



RETURN TO LEARN PLAN

This “Return to Learn” plan for Charles City County Public Schools (CCPS) represents the work of several people who have contributed their expertise, time, and talents to help all learners and educators in Charles City County return to school successfully. This group of contributors included a variety of classroom teachers, select parents, school counselors, the school social worker, exceptional learning experts, and central office leaders in the division.

Our plan was designed with consideration and application of our division’s vision, mission, and core values (our WHY). Each element of the plan was measured and considered with equity in mind. We focus on four core areas – Academics (Students), Employees, Environment, and Community. With each area, we considered the financial requirements and impact.

CCPS is ever committed to keeping students’ best interest as a guide for all decision-making. We know that school closures due to COVID-19 have had a large impact on our students, families and community. We are dedicated to ensuring that exceptional teaching and learning takes place, whether utilizing an in-person learning approach or distance learning model.

Remembering our WHY

OUR VISION

Based on the collective vision sketches, our vision statement is - Charles City County Public Schools will be an exemplar model of rural education where collaboration, critical thinking, communication and creativity are practiced developing adults who contribute positively to the global society.





OUR MISSION

We are here to *educate, engage, and empower* our students, employees and the community; therefore, **our mission** is -To develop self-sustaining, responsible and educated adults who can contribute and work to improve their community and the world.

CORE VALUES

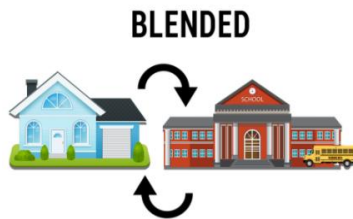
- **Integrity** – the quality of being honest, transparent and operating with virtue and ethics
- **Heritage** – honoring the cultural traditions and history of the past, acknowledging and observing cultural traditions
- **Learning** – the acquisition of knowledge, skills and insight through formal and informal opportunities of teaching, research, and enlightenment
- **Communication** – the effective exchange of ideas, information, feelings and news between stakeholders
- **Respect** – the mutual space where courtesy is shown, honor is given, obedience is practiced, and objectivity exercised with an open mind

As we return to learn (while observing distance learning or in-person learning), we will focus on four core areas – academics, employees, environment, and community.

ACADEMICS	EMPLOYEES	ENVIRONMENT	COMMUNITY
			

CCPS will need to pivot from one attendance approach to another based on several conditions/criteria. Considerations include:

- ❖ Guidance from the Governor
- ❖ Phase conditions (locally/state-wide)
- ❖ Pandemic Metrics from the Health Department (CDC)
- ❖ Student performance
- ❖ Input from stakeholder groups



Phase 1

During Phase 1, a **Distance Learning approach** (online learning) will be followed. CCPS will begin the 2020-2021 school year following a distance learning approach. Select exceptional learners will have some in-person learning opportunities based on IEP team decisions.

Phase 2

In Phase 2, CCPS will operate with **Select Students Physical in Buildings on Different Days**. See below:

Monday-Distance Learning Day (Deep cleaning of buildings; professional development)

Tuesday and Wednesday - Select students will attend school in-person.

Thursday and Friday Other – Select students will attend school in-person.

An example of how this approach *might* look -- Classes will be divided into two groups. Half of Teacher B's students will attend school on Tuesdays and Wednesdays (to include resource/encore classes) while the other half of Teacher B's students attend school on Thursdays and Fridays.

For the days when students are not physically in school, they will be provided aligned, independent work to be completed at home.

Students participating in in-person learning will be provided transportation and appropriate physical distancing requirements (for school buses) will be followed in accordance with VDH or an approved transportation plan by the division superintendent and School Board. Consideration will be given to students who are siblings to assist with social distancing efforts on buses.

Select exceptional learners will have some in-person learning opportunities or distance learning opportunities based on IEP team decisions.

Phase 3

In Phase 3, there are **two possible scenarios** that exist as it relates to student learning/attendance approach. In scenario one for Phase 3, **all students will attend school Monday through Friday**, based on the submission of a division mitigation health plan to the Virginia Department of Education. This scenario will require strategies/measures in place that will enable the division to follow guidelines set forth by the CDC and VDH. In scenario two for Phase 3, **limited in-person learning/attendance** will occur with physical distancing and other public health mitigation strategies whereby all students will participate in a **blended learning model** (some in-person learning on a limited basis combined with distance/at home learning).

As indicated in Phase 2, the in-person learning for exceptional learners will be based on each student's IEP team decision. Scenario one under this Phase, permits **All Students to Return to School Monday through Friday** for 6.5 hours per day. Classes and instructional time *resemble a traditional school day*.

Scenario two in this phase involves the development of alternating schedules where students physically attend school in-person for a portion of the week and then participate in distance learning on the days they are not in school.

As with Phase 2, classes will be divided into two groups; example - Half of Teacher D's students will attend school on Tuesdays and Wednesdays (to include resource/encore classes) while the other half of Teacher D's students attend school on Thursdays and Fridays. Monday's will again be used for deep cleaning of the building and distance learning.

For the days when students are not in school on a given day, they will be provided with independent work to be completed at home.

Phase 4

In Phase 4, students will attend school in a **Traditional Fashion/Approach**. In-person learning will transpire without the necessity for significant physical distancing or other public health mitigation strategies. During this phase, health authorities have concluded it is safe to resume larger gatherings without physical distancing requirements; all students assigned to a given class would be able to participate in in-person learning.

This phase most closely resembles a return to a traditional school day. Nevertheless, best practices in hygiene and cleaning protocols will be the normal routine throughout all of the division's schools/facilities. Additionally, in this phase CCPS will continue to move forward with the expansion of the division's 1:1 initiative and enhancements to virtual learning platforms so that all students have a device [laptop (3rd-12th) or tablet (PreK-2nd)].

