatives on the [Kindness Week webpage](#).



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.

What is SEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as **“the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”**

See the [CASEL](#) website for additional information and resources.

SEL During COVID-19

The threat of COVID-19, long-term social distancing, and prolonged disruption to the school and home routines may create significant stress and impact children and families’ mental well-being. The VDOE has created Social Emotional Quick Guides that include important information and resources for the following school communities:

- [Social Emotional Wellness Considerations for Military Connected Students](#) (PDF);



- [Social Emotional Wellness Considerations for Early Learners](#) (PDF); and
 - [Social Emotional Wellness Considerations for Parents and Caregivers](#) (PDF).
-

SEL Considerations for School Reentry After COVID-19

The American School Counseling Association (ASCA) and National Association for School Psychologists (NASP) have created [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#) (PDF) containing considerations for local education agencies and schools planning re-entry in the fall.

CASEL has created [An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renewing Your School Community](#) (PDF), which provides a framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults during the upcoming transition into summer and the beginning of the new school year.

Positive Impact of SEL

The research on [the impact of social emotional learning](#) (PDF) demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness.

Benefits of SEL

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

- [Equity and SEL Resources](#) (CASEL), and
- [Integrating Equity into SEL Infographic](#) (PDF).

[SEL and trauma informed practices](#) (PDF) 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.

SEL: Getting Started

- [SEL Integration Approach for Classroom Educators](#) (Transforming Education)
 - [SEL and Family Partnerships](#) (CASEL)
-

SEL in Action

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

- The VDOE [Virginia Tiered Systems of Supports](#) (VTSS) offers school divisions the opportunity to build their capacity to utilize a multi-tiered framework (or “way of work”) to improve school climate and create effective and supportive learning environment for all students. This framework works through a lens of the whole child concept that aligns academics, **behavioral, social and emotional wellness** into a single databased decision-making framework.
- [VDOE's 5 C's](#) 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.
- [Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year Olds](#) (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.

SEL State Examples

- [Illinois State Board of Education \(ISBE\) Social Emotional Learning Standards](#) 
- [Wisconsin Department of Public Instruction \(DPI\) Social-Emotional Learning](#) 
- [Massachusetts Department of Elementary and Secondary Education Social and Emotional Learning in Massachusetts](#) 