Dear students, staff, faculty, and community members,

In the midst of this pandemic, we have before us an opportunity for growth and excellence. In Charlottesville City Schools, our mission is clear: Every Learner. Every Day. Everyone. Through the transition from traditional to virtual learning, that mission has become even more pressing. Building on our Spring 2020 Continuity of Learning Plan, we now turn our attention to a return to learning. This document details the work of six teams evaluating the following six plan areas in preparation for Fall 2020 teaching and learning:

- Academics
- Equity
- Finance, Operations, and Systems Recovery
- Staff Support, Retention, and Recruitment
- Student Well-being
- Technology and Systems

Each of these areas will be critical to the success of our return to learning. Now, more than ever, the focus areas of our Strategic Plan 2017-23 will guide our thoughts and actions. We will pursue academic excellence. We will ensure that all of our schools are safe and supportive schools. We will implement and sustain the organizational supports necessary for our continued success.

This plan outlines a path forward for our schools, division, and community. Our lives will be forever changed by 2020; together, we will forge a new and better normal for teaching and learning.

Dr. Rosa S. Atkins
Superintendent

SUPERINTENDENT’S MESSAGE
This plan draws on the guidelines put forth by the Centers for Disease Control, the Virginia Department of Health, and the Virginia Department of Education. Following those guidelines, six plan areas are examined as part of a phased opening. Risk is inherent in each of the three phases examined.

- Phase 1: Virtual Learning (Lowest Risk)
- Phase 2: Hybrid Learning (More Risk)
- Phase 3: In-Person Learning (Highest Risk)

"I am deeply grateful for Virginia’s educators, administrators, school nutrition workers, support staff, parents, and students for the ways they have adapted to new learning environments over the past two months."

-Governor Ralph Northam
Plan Area 1: Academics

Guiding Questions and Considerations
- What tools might be used to identify students' needs for academic supports and intervention?
- Focus on deeper learning through Culturally Responsive Teaching practices.
- How will instruction be adapted to address gaps from disrupted learning?
- How can scheduling and student grouping be leveraged to impact first instruction and intervention?
- Rethink assessment, student feedback, and high-stakes testing.
- Evaluate pedagogy and curriculum for effectiveness of 5 Cs instruction.

FOCUS AREAS

Focus Area 1: Curriculum

Discussion
- This plan is designed to be fluid as the state moves from one phase to another, necessitating changes in instructional settings.
- At the elementary and middle school levels, the division should use science and social studies explorations as a way to hook and engage students in sustained learning modules, while embedding new content from reading and math. Use essential questions to guide learning.
- CCS has consumable materials for our reading, handwriting, and math programs K-8 that will help provide consistency in instruction. These should be used across all plans.
- Virtual Virginia courses will be used as a starting point for all grade level and content areas to provide consistency of interface and content.

Action Items
- Instruction will feature a strong spiral review embedded in new content and a focus on front loading technology and executive functioning skill needs.
- Instruction will cover grade-level standards. It will be a combination of face-to-face teacher-led instruction and asynchronous independent work. Face-to-face interactions with students should focus on teaching content that might be more challenging to present in a digital environment, reteaching content, enrichment activities, and activities that require access to physical equipment or resources.

Focus Area 2: Instruction

Discussion
- Canvas will be used as our comprehensive LMS for all teachers at all grade levels K-12. This will provide consistency and one location for parent to access student learning material.
- Embed structures and routines into our instruction that will build independent learning habits students will practice at school and at home.
- Design long-term interdisciplinary projects that can be carried out either inside or outside of school.
- Introduce students to other members of grade
level/content teams through video mini-lessons, guest instructor schedules, and other creative means. This will help promote students’ connectedness to other adults they might see online in case of closure. It will also help promote consistency across grades through exemplary models of direct instruction.