ACADEMICS



Assessment

After teachers have taken time to connect with students, focusing on social-emotional well-being, they will administer assessments to discover learning levels/learning gaps. Educators will determine and create a list of assessments by grade level and course to determine what assessments should be given and when. For example: (**Secondary**) Using the PowerSchool test bank items or using previous course final exams and utilizing assessments for benchmark data when appropriate for several math, foreign language, science, English courses, students' performance levels will be assessed. (**Elementary**) At the elementary level educators will administer assessments for benchmark data - Reading, Math, Science and utilize running records to measure reading progress. Teachers will receive training on Running Records.

Curriculum

Pacing: Educators will discuss and focusing on pacing (realizing that pacing may change based on attendance approach (in-person/distance learning). Educators will:

- Develop or adjust pacing guides/calendars for all content, K-12
- Connect prerequisite skills to pacing using the modified VDOE progression of skills calendar and VDOE blueprints
- Compress curriculum to build time for remediation/review. Place a concerted focus on reading and mathematics at the elementary level and make efforts to integrate subjects and skills.

Framework: CCPS educators will create and/or expand plans to include subject integration and project-based instruction and learning. Professional development regarding integration and PBL will be on-going. Additionally, we will:

- Identify Social Emotional Learning (SEL) objectives and implement the SEL curriculum at both levels; elementary (Mind Up) and secondary (Strong Kids).

- Provide and embed intentional instruction with expectations for tiered support

Resources: Teachers will review needed resources specifically for effective distance learning (e.g., Seesaw, Zoom, OneNote, Reading instruction online). Professional learning opportunities will be offered to educators regarding the resources that will be utilized. Likewise, information (training) will be offered to parents on how to navigate and use resources to support their children at home.

Instructional Delivery (Distance Learning)

****** *See complete [Distance Learning Guidance](#) for Charles City Elementary and Charles City High School at the end of this document.*

Grades PK-3

While using a distance learning approach, Grades PK-3 will be using **Seesaw** and **Zoom** for content delivery for students. Parents will be provided resources for support of the use of these platforms.

Seesaw: Seesaw is a platform for student engagement that inspires students of all ages to do their best and saves teacher's time! Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers find or create activities to share with students.

Zoom: Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

Grades 4-6

Grades 4-6 will be using **Teams** and **OneNote** for content delivery to students. Parents will be provided resources for support for the use of these platforms.

Microsoft Teams: Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage (including collaboration on files), and application integration.

Microsoft OneNote: Microsoft OneNote is a note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network.

Grades 7-12 will be using Microsoft Teams and Microsoft OneNote for content delivery to students.

Microsoft Teams - Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage (including collaboration on files), and application integration.

Microsoft OneNote- Microsoft OneNote is a note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network.

Edgenuity- Edgenuity is a leading provider of K–12 online curriculum and blended learning solutions. This will be used by select students who are enrolled in Government, Economics & Personal Finance or Alternative Education students taking online classes. CCHS teachers are assigned to support students in Edgenuity courses.

Virtual Virginia- is a program of the Virginia Department of Education. Virtual Virginia (VVA) offers online Advanced Placement (AP), world language, core academic, and elective courses to students throughout the Commonwealth and nation. These courses are taught by Virtual Virginia Teachers. Select students will be enrolled in Virtual Virginia classes in order to access specific courses, such as AP courses, higher level math and science classes, as well as foreign language when there are scheduling conflicts.

** See complete *Distance Learning Guidance* for Charles City Elementary and Charles City High School at the end of this document.

BREAKFAST AND LUNCH DURING DISTANCE LEARNING



❖ Breakfast and lunch will be served daily.

- ❖ On Mondays, breakfast will be served between the hours of 8 a.m. and 9:30 a.m. in the rear bus loop by the High School gymnasium. In addition, a breakfast/lunch combo will be served between the hours of 11 a.m. and 1:30 p.m. in the same location.
- ❖ For the remainder of the week, a breakfast/lunch combo will be served to students between the hours of 11 a.m. and 1:30 p.m. in the rear bus loop by the High School gymnasium.
- ❖ On Tuesday through Friday, students will have received their breakfast from the previous lunch distribution.
- ❖ On Fridays, only lunch will be served between the hours of 11 a.m. and 1:30 p.m. in the rear bus loop by the High School gymnasium.
- ❖ If/when needed, breakfast and lunch will be delivered to students via bus drivers.
- ❖

TRANSPORTATION DURING DISTANCE LEARNING



- ❖ Students attending Maggie L. Walker Governor's School will be virtual during the first quarter (September 8th – November 6th).
- ❖ Students attending Appomattox Regional Governor's School will be virtual during the first quarter (September 8th – November 10th).
- ❖ Students who attend Bridging Communities will report to campus on Mondays and Wednesday. All year-one programs will be in the afternoons and year-two programs will be in the mornings. Students will complete their assignments on Tuesdays and Thursday with Fridays serving as a virtual learning day for everyone.
- ❖ Students attending CodeRVA will be virtual for the first 12 weeks of school.
- ❖ Charles City County school bus drivers will assist with delivering learning packets and learning resources.
- ❖ School bus drivers will also assist with delivering breakfast/lunch when/where needed.

ENVIRONMENT



CCPS will ensure a safe, positive learning and working environment for students and staff (whether in-person or distance learning is taking place). For in-person attendance, the school division will promote behaviors that reduce the spread of COVID-19, maintaining healthy environments and operations and, preparing for and acting when someone gets sick and/or presents with symptoms. The school division will begin the school year with a distance learning approach for most students (remote learning). The division is dedicated to preparing all facilities (mitigating the spread of COVID-19) for in-person attendance. The director of operations and his team will:

- Order and/or make signage for traffic flow and social distancing
- Order Personal Protective Equipment (PPE)
- Establish cleaning protocols that will be followed to prepare for the reopening of schools.
- Do walkthroughs of both buildings. Considering systems maintenance (ventilation, HVAC, water/plumbing) that need to be conducted before buildings can be reopened including the ongoing operation of schools.
- Determine what types of cleaning supplies and materials will be needed and order supplies.
- Conduct an analysis of each building's capacity, given social distancing requirements that are mandated. For example, X square foot/student for student desks and student tables.
- Determine and map out daily entry protocols that will be established to allow employees to enter all facilities - entry and exit protocols for employees and visitors.
- Determine if we will use school facilities, including athletic spaces, for the purpose of providing before school, after school, extracurricular and athletic programs to students once schools reopen.

