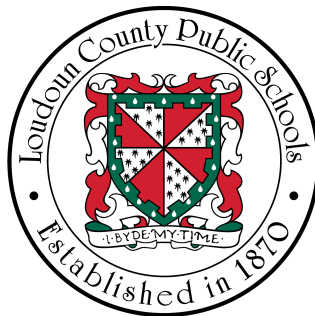


Loudoun County Public Schools

Reopening in Stages: 100% Distance Learning Models

Revised September 10, 2020

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100% Distance Learning for the Start of the 2020-2021 School Year

LCPS will start the school year with 100% distance learning for all students, with very limited exceptions. Students will begin with 100% distance learning on September 8, participating in classes provided remotely, using electronic tools to access live, synchronous classes and classroom meetings, while also engaging in structured learning through online resources and other learning tools provided by LCPS. Most students will not come into school buildings for instruction at the start of the 2020-2021 school year.

This document provides detailed information regarding current plans for 100% distance learning in elementary, middle and high schools. The sample schedules as well as synchronous and asynchronous learning time expectations outlined in this document are subject to change as staff continues to finalize plans for the 2020-2021 school year. Students will interact synchronously (live, interactive online) with their teachers Tuesday through Friday and will also have designated independent work times for asynchronous learning (independent, without live interaction).

Elementary School 100% Distance Learning

Each elementary student’s school day will include instruction in all content areas as well as “specials,” such as physical education, library, art, and music as well as lessons presented by the school counselor. All students will be provided with opportunities to support social and emotional learning and mental health and wellness.

Kindergarten - 3rd Grade Students

	100% Distance Learning Model	Hybrid Model: In-Person Learning and Distance Learning
In-Person	0 days in-person learning with limited exceptions	2 days in-person learning <ul style="list-style-type: none"> - The daily schedule includes student arrival/dismissal, morning meeting, instruction (Specials included), lunch, and recess which totals approximately 6 hours and 45 minutes per day
Distance Learning	<p>5 days distance learning</p> <p>MONDAY</p> <ul style="list-style-type: none"> - 20-30 minutes morning meeting - 20 minutes small groups as needed - 60-90 minutes asynchronous work <p>TUESDAY-FRIDAY</p> <ul style="list-style-type: none"> - 20-30 minutes synchronous morning meeting daily - 90-155 minutes synchronous work daily - 60-90 minutes asynchronous work daily 	<p>3 days distance learning</p> <p>MONDAY</p> <ul style="list-style-type: none"> - 20-30 minutes morning meeting - 20 minutes small groups as needed - 60 minutes asynchronous work daily <p>TUESDAY-FRIDAY</p> <ul style="list-style-type: none"> - 20-30 minutes synchronous morning meeting daily - 60 minutes asynchronous work daily

4th-5th Grade Students

	100% Distance Learning Model	Hybrid Model: In-Person Learning and Distance Learning
In-Person	0 days in-person learning with limited exceptions	2 days in-person learning - The daily schedule includes student arrival/dismissal, morning meeting, instruction (Specials included), lunch, and recess which totals approximately 6 hours and 45 minutes per day
Distance Learning	5 days distance learning MONDAY - 20-30 minutes morning meeting - 20 minutes small groups as needed - 60-90 minutes asynchronous work TUESDAY-FRIDAY - 20-30 minutes synchronous morning meeting daily - 90-155 minutes synchronous work daily - 60-90 minutes asynchronous work daily	3 days distance learning MONDAY - 20-30 minutes morning meeting - 20 minutes small groups as needed - 90 minutes asynchronous work TUESDAY-FRIDAY - 20-30 minute synchronous morning meeting daily - 90 minutes asynchronous work daily