**Action Items**

- Will focus on culturally responsive practices in order to promote students’ independent learning and readiness for rigorous, accelerated instruction. Canvas will be embedded from the beginning of the year.
- Will involve a contingency learning plan that includes, but is not dependent upon internet availability for at-home learning. Departmental specialization will be harnessed to provide asynchronous instruction from a cohesive curriculum across all grade levels/course sections.
- Some teachers may assume more instructional design responsibilities to champion a content area for the grade across the division, while others may assume a larger caseload for checking in and providing feedback to students.

**Focus Area 3: Assessment Discussion**

- Assessment should be formative, used to determine what students need to progress in the curriculum and what supports they need academically, socially, emotionally, and mentally.
- Delay formal academic assessments at the start of the school year in order to focus on building a community of learners and attending to social-emotional needs. Promote the use of surveys that assess affective strengths and interests.
- Use only assessments that inform instruction and gauge retention of material, growth over time. Abandon assessments that are associated with ineffective practices (especially in reading) and serve to reinforce biases.
- Embed pre-assessments into pacing guides for units of study, especially in math.
- Assess until mastery. Then stop. Especially for foundational skills and fluency.
- Adopt standards-based grading and use it in a consistent manner K-12.

**Action Items Reading & Writing**

- Use a different approach to comprehension assessment in order to help teachers figure out how to give feedback to students in how they’re navigating understanding texts.
- Use the following formal screeners/growth measures:
  - PALS in preK-2; and in 3rd grade only for those students who are new to VA or attended summer school.
  - MAP starting mid- or end-of-year in 2nd grade; in 3rd grade through 12th grade at beginning, middle, and end of year (except in grades with a reading SOL at end of year)
  - Individual reading conferences/interviews (with a running record)
  - Normed fluency measures.
- Create a menu of assessments, including PBAs, that we can use for students who are not demonstrating
mastery/growth on the more formal assessments. Cumulative curriculum-based measures to monitor progress and proficiency (re-evaluate current assessment schedule). Continue mid-term and final exam process at CHS.

- Collect authentic student writing samples (not a prompt) and assess along a writing continuum to determine what students have mastered and where to take them next.

**Mathematics**
- Focus on cycles of learning with pre- and post-assessments by unit
- Use Standards Based Grading/assessments at all levels
- Use the following formal screeners/growth measures:
  - AMC, VKRP in K-1 at beginning of year
  - Pre-testing for units in 2nd grade with math specialists digging deeper with AMC data at beginning of year; transition to MAP for 2nd grade at midyear and end of year
  - MAP at beginning, middle, end for 3rd grade Algebra (except in grades with end of year SOL); continue with unit assessments in 3-8; CHS-generated mid-term and final exams will also be included
- Use the state checklists to develop portfolios for students who have not shown growth/mastery on MAP

**Social-Emotional Learning**
- To be determined by SEL workgroup. Consider using a checklist for baseline data regarding student engagement and well-being during spring 2020 closure and upon return in the fall.
- Use time in the summer to conduct assessments in order to recoup instructional time when we do come back together.
- Consider staggered entry for Kindergarten to assess skills and build classes.

**Focus Area 4: Professional Learning**

**Discussion**
- Solicit teacher feedback and input on suggested structures and content of professional learning in the different scenarios.
- Keep in mind teachers’ capacity to learn and implement a limited number of new things at one time. Include consideration of concurrent required PL (e.g. 2020 reading program adoption, virtual engagement).
- Collect baseline data regarding the different levels of student engagement and social-emotional well being during closure in order to inform suggested topics for professional learning in across phased return to learning. Utilize technology resources (i.e. Illuminate) so for data tracking and inclusion in CTSS processes.
- Ensure teachers continue to have opportunities to authentically collaborate, trouble-shoot, and create interdependence as a team.
- Establish clear and consistent practices K-12 for the implementation of standards-based grading.