Some mitigation strategies include:

❖ Facilities

- ❖ Cleaning daily, nightly, weekly
- ❖ Proper, frequent cleaning of school buses (when in use)
- ❖ Signage posted in hallways and bathrooms to remind individuals to stay at least 6 feet apart.
- ❖ Signs and messaging to promote healthy hygiene (bathrooms, hallways, classrooms)
- ❖ Desk shields for reception areas

❖ Routines / Health

- ❖ Developing a plan for training staff, students and families on COVID-19 prevention (e.g., Hand washing hygiene and respiratory etiquette, use of cloth face coverings, staying home when sick, physical distancing)
- ❖ Screenings at home and at school
- ❖ Social distancing – at least 6 ft apart
- ❖ Face coverings
- ❖ Collaboration with Health Department

Students will watch the YouTube video *What Is Coronavirus (COVID-19)* produced by John Hopkins Health System. The video covers:

- ❖ What is Coronavirus?
- ❖ Why is this one getting so much attention?
- ❖ How does this virus spread?

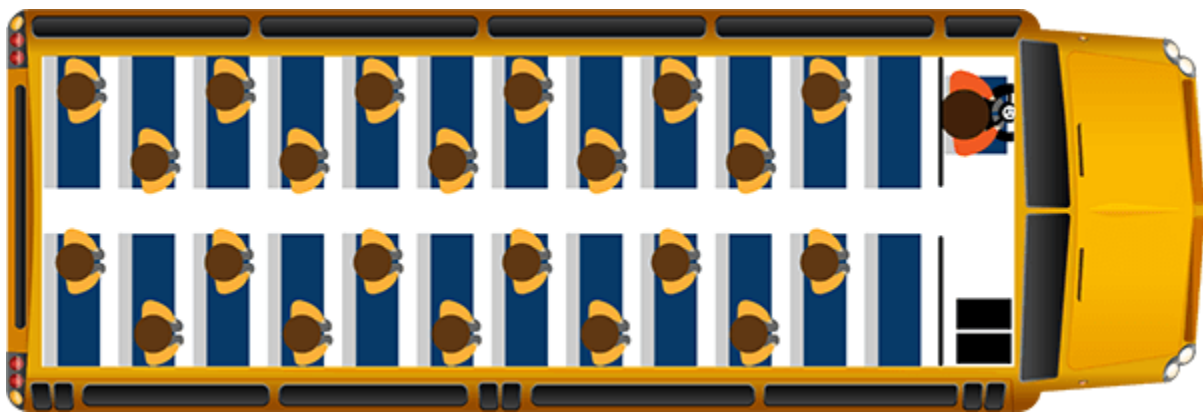
- ❖ Is the coronavirus disease dangerous?
- ❖ Is it safe to travel while the coronavirus disease is spreading?
- ❖ How can I avoid getting the coronavirus disease?

Additionally, information from the CDC regarding *Talking with Children About the Coronavirus Disease* will be shared with students (and parents).

The division is promoting physical distancing.

- ❖ Classroom layouts have been modified (desks/at least chair 6ft apart).
- ❖ Communal areas have been closed.
- ❖ Spacing on buses have been modified to ensure social distancing is maintained. Students will be seated on buses one to a seat alternating between the window seat and aisle seat positions to maintain at least 3 ft social distancing while wearing a face covering. Charles City County Public Schools will provide bus transportation for students to and from school in each reopening phase in compliance with [CDC guidelines](#).

Bus drivers may need to make several trips back and forth to school to carry all students who need bus transportation to and from school on their designated days of attendance. Drivers will clean and sanitize buses following each route. The school division will make every effort to ensure students arrive at school safely and on time.



EMPLOYEES



The CCPS Department of Human Resources (HR) has communicated attendance guidance to all CCPS personnel (as it relates to COVID-19). Each division department will take employee attendance daily and monitor attendance closely. Attendance will be submitted to the superintendent, the director of operations, and the school nurse. For school locations, the division K-12 assistant principal will provide a daily attendance report using Frontline to communicate employee absences.

All employees have been asked (via HR memorandum) to monitor their health, stay home, and take care of themselves if they are not feeling well. Staff should self-monitor for symptoms daily and/or complete the symptom check upon arrival. Additionally, they have been asked to seek medical care as appropriate. Centers for Disease Control and Prevention (CDC) recommendations have been shared with employees. Employees have been made aware that employees or family member living in the same home as the employee, who have symptoms consistent with COVID-19, or other respiratory illnesses such as the Flu, should remain at home and not come to work. Symptoms to monitor (any of the following alone or in combination may indicate COVID-19 if unexplained by other diagnosed medical conditions) please contact a healthcare provider:

- o Fever or chills (CDC considers a person to have a fever when he or she has a measured temperature of 100.4° F or greater, or gives a history of feeling feverish)
- o Cough
- o Shortness of breath or difficulty breathing
- o Fatigue
- o Muscle or body aches
- o Headache
- o New loss of taste or smell
- o Sore throat
- o Congestion or runny nose
- o Nausea or vomiting
- o Diarrhea

Employees exhibiting symptoms or who have had *close contact* with a known positive COVID-19 case should also stay home and follow quarantine instructions. Close contact means being within 6 feet of a person with COVID-19 for 15 minutes or more or direct exposure to respiratory secretions. Employees should follow their school/departmental process for notifying their supervisor of illness/unscheduled absence and entering that information into Frontline, the absence management system.

