Return to Learn
FIRST QUARTER
RETURN TO SCHOOL PLAN FOR CHARLOTTESVILLE CITY SCHOOLS
2020–21
UPDATED 8/19/2020
Every Learner. Every Day. Everyone.
Dear Charlottesville families, students, and staff:

Welcome back to school! We had hoped to return to face-to-face school this fall, but coronavirus had other plans. In July, our school leaders and Board decided to begin the 2020-21 school year with nine weeks of virtual learning. With a revised start date of September 8, our students will begin learning from home or at learning centers. They will use materials prepared and taught by their teachers. Our teachers have been working hard to learn the best ways to teach and build community online, and we are excited to unveil our plans for this first quarter of online instruction.

How will we move forward? Quarter by quarter, we and the School Board will continue to monitor factors such as our local rates of transmission and our staffing and facilities capabilities. We will continue to consult with state and local health experts, and we will be watching and learning from school divisions that have opened face-to-face in part or in whole. It is our goal to restore face-to-face learning, but it is our top priority to keep our students and staff safe. The Board will try to make quarterly learning recommendations with at least a month’s notice for our staff and families to prepare for any transition to hybrid or other learning plans.

As eager as we are to return to face-to-face learning, we are also excited to find new ways to meet the academic, social, and emotional needs of our students. This plan provides answers for how we will return to learn, together. Do we have all the answers? Maybe not. This pandemic has continually overturned our thinking and has upended our regular routines -- and we should expect more challenges.

In the face of these challenges, we are committed to finding solutions. We can only solve the problems we know about, so please keep reaching out to your teacher, your school counselor, your principal, the central office staff, or the School Board. We’ve implemented some new tools such as the Remind School Communications app -- to help us stay in touch. If you need help with learning, technology, community, meals, or more, please let us know. We want to be a good partner and problem-solver -- even if we’re on the other end of a Zoom call or behind a mask.

Take care, and let’s get ready to learn!

Dr. Rosa S. Atkins
Superintendent
Overview

Charlottesville City Schools will start the 2020-2021 school year in a virtual learning environment due to ongoing COVID-19 health and safety concerns. Students will begin the first nine weeks learning remotely, while the division awaits scientific data and public health recommendations on when it is to return to in-person instruction.

This document will provide families a closer look at what learning and operating in a virtual environment will look like for the first nine weeks of school. Included are draft school schedules, key definitions, student and family supports available during this time. The school board reviewed and approved the opening of school information at its July 30, 2020 meeting.


Every Learner

We are all learners: every student, teacher, staff member, administrator, parent, and member of our school community. We foster a culture of learning promoted by agency and personalized opportunities. All learners are high achievers with great potential and will excel through equitable opportunities and the removal of barriers. Developing a passion for learning requires trust between students, teachers, and families.

Every Day

Learning is continuous and not bound by rigid structures. Learning meets learners where they are: Anytime and anywhere.

Everyone

We all share responsibility for ALL learners. CCS is a team. We are interdependent. We have shared goals. We are mutually accountable for everything that happens in our division.
Acknowledgments

● We believe in-person instruction is best for all students under normal circumstances, given that students miss much more than academics when not in school.

● We want students to return to school as soon as possible, but when it is safe to do so for all involved.

● We have spent the past several months planning for the best possible start to the 2020-2021 school year, while attending to the health and safety concerns of staff, students, and families.
  ○ We have had regular meetings with school principals and division level instructional staff to plan for reopening school
  ○ We convened Return to Learn teacher committees to provide a forum for teacher input on reopening school.
  ○ We met with PTO presidents to get the parent perspective on reopening school.
  ○ Several staff and family surveys were conducted online and via phone calls.
  ○ Parents and community members had the opportunity to make comments at school board meetings where reopening was discussed.
  ○ All stakeholders are able to email the Superintendent, division level staff, and principals to share comments and concerns.
  ○ Health department officials were invited to our school board meeting to share pertinent information with our community. These officials were able to respond to questions from stakeholders. A designated staff member meets weekly with the local health department officials so that we are kept abreast of current guidelines and local health issues.
  ○ We meet regularly with our local health department for current guidance.
GUIDING PRINCIPLES FOR RE-OPENING

● **Maintain safe learning and working environments for students and staff**
  ○ CCS believes that the safety and health of our students and staff are our top priority.
  ○ CCS is committed to educating students and staff about COVID-19 mitigation training and behaviors.

● **Ensure robust learning opportunities**
  ○ CCS will provide new content while remediating missed learning.
  ○ CCS will provide electronic devices and materials for online learning to students in grades K-12, as well as Internet connectivity.
  ○ CCS teachers have been trained to provide remote instructional lessons via the internet using our Learning Management Plan, Canvas.

● **Provide social and emotional supports for students**
  ○ CCS is mindful of the pandemic’s detrimental impact on students, families, and staff.
  ○ CCS staff is committed to model, educate, and practice positive social and emotional strategies with students that promote resilience.
  ○ CCS is committed to providing daily structured emotional supports for staff and students.
  ○ CCS will develop and offer trainings to meet the best practices associated with virtual learning and needs associated with students experiencing trauma.