**Action Items**
Through professional learning, teachers will be able to:
- Utilize Canvas course shells/Virtual Virginia courses that teachers can populate and augment for instruction and assessment.
• Design interdisciplinary units and assessments that embed new material with spiraled review.
• Provide feedback that sustains engagement and enhances mastery of key skills and knowledge across phases of reopening.
• Design high quality, effective online learning opportunities for students, including those with low-incidence disabilities.
• Maximize awareness of the effect of school closure on student well-being and engagement and how to support and respond.
• Align Special Education accommodations and interventions to consistent Tier 1 instruction.
• Implement standards-based grading.

**Focus Area 5: Special Populations**

**Action Items**

- Acquire a secure platform for therapies to be delivered virtually. This will need to be a licensed purchase by the division.
- SPED/ELL: A comprehensive plan to meet the needs of our SPED students may include strategies such as increased Face to Face time across phases of reopening, specific grouping, targeted 1:1 virtual instruction.
- Pre-K: Consider increased in-person instructional time for our youngest learners.
- Consistent Tier 1 instruction delivered across schools in order for sped teachers to know what’s being pushed out and plan for individual accommodations of one set of activities (as opposed to individualizing for three sets of activities)
- Communicate with families about needs and expectations to ensure collaboration and attention to instructional requirements and expectations.

**Focus Area 6: Family Communication**

**Action Items**

- Provide consistent across schools and from the division in messaging, language and content.
- Provide orientation for families regarding specific technologies that we will use in the virtual setting, including:
  - How to use WiFi devices
  - Introduction to Canvas: Logging in, navigating Canvas, Canvas tools (e.g. read/write, translation, messaging, calendar)
  - Directions on how to request teacher/family meetings
- Provide parents and students with clear expectations about what their roles are in the online learning environment
  - Expectations of work completion
  - Digital citizenship
  - Safety
Return to Learning

Considerations for Instruction

Every Learner.
Engage students in Tier 1 instruction with contingency plans for our special populations. Increase staff capacity for virtual instruction and feedback.

Every Day.
Provide high quality instruction using a variety of instructional tools and materials that are accessible face to face and online.

Everyone.
Anticpate staff responsibilities and roles. Establish clear expectations with families for student participation. Implement consistently division-wide.

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### Face to Face

#### CURRICULUM
- Division content teams identify the standards to be embedded into new grade level content.
- Design long-term interdisciplinary projects that could continue virtually.
- Create alignment across classrooms and schools.
- Consistent LMS.
- Embed lessons on technology and at-home executive functioning into pacing.

#### INSTRUCTION
- Embed social emotional learning opportunities into instruction.
- Teach needed technology and independent skills.
- Use formative assessments to differentiate instruction.
- Fully adopt standards-based grading K-12.

#### ASSESSMENT
- Use MAP, PALS, AMC.
- Explore alternative comprehension assessments.
- Writing samples.
- Cycles of learning in math with pre/post by unit.
- Consider SEL checklist for baseline data regarding student engagement & well-being during closure.
- Cumulative CBM.
- Create a continuum of assessments for foundational skills.
- Skill level assessments to guide instruction and interventions across CTSS domains.

#### PROFESSIONAL LEARNING
- Using our LMS.
- All teachers & specialists have an understanding of SBG and Tier 1 plan.
- Sessions on effective feedback, virtual learning, responding to SEL needs, and interdisciplinary units appropriate for context.
- Structures for collaboration and interdependence.

#### SPECIAL POPULATIONS
- Aligned differentiated materials available.
- IEP team considerations for return to school.
- Tiered supports to address impacts of closure across CTSS domains.
- Ensure all Tier 1 materials are accessible for unique learners.

#### FAMILIES
- Provide training to families on the LMS and other tools that their students use in class.

### Hybrid

#### C & L
- Consistent LMS.
- Prioritize the most critical prerequisite skills and standards.
- Combination of face-to-face teacher-led instruction & asynchronous, non-internet dependent work.
- Harness departmental specialization to provide effective asynchronous instruction.

#### ASSESSMENT
- Contingency plan to assess using MAP, PALS and AMC virtually or on an alternative schedule during summer.
- Use Illuminate to collect baseline data for engagement, SEL needs and academics.
- Consider staggered start for K to assess skills, build classes.