All staff members will complete the COVID-19 related modules via the SafeSchools online training platform. Modules include:

- o Coronavirus Awareness
- o Coronavirus: Preparing Your Household
- o Coronavirus: Managing Stress & Anxiety
- o Coronavirus: Transitioning to a Remote Workforce
- o Coronavirus: CDC Guidelines for Making and Using Cloth Face Coverings
- o Coronavirus: Cleaning and Disinfecting Your Workspace

Employees will submit certificates to their respective supervisors verifying completion of each module.

New COVID-19 mitigation strategies and recommended required precautionary practices and procedures before returning to work will be shared with all employees (via links to recorded messages to be shared via email and messages sent via the Parent Alert System (PAS) to employee groups). Likewise, COVID-19 mitigation strategies and recommended required precautionary practices and procedures before returning to school will be shared with all students and families [via messages sent via the Parent Alert System(PAS) and letters sent via the US mail]. Information will also be shared with local community groups/agencies and faith-based organizations to ensure it reaches students and families. The division will also train back-up staff to ensure continuity of operations (e.g., substitute teachers, substitute food service workers, substitute drivers).

Professional Development to Support Educators

- ❖ Teachers worked with Virginia Commonwealth University's Training & Technical Assistance Center (TTAC) on the vertical alignment of content that was taught and not taught prior to March 13, 2020.
- ❖ Sessions were held for Reading/English, Mathematics, and Science
- ❖ Special Education teachers were major contributors to the process as well

- ❖ During teachers' preservice days in August, professional learning sessions will include:
 - ❖ Refreshers on Microsoft Teams and One Note
 - ❖ Seesaw (similar to a digital portfolio for students to show teachers what students are learning; also used as a communication tool) for grades PK-3
 - ❖

Other professional learning opportunities include:

- ❖ Professional learning for all PK-6 teachers in teaching reading virtually
- ❖ Differentiation via distance learning
- ❖ Utilizing Brain Breaks during distance learning
- ❖ Class Dojo - ensuring elementary teachers know all the capabilities of this communication tool
- ❖ Updating pacing guides to teach via distance learning
- ❖ Remote Mindset & the Five Key Remote Teaching Practices
- ❖ Remind – to ensure high school teachers know all the capabilities of this communication tool

COMMUNITY



The school division will provide continuous communication to CCPS families and community members regarding return to learn plan/approaches and share information regarding strategies to mitigate the spread for COVID-19. Likewise, the division will gather parent/community feedback/input regarding learning approaches. FAQs will be developed and posted on the division website.

The division will also support parents/guardians with information and resources to support students during distance learning and they will provide resources designed to support students' social-emotional well-being. Educators will also provide parents with review resources to assist with closing learning gaps.

The division will continue to partner with various organizations (e.g., churches, local library, Parks and Recreation) to disseminate information and provide extended learning/social opportunities to students when necessary.

The Distance Learning Plan for each level (elementary and high schools) will include a section that reflects who parents can contact for support (e.g., personal well-being, technical issues, exceptional learning).

Workshops for parents and students will be held (virtually and/or in person) regarding several topics such as:

- How to access the Parent Portal
- How to access Dojo & Seesaw
- How to use Zoom & OneNote/Teams
- How to access student email for parents & students
- How to get help with technology

Resources

[Virginia Department of Education Return to School webpage](#)

[Center for Disease Control School Information](#)

[Virginia Department of Health COVID-19 Resources](#)

**Return to Learn Plan
(Distance Learning Guidance)
for
Charles City Elementary School**



Table of Contents

Overview	3
Our Mission	3
Our Vision	3
Our Plan	3
Content Delivery (PreK-3rd Grade)	3
Content Delivery (4-6th Grade)	3
Daily Schedule	4
Daily Expectations for Student Learning	5
A Snapshot	5
Special Education/EL/504 Plan Support	6
What you can expect from your Instructor	6
What Teachers expect from Students	6
Student Attendance	7
Assessment	7
Grading Policy	7
Curriculum	7
Student Support	8
Tips for Parents	8
Internet Safety Information	9
Equipment Use/Equipment Care	9
Student Email Use (Grades 4-6)	9
Workshops with parents & students	9
Resources	10

Overview

Our Mission:

For the first nine weeks of school, Charles City County Public Schools will deliver instruction via a distance learning approach. While implementing this format, our mission continues to be - *To develop self-sustaining, responsible and educated adults who can contribute and work to improve their community and the world.*

Our Vision:

Our division will be an exemplary model of rural education where collaboration, critical thinking, communication and creativity are practiced developing adults who contribute positively to the global society.

CCPS is ever committed to keeping students' best interest as a guide for all decision-making. We know that school closures due to COVID-19 have had a large impact on our students, families and community. We are dedicated to ensuring that exceptional teaching and learning takes place, whether utilizing an in-person learning approach or distance learning model.

Our Plan

Content Delivery

Grades PK-3

Grades PK-3 will be using Seesaw and Zoom for content delivery for students. Parents will be provided resources for support of the use of these platforms.

Seesaw: Seesaw is a platform for student engagement that inspires students of all ages to do their best and saves teacher's time! Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers find or create activities to share with students.