● **Ensure equity for students**
  ○ CCS will plan for and attend to additional support to meet the needs of special populations.
  ○ CCS is committed to providing quality learning experiences for all students.
  ○ CCS is committed to providing a Free Appropriate Public Education to students with disabilities.
  ○ CCS celebrates the diversity of our students.
  ○ CCS recognizes that our students come from a variety of socio-economic backgrounds and will strive to make learning equitable despite those disparities.
- **Ensure effective communication**
  - CCS is committed to a timely flow of information regarding school reopening for our stakeholders.
  - CCS will communicate with families and staff clearly and with appropriate timelines
  - CCS will develop effective two-way strategies to keep parents informed, engaged and able to support student needs

**RE-ENTRY OPTION APPROVED BY SCHOOL BOARD**

**Virtual Learning for All Students for the First Quarter**

Acknowledging worsening national and regional health conditions, incomplete health data tools, and health conditions’ impact on operations, CCS will:

- Begin the 20-21 school year virtually and reassess conditions prior to the end of the first nine weeks
- Move to a hybrid model (no earlier than the end of the first nine weeks)
- Continue to monitor health conditions to determine when it is safe to move to a traditional plan

**LEARNING FROM THE SPRING; ADJUSTING FOR THE FALL**

We felt it was important to stress how we would make our return to learning this fall different from the emergency instruction in the spring when school was closed suddenly. School is in! We are returning all of our students to learning.

This comparison of the emergency learning offered in the Spring 2020 and proposed as a pathway for the 2020-21 school year is intended to form a clearer picture of what virtual learning, whether for all or some, will look like when school reopens.
<table>
<thead>
<tr>
<th></th>
<th>Emergency Closing Spring 2020</th>
<th>Return to Learn Fall 2020</th>
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</thead>
<tbody>
<tr>
<td>Goals</td>
<td>● Keep students connected to school&lt;br&gt;● Review material covered before the closure and engage students in some new learning across content areas.</td>
<td>● Provide robust, cohesive, high-quality, instruction across content areas, maintaining routines and connections&lt;br&gt;● Provide cohesive, aligned instruction mirroring in person learning as closely as possible in a virtual setting</td>
</tr>
<tr>
<td>Attendance</td>
<td>● Strongly encouraged, optional</td>
<td>● Tasks and assignments will be required.&lt;br&gt;● Students will be assessed on their progress and will be given feedback on their performance.&lt;br&gt;● Participation will be required</td>
</tr>
<tr>
<td>Schedule &amp; Content</td>
<td>● No scheduled, whole class synchronous learning&lt;br&gt;● Limited individual and small group synchronous instruction&lt;br&gt;● Inconsistent office hours for students and families to give feedback and ask questions</td>
<td>● Blend of synchronous and asynchronous&lt;br&gt;● Synchronous instruction will be interactive and include whole group, small group and individual&lt;br&gt;● Four days per week, at least 2-3 hours daily of synchronous instruction with teachers, plus additional asynchronous instruction and learning tasks&lt;br&gt;● One day of independent learning&lt;br&gt;● All content areas taught including direct instruction on digital citizenship and use of tech tools&lt;br&gt;● Consistent office hours and increased opportunities with protocols for feedback and individual support</td>
</tr>
<tr>
<td>Virtual class Meetings</td>
<td>● Teachers used a variety of technologies to connect face-to-face in real time</td>
<td>● Teachers will use Zoom.</td>
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<tr>
<td>Teacher Preparation &amp; Support</td>
<td>● Professional Learning&lt;br&gt;  ○ Seesaw in K-4&lt;br&gt;  ○ Canvas 5-12</td>
<td>● Professional Learning on quality distance and blended learning&lt;br&gt;  ○ Using Canvas K-12 for student and family engagement</td>
</tr>
<tr>
<td>Screensharing, video conferencing and creation, online tools</td>
<td>Canvas course created to allow all teachers and educators to experience online learning on Canvas as student</td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Support from PLCs, Coaches, Specialists, Administrators</td>
<td>PL on the tools and strategies to increase learner-to-learner; learner-to-teacher; and learner-to-content interactions</td>
<td></td>
</tr>
<tr>
<td>Sudden closing of schools</td>
<td>Support from Instructional Coaches, Division Coordinators, PLCs, Specialists, Administrators</td>
<td></td>
</tr>
<tr>
<td>Complex challenge</td>
<td>Aligned school-based professional development</td>
<td></td>
</tr>
<tr>
<td>○ Food insecurities</td>
<td>Longer lead time with summer work groups and extended pre-service schedule for planning</td>
<td></td>
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<tr>
<td>○ Technology dependant-devices and networks</td>
<td>Teachers will be able to teach from their classrooms where they will have full access to school technologies and instructional materials</td>
<td></td>
</tr>
<tr>
<td>○ Teachers had to work from home limited access to classroom resources</td>
<td>Framework that provides common language and structure to support collective teacher efficacy K-12</td>
<td></td>
</tr>
</tbody>
</table>

