

CHARLOTTESVILLE CITY SCHOOLS

2027 School Board Legislative Priorities



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2028 STRATEGIC PLAN ALIGNMENT

The Charlottesville City Schools' 2028 Strategic Plan is built on a foundation of equity work that started in 2018. This plan acts as a guide for the school system, ensuring it remains accountable to its goal of creating a community where everyone can reach their full potential. This strategic focus on equity is used to shape and develop the legislative priorities that Charlottesville City Schools advocates for.



VISION

Charlottesville City Schools will be a community of hope, growth, and learning where barriers are eliminated and possibilities are limitless.

MISSION

We are an interconnected, equity-focused school community committed to providing the skills and knowledge needed for lifelong learning, engaged citizenship, and personal fulfillment.

CORE VALUES

RELATIONSHIPS We build authentic connections with each other, elevating diverse perspectives by promoting mutual trust, respect, and a sense of belonging.	JOY OF LEARNING We foster curiosity, play, and exploration to inspire active engagement, discovery, and achievement.
GROWTH We create an environment that promotes personal and organizational improvement through collaboration, reflection, support, and effort.	WELL-BEING We prioritize mental wellness, safety, and physical health. We recognize that we are better together.

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Priority 1: Expedite School Funding Reform

A Realistic Staffing Model

The Standards of Quality (SOQ) formula continues to underestimate true local staffing requirements across Virginia public school divisions. Charlottesville City Schools urges legislators to accelerate the comprehensive revision of the school funding formula to align with modern operational realities.

Key areas in need of SOQ revision



Instructional Assistants

Classroom assistants essential for differentiated small-group instruction, special education compliance, and student behavioral support. Leaving them out of the state budget jeopardizes critical interventions for high-need learners.



Support Specialists

These positions include all the staffing needed to ensure that students receive the supports needed (ie: specialists, nurses, counselors).



Work-based training

Modern workforce readiness depends entirely on non-SOQ positions. Work-based learning coordinators secure trade apprenticeships and other opportunities for students.

Why This Matters: Fair Funding



When the state funding model doesn't recognize essential school personnel, local municipal taxpayers are the ones to cover 100% of their compensation.

This creates severe fiscal strain and deepens regional inequities between high-wealth localities and resource-constrained divisions across the Commonwealth.

Legislative request: Expedite full SOQ formula revision; formally incorporate and co-fund non-SOQ positions such as work-based learning coordinators and instructional assistants.

Priority 2: Addressing Pace of PK-12 Change



Escalating SOL Cut Scores: Frequent, abrupt increases in Standards of Learning benchmarks generate acute pressure without providing adequate instructional runway or transitional support.



Continuous Curriculum Upheaval: Rapid, uncoordinated shifts in academic standards across multiple subject areas overburden teachers and require unsustainable retraining cycles.



Compacted 10-Day Testing Mandate: Restricting standardized test administrations exclusively to the final 10 days of the academic calendar creates severe testing fatigue and disrupts closing instruction.



Protecting Our Teaching Workforce: High expectations for students must be matched with stable, predictable state frameworks that prioritize teacher retention and classroom morale.

Why This Matters: Staff Stability



Stemming the Teacher Attrition Crisis

When high academic standards are coupled with continual curriculum shifts and shifting benchmarks, the resulting burnout leads directly to mid-year resignations and empty candidate pools.

A stable, predictable state testing environment is essential to protect teacher morale, recruit top talent, and keep experienced educators in Virginia classrooms.



Preserving Authentic Learning Time

Cramming all standardized assessments into the final 10 days sacrifices genuine instruction in favor of acute testing anxiety and logistical bottlenecks (e.g. proctoring capacity & computer lab facilities).

Providing flexible testing windows returns weeks of meaningful project-based learning, relationship building, graduation prep, and remediation back to teachers and students.

Legislative request: Direct VDOE to stabilize SOL cut score increases, provide multi-year curriculum pacing, and replace the rigid 10-day testing window with flexible spring scheduling.

Priority 3: Allocate Restorative Justice Funding

Support, Not Mandate

Charlottesville City Schools champions restorative justice education as an essential cornerstone for long-term student success and positive school culture. However, the VDOE requirement to implement restorative practices for every suspension must be accompanied by dedicated, recurring state appropriations.



Authentic restorative practices reduce repeat disciplinary incidents and keep students actively engaged in school.



Trained practitioners facilitate mediation circles, manage re-entry plans, and repair community trust rather than relying on superficial compliance.



RJ builds a positive school environment and supports long-term student success.

Why This Matters: Student Support

Meaningful Healing vs. Checkbox Compliance

Authentic restorative justice requires trained practitioners who can facilitate mediation circles, manage re-entry plans, and repair community trust.

An unfunded mandate forces overworked school staff into superficial compliance, undermining a proven model that actually reduces recidivism and keeps students engaged in school.

Protecting Existing Classroom Resources

Without designated state dollars, local school divisions are forced to reallocate funds away from existing academic programs, literacy specialists, and student mental health services to comply.

New state disciplinary mandates must bring new state funding rather than cannibalizing pre-allocated classroom investments.

Legislative request: Fully fund the VDOE mandate requiring restorative interventions for all suspensions through designated state appropriations.

2027 Priorities & Justification

Focus Area	Specific Legislative Action Requested	Why This Matters
Funding Formula & Non-SOQ Staff	Expedite full SOQ formula revision; formally incorporate and co-fund non-SOQ positions such as work-based learning coordinators and instructional assistants.	Directly expands career apprenticeships and special education interventions while relieving local taxpayers from 100% of these personnel costs.
Assessment & Educator Pace	Direct VDOE to stabilize SOL cut score increases, provide multi-year curriculum pacing, and replace the rigid 10-day testing window with flexible spring scheduling.	Stems the teacher attrition crisis, alleviates acute student testing anxiety, and reclaims vital weeks for meaningful instruction and remediation.
Restorative Justice Mandate	Fully fund the VDOE mandate requiring restorative interventions for all suspensions through designated state appropriations.	Guarantees trained facilitators for genuine student behavioral transformation without cannibalizing pre-allocated reading, STEM, or mental health funds.

QUESTIONS