#### PROFESSIONAL LEARNING
- Provide guidance documents for designing/delivering online learning, effective feedback, and assessment in an online environment.
- Provide course shell in LMS that teachers can populate.
- Assess PL needs based on student engagement data.

#### SPECIAL POPULATIONS
- Design interventions to be a combination of face to face and virtual and ensure student accessibility.
- Provide a virtual platform for delivering counseling and related services.
- Consider different instruction for ELL Level 1.
- Create learning opportunities that are not internet dependent.

#### FAMILIES
- Provide clear expectations to families for what is required and what is optional.
- Provide training and support tools for families to engage in learning.
- Consider siblings when planning for alternate schedules.

### Virtual

#### C & L
- Consistent LMS.
- Prioritize the most critical prerequisite skills & standards.
- Provide students with consumables to be paired with online interactions.
- Consider using non-internet dependent alternatives.
- Harness departmental specialization, consider reorganizing instructional responsibilities on teams.

#### ASSESSMENT
- Consistent LMS.
- Contingency plan to assess using MAP, PALS and AMC virtually or on an alternative schedule during summer.
- Use Illuminate to collect baseline data for engagement, SEL needs and academics.
- Consider staggered start for K to assess skills, build classes.

#### PROFESSIONAL LEARNING
- Provide guidance documents for designing/delivering online learning, effective feedback, and assessment in an online environment.
- Provide course shell in LMS that teachers can populate.
- Assess PL needs based on student engagement data.

#### SPECIAL POPULATIONS
- Establish consistent virtual interventions during periods of closure.
- Provide a virtual platform for delivering counseling and related services.
- Consider different instruction for ELL Level 1.
- Create learning opportunities that are not internet dependent.

#### FAMILIES
- Provide clear expectations to families about work requirements and their role. Teachers can indicate to parents what work is intended to be independent and what will likely need support.
- Provide training and support tools for families to engage in learning.
The Framework for Teaching and Learning includes an Impact Cycle. This is essential to the success of growing our division’s common expertise and shared experience. The Impact Cycle of Identify -> Learn -> Improve is iterative; that is, the cycle continues repeatedly as our skills grow, sharpen, and move toward mastery. This Impact Cycle impacts all CCS stakeholders: students, teachers and staff, administrators, families, and community members will grow together as we move along our three-phase plan.
Plan Area 2: Equity

Guiding Questions and Considerations
- Form a division level or school based Return to Learning Equity Team.
- Evaluate current data to identify students most vulnerable to learning loss disproportionality.
- Design diagnostic systems to evaluate student learning growth for vulnerable students.
- Establish accountability measures to monitor progress.
- Examine use of federal stimulus to address equity gaps.

FOCUS AREAS

FOCUS AREA 1: Learning Platform

Tier 1: Utilize Canvas and Seesaw to support a continuum of learning for all students, including as a safeguard for continuity in the event of future disruption to schooling.

Recommendations:
- Make connections with families to address health and well being prior to starting instruction.
- Provide students qualitative and quantitative feedback no matter the learning platform.
- Accessible PL tutorials/FAQ for technology troubleshooting.

Tier 2: Deliver targeted resources to students with accommodations and students identified as inconsistently engaged.

Additional recommendations:
- Extensions and apps embedded/accessible in the Canvas course to support access to the curriculum.
- Staff support for small groups focused on connection and engagement.
- PL for family and students to access and use extensions and apps.
- System of supports for parents who have difficulty supporting students accessing content.

FOCUS AREA 2: Analyzed Data

Tier 1: All staff and parents/guardians (PK-12) and students (7-12) complete an engagement and assessment survey.

Recommendations:
- Identify environmental risk factors that may contribute to the impact of student engagement.
- Identify teacher bias or lack of empathy regarding student lack of engagement.
- Front-load staff with knowledge and experience to thoughtfully respond.
- Measures of and for learning/growth/engagement done in cycles.
- Collaborate with community organizations to identify populations accessing outside resources during COVID-19.
- Determine continued needed support.