### Technology

- Seesaw used as primary platform for posting learning tasks and student work/responses
- 2nd-6th grade students could use school Chromebooks
- Some K-1 students could check out a school Chromebook, others had to share with a sibling
- Tech support available directly to families/students with Help Desk

- Canvas used as primary platform for posting learning tasks and student work/responses
- Zoom used for group and individual instruction
- All students grades 2-12 will have access to a Chromebook
- Additional devices will be available for students in grades PK-1
- Tech support available directly to families, students, and teachers with Help Desk
- Web based resources and support available for parents and students
SETTING EXPECTATIONS

Student Attendance

Compulsory attendance is required by the Code of Virginia for students in grades K-12.

Virtual Learning attendance is as important as attendance in a traditional classroom and will be taken daily in all grades including pre-kindergarten.

We expect students to fully participate in their virtual learning by:

- logging in on-time daily and
- completing all virtual assignments in accordance with the deadlines established by their teacher(s).

The Virginia Department of Education provided guidelines to school divisions for tracking student attendance in a virtual learning environment through meaningful interactions and meaningful contacts.

**Meaningful interaction** is defined as any task or interaction that promotes positive student engagement and learning that can be electronically documented to represent a student’s attendance and participation.

**Meaningful contact** is defined as any two-way interaction between a student and teacher/staff member that allows feedback or input on successes and challenges and can be electronically documented to promote student engagement.

**Meaningful interaction** and/or **meaningful contact** can be done during school hours or after school hours.

Students will be counted as present if they fully meet the requirements for meaningful interaction and/or meaningful contact.
Students who are unable to actively participate in meaningful interactions and/or meaningful contacts due to no fault of their own, should be provided the opportunity to complete assignments in a timely manner and the absentee designation may be adjusted.

<table>
<thead>
<tr>
<th>Meaningful Interactions</th>
<th>Meaningful Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Virtual presence for a synchronous online lesson</td>
<td>● Demonstrated evidence of engagement with peers for collaborative work</td>
</tr>
<tr>
<td>● Submission of task or assignment</td>
<td>● Phone call or real-time online chat with the teacher</td>
</tr>
<tr>
<td>● Time-stamp for posts or submissions</td>
<td>● Engagement on a discussion board</td>
</tr>
</tbody>
</table>

We expect:

- Teachers to clearly communicate expectations for attendance in their virtual classroom as well as expectations for completing assignments and deadlines.
- Teachers to take attendance daily using PowerSchool.
- Schools to intervene immediately when a student is absent from virtual learning.

Absences and Tardies:

Students will be counted absent if they do not fulfill the requirements for meaningful interactions and/or meaningful contacts. Student absences will be changed to tardy if they login after the start of virtual class.

When a student is unable to attend class or meet an assignment deadline, due to illness or other excused reason, the parents or guardians should notify the teacher(s) and/or the school.
DAILY EXPECTATIONS

STUDENTS: When in a virtual learning environment

- Students will attend each class on time.
- Students will participate in lessons and complete work for grades.
- Students will engage with their teacher if they are unable to attend class in person.
- Students or family members will contact the teacher, school principal, or school counselor if there is a concern about academics, social/mental well-being, or a technology need.

ALL STAFF: When in a virtual learning environment

Per their contract and/or notice of assignment, teachers and staff are expected to work Monday through Friday for the full workday. Teachers and staff may work remotely or in the building. In a virtual environment, teachers will develop lesson plans, provide synchronous and asynchronous instruction, participate in ongoing professional development, and communicate with individual students and parents, as needed. School counselors, resource teachers, instructional assistants, instructional coaches, and other support staff will also work full contractual days supporting instruction and learning.

SCHOOL-BASED ADMINISTRATORS: When in a virtual learning environment

- School-based leaders will monitor instruction daily.
- School-based leaders will evaluate lessons and offer support as needed.
- School-based leaders will address parent concerns.
- School-based leaders will hold regular staff meetings.
TEACHERS: When in a virtual learning environment

- Teachers will provide meaningful instruction, as well as office hours for student/parent questions.
- Teachers will plan and create daily lessons, and take attendance.
- Teachers will provide classwork and homework.
- Teachers will grade work and post progress.
- Teachers will have regular meetings and check-ins with parents and students.

SUPPORT STAFF: When in a virtual learning environment

- Student service providers will support the development of morning meeting plans.
- Student service providers will conduct check-ins with families in need of support as often as necessary.
- Student service providers will check in with teachers and admin daily in order to respond to students’ needs.

PARENTS AND FAMILIES: When in a virtual learning environment

- Parents and families will follow the school schedule daily and stay abreast of when learning will occur and work will be completed.
- Parents and families will monitor student work.
- Parents and families will contact the teacher/school with questions or if support is needed.
- Parents and families will check grades regularly to monitor progress.
PREPARING FOR SCHOOL

School Supplies

Students are expected to report to school in a virtual setting with the appropriate learning supplies. Supply lists are posted on each school’s website. Students who registered for supplies from the Back to School Bash will receive those supplies from their school.