Sample Elementary School Student Schedule

Sample Elementary 100% Distance Learning Student Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Morning Meeting - <i>Synchronous</i>				
8:45-9:30	Students: 20 minutes synchronous small groups as needed Teachers: Synchronous small group instruction as needed. Planning, collaborative learning team meetings, professional development, and staff meetings	Teacher Directed Instruction <i>Synchronous</i>			
9:45-10:30		Specials <i>Synchronous</i>			
10:30-11:30		(3 20-minute sessions) Small Group Instruction (EL, SPED, remediation, Extension) <i>Synchronous</i>			
11:30-12:30		Lunch and Recess			
12:30-1:15	Teacher Directed Instruction <i>Synchronous</i>				
1:30-2:30	Independent Playlist or Choice Activity <i>Asynchronous</i> (Teacher planning and Student Support)				
2:30-3:00	Learning Lab for Students as needed				
<ul style="list-style-type: none"> The Learning Lab at the Elementary level is designed for parents and caregivers to access the teacher on a daily basis to ask questions regarding that day's assignments. The principal will work with grade levels and teachers to schedule these times to work within the greater school schedule. 					

Middle and High School 100% Distance Learning

In the **100% distance learning model**, students will interact synchronously (live, interactive online) with their teachers Tuesday through Friday and will also have designated independent work times for asynchronous learning (independent, without live interaction).

Face-to-face interaction with each teacher is approximately 82 minutes per week at the middle school and 120 minutes at the high school in both the **100% distance learning model** (via synchronous instruction from home) and when students transition to the **hybrid model** (via in-person instruction during the school day).

A middle and high school student’s week will include instruction in all courses and a resource block or study hall. Some middle and high school electives may be limited due to scheduling in both models. LCPS will attempt to accommodate electives and match students with their home school whenever possible. Schools may provide virtual extracurricular activities during 100% distance learning, and in-person extracurricular activities may take place when hybrid learning begins. All students will be provided with opportunities to support social and emotional learning and mental health and wellness in both 100% distance learning and as students transition to the hybrid model of in-person and distance learning.

6th-8th Grade Students

	100% Distance Learning Model	Hybrid Model: In-Person Learning and Distance Learning
In-Person	<p>0 days in-person learning with limited exceptions</p>	<p>2 days in-person learning</p> <ul style="list-style-type: none"> - 20 minutes advisory daily - Students attend four 82-minute blocks each day of in-person learning, seeing each teacher once each week for 82 minutes
Distance Learning	<p>5 days distance learning</p> <p>MONDAY</p> <ul style="list-style-type: none"> - Small group synchronous instruction as needed - 180 minutes asynchronous work (<i>approximately 25 minutes per class</i>) <p>TUESDAY-FRIDAY</p> <ul style="list-style-type: none"> - 20 minutes synchronous advisory daily - 164 minutes synchronous learning daily (<i>~41 minutes per class, 4 periods a day, 2 times a week</i>) - 164 minutes asynchronous/learning lab daily. (<i>41 minutes per class, 4 periods a day. This time may vary due to Resource period and needs of individual students.</i>) - Additional asynchronous work and homework as assigned 	<p>3 days distance learning</p> <p>MONDAY</p> <ul style="list-style-type: none"> - Small group synchronous instruction as needed - 180 minutes asynchronous work (<i>approximately 25 minutes per class</i>) <p>TUESDAY-FRIDAY</p> <ul style="list-style-type: none"> - 20 minutes synchronous advisory daily - 168 minutes asynchronous/learning lab daily. (<i>41 minutes per class, 4 periods a day. This time may vary due to Resource period and needs of individual students.</i>) - Additional asynchronous work and homework as assigned