Zoom: Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

Grades 4-6

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DAILY SCHEDULE	Tuesday	Wednesday	Thursday	Friday
Monday				
Distance Learning Day Upload and Download Day All student work due. Students can schedule individual help via Zoom or Teams from their teachers.	9:00 – 11:00 Reading & Social Studies direct instruction with frequent brain breaks *	9:00 – 11:00 Math & Science instruction with frequent brain breaks	9:00 - 11:00 Reading & Social Studies instruction with frequent brain breaks	9:00 – 11:00 Math & Science instruction with frequent brain breaks
	11:30 – 12:00 Break Time	11:30 – 12:00 Break Time	11:30 – 12:00 Break Time	11:30 – 12:00 Break Time
	12:00 – 1:00 Small group instruction and individual help provided by teachers, recess and lunch	12:00 – 1:00 Small group instruction and individual help provided by teachers, recess and lunch	12:00 – 1:00 Small group instruction and individual help provided by teachers, recess and lunch	12:00 – 1:00 Small group instruction and individual help provided by teachers, recess and lunch
	1:00 – 3:00 Independent practice and office hours available with teachers	1:00 – 3:00 Independent practice and office hours available with teachers	1:00 – 3:00 Independent practice and office hours available with teachers	1:00 – 3:00 Independent practice and office hours available with teachers
	3:00-3:45pm Encore	3:00-3:45pm Encore	3:00-3:45pm Encore	3:00-3:45pm Encore

Encore Schedule

	Tuesday	Wednesday	Thursday	Friday
Art	PreK-K	1/2	3/4	5/6
Guidance	5/6	3/4	1/2	PreK/K
PE	1/2	PreK-K	5/6	3/4
Media	3/4	5/6	PreK-K	1/2

*Brain breaks are short mental breaks that are taken during regular intervals during classroom instruction. Brain breaks are a quick and effective way of changing or focusing the physical and mental state of learners.

A Snapshot



Learning at the elementary level will include whole group instruction, small group instruction and opportunities for individual support when needed. All core content areas will be covered with an emphasis on reading/language arts and mathematics.

Paraprofessionals will be supporting students in virtual classrooms and in breakout rooms, assisting with creating/preparing materials, assisting with contacting students/parents when needed and developing virtual activities under the guidance of the teacher. Additionally, Encore teachers (e.g., Art, Guidance, Music, and Physical Education) will support grade level teachers during various synchronous learning opportunities.

For example:

A first-grade student's day will begin at 9 a.m. Direct instruction will last until 11 a.m. Content areas that will be covered during this time are Reading and Social Studies. Frequent brain breaks will be provided to students. "A brain break is just what it sounds like—a break from whatever kids are focusing on. Short brain breaks during work time have been shown to have real benefits. They reduce stress and frustration and increase attention and productivity. The key is to take them before fatigue, distraction or lack of focus set in."

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/brainbreaks-what-you-need-to-know>

The teacher may begin with a Morning Meeting and Focus on social emotional wellness and building community, daily calendar activities and routines. She/he may then move to the subject area content – Reading/Social Studies skills. This might include a read-aloud, review of sight words via a whole group activity, or the showing of a learning video that will launch the skill focus. During the 9-11 a.m. block, students may also be instructed to complete a task independently (either in a virtual breakout room or while sitting at their desk at home). For example, they might be asked to write a sentence about the story and draw a picture related to the story they listened to. If they are covering a mathematics skill, they may be asked to complete math problems independently.

During Encore, teachers of Music, Art, and Physical Education, will cover grade specific skills particular to their subject. They will also provide an End of Day Wrap Up for students.

Daily Expectations for Student Learning

- Check daily posts in Seesaw (PK-3rd grade) or OneNote (grades 4-12) from your teachers. Expectations for the day should be posted by 9:00 a.m. the day class is meeting so that students and/or families do not need to continue to check back throughout the day for additional posts.
- Students need to complete learning activities for each class by the date identified by the teacher. See your instructional calendar for dates.
- Establish a good workspace at home (separate space, clean and organized, have all the tools/items you need, distractions set aside, etc.).
- Be sure to follow the Effective School-wide Discipline (ESD) expectations established by your teachers. Proper behavior and interaction with each other online is necessary.
- Expectations for student interaction virtually with students and staff is the same expectation as if in the classroom.
- Your teacher may be including videos, notes, & presentations of materials to help you learn the content:
 - o Written assignments, online quizzes, reading, or other work to be completed mostly independently may be included.
 - o This may include live check-in via video or text chat during scheduled available time per class.
 - o Videos or screencasts will be posted of presentations, explanations, etc.

o Students may be asked to record themselves -- for language, talking through math problems, reading for fluency and comprehension, doing physical activity, music lessons, art projects, etc. Please reach out to your teachers, counselor, principal, or assistant principal should you need extra support with your academics, workload or need to connect with an adult. See resource contacts listed below.

Special Education/EL/504 Plan Support

- Students with special education, EL, or 504 needs will be provided services based on their educational team's decision. A meeting will be scheduled for each student by the child's case manager.
- Please refer to the Distance Learning and IEP Considerations Guidance Document for additional information.
- Contact your child's case manager or Kristina Williams, Supervisor of Special Education at kmwilliams@ccps.net or 804-393-0264.

What you can expect from your Instructor:

- Teachers will reply to your questions within 24 hours except during holidays or weekends.
 - Teachers will provide clear and concise instructions and exercises for you to follow.
 - Teachers will return graded assignments within one week from the due date.
 - Teachers will monitor discussions to clarify students' observations, highlight good or interesting comments and ideas, provide insight, and ensure every voice is heard.
- Teachers will monitor students' questions and inquires as they engage online (e.g., verbal questions, questions presented via chat box).
- Teachers will provide the necessary components of successful interaction: explanation, demonstration, practice, feedback, and assessment.

What Teachers expect from Students:

- Students will follow the rules of Netiquette (see handout on online etiquette) as we establish our community in the online class. For example, no bullying online.
- Students will keep track of their gigabytes to maintain internet connectivity. Students should make their teachers aware when their gigabytes are running low.
- Students will use and check their CCES email accounts at least once daily for communications from their teacher(s) or peers.
- Students will use Seesaw (Pre-K – 3) and OneNote / Teams to submit assignments and interact with their instructors.
- Students will complete required tasks in a timely manner. Be proactive with a back-up plan in case you are unable to access the Internet in your regular place of study.
- Students will preplan for testing situations to ensure uninterrupted span of time. For example, please be sure to notify your teacher if your will be unable to access the Internet during a testing session.
- Students will not plagiarize the work of others and claim it as your own.