Tiers 2 & 3: Systematically review early warning indicators and identify students and families in need of engagement, supports, and services. Utilize VTSS process and diagnostic testing.

FOCUS AREA 3: Assessments (SEL)

Tier 1: Establish measures of SEL status for students and staff.

Recommendations:
- Scheduled time in Master
Schedule for responsive and reflective practices tied to SEL/Daily check-ins.

- Utilize Mini DESSA for progress monitoring.
- SEL check-in at PLC meetings.
- Safe space for students and staff to co- or self-regulate.
- Model and role-play for virtual and face to face setting for students, staff and families.
- Access to a Social-Emotional Request for Help.

**Tier 2**: Implement consistent PK-12 Early Intervention Team process for targeted SEL review and support, including utilization of counseling and mentoring.

**Tier 3**: Continue Tier 2 efforts with increased levels of individualized support.

**FOCUS AREA 4: Assessments (Academic)**

**Tier 1**: Implement a system of academic supports for stakeholders.

**Recommendations:**

- PL for students and families on technology resources, academic expectations, and SEL.
- Weekly PLC meetings including work to address academic equity.
- Equitable learning experiences rooted in Culturally Responsive Teaching practices.
- Flexible grouping based on individual students’ needs.
- Progress monitoring for all students.

**FOCUS AREA 6: Federal Stimulus Funds**

The superintendent will designate a senior staff member to use identified stimulus funds, in collaboration with the RTL committee.

The committee will review data sources to determine potential financial areas of need. Based on identified needs, the committee will apply for and request via the CARES Act, taking into consideration the impact on targeted student groups.

The committee will use the suggested RTL plan to allocate the use of funds best to leverage the equity gaps identified groups encounter.
# Equity Impact: Academic & SEL Considerations

## Identify Platforms to Support Access

<table>
<thead>
<tr>
<th>IMPACTED GROUPS</th>
<th>VIRTUAL</th>
<th>HYBRID</th>
<th>DIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>Platform versatility → all disability impairments</td>
<td>Instructional continuity</td>
<td>Nurture, community, relationships</td>
</tr>
<tr>
<td>EL</td>
<td>Language access; native language resource support</td>
<td>Check/connect</td>
<td>“Slide” factors</td>
</tr>
<tr>
<td>RESOURCE-DENICIT</td>
<td>Ample inventory; technical training</td>
<td>Transportation and work/child-care schedule</td>
<td>Prioritize safety, plan for recurrence</td>
</tr>
<tr>
<td>POVERTY</td>
<td>Expectation of virtual engagement; ease of access</td>
<td>Transportation and work/child-care schedule</td>
<td>Clear expectations</td>
</tr>
<tr>
<td>GIFTED</td>
<td>Requires leveling up resources/strategies</td>
<td>Continuity in virtual to direct (extended)</td>
<td></td>
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<tr>
<td>STUDENT GROUP</td>
<td>Clear expectation of virtual engagement</td>
<td>Instructional continuity</td>
<td></td>
</tr>
<tr>
<td>TEACHER GROUP</td>
<td>Cross-division PLCs and teacher-led PL</td>
<td>Clear schedule with planning time considered</td>
<td></td>
</tr>
<tr>
<td>FAMILY GROUP</td>
<td>Support technical and access capacity</td>
<td>Transportation and work/child-care schedule</td>
<td></td>
</tr>
</tbody>
</table>