Sample Middle School Student Schedule

Middle School Sample 100% Distance Student Schedule					
Bell Schedule	Monday	Tuesday A Day	Wednesday A Day	Thursday B Day	Friday B Day
8:35 - 8:55	Asynchronous learning for all students Students: work asynchronously (independently or with peers) Teachers: Planning, collaborative learning team meetings, office hours, professional development, and staff meetings	Advisory	Advisory	Advisory	Advisory
9:00 - 9:41 Synchronous Learning 9:42-10:23 Learning Lab		Block 1	Block 1	Block 5	Block 5
10:30 - 11:11 Synchronous Learning 11:12-11:53 Learning Lab		Block 2	Block 2	Block 6	Block 6
12:00 - 12:41 Synchronous Learning 12:42-1:12 Lunch 1:13-1:54 Learning Lab		Block 3 (Lunch)	Block 3 (Lunch)	Block 7 (Lunch)	Block 7 (Lunch)
2:00 - 2:41 Synchronous Learning 2:42 - 3:23 Learning Lab		Block 4	Block 4	Block 8	Block 8
<ul style="list-style-type: none"> Learning Lab is time dedicated is for students to receive flexible small group, synchronous and/or asynchronous, instruction during the specified block. Unstructured Activity Time will follow expectations of Policy 5011 					

9th-12th Grade Students

	100% Distance Learning Model	Hybrid Model: In-Person Learning and Distance Learning
In-Person	0 days in-person learning with limited exceptions	2 days in-person learning <ul style="list-style-type: none"> - 20 minutes advisory daily - Students attend four 82-minute blocks each day of in-person learning, seeing each teacher once each week for 82 minutes
Distance Learning	5 days distance learning MONDAY <ul style="list-style-type: none"> - Small group synchronous instruction as needed - 180 minutes asynchronous work (<i>approximately 25 minutes per class</i>) TUESDAY-FRIDAY <ul style="list-style-type: none"> - 20 minutes synchronous advisory daily 	3 days distance learning MONDAY <ul style="list-style-type: none"> - Small group synchronous instruction as needed - 180 minutes asynchronous work (<i>approximately 25 minutes per class</i>) TUESDAY-FRIDAY <ul style="list-style-type: none"> - 20 minutes synchronous advisory daily

	<ul style="list-style-type: none"> - 240 minutes synchronous learning daily (~60 minutes per class, 4 periods a day, 2 times a week, seeing each teacher twice a week for 60 minutes each time) - 88 minutes asynchronous/learning lab daily. (22 minutes per class, 4 periods a day. This time may vary due to Study Hall period and needs of individual students.) - Additional asynchronous work and homework as assigned 	<ul style="list-style-type: none"> - 88 minutes asynchronous/learning lab daily. (22 minutes per class, 4 periods a day. This time may vary due to Study Hall period and needs of individual students.) - Additional asynchronous work and homework as assigned
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Sample High School Student Schedules

Sample High School Sample 100% Distance Student Schedule					
Bell Schedule	Monday	Tuesday A Day	Wednesday A Day	Thursday B Day	Friday B Day
9:00-9:20	Students: Work asynchronously (independently or with peers) Teachers: Planning, collaborative learning team meetings, office hours, professional development, and staff meetings	Advisory	Advisory	Advisory	Advisory
9:26 - 10:26 Synchronous Learning 10:27-10:49 Learning Lab		Block 1	Block 1	Block 5	Block 5
10:54 – 11:54 Synchronous Learning 11:55-12:17 Learning Lab		Block 2	Block 2	Block 6	Block 6
12:22 - 1:07 Lunch 1:07 - 2:07 Synchronous Learning 2:08 - 2:30 Learning Lab		Block 3 (Lunch)	Block 3 (Lunch)	Block 7 (Lunch)	Block 7 (Lunch)
2:35 - 3:35 Synchronous Learning 3:36 - 3:58 Learning Lab		Block 4	Block 4	Block 8	Block 8
<ul style="list-style-type: none"> • Learning Lab is time dedicated for students to receive flexible small group, synchronous and/or asynchronous, instruction during the specified block. • Unstructured Activity Time will follow expectations of Policy 5011 					

Staged Approach to Returning to Hybrid In-Person Learning

LCPS will start the school year with 100% distance learning for all students, with very limited exceptions. LCPS plans to implement the hybrid learning model in stages for families who selected it. Families may view their selection by clicking on the “Student Information” tab in ParentVue. Decisions regarding the stages will be made based on conditions. Data, including public health data, will be assessed to inform decisions regarding the stages. LCPS will release additional information regarding the limited exceptions in the coming weeks. Public health mitigation strategies that will be in place for hybrid in-person learning will also be provided at a later date.