Meet and Greets

Each school will plan face-to-face meet and greet opportunities to help prepare their students and families for the start of the new school year. Information about daily schedules, attendance expectations, school supplies, etc. will be reviewed during these meetings.

School Schedules

School schedules have been drafted that will resemble a typical school day as much as possible. All instruction (live, teacher-directed (synchronous), and independent (asynchronous)) will utilize the Canvas Learning Management System and hands-on activities.

### School start and end times

<table>
<thead>
<tr>
<th></th>
<th>Monday - Thursday</th>
<th>Extended Day</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementaries (K-4)</td>
<td>9:30am - 3pm</td>
<td>3:00pm - 4pm</td>
<td>9:30am - 12:30pm</td>
</tr>
<tr>
<td>Walker (5-6)</td>
<td>9:00am - 4pm</td>
<td>4:00pm - 5pm</td>
<td>9:00am - 12:00pm</td>
</tr>
<tr>
<td>Buford (7-8)</td>
<td>8:30am - 3:30pm</td>
<td>3:30pm - 4:30pm</td>
<td>8:30am - 11:30am</td>
</tr>
<tr>
<td>CHS (9-12)</td>
<td>9:00am - 4pm</td>
<td>4:00pm - 5pm</td>
<td>9:00am - 12:00pm</td>
</tr>
<tr>
<td>LMA (9-12)</td>
<td>9:00am - 3:30pm</td>
<td>3:30pm - 4:30pm</td>
<td>9:15am - 12:15pm</td>
</tr>
</tbody>
</table>
Sample School Schedules

- Fridays will have a minimum of 30 minutes of synchronous time.
- Exact schedule times for the instructional components may vary due to specific school/class schedules.
- Detailed schedules will be distributed by your child’s teacher.
- Students will be engaged in a variety of activities (screen and non-screen) with lunch and recess/PE and breaks built into the school day.

Sample K-4 Elementary School Schedule

DAILY SCHEDULE
FOR REMOTE LEARNING
Sample 4th Grade Schedule
School hours: 9:30am - 3:00pm

MONDAY
9:30-10:00 Morning Meeting
10:30-10:30 Encore
10:30-11:00 Book Clubs
11:00-11:30 Independent/Small groups
11:30-12:30 Lunch/Recess
12:30-2:30 Literacy*
2:00-2:30 Content
2:30-3:00 Independent/Small Groups
3:00-4:00 Extended Day

TUESDAY
9:30-10:00 Morning Meeting
10:00-10:30 Encore
10:30-11:00 Book Clubs
11:00-11:30 Independent/Small groups
11:30-12:30 Lunch/Recess
12:30-2:00 Math*
2:00-2:30 Content
2:30-3:00 Independent/Small Groups
3:00-4:00 Extended Day

WEDNESDAY
9:30-10:00 Morning Meeting
10:00-10:30 Encore
10:30-11:00 Book Clubs
11:00-11:30 Independent/Small groups
11:30-12:30 Lunch/Recess
12:30-2:00 Literacy*
2:00-2:30 Content
2:30-3:00 Independent/Small Groups
3:00-4:00 Extended Day

THURSDAY
9:30-10:00 Morning Meeting
10:30-10:30 Encore
10:30-11:00 Book Clubs
11:00-11:30 Independent/Small groups
11:30-12:30 Lunch/Recess
12:30-2:30 Math*
2:00-2:30 Content
2:30-3:00 Independent/Small Groups
3:00-4:00 Extended Day

FRIDAY
9:30-10:30 Morning Meeting
10:00-10:30 Specials Extension
10:30-11:00 Reading
11:00-11:30 Handwriting
11:30-12:30 Lunch

Fridays will have a minimum of 30 minutes of synchronous time.

*Students will be engaged in a variety of activities (screen and non-screen) with lunch and recess/PE and breaks built into the school day.
Sample 5th-6th Grade Upper Elementary Schedule

**DAILY SCHEDULE FOR REMOTE LEARNING**
**WALKER UPPER ELEMENTARY**
School hours: 9:00am - 4:00pm

**MONDAY**
- 8:30-9:00 Reading
- 9:00-9:30 Morning Meeting*
- 9:30-11:00 First Learning Block*
- 11:00-11:30 Homework and Practice
- 11:30-12:30 Lunch
- 12:30-2:00 Second Learning Block*
- 2:00-2:30 Homework and Practice
- 2:30-4:00 Third Learning Block*
- 4:00-5:00 Extended Day

*Mix of live and independent work

**TUESDAY**
- 8:30-9:00 Reading
- 9:00-9:30 Morning Meeting*
- 9:30-11:00 First Learning Block*
- 11:00-11:30 Homework and Practice
- 11:30-12:30 Lunch
- 12:30-2:00 Second Learning Block*
- 2:00-2:30 Homework and Practice
- 2:30-4:00 Third Learning Block*
- 4:00-5:00 Extended Day