## Identify Assessments to Understand Impact

<table>
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<th>DIRECT</th>
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<tbody>
<tr>
<td>SWD</td>
<td>Case manager checklist &amp; connection</td>
<td>IEP review and update</td>
<td>Early-risk indicators</td>
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<tr>
<td>EL</td>
<td>Accessible language; staff safety → WIDA</td>
<td>Accessible language → WIDA</td>
<td>Accessible language, WIDA, etc.</td>
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<tr>
<td>RESOURCE-DENICIT</td>
<td>Hot-spots and mobile tech support</td>
<td>School-based assessments</td>
<td>Survey and community discourse</td>
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<td>POVERTY</td>
<td>Prioritize safety; mentors or check/connect</td>
<td>Transportation and work/child-care schedule</td>
<td>Full needs-assessments</td>
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<tr>
<td>GIFTED</td>
<td>Comprehensive assessments; survey families</td>
<td>Portfolio and project-based consideration</td>
<td>Portfolio and project-based consideration</td>
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<tr>
<td>STUDENT GROUP</td>
<td>On-going, comprehensive → i.e. MAP, DESSA</td>
<td>Systematic assessment schedule → SEL &amp; Academic</td>
<td>Systematic assessment schedule → SEL &amp; Academic</td>
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<tr>
<td>TEACHER GROUP</td>
<td>Wellness checks; PL; Social-connection</td>
<td>PL and social connection</td>
<td>PL and social connection</td>
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<tr>
<td>FAMILY GROUP</td>
<td>Parent engagement surveys → early risk warning</td>
<td>Community groups feedback</td>
<td>Community groups feedback</td>
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</tbody>
</table>

## Identify Systems to Collect and Analyze Data

<table>
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<th>IMPACTED GROUPS</th>
<th>VIRTUAL</th>
<th>HYBRID</th>
<th>DIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>Comprehensive assessments — e.g., DESSA, MAP, PALS</td>
<td>Aggregated in one common source → Illuminate, EduCamber</td>
<td></td>
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<tr>
<td></td>
<td>Assemble team to review other assessment data — family surveys and community group perspective — and their impact on groups → group creates summary feedback plan</td>
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RETURN TO SCHOOL | 11
FOCUS AREA 1: End of Year Close (2019-20)

End of year close procedures are underway at all schools.

Recommendations:
- Establish site-specific summer housekeeping, sanitation, and maintenance plans.
- Establish site-specific access plans (personnel, community members, contractors, and deliveries) for close out and summer operations.
- Establish site-specific plans for retrieval of students’ personal items.

FOCUS AREA 2: Sanitation, Health, and Safety

Schools and sites are currently unprepared and untrained for safe interaction with staff and public. Sites are currently sanitized; current housekeeping staff is insufficient for maintaining daily whole site/school sanitation. News reports detail a lack of general vaccination (e.g. Tdap, MMR) completion.

Recommendations:
- Establish a protocol for staff, students, and visitors based on VDH recommendations for personal interaction.
- Establish protocols for response to and communication about illness, symptoms, or exposure for all stakeholders.
- Identify housekeeping staff sanitation capacity as a limiting factor for instructional schedule determination.
- Establish health screening protocols and policies.
- Review policy and procedures for mandatory distancing and/or testing when symptoms appear.

FOCUS AREA 3: Transportation

The current transportation model does not support social distancing. Significant review and rebuild of transportation routes, seating, and sanitization needed.

Recommendations:
- Update routing and seating plans in alignment with school instructional schedule.
- Create a sanitation plan for buses.
- Maximize walking and biking to school.

FOCUS AREA 4: Finance

Decreased funding resources are anticipated and are likely to impact operational costs for the coming fiscal year.

Recommendations:
- Determine additional costs required for new operating protocols.
- Create budget process that...
can respond to adapting needs
- Monitor revenues, manage budget, and adapt to changing needs.
- **Enforce extreme fiscal conservatism**

**FOCUS AREA 5: Communications**
Centralized, single point of contact communication has been effective yet challenges remain in reaching every family.

**Recommendations:**
- Maintain centralized/ single point of contact for COVID-19 related communications.
- Review websites (CCS and schools) to streamline access to important information.
- Create plan for signage for each phase of opening at each CCS site.