Stage 1 will begin on September 8, 2020. LCPS will provide students enrolled in Monroe Advanced Technical Academy (MATA) courses, many of which require hands-on experience to receive certifications, such as Cosmetology, Auto Collision, and Culinary Arts. The School Board authorized that expansion of instruction at its August 11 meeting. MATA instruction will involve approximately 900 students receiving one day of instruction each week, beginning September 8.

LCPS will also provide up to 2 days per week of hybrid in-person learning for Early Childhood Special Education (ECSE) students as well as students through age 22 with the Aligned Standards of Learning (ASOL) curriculum in self-contained programs. This instruction is scheduled to begin by October 13 for students who choose hybrid learning, who do not have medical conditions or intensive needs which would preclude participation and whose IEP teams approve it.

LCPS will also provide hybrid in-person learning for English Learners of Proficiency Level 1.0 – 1.9, and for preschool and pre-kindergarten students who choose to participate in hybrid learning and who do not have medical conditions or intensive needs which would preclude participation. The start date for these programs will be no later than October 27.

Student Expectations in 100% Distance Learning

Attendance and Participation

Attendance in 100% distance learning at the start of the 2020-2021 school year is compulsory, and participation in synchronous and asynchronous activities is required. Attendance will be taken during synchronous learning sessions with the teacher as outlined in the sample schedules above. Participation will be monitored through Schoology, the new LCPS learning management system. For specific guidelines regarding attendance, please use this link: [ATTENDANCE GUIDELINES](#)

Assessment & Grading

Unlike the emergency school closure in spring 2020, both distance learning and eventually hybrid in-person learning will be assessed and graded. Teachers will implement and adhere to the new assessment and grading policy that was created for fall 2020, [Policy 5030, Assessment and Grading](#). Teachers will assess student readiness in September based on diagnostics and formative assessments. LCPS will support staff with identifying where students are academically and create academic plans to support all students. Grade-level or collaborative learning teams will meet virtually to plan for personalized interventions or enrichment based on diagnostic data.

Student Code of Conduct in Virtual Learning Environment

Although our classroom environment is virtual, the standards of behavior are as important as they are in brick-and-mortar schools. Our virtual classrooms are real classrooms with real teachers and students; therefore, appropriate student behavior is expected. To promote the understanding of LCPS students regarding how to behave in an online environment, we have developed a code of conduct that all students are required to follow. In addition to the Student Rights and Responsibilities Handbook (SR&R), this [guidance](#) addresses student interaction with LCPS staff and other LCPS students, as well as their individual actions.

To access the SR&R, use the following links: [ENGLISH](#) [SPANISH](#) [ARABIC](#)

To access the Student Code of Conduct, use the following link: [ENGLISH](#)

Roles and Responsibilities in 100% Distance Learning

Each staff member, family and student has an important role in the success of distance learning in the 2020-2021 school year. The following table outlines examples of the responsibilities of various staff roles in supporting distance learning.

Role	Responsibilities During Distance Learning
Central Office Staff	<ul style="list-style-type: none">- Provide consistent updates to School Board, staff, and community members- Continue to monitor guidance from state and federal agencies and adapt local plans as needed- Provide high-quality professional learning to teachers and other school staff- Develop, curate and distribute resources to schools in support of students, teachers, and families
School Administrators	<ul style="list-style-type: none">- Communicate with families regarding distance learning at your school. Be sure families know who to contact with questions or needs.- Ensure school-based support staff (School Based Facilitators, Special Education, English Learner, Counselors, UMHT, Reading Specialists, Librarians) support student participation and respond to the unique needs of special populations- Engage staff in professional learning, collaborative learning teams (CLTs) and planning on Mondays- Determine additional touch points (formal and informal) you will maintain with your staff- Think about and plan for the unique needs of your school community in the distance learning environment
Teachers	<ul style="list-style-type: none">- Plan for and engage students in synchronous and asynchronous learning aligned to school and division guidelines- Schedule check in for student support as needed