Student Attendance

- Attendance will be recorded regularly through PowerSchool and will be based on a combination of attendance in teacher sessions, time on task in digital content, and offline assignments submitted.
- Students need to complete learning activities for each class by the date identified by the teacher. If there is an extended research/project assigned, there may be a daily check-in or reflection on progress.
- Students should attend set online sessions for his/her class. If students are unable to attend, they are expected to view the recording of the lesson/and or presentation and complete any assignments for that lesson.

Assessments

- Students will be assessed via a combination of formal assessments and informal assessments.
- o Student Assignments
 - o Exit Tickets

- o Quizzes
- o Tests
- o Projects
- o Quarterly Tests

Grading Policy

- Teachers will grade student work to determine a student’s performance and proficiency levels in literacy, writing, math, science and social studies. Grading procedures will mirror that of traditional face-to-face school.
- Attendance in virtual learning sessions, viewing recorded lessons, interacting with your teachers and being an active learner is paramount to student success.

Curriculum

Charles City Elementary School teachers will continue to follow the Charles City Public Schools’ curricula aligned to the Virginia Standards of Learning (SOL). Social Emotional Learning (SEL) - MindUp is a classroom-based SEL designed to enhance self-awareness, social awareness, attention, self-regulation, problem solving, and pro-social behavior (helping, sharing, and cooperating). MindUp also focuses on positive human qualities, such as happiness, optimism, and kindness. MindUp lessons will be integrated within the regular curriculum.

Student Support

• Tech Support

- o Each student will be issued a school device
- o If your student encounters a tech issue, please have them contact their teacher.

Teachers will submit tickets on behalf of students for tech support. If possible, take a screenshot to help illustrate the exact problem.

- o Personnel in the Technology Department may contact you or your student to address your tech issues.
- o Last, after someone fixes the problem, make sure you refresh/reload the Webpage, as the system will remember and display the exact same page (with errors) you were looking at the last time you logged in.
- o You can check your SmartSpot device status online at this link. Simply enter your SmartSpot devices IMEI number (the number beneath the barcode on the back of your SmartSpot case).

• Academic Concerns:

- o All concerns about academic progress should first be addressed with your student’s classroom teacher or the teacher for that content.
- o If students have questions, students and parents are encouraged to contact the teacher via their District-issued email or via Seesaw. We encourage students to remain patient for teachers to provide a response, as teachers may be assisting other students.

• Special Education Concerns

- o Contact your case manager. My case manager is _____ and his/her email is _____.
- o You may also contact Ms. Kristina Williams, Supervisor of Special Educationkmwilliams@ccps.net.

• **Self-Care Concerns:**

- o Ms. Arlinda Hairston, CCES School Counselor- ahairston@ccps.net
- o Stephanie Leek- CCPS School Social Worker- sleek@ccps.net

• **Other Concerns, Questions or Issues:**

- o Dr. Ed Van Dyke, Principal evandyke@ccps.net
- o Dr. Suzan Denby, Assistant Principal sdenby@ccps.net

Tips for Parents

Developing a Schedule

Routines are extremely important for elementary students. Here are some tips to help your student learn at home:

- When working independently, create short blocks of time for learning, for the length of minutes of their age.
- Give your student a quiet place to work each day, in a location with as few distractions as possible.
- Take time to be outside, at least 25 minutes per day. Supervised walks, bike rides and family games are a great way to be outside and have some fun.
- Your work schedule/family needs may make your schedule different than the one suggested.

Things to consider:

- o Wake-up and bedtime
 - o Mealtimes
 - o When you (the adults) need quiet time—plan an independent activity for your child.
 - o Learning time (in chunks)
 - o Time for reading, student independent reading and students reading with adults
 - o Outdoor time
 - o Free play or choice activities
 - o Chores
- This is a great time to teach the skills that help kids be successful in school and life, for instance:
 - o How to be organized
 - o How to cook something age-appropriate
 - o Creating family rituals to encourage social skills

Internet Safety Information

Students are expected to adhere the Student Acceptable Use Policy. Equipment Use/Equipment Care

- Always carry the iPad/laptop with two hands.
- Charge the iPad/laptop - fully each night.
- Completely shut down the iPad/laptop after each school day.
- Store the iPad/laptop on an elevated, flat surface (never on the floor).
- Protect the iPad/laptop from extreme heat or cold, food and drinks, small children, and pets.

Email for Students

All students are issued an email account. Email allows students to safely and effectively communicate and collaborate with district staff and classmates. The effective use of email is:

- A 21st Century communication tool.
- Used to interact with teachers and other students as appropriate.

- A way to meet the International Society for Technology in Education Student Standards (ISTE-Student Standards).

Workshops for Parents & Students

- How to access Parent Portal
- How to access Dojo & Seesaw
- How to use Zoom & OneNote/Teams
- Who to contact if you have a question or need help
- How to access student email for parents & students
- How to get help with technology

Resources

Virginia Department of Education Return to School webpage
Center for Disease Control School Information
Virginia Department of Health COVID-19 Resources

Distance Learning Guidance
for
Charles City High School
Students & Parents



Table of Contents

Overview	2
Our Mission	2
Our Vision	2
Our Plan	2
Daily Schedule	3
Daily Expectations for Student Learning	4
Exceptional Education/EL/504 Support	4
What you can expect from your Instructor	5
What Teachers expect from Students	5
Student Attendance	6
Assessment	6
Grading Policy	6
Curriculum	6
Student Support	7
Contacts	8
Tips for Parents	9
Internet Safety Information	9
Equipment Use/Equipment Care	9
Student Email Use	9
Workshops for Parents	9
Resources	9

Overview

Our Mission:

For the first nine weeks of school, Charles City County Public Schools will deliver instruction via a distance learning approach. While implementing this format, our mission continues to be - *To develop self-sustaining, responsible and educated adults who can contribute and work to improve their community and the world.*

Our Vision:

Our division will be an exemplary model of rural education where collaboration, critical thinking, communication, and creativity are practiced to develop students into adults who contribute positively to the global society.