**DECISION MAKING PROCESS:**
**PRIORITIZING SYSTEM CONSTRAINTS**
Plan Area 4: Staff Support, Retention, and Recruitment

Guiding Questions and Considerations
- Determine practices and processes for hiring remotely.
- How will staff be supported when facing health challenges related to the pandemic, including mental health?
- Evaluate professional learning opportunities for all staff in light of virtual learning.
- What training is needed for all staff to be prepared for trauma informed mental health support?

FOCUS AREAS

FOCUS AREA 1: Hiring Staff Remotely/Virtually
Establish a process to hire a qualified and diverse cadre of professionals in light of virtual or remote constraints.

Recommendations:
- Define process and policies for equity in hiring and retention.
- Implement equity PL for administrators.
- Investigate cluster hiring as a support to increasing hiring diversity.
- Conduct virtual interviews, virtual mentoring plans, and bring community stakeholders into the mentoring relationship with new teachers.
- Onboard new teachers virtually, conduct a new employee needs assessment for working remotely, including new COVID hiring/teleworking policies and regulations.

FOCUS AREA 2: Supporting Staff Struggling with Loss or Mental Health
CCS will establish the social, emotional, and mental well being of stakeholders as a strategic priority.

Recommendations:
- Provide access to SEL resources to all stakeholders.
- Implement a needs and skills assessment or survey to determine the talents of and supports for staff.
- Develop and disseminate division communication trees.
- Establish a crisis response team, assess natural resources (personnel, existing partners) to determine internal and external supports.
- Develop and staff a direct communication channel for district stakeholders to address mental health
- Consider a procurement of additional mental health assessment services and acquire a mental health screener to establish ongoing screening/reporting protocols for mental health status
- Include training on self-care, mindfulness, stress management, recognizing signs of potential mental health problems, social emotional challenges, and provide resources to assist.

FOCUS AREA 3: PL to Support Phased Return to Learning
CCS staff will need support and preparation for a three-phase return to learning plan with PL and support at each team.

Recommendations:
- Establish and engage in PL focusing on: effective technology utilization; best practices for instruction, collaboration, and engagement; self-care; and, instructional equity.
• Evaluate existing data to identify students most vulnerable to learning loss, design diagnostic systems to evaluate and monitor learning growth, consider utilizing Universal Design for Learning (UDL) to differentiate instruction, and create flexible instructional/planning schedules to support vertical instruction.

FOCUS AREA 4: Trauma Informed Training
The abrupt end of schooling combined with the stress of the pandemic has generated feelings of loss and uncertainty among staff. This may have induced trauma for staff members.
Recommendations:
• Create collaboration (e.g., a coalition) across CCS and community partners to offer necessary training and support resources.
• Refer staff to and create awareness of Employee Assistance Program.

FOCUS AREA 5: Support Staff for Potential Reassignment
Reassignment of staff may be needed in light of budgetary or organizational changes.
Recommendations:
• Provide clear and timely communication on reassignments to impacted staff.
• Provide supports to staff to ease or facilitate transition.

This Return to Learning Plan is informed by the Recover, Redesign, Restart 2020 plan from the Virginal Department of Education.

From the VDOE:
This plan is a guiding document for Virginia school divisions developed in response to the COVID-19 pandemic and in preparation for schools reopening. It addresses all facets of school operations and includes key questions, embedded links to resources, and recommendations for school leaders within the reopening parameters set forth by our Governor. Hundreds of hours have been devoted to its creation by caring and committed stakeholders who understand the critical role schools have in a healthy community. This includes the Return to School Recovery Task Force, the Accreditation Task Force and the Continuity of Learning (C4L) Task Force. The guidance provided is designed to assist school divisions in developing successful reopening plans.

The Recover, Redesign, Restart 2020 plan includes guidance on: centering equity, phased reopening of Virginia's schools; school operations; student and staff supports; instruction; parent and family resources; waivers and policy changes; and, state accreditation.
Plan Area 5: Student Well-being

Guiding Questions and Considerations
- Evaluate current staffing and resource capacities for meeting social emotional needs of stakeholders.
- How will we identify and support stakeholders in need of crisis support?
- What protocols need to be developed and implemented?
- Which tools might be able to identify students’ SEL needs?
- Evaluate family engagement strategies in response to and moving forward from the pandemic.