*Mix of live and independent work

**WEDNESDAY**
- 8:30-9:00 Reading
- 9:00-9:30 Morning Meeting*
- 9:30-11:00 First Learning Block*
- 11:00-11:30 Homework and Practice
- 11:30-12:30 Lunch
- 12:30-2:00 Second Learning Block*
- 2:00-2:30 Homework and Practice
- 2:30-4:00 Third Learning Block*
- 4:00-5:00 Extended Day

*Mix of live and independent work

**THURSDAY**
- 8:30-9:00 Reading
- 9:00-9:30 Morning Meeting*
- 9:30-11:00 First Learning Block*
- 11:00-11:30 Homework and Practice
- 11:30-12:30 Lunch
- 12:30-2:00 Second Learning Block*
- 2:00-2:30 Homework and Practice
- 2:30-4:00 Third Learning Block*
- 4:00-5:00 Extended Day

*Mix of live and independent work

**FRIDAY**
- 8:30-9:00 Reading
- 9:00-9:30 Morning Meeting*
- 9:30-11:00 Independent Work on Canvas
- 11:30-11:30 Homework and Practice
- 11:30-12:30 Lunch

Fridays will have a minimum of 30 minutes of synchronous time.

Electives will occur between 9am and 4pm.
To accommodate families’ schedules, additional elective slots will be offered before and after school.
Sample 7th-8th Grade Middle School Schedule

**MONDAY**
- 8:30-8:40 STRIVE
- 8:45-10:15 First Period*
- 10:15-11:48 Third Period*
- 11:48-12:38 Lunch
- 12:40-1:25 Fifth Period (A)
- 1:27-2:57 Seventh Period*
- 3:05-3:45 Extension/Intervention/Teacher Office Hours
- 3:30-4:30 Extended Day

**TUESDAY**
- 8:30-8:40 STRIVE
- 8:45-10:15 Second Period*
- 10:18-11:48 Fourth Period*
- 11:48-12:38 Lunch
- 12:40-1:25 Fifth Period (B)
- 1:27-2:57 Sixth Period*
- 3:05-3:45 Extension/Intervention/Teacher Office Hours
- 3:30-4:30 Extended Day

**WEDNESDAY**
- 8:30-8:40 STRIVE
- 8:45-10:15 First Period*
- 10:18-11:48 Third Period*
- 11:48-12:38 Lunch
- 12:40-1:25 Fifth Period (A)
- 1:27-2:57 Seventh Period*
- 3:05-3:45 Extension/Intervention/Teacher Office Hours
- 3:30-4:30 Extended Day

**THURSDAY**
- 8:30-8:40 STRIVE
- 8:45-10:15 Second Period*
- 10:18-11:48 Fourth Period*
- 11:48-12:38 Lunch
- 12:40-1:25 Fifth Period (B)
- 1:27-2:57 Sixth Period*
- 3:05-3:45 Extension/Intervention/Teacher Office Hours
- 3:30-4:30 Extended Day

**FRIDAY**
- 8:30-8:40 STRIVE
- 8:45-10:15 First Period*
- 10:18-11:48 Third Period*
- 11:48-12:38 Lunch

Fridays will have a minimum of 30 minutes of synchronous time.

Students will be engaged in a variety of activities (screen and non-screen) with lunch and recess/PE and breaks built into the school day. *Class periods will be split into A and B sections for synchronous learning.
**DAILY SCHEDULE FOR REMOTE LEARNING**

**Charlottesville High School**

School hours: 9:00am - 4:00pm

### MONDAY
- 8:00-9:00 IEP/504 Meetings
- 9:00-9:30 Period Two
- 9:30-10:00 Period Four
- 10:00-10:30 Guidance/BKT/Family Contact
- 10:30-11:00 Period Six
- 11:00-11:30 Academic/Family Contact
- 11:30-12:30 Lunch
- 12:30-1:15 Period One (live instruction)
- 1:25-2:10 Period Three (live instruction)
- 2:20-3:05 Period Five (live instruction)
- 3:15-4:00 Period Seven (live instruction)

### TUESDAY
- 8:00-9:00 IEP/504 Meetings
- 9:00-9:30 Period One
- 9:30-10:00 Period Three
- 10:00-10:30 Guidance/BKT/Family Contact
- 10:30-11:00 Period Seven
- 11:00-11:30 Academic/Family Contact
- 11:30-12:30 Lunch
- 12:30-1:15 Period Two (live instruction)
- 1:25-2:10 Period Four (live instruction)
- 2:20-3:05 BKT/Guidance/SSL/Remediation
- 3:15-4:00 Period Six (live instruction)

### WEDNESDAY
- 8:00-9:00 IEP/504 Meetings
- 9:00-9:30 Period Two
- 9:30-10:00 Period Four
- 10:00-10:30 Guidance/BKT/Family Contact
- 10:30-11:00 Period Six
- 11:00-11:30 Academic/Family Contact
- 11:30-12:30 Lunch
- 12:30-1:15 Period One (live instruction)
- 1:25-2:10 Period Three (live instruction)
- 2:20-3:05 Period Five (live instruction)
- 3:15-4:00 Period Seven (live instruction)