	<ul style="list-style-type: none"> - Facilitate student collaboration virtually as needed - Collaborate with school administration to connect with families not engaging in distance learning - Collaborate with other teachers and colleagues to provide appropriate accommodations and support to all students - Implement and monitor student IEPs and 504 Plans to support student goals and accommodations - Respond to communication from school and families on a consistent basis - Participate in school level meetings and division professional learning
Special Education Teachers and Case Managers	<ul style="list-style-type: none"> - Plan, deliver, support, and engage students with disabilities in synchronous and asynchronous learning to provide appropriate accommodations, assistive technology, and specialized instruction as per the student IEP - Implement IEPs to support student goals and use data to monitor progress - Monitor the use and effectiveness of accommodations - Collaborate with related service providers and all IEP team members - Respond to communication from school and families on a consistent basis - Participate in school level meetings and division professional learning as available - Collaborate with school administration and UMHT to connect with families and students as appropriate
Related Service Providers	<ul style="list-style-type: none"> - Collaborate daily with teachers to support student needs - Develop learning resources for families as needed - Deliver services using multiple platforms such as video modeling, Google Classroom, Schoology, learning packets, and/or teletherapy - Respond to communication from school and families on a consistent basis - Participate in school level meetings and division professional learning as available - Participate in IEP meetings, support student goals, monitor progress, and provide accessibility support
School Counselors	<ul style="list-style-type: none"> - Provide counseling and SEL lessons using evidence-based techniques to promote wellness - Provide synchronous and asynchronous lessons for elementary age students - Provide online webinars, synchronous, and asynchronous sessions to inform students of important school counseling information. - Support students/parents in individual academic advising sessions to help relieve academic concerns and stress - Develop schedules for new student registrations (6-12) - Collect individual course requests and placement recommendations for FY21 to support master schedule development - Provide web access for college and career information - Collaborate with school administration and teachers to ensure a smooth transition from grade 5 to 6 and 8 to 9

	<ul style="list-style-type: none"> - Provide check in/check out with parents/students as requested - Provide telecounseling or consult services to students - Participate in school level multidisciplinary meetings and support MTSS interventions and implementation
Unified Mental Health Team (UMHT)	<ul style="list-style-type: none"> - Partner with teachers in connecting families to available community resources and make referrals if needed - Identify students in need of mental health support to promote educational success and develop intervention plans - Monitor school-based UMHT email for home and school connection - Provide phone or video conference consultation to parents and students regarding stress, anxiety, and/or mental health concerns - Provide individual and group telecounseling to students identified as in need of these services - Provide training to teachers regarding mental health and how to connect students/families with care - Support advisory lessons with an emphasis on mental wellness and resilience - Participate in Child Study, Eligibility, and IEP meetings - Respond to Gaggle alerts that occur during distance learning by reaching out to parents to inform them of the incident and assist in problem-solving as needed - Provide online webinars and synchronous/asynchronous sessions to inform students and parents of important mental health and wellness information - Lead suicide prevention efforts (e.g., Sources of Strength) - Participate in school level multidisciplinary meetings and support MTSS interventions and implementation
Instructional Facilitators	<ul style="list-style-type: none"> - Provide coaching support to administrators, teachers, and teams in the elementary, middle, and high schools they are assigned to enhance teacher practice and student learning for continuity of education - Build teacher capacity and efficacy through coaching, collaboration, and high quality professional learning that supports distance learning - Support Professional Learning Communities by virtually participating and/or facilitating Collaborative Learning Teams (CLTs) to create lesson plans and assessments that are aligned with deeper learning - Collaborate with content supervisors to develop and identify resources and instructional practices to support teachers with planning for distance learning - Share division guidance and expectations based on current information to support schools
Instructional Facilitators of Technology	<ul style="list-style-type: none"> - Support teachers with professional learning and just-in-time training on instructional best-practices and technology tools - Support teachers with designing instruction to be delivered at a distance