CCPS is ever committed to keeping students' best interest as a guide for all decision-making. We know that school closures due to COVID-19 have had a large impact on our students, families, and community. We are dedicated to ensuring that exceptional teaching and learning takes place, whether utilizing an in-person learning approach or distance learning model.

Our Plan

CONTENT DELIVERY

Grades 7-12 will be using Microsoft Teams and Microsoft OneNote for content delivery to students.

Microsoft Teams - Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage (including collaboration on files), and application integration.

Microsoft OneNote- Microsoft OneNote is a note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network.

Edgenuity- Edgenuity is a leading provider of K–12 online curriculum and blended learning solutions. This will be used by select students who are enrolled in Government, Economics & Personal Finance or Alternative Education students taking online classes. CCHS teachers are assigned to support students in Edgenuity courses.

Virtual Virginia- is a program of the Virginia Department of Education. Virtual Virginia (VVA) offers online Advanced Placement (AP), world language, core academic, and elective courses to students throughout the Commonwealth and nation. These courses are taught by Virtual Virginia Teachers. Select students will be enrolled in Virtual Virginia classes in order to access specific courses, such as AP courses, higher level math and science classes, as well as foreign language when there are scheduling conflicts.

DAILY SCHEDULE

Monday – Distant Learning Day and upload/download day for students.

Tuesday/Thursday - Distant Learning Day -students attending classes using the bell schedule below.

Wednesday/Friday - Independent Workday- Students completing assignments for the week. Teachers are available to provide instructional assistance to students individually or in small groups during the times below via Teams, Phone, and email.

Period 8 - Pride Time will be held during 8th Period on Thursdays. Pride Time will be for students requiring extra support or extended live teaching sessions. Students will be invited to attend Pride Time sessions by their teacher however; students may also request attendance through their class teachers.

Advisory will be held during 8th Period Fridays (mentors will contact their students with meeting information).

- Homeroom teachers will serve as mentors for their rosters.
- **Advisory will be a synchronous session.**
- See Student Support section for additional information.

Monday	Tuesday	Wednesday	Thursday	Friday
Distance Learning Day	1st Period 8:15-9:30	1st Period 8:15-9:30	2nd Period 8:15-9:30	2nd Period 8:15-9:30
Upload/download Day	3rd Period 9:45-11:00	3rd Period 9:45-11:00	4th Period 9:45-11:00	4th Period 9:45-11:00
	5th Period 11:15-12:30	5th Period 11:15-12:30	6th Period 11:15-12:30	6th Period 11:15-12:30
	Lunch 12:30-1:15	Lunch 12:30-1:15	Lunch 12:30-1:15	Lunch 12:30-1:15
	7th Period 1:15-2:30	7th Period 1:15-2:30	8th Period 1:15-2:30	8th Period 1:15-2:30

Tuesdays and Thursdays (red font) are synchronous/live teaching sessions

**Wednesdays and Fridays are asynchronous days to allow students the availability to work on independent assignments, as well as access 1:1 and small group assistance and support from teachers. Teachers will be available during the asynchronous times to provide additional guidance and instructional support that cannot be effectively done through a large group, virtual setting.*

Off-Campus Students

Governor School Students- will receive direct communication for their school. *Bridging Community Students-* will attend in the am or pm on Wednesdays. Students will be provided transportation via bus directly from their homes to the Bridging Communities campus and returned home.

Daily Expectations for Student Learning

- Check daily posts in OneNote from your teachers. Expectations for the day should be posted by 9:00 a.m. the day class is meeting so that students and/or families do not need to continue to check back throughout the day for additional posts.

- Students need to complete learning activities for each class by the date identified by the teacher. See your instructional calendar for dates.
- Establish a good workspace at home (separate space, clean and organized, have all the tools/items you need, distractions set aside, etc.)
- Be sure to follow the set Effective School-wide Discipline (ESD) expectations established by your teachers. Proper behavior and interaction with each other online are necessary. Adherence to the [Code of Conduct](#) is expected as well.
- Expectations for student interaction virtually with other students and staff is the same expectation as if in the classroom.
- Students will check their school email account daily as directed by their teacher and use their school email account to communicate with their teachers and peers.
- Your teacher may include videos, notes, and presentations of materials to help you learn the content:
 - Written assignments, online quizzes, reading, or other work may be completed independently.
 - This may include live check-in via video or text chat during scheduled available times per class.
 - Videos or screencasts will be posted of presentations, explanations, etc.
 - Students may be asked to record themselves -- for language, talking through math problems, reading for fluency and comprehension, doing physical activity, music lessons, art projects, etc.

Please reach out to your advisor, teachers, counselor, assistant principal, or principal should you need extra support with your academics, workload or need to connect with an adult. See resource contacts listed below.

Exceptional Education/EL/504 Plan Support

- Students with exceptional education, EL, or 504 needs will be provided services based on their educational team's decision. A meeting will be scheduled for each student by the child's case manager.
- Please refer to the Distance Learning IEP Considerations Guidance Document for additional information.
- Contact your child's case manager or Kristina Williams, Supervisor of Exceptional Education at kmwilliams@ccps.net or 804-393-0264 for additional questions.

What you can expect from your Instructor:

- Effective School-wide Discipline expectations
- An instructional calendar
- Teachers will reply to your questions within 24 hours except during holidays or weekends.
- Teachers will provide clear and concise instructions and exercises for you to follow.
- Teachers will return graded assignments within one week from the due date.
- Teachers will monitor discussions to clarify students' postings, highlight good or interesting comments and ideas, provide insight, and ensure every voice is heard.
- Teachers will provide the necessary components of successful interaction: explanation, demonstration, practice, feedback, and assessment.
- Assignments will be graded. Parents can view assignment status in Parent Portal. If you need access to Parent Portal, please contact Jennifer Richardson jhrichardson@ccps.net

What Teachers expect from Students:

- Students will follow the rules of Conference Call Etiquette (see handout) as we establish our community in the course. For example, no bullying online, mute microphone when requested, etc.
- Students will complete required tasks in a timely manner. Be proactive with a back-up plan in case you are unable to access the Internet in your regular place of study.
- Students will preplan for testing situations to ensure uninterrupted span of time. For example, ensuring you will be able to access the Internet during testing or contacting your teacher if you will not have Internet access during testing.
- Students will not plagiarize the work of others and claim it as their own.
- Student's will still be expected to review and follow the Student Code of Conduct with their parent or guardian.