### THURSDAY
- 8:00-9:00 IEP/504 Meetings
- 9:00-9:30 Period One
- 9:30-10:00 Period Three
- 10:00-10:30 Guidance/BKT/Family Contact
- 10:30-11:00 Period Seven
- 11:00-11:30 Academic/Family Contact
- 11:30-12:30 Lunch
- 12:30-1:15 Period Two (live instruction)
- 1:25-2:10 Period Four (live instruction)
- 2:20-3:05 BKT/Guidance/SSL/Remediation
- 3:15-4:00 Period Six (live instruction)

### FRIDAY*
- 9:00-9:20 Period One
- 9:25-9:45 Period Two
- 9:50-10:10 Period Three
- 10:15-10:30 Period Four
- 10:40-11:00 Period Five
- 11:05-11:25 Period Six
- 11:30-11:50 Period Seven

*asynchronous learning

Teachers will have office hours on Fridays to assist students with academic support
Sample 9th-12th Grade Schedule - Lugo-McGinness Academy

**DAILY SCHEDULE FOR REMOTE LEARNING**

**Lugo-McGinness Academy**

School hours: 9:00am - 3:30pm

**MONDAY**
- 8:15-9:00 IEP/504 Meetings
- 9:00-9:30 Period Two Office Hours
- 9:30-10:00 Period Four Office Hours
- 10:00-11:30 Student and Family Connection
- 11:30-12:25 Lunch
- 12:30-1:15 Period One
- 1:20-2:05 Period Three
- 2:10-2:55 Period Five
- 3:00-3:30 Small group/Mentor

**TUESDAY**
- 8:15-9:00 IEP/504 Meetings
- 9:00-9:30 Period One Office Hours
- 9:30-10:00 Period Three Office Hours
- 10:00-11:30 Period Five Office Hours
- 11:30-12:25 Lunch
- 12:30-1:15 Period Two
- 1:20-2:05 Period Four
- 2:10-2:55 Period Six
- 3:00-3:30 Spring work completion/tutoring

**WEDNESDAY**
- 8:15-9:00 IEP/504 Meetings
- 9:00-9:30 Period Two Office Hours
- 9:30-10:00 Period Four Office Hours
- 10:00-11:30 Student and Family Connection
- 11:30-12:25 Lunch
- 12:30-1:15 Period One
- 1:20-2:05 Period Three
- 2:10-2:55 Period Five
- 3:00-3:30 Small group/Mentor

**THURSDAY**
- 8:15-9:00 IEP/504 Meetings
- 9:00-9:30 Period One Office Hours
- 9:30-10:00 Period Three Office Hours
- 10:00-11:30 Period Five Office Hours
- 11:30-12:25 Lunch
- 12:30-1:15 Period Two
- 1:20-2:05 Period Four
- 2:10-2:55 Period Six
- 3:00-3:30 Spring work completion/tutoring

**FRIDAY**
- 8:15-9:00 IEP/504 Meetings
- 9:15-10:15 LMA ETI/CTSS Meetings
- 10:15-11:30 Student and Family Connection
- 11:30-12:15 Lunch
Canvas

Canvas is extremely important in our virtual instruction plan. Our instruction is streamlined to focus on Canvas, as our Learning Management System. Our staff is receiving extensive training this summer and upon their return so that they are well versed in utilizing Canvas effectively to engage their students in equitable and robust instruction. Parents and students will receive training, as well.

Sample Canvas Pages
SUPPORTING FAMILIES

Charlottesville City Schools realizes that during this imperfect time there is no perfect plan for all families, as many have different needs and different schedules to navigate. Because of this, the school division is working with teachers and community support organizations to develop opportunities to support families’ various needs. Leveraging technology tools and Canvas resources will allow the school division to support continued student learning when students are not in a fully virtual instructional setting.

SYNCHRONOUS VS. ASYNCHRONOUS LEARNING

As Charlottesville City Schools realizes that having a student spending an extending amount of time online can present various issues and concerns, the school division and school-based leaders collaboratively have developed schedules that provide students in a virtual learning environment direct access to live teaching while also provided offline time for practice, self-selected work and mastery of content. Our virtual learning this fall will consist of four days of the week with considerable amounts of synchronous, or teacher-directed learning, and one day (Fridays) that will include some synchronous time with teachers, but will have a large portion of time where students are self-directed in asynchronous learning. This will allow for teachers to have the latter portion of each Friday to serve as Professional Learning time, planning time, or teacher work days. Throughout the school year, the school division will be assessing student understanding and progress.

