

Virtual Learning for 2022-2023



Sum and Substance



- Development of CCS Virtual
- Challenges with sustaining CCS Virtual
- Virtual Learning for 22-23

Development of CCS Virtual



- Impact of the pandemic
- Feedback from families who held health and safety concerns
- Vaccine availability
- Preferred learning experience

Development of CCS Virtual

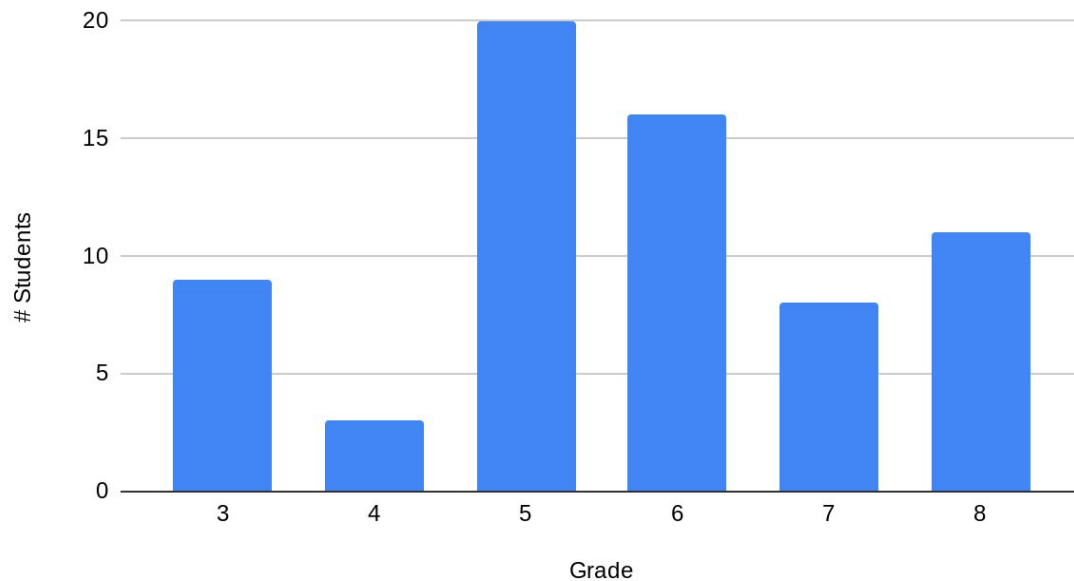


- At the peak, 72 students in CCS Virtual grades 3-8
- Monitored student attendance, grades, engagement, completion of assignments
- Some students thrived in virtual learning, and some did not
- Currently 67 students in CCS Virtual grades 3-8

Development of CCS Virtual



CCS Virtual Enrollment April 2022



Challenges with Sustaining CCS Virtual



- Staffing and other funding for CCS Virtual derived from supplemental “one-time” ARPA funds that were allocated to schools to support pandemic relief
- Identifying, placing, and supporting staff with appropriate certifications who were willing to serve as CCS Virtual instructors (ex: various levels supporting Buford)
- Extremely limited substitute teacher pool for virtual
- Managing the synchronous and asynchronous opportunities in CCS Virtual

Challenges with Sustaining CCS Virtual



- Increased complexity in the delivery of tiered supports, both academic and behavioral, by existing CCS specialists. This may be due to master scheduling differences between schools and/or access to in classroom supports.
- Limited access to CCS electives in the virtual environment
- Engaging with students in collaborative projects and hands-on classroom activities were limited

Virtual Learning for 22-23



- Discontinue CCS Virtual to allow for a phase back to in-person learning, beginning with students who have not demonstrated success in the virtual learning environment (ex: attendance, grades, engagement, completion of assignments)
- Utilize Virtual Virginia (VVA) for students who elected to remain virtual for SY 22-23 **and** thrived in the virtual environment during SY 21-22, and phase these students back to in-person learning in SY 23-24

Virtual Learning for 22-23



Options to Support Families in SY 22-23

- Students who are not able to return to in-person instruction in SY 22-23 due to medical conditions will be approved for VVA if they were successful in virtual instruction during SY 21-22, or they can engage in the Homebound eligibility process (approval by a health care provider is required)

Virtual Learning for 22-23



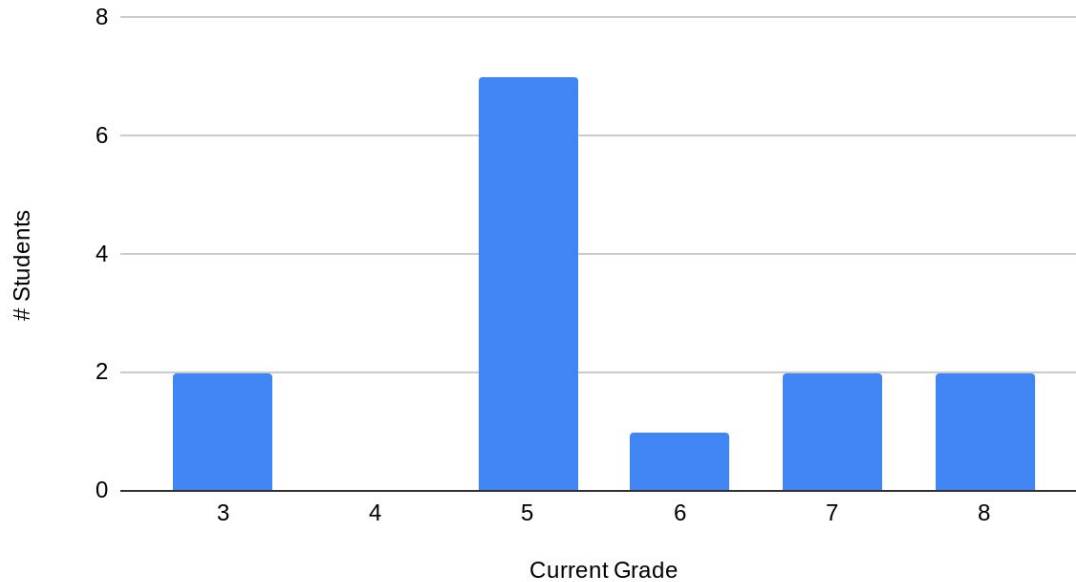
Options to Support Families in SY 22-23

- Students who are unable to return to in-person instruction in SY 22-23 due to the medical condition of a family member who resides in the household will be approved for VVA if they were successful in virtual instruction during SY 21-22, or they can complete paperwork for Home Instruction

Virtual Learning for 22-23



Enrollments into Virtual Virginia for 2022-23



Virtual Learning for 22-23



Actions to Support Families in SY 22-23

- Provide students and families with opportunities to address their questions/concerns to support transition back to home schools.
- Engage in academic planning and course selection to support students' transition back to home schools for the upcoming school year.
- CCS will provide student services (ex: speech) and progress monitor.

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