FOCUS AREAS

FOCUS AREA 1: Organization and Structure
Division staff will examine current structures that support student well-being.
- In a virtual-only learning environment, will address CCS expectations for teachers and counselors in Tiers 1, 2, and 3. In addition, an online SEL curriculum will be created and SEL will be measured through school improvement planning.
- Implementation of a hybrid model will continue these expectations while adjusting master scheduling to incorporate SEL interventions (e.g. class meetings, morning meetings, SEL instruction) and counseling schedules.

FOCUS AREA 2: Building and Maintaining Relationships
The division will assess and adapt current communication and engagement strategies to support SEL priorities.
- In a virtual-only learning environment, will include assessment and support of communication and engagement strategies for students and families with a focus on delivery through Canvas.
- Implementation of a hybrid model will address the continuation or modification of interventions and supports as instructional formats change.

FOCUS AREA 3: SEL Instruction
Division staff will address SEL through instruction, family engagement, and PL.
- In a virtual-only learning environment, utilize an online SEL curriculum, the offering of parent and family SEL workshops, and, staff training on reTHINK SEL.
- This may include offering play labs and flexible SEL learning as part of daily schedules.

FOCUS AREA 4: SEL Assessment
Prior to closure, CCS piloted a Levels of Engagement program.
- In a virtual-only learning environment, assess student needs using piloted program.
- A hybrid model will include the usage of established assessments across schools and grade levels (e.g. Mini DESSA)
Charlottesville City Schools: SEL as a Key Priority

DEFINING COMPETENCIES AND RESOURCES
In February of 2020, CCS staff came together to design a guide for PK-12 and adult SEL competencies and resources. The guide focuses on four key topics:

- Bridge to Postsecondary Education
- All Means All
- Adverse Childhood Experiences (ACEs) and Trauma-Informed Care
- Educator Effectiveness

FOCUSING ON COMPETENCIES
The CCS plan incorporates five core social and personal competencies into its SEL foundation. Each competency is defined and supported by dimensions, indicators, and strategies.

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

IMPROVEMENT PLANNING
In addition to the recommendation in this report for the inclusion of SEL into school improvement planning, CCS maintains a three year plan for SEL improvement, including three key priorities:

- Improving adult and student SEL competencies
- Creating and sustaining safe and equitable learning environments
- Intentionally building connected communities

A Visual for Improvement Planning

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Plan Area 6: Technology and Systems

Guiding Questions and Considerations
- Evaluate capacity for 1:1 technology provision after spring distribution. Predict loss rates.
- How will we ensure accuracy and security of student information in the virtual environment?
- Create a plan for device collection, repair, and distribution.
- How will technology resources be used to support virtual or hybrid instructional models?

FOCUS AREAS

FOCUS AREA 1: Computer Distribution and Collection Processes
Establish a hybrid model for device collection to accommodate diverse family needs and schedules.

Recommendations:
- Create and apply decision tree to guide device collection.
- Implement processes to maximize student learning outcomes.
- Minimize total loss of devices.
- Clarify and define tech support needs for fall 2020 opening of school.

FOCUS AREA 2: Alignment of Technology Resources to CCS Core Programs
Moving forward with an online learning model or hybrid model, it is essential that our technology resources align with the mission and vision of CCS, and connect back to our core programs so that they integrate with data collection, measure student growth, measure student progress, and measure student needs in a single capture.

Recommendations:
Create and utilize diagram for Alignment of Technology

• Fully develop a technology adoption process for current tools.
• Ensure that all future technology adoption is connection to core programs.
• Develop Software Titles and Features Map.

SAMPLE:
SOFTWARE TITLES AND FEATURES MAP

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The above decision tree was designed to facilitate Chromebook collection. It is applicable to the collection of other items and devices (e.g. instruments, CTE equipment, and materials).
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