GETTING READY FOR TEACHING AND LEARNING

This plan will be extremely different than the emergency instruction that occurred in the spring when schools were closed suddenly. Like all school divisions, Charlottesville Public Schools was doing all that was possible to pivot in an unexpected new learning landscape while remaining in compliance with state recommendations at that time (i.e. no grades).
Professional Learning

School division leaders have been working diligently to plan for a variety of instructional options in advance of the start of the 2020-21 school year. In this unprecedented time, we know we must ensure that our teachers are well prepared to deliver engaging, meaningful, equitable, and robust instruction in their virtual setting. Quality, continuous professional learning has been provided for teachers, IAs, and administrators as a major focus.

Our Ready for Anything Professional Learning framework consists of:

- 13+ hours of PL modules in Canvas
- Opportunity for additional hours with submission of artifacts
- Flexibility in time, pace, route - teachers can sequence their learning however they wanted (must dos and can dos)
- This PL course gives every teacher experience using Canvas as a student (teachers, admin, amd IAs take this course)

<table>
<thead>
<tr>
<th>Modules</th>
<th>CCS Professional Learning Framework</th>
<th>Practices for Effective Distance Learning (PEDL)</th>
<th>Canvas Essentials</th>
<th>Learner to Learner Interactions</th>
<th>Learner to Content Interactions</th>
<th>Learner to Teacher Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Time</td>
<td>1 hour</td>
<td>1 - 2 hours</td>
<td>4 hours</td>
<td>2 hours</td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
As we realize the gravity of students being suddenly removed from schooling in March of this year, we ensured that teachers would participate in trainings that will help them support students who have experienced trauma due to the closure, they will focus on culturally responsive teaching and social emotional needs of children. Teachers will be well equipped with specific training on using digital and online learning tools and systems, such as our Learning Management System, Canvas.

**CURRICULUM**

As a Virginia Department of Education program, Virtual Virginia (VVA) offers an extensive library of course curriculum to students. CCS is utilizing Virtual Virginia and Canvas to deliver engaging virtual lessons that can be tailored for student growth. We have focused on building a plan that prepares teachers with the necessary curriculum and instructional practices to provide deeper learning opportunities in a more focused and engaging manner than the emergency instruction that school divisions provided starting in March. We have been creating virtual sessions to enhance teachers’ skills no matter which manner in which children returned to learning: face-to-face, blended, or remote, but we have taken a deeper dive into how we could enhance our virtual instruction for ALL students including students with disabilities and English language learners.

Students will receive a combination of synchronous and asynchronous instruction throughout the week. For grades K-8, Fridays will be synchronous instruction in the early morning and independent asynchronous learning starting during the late morning hours.

- The school day will also consist of additional small group instruction, intervention supports, and independent learning activities assigned to students.
- Middle and high school students will follow an A/B block schedule.
- Student work will be graded, and attendance is required.
We also want to ensure that parents and students are able to successfully navigate through Canvas and other online tools, so we have had work groups preparing training modules for parents and students.

We knew that no matter in which manner students returned to learning a CCS, that we would need to make adjustments to the curriculum to meet students’ needs, so we are working on that effort right now.

CCS content coordinators have worked to modify Charlottesville City Schools’ instructional guidance documents. These guides help school administrators and teachers to understand emphasis on the key elements of instruction when planning lessons for students. They are working to build Blueprint Courses from Virtual Virginia modules, and will push those out to teachers to begin the robust instruction with their students.

**ASSESSMENTS**

We know that students will return to us at various levels in their learning. Because expecting students to meet preset learning benchmarks is unrealistic in this environment, the school division’s 2020-21 focus will be on academic growth for each student. The school division will approach our 2020-21 growth assessments as a collection of information that will guide our instructional supports. By quickly determining each student’s 2020-21 starting line in reading and mathematics, teachers will better know how to design instruction, monitor progress, and adjust as needed with “just-in-time” short formative assessments that will make the most of virtual or face-to-face instruction. As an ongoing instructional practice, teachers will use smaller assessments, conferencing, and other techniques to evaluate the effectiveness of their teaching to check on students’ progress and make informed instructional decisions. Knowing students will make progress at different rates, teachers will provide support in small groups and individually.
TECHNOLOGY

Devices

In order to provide equitable access and opportunities and in order to engage our students in the rigorous instruction that we have been planning, technology needs to be in abundance and functioning. Our technology team has been working to collect devices in order to clean them, refresh them, and repair them so that they are ready for redeployment in August. We will be providing Chromebooks and Chromebook tablets to PK-12th grade students. We are also providing Hotspots to families as needed.

Chromebook Support

Beginning in a predominantly virtual environment can provide challenges for technical support for students. Service hours will support working schedules of parents, providing both morning and afternoon hours. We will also have a dedicated ticketing system to provide support to families. Our goal is to provide support in a timely manner. We’ll be setting up tiers of communication for Chromebook support, starting with the teacher, and working our way up to the department of technology. We’re developing videos and self-help tutorials for common issues with devices.

We will have on site Chromebook support for families if an exchange, repair, or other need arises.
“Educational equity means that all children receive what they need to develop to their full academic and social potential.” --Charlottesville City Schools

SPED

The school division will continue to provide a Free and Appropriate public education for students with disabilities in the virtual environment. The services will be determined by the Individualized Education Plan (IEP) team. IEP teams, of which the parent/guardian is a participant, will address individual student needs. IEP amendment meetings will be held to determine such services as appropriate. These IEP meetings will address supports and services. Parents/guardians can provide input regarding their concerns for their child at the IEP meeting.