	<ul style="list-style-type: none"> - Help teachers identify and select appropriate instructional practices and technology tools for distance learning - Support the school administration in planning for and addressing the unique needs of their school community to support distance learning - Share best-practices and lessons learned with other IFTs and the Office of Educational Technology - Model and promote digital citizenship skills with teachers and staff
Librarians	<ul style="list-style-type: none"> - Provide support for teachers with knowledge and curation of resources for use in the creation of lessons - Provide instruction on literacy skills, research skills, digital citizenship, - Provide professional development on a variety of topics such as research tools, tech tools, maker ideas, digital citizenship - Develop other resources, as needed, for instruction and student involvement in literacy (reading challenges, book trailers/reviews, webquests, pathfinders, etc.) - Support with connections beyond the classroom (such as virtual field trips, subject area experts, etc.)
Students	<ul style="list-style-type: none"> - Establish daily routines for learning - Identify a space in your home where you can learn comfortably - Check your Schoology courses and LCPS email daily - Participate in synchronous learning opportunities - Be a good digital citizen - Communicate with your family, teacher and/or school counselor if you feel you need additional resources or are feeling overwhelmed
Parents/Families	<ul style="list-style-type: none"> - Help your child establish routines - Identify a space in your home where your child can learn comfortably - Encourage physical activity and exercise - Track your child's learning via Schoology - Support your child's digital citizenship - Communicate with your child's teacher, school counselor or administrator if you feel your child needs additional resources or is feeling overwhelmed

Additional Information

Distance Learning for Students with Disabilities

A student's Individual Education Program (IEP) team will determine the instructional programming and related services based upon the needs of the student. Students will have access to augmentative/alternative communication resources in accordance with their IEP. Special education and general education teachers will continue to collaborate to provide instruction and support to students with disabilities based on their IEP goals. Ongoing support and collaboration with families will continue through the IEP meeting process, eligibility determination, reevaluation, and other intervention meetings.

Distance Learning for English Learners

Teachers of English Learner students will utilize their distance learning time with students to focus on independent reading, tasks, and assignments through Schoology, and will also include asynchronous learning opportunities that help to develop English Learners' background knowledge (such as videos, teacher-led mini-lessons, visual and vocabulary support) that could be viewed independently to prepare students for in-person learning.

EL teachers will embed language accessibility and supports in their lessons, activities, and learning experiences. EL teachers and general education teachers will collaborate in order to support students accessing the general education curriculum through comprehensible input while also providing frequent check-ins with their EL students.

Distance Learning for Gifted Learners

SEARCH (Grades K-3): SEARCH classes will be conducted on a bi-weekly basis. The lessons will range from 30 minutes (kindergarten) to 45 minutes (Grades 1-3). Third grade SEARCH classes will be taught synchronously. Grades K-2 SEARCH classes will be taught asynchronously.

FUTURA (Grades 4-5): Gifted resource teachers will provide a combination of synchronous and asynchronous distance learning opportunities for identified gifted learners in grades 4 and 5. The synchronous sessions will be up to 90 minutes once per week.

SPECTRUM (Grades 6-8): Gifted resource teachers will provide a combination of synchronous and asynchronous distance learning opportunities for identified gifted learners in grades 6-8. Lessons will focus on the overarching themes of the gifted curriculum (e.g., Business & Economics, Communication & Culture, Technology & Engineering, and Ethics & Perspectives.).

Student Interactions with Instructional Staff and other Students

1. Students are expected to abide by the code of conduct in the [Students Rights and Responsibilities](#) and be good digital citizens.
2. Students should address all LCPS staff members as adults with the courtesy expected for education professionals.
3. Students should treat each other with respect.
4. Students should phrase communications with LCPS staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails, virtual classes, and phone conversations must be respectful.
5. Students should communicate with teachers via email. If a student requests a Google Meet via email, parent or caregiver must be present for the virtual meeting. If a parent or caregiver cannot be present, the teacher will require an additional staff member be present. If a student is 18 years of age or older, a parent or caregiver is not required; an additional staff member should still be present.
6. Students are prohibited from recording Google Meets.
7. The integrity and authenticity of student work is something we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content is prohibited.

8. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other LCPS students. These actions are prohibited as indicated in [Policy 8210](#) and may result in temporary removal from the virtual learning environment.

Instructional Staff Interactions with Students

1. Virtual classrooms and a recording of the lessons can take place by instructional staff as long as there is no personally identifiable information (PII) or student records disclosed.
2. Teachers will have their cameras on during instruction.
3. Instructional staff will record synchronous class sessions with their students so that students who are not able to participate may access the session recording at a later time. Recordings will be maintained from the start of the marking period until the interim date and from the interim date to the end of the marking period.
4. Instructional staff will allow students and/or parents/guardians the flexibility of having cameras on or off for the entirety of the session. It is recommended that students use the "Background Blur" feature in Google Meet. There may be limited instructional experiences that will require students to use their camera (e.g., American Sign Language classes, certain visual arts activities, etc.)
5. Instructional staff must use Google Meet when meeting with groups of students synchronously.
6. When staff meet with a single student, another adult must be present. This may be either a caregiver or another staff member.
7. Students should be supervised when participating in synchronous class meetings via Google Meet. Teachers of students in grades 3 - 12 may use breakout rooms with students (either by creating separate Google Meets or using built-in breakout room features) as long as the teacher can access those rooms to monitor students. Students in grades K-2 may participate in breakout rooms when an LCPS staff member is present in the breakout room.
8. Staff should not discuss specific student's grades in the presence of other students.
9. Staff should be extremely aware of their surroundings and other household members when on camera. Staff should consider the following:
 - a. Appropriate attire.
 - b. Appropriate "work" location in your home to include a space that is separate from other people in the household when possible.
 - c. Consider a door with a lock or "do not disturb" sign or using a headset during meetings if you live with others.
10. As staff members, we have the privileged position of modeling a personal, polite, positive, and professional communication style for our students to emulate in the virtual world. Be conscious of the use of humor or sarcasm in a virtual environment.
11. Be mindful when sharing your screen. Be aware of open browser windows and browser tabs or electronic documents that are open that may have sensitive information. Host should open the desired page to be displayed in a new window.
12. Do not leave a Google Meet with students until all students have left the session.

Appropriate Use of the Internet

1. In the event there is a claim that a student has violated [Policy 8210](#), Introduction to Student Discipline, they will be notified of the suspected violation and given an opportunity to present an explanation.

2. LCPS students are subject to all local, state, and federal laws governing the Internet. Any student that violates policies and the student code of conduct will be subject to disciplinary action that may result in removal from LCPS class as well as other disciplinary or legal action.

Discipline in 100% Distance Learning

LCPS School Administrators will initiate the following procedure for improper behavior in any class during the virtual learning environment.

1. A student may be temporarily removed by staff if a student violates [LCPS Student Code of Conduct](#) in the virtual learning environment.
2. The parent(s) or adult caregiver of any student shall be notified if a student is removed from the virtual environment for more than 30 minutes. The teacher will report all violations to school level administration.
3. Any additional violations of LCPS code of conduct or Acceptable/Responsible Use or the [Students Rights & Responsibilities](#) may result in additional disciplinary action. Families should contact their school administrator with questions.
4. School level Administrators will review and investigate all reports of threats or cyberbullying. Cyberbullying refers to bullying by a student(s) towards another through electronic communication. Cyberbullying includes such things as sending mean, vulgar or threatening messages or images; posting sensitive private information about another person; pretending to be someone else in order to humiliate another person; and defamatory online social media websites. (General Assembly (§ 22.1-276.01 the Code of Virginia):
5. For more egregious violations (threatening, cyberbullying, using racial slurs in the virtual platform) that may result in suspension or recommendation for expulsion, school administration may proceed with extending discipline once school is back in session, either later this school year, or the beginning of the coming school year.