Student Attendance

- Attendance will be recorded regularly through PowerSchool. Examples of attendance include attendance in teacher sessions, time on task in digital content, and offline assignments submitted.
- Students need to complete learning activities for each class by the date identified by the teacher. If there is an extended research activity or project, there may be a daily check-in or reflection on student progress.
- Students should attend scheduled online sessions for their class. If students are unable to attend, they are expected to view the recording of the lesson/and or presentation and complete any assignments for that lesson.
- Students who do not meet attendance requirements will be contacted by their teacher, advisor, administrator, or a Student Assistance Team (SAT) member.

Assessments

- Students will be assessed via a combination of formal assessments and informal assessments.
 - Student Assignments
 - Exit Tickets
 - Quizzes
 - Tests
 - Projects
 - Quarterly Tests

Grading Policy

- Teachers will grade student work to determine a student's performance and proficiency levels in literacy, writing, math, science and social studies. Grading procedures will mirror that of traditional face-to-face school.
- Teachers will be required to upload at least two grades per week.

Curriculum

Charles City High School teachers will continue to follow the Charles City Public Schools' curricula aligned to the Virginia Standards of Learning (SOL).

SEL- Social Emotional Learning (SEL) –*MindUp* is a classroom-based SEL that will be used with 7th and 8th grade students. It is designed to enhance self-awareness, social awareness, attention, self-regulation, problem solving, and pro-social behavior (helping, sharing, and cooperating). *MindUp* also focuses on positive human qualities, such as happiness, optimism, and kindness.

Strong Teens is a brief and practical social-emotional program targeted at 9th through 12th grade students that is largely cognitive-behavioral in nature. It is designed to enhance social-emotional skills and awareness, promote resilience, strengthen assets, and increase coping skills in secondary aged students. *Strong Teens* is aimed at prevention and early intervention and has a wide range of applications.

Student Support

CCHS Advisory- Advisory will be held weekly on Fridays during 8th period. The purpose of this time is to have dedicated time for staff to connect with students and introduce/support Social Emotional Learning and other skills that will enhance the education of our students.

CCHS Pride Time - Pride Time sessions will begin this year on October 19th, 2020 during 8th period on Thursdays. Students will be contacted if they are scheduled to attend. Our focus this year to start will be math and English with a goal to expand as the year continues.

- Learning Kits

- Drive-Through Open House Rally – Thursday, August 27 3:00PM-6:00PM
- Welcome Back Letter from teacher.
- Welcome Back Letter Case manager
- Class Schedule
- Materials/Supplies for each class/course calendars/ESD Expectation
- First Day information & forms
- Overview of their day with expectations.
- Instructions for using Teams
- Instructions on joining Remind
- Instructions on using student emails
- Laptop & Hot Spots
- Mentor contact information
- Instructional Calendar
- Conference Call Etiquette

- Technology Support

- Each student will be issued a school device
- If your student encounters a technology issue, including a Kajeet device, please have them contact their teacher. Teachers will submit work order tickets on behalf of students for technology support. If possible, take a screenshot and provide as much information to help diagnose the problem.

- Personnel in the Technology Department may contact you or your student to address your technology issues.
- For students using Kajeet, please be reminded that students have 3GB per month and are only to be used for school purposes. You can check your SmartSpot device status online at [this link](#). Simply enter your SmartSpot devices IMEI number (the number beneath the barcode on the back of your SmartSpot case).
- Academic Concerns:
 - All concerns about academic progress should first be addressed with your student’s classroom teacher or the teacher for that content.
 - If students have questions, students and parents are encouraged to contact the teacher via their school-issued email or Remind. We encourage students to remain patient for teachers to provide a response, as teachers may be assisting other students.

CONTACT

- Exceptional Education Concerns
 - Contact your case manager. My case manager is _____ and his/her email is _____.
 - Contact Building Administrators
 - You may also contact Ms. Kristina Williams, Supervisor of Exceptional Education- kmwilliams@ccps.net or 804-393-0264.
- Self-Care Concerns:
 - Ms. Jamie Porter, CCHS School Counselor- jporter@ccps.net
 - Stephanie Leek- CCPS School Social Worker- sleek@ccps.net
- Other Concerns, Questions or Issues:
 - Marcus Petty, Principal-mlpetty@ccps.net
 - Dr. Suzan Denby, Assistant Principal-sdenby@ccps.net

TIPS FOR PARENTS

Internet Safety Information

Students are expected to adhere to the [Student Acceptable Use Policy](#).

Equipment Use/Equipment Care

- Always carry the laptop with two hands.
- Charge the laptop fully each night.
- Completely shut down the laptop after each school day.
- Store the laptop on an elevated, flat surface (never on the floor).
- Protect the laptop from extreme heat or cold, food and drinks, small children, and pets.

Email for Students

All students are issued an email account. Email allows students to safely and effectively communicate and collaborate with district staff and classmates. The effective use of email is:

- A 21st Century communication tool.
- Used to interact with teachers and other students as appropriate.
- A way to meet the International Society for Technology in Education Student Standards (ISTE-Student Standards).

Workshops for Parents & Students

- How to access Parent Portal?
- How to access REMIND?
- How to use OneNote/Teams?
- Who to contact if you have a question or need help?
- How to access student email for parents & students?
- 7th grade workshops.

Resources

[Virginia Department of Education Return to School webpage](#)

[Center for Disease Control School Information](#)

[Virginia Department of Health COVID-19 Resources](#)