Case management and family support:

- Scheduled phone calls and/or virtual meetings;
- Support to follow up on synchronous or asynchronous lessons;
- Facilitate participation in synchronous activities with peers;
- Frequent communication with caregivers;
- Coaching for parent support

Specially designed instruction:

- Interventions delivered to support growth in IEP goals and address specific disability-related deficits,
- Vocational and community skills will be simulated or focused on prerequisite skills;
- Individualized materials;
- Frequent progress monitoring
Co-teaching: teachers share a virtual space; teachers must work in separate virtual spaces to teach simultaneously or moderate classes together; plan together for differentiation and apply to Canvas course development

**CCS Continuum of Special Education Services**

**ESL**

Students participating in the ESL program will be afforded the same programming opportunities offered to all students in the general education virtual environment. To provide flexibility in the instruction of English learners who have limited English proficiency and who are at risk of not meeting state accountability standards, ESL teachers will provide supplemental instruction to identified English Learners. Direct English Language instruction will be provided during one to one, small-group, sheltered or co-teaching service models.

**Supporting CCS Registration**

- Help families register in PowerSchool
- Screen potential ESL students (federal requirement)
  - Give ACCESS Screener face-to-face at schools, at Meet and Greets and at a central location
  - Offer to screen all students in a family at one location
- Work with IRC staff to facilitate registration and screening of their clients
Supporting Technology (Internet, devices, resources)

- Work with technology dept. to provide families with tech support; use interpreters when needed
- Purchase digital resources that support instruction
  - Examples: Raz Kids, Reading Eggs, IXL Math
- Have ESL teachers:
  - Help students add bookmarks to Chromebooks
  - Maintain list of student login information
  - Teach newcomers how to use Chromebooks and access online programs

Supporting Engaged Learners

- Designate a case manager for every EL who:
  - Communicates student’s ELP level and academic needs to classroom teachers
  - Monitors participation in class, the completion of assignments, and grades
  - Identifies and has classroom teachers implement testing accommodations
  - Maintains data dashboard; shares with teachers and administrators
  - Provides students with teacher contact information so they can request help

Supporting Engaged Learners

- Have ESL teachers provide instruction that supports language acquisition
  - Offer small group instruction and 1:1 support
  - Offer beginning ELs daily synchronous instruction
  - Determine students’ reading levels; share with teachers
  - Regularly communicate with/get updates from teachers
  - Arrange for peer and UVA tutors for content classes
  - Provide supplemental “school in a box” resources
- Make staff and students aware of tools that make online material more accessible
  - Examples: Google Read Write, Microsoft Translator

**Gifted Education**

Gifted education services will continue for students through differentiated instruction. Professional learning opportunities for teachers will occur to provide additional knowledge and skills for meeting students’ socio-emotional and academic needs during this time.

**STUDENT WELL-BEING**

While there has been considerable research and attention focused on the positive impact of social-emotional learning (SEL) skills for students, equal consideration must be given to the social-emotional development of the educators responsible for teaching, coaching, and modeling these skills. CCS is providing ongoing professional learning for staff in this area. In addition, schools have included time for morning meetings and student check-ins to address mental health needs. Support personnel will be available in schools and pay close attention to student needs in order to address needs that may arise.

**CHILDCARE SUPPORT**

The school division also has been in touch with licensed childcare providers throughout Charlottesville City to determine their ability to support virtual classwork from their facilities, and will offer the same training modules available to parents so that childcare staff can become more familiar with the various online platforms and applications that the school division will use. Local childcare providers are encouraged to provide space for students to participate in their school-based virtual learning activities. These organizations also are encouraged to check on their Internet capabilities, understanding that more students than usual will be attempting to access online resources. Select community partners will utilize portions of CCS facilities to expand their programs during this virtual instruction period.
SUPPORTING STUDENTS’ NUTRITIONAL NEEDS

The school division will provide meals for students at designated distribution sites on Mondays, Wednesdays, and Fridays from 11:30am-12:30pm. Meals will be free to students who qualify for free and reduced priced meals. If you feel your family will qualify for free or reduced priced meals, please complete the online application on our website. Charging meals will not be allowed. All other students may purchase meals through our meal purchasing process at www.myschoolbucks.com.

TRANSPORTATION

As we are starting the 2020-2021 school year predominantly virtual, transportation will be used minimally. Currently students with disabilities are being transported to Private Day Schools and other alternative facilities.

COMMUNICATION

Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation. Consistent communication tools should be used to communicate between teacher-student, teacher-parent and school-home. We will use the Remind School Communications App, School Messenger (robocalls/emails/texts) emails, phone calls, Canvas, community resources, our website and social media to communicate regularly with families. We have also engraved our families regularly in surveys and feedback opportunities to gather information.

Updated 8/19/2020