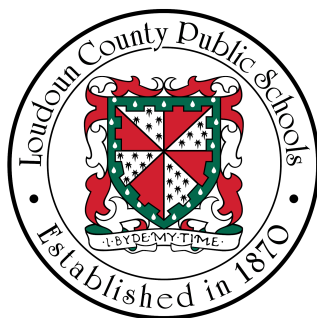


Loudoun County Public Schools

Return to School Information for Families

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Message from the Superintendent and School Board Chair

Dear LCPS Families:

We are writing to provide information regarding the options LCPS parents/guardians have for their children's education for the 2020-2021 school year. The options for teaching and learning generally adhere to the [Phase Guidance for Virginia Schools](#) set forth by the Governor on June 9, 2020. This Phase Guidance aligns the opening of schools with the phases of the Forward Virginia blueprint. On June 29, 2020, the Loudoun County School Board approved a [resolution](#) endorsing key concepts relating to the 2020-2021 school year, including general adherence to the *Phase Guidance for Virginia Schools* and the provision of at least two days of in-person instruction combined with an improved approach to distance learning during Phase III.

The choices available to families in Phase III, described in more detail in the following pages, are:

1. A hybrid model of learning for students, which means a child will attend school in person for 2 days each week and will engage in distance learning the other 3 days of the week.
2. 100% distance learning, in which a child will not attend school in person

This document includes [information](#) regarding how parents/guardians should inform LCPS of their choice by July 13.

We acknowledge the diverse opinions regarding how schools should operate in the new school year and believe that these two options are the best possible options we can provide for Loudoun County families while generally adhering to the guidance from local, state, and national public health experts. We would prefer 100% in-person learning for all students, if it could be safely delivered, and we will continue to work to be prepared to shift to an approach that involves more in-person learning for more students as public-health conditions allow.

Thank you.

Eric Williams, Ed.D.
Superintendent
Loudoun County Public Schools

Brenda Sheridan
Chair
Loudoun County School Board

Options for 2020-2021 School Year

In order for LCPS to plan effectively for the start of the 2020-2021 school year, families are required to select one of two options for how their child or children will participate in school if we open when Loudoun County is in Phase III. This will be a binding choice for the first semester of the 2020-2021 school year, from the first day of school until January 15. Parents/guardians MUST indicate their choice for each of their children, in the ParentVUE system, by **July 13 at 8 AM**. Parents/guardians of students with disabilities should make a selection and should contact their child's case manager or principal to convene an IEP team meeting. Parents/guardians of students enrolled in Monroe Advanced Technical Academy (MATA) courses at the Academies of Loudoun should consider the instructional decisions referenced in the [appendix](#).

Students whose families do not select an option by July 13, 2020, will be enrolled in Option 1.

Option 1: I choose the hybrid model of learning for my child. I understand that under this model most children will attend school in-person for two days a week and will engage in distance learning the other three days. I understand that some [students with disabilities](#) and some [English learners](#) may attend school in-person more than twice weekly. By selecting this option, I agree that my child will participate in required symptom check questionnaires, participate in no-touch temperature checks, and wear a cloth face covering when 6 feet of physical separation is not maintained, unless a medical condition documented by a medical professional requires otherwise. I understand this means my child will participate in the hybrid model for at least the first semester of the 2020-2021 school year.

Option 2: I choose 100% distance learning for my child. I understand this means my child will not attend classes at school in person for at least the first semester of the 2020-2021 school year.

Choosing to Have Option 1 Students within a Household Attend School on the Same Day: Elementary students in the same household who are participating in Option 1 will be automatically assigned to attend school on the same days (either Tuesday/Thursday or Wednesday/Friday). Parents/guardians also can request that all children in the same household at different levels (elementary, middle and high school) who are participating in Option 1 attend school on the same days (either Tuesday/Thursday or Wednesday/Friday). Making this request may limit the number of classes available to secondary students due to scheduling challenges. Due to grade-level and graduation requirements, specific classes students select, or the level of classes a student must take (e.g., Geometry), siblings may not be able to attend school on the same days of the week. All efforts will be made to offer electives students have chosen; however, due to schedule restrictions, it may be necessary to limit the electives a specific school offers. Parents/Guardians will NOT have the option of requesting which days their children attend (Tuesday/Thursday; Wednesday/Friday).

Selecting Options for 2020-2021 School Year

In order to select one of the options, a parent/guardian should log into ParentVUE, select the "Student Info" menu item, and click on the "Edit Information" button. Using the "Distance Learning Option" drop down menu, the parent/guardian should select their desired option and scroll down to click on the "save changes" button. Parents/guardians will repeat these steps for each of their children enrolled in LCPS.

If parents/guardians need assistance with communicating the selection of their option, they should call the LCPS COVID-19 Information Hotline at 571-252-6499.

Once parents/guardians indicate their choices in ParentVUE for each child registered to attend LCPS in 2020-2021, the selection will be automatically saved and parents/guardians will receive a Blackboard message confirming the option selected by July 17.

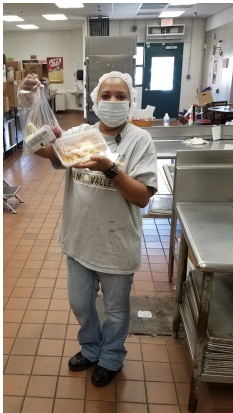
New Student Registration

Parents/guardians new to LCPS may pre-register their child for school online. The option to select hybrid or distance learning is part of online registration. A virtual face-to-face meeting can also be scheduled with the zoned school’s registrar. Please visit the [LCPS Registration](#) webpage for more information.


II. Prioritizing the Safety of our Students and Staff




Promoting the physical and mental wellness of students and staff is key. The following chart sets forth key LCPS best practices in multiple areas:

- Physical distancing;
- Cloth face coverings;
- Daily symptom check questionnaires and temperature checks;
- Care and testing for people with symptoms;
- Contact tracing and self-quarantining;
- Enhanced hygiene, cleaning, and disinfecting practices;
- Physical distancing on buses; and
- Mental wellness.



Highlights of LCPS Best Practices to Promote Physical and Mental Wellness in Phases I, II, and III

<p>Physical Distancing</p> 	<ul style="list-style-type: none">• Maintain 6 feet of separation between people whenever possible.• Display markings on the floor and signs throughout the building to help people maintain appropriate distance from one another.• Generally speaking, assign space to students in classrooms that provides the potential for 6 feet of physical distance. Sketches in the appendix illustrate how, generally speaking, space will be assigned on the basis of 4-foot circles that provide the potential for 6 feet of physical separation among people. Each sketch shows a classroom with ten or eleven students present.• Establish meal schedules, serving locations (classrooms and/or cafeteria), protective practices for students with food allergies, and other practices that support public health.• Respect the state’s large-group gathering restrictions, including the 250-person limit on large gatherings, such as assemblies and recess, during Phase III.
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<p>Cloth Face Coverings and Other PPE</p> 	<ul style="list-style-type: none"> • Require the use of cloth face coverings by staff when at least 6 feet of separation cannot be maintained. • Provide 5 washable cloth face coverings to full-time and part-time employees. • Require the use of cloth face coverings in students when 6 feet of separation cannot be maintained, unless a medical condition documented by a medical professional requires otherwise. (Per the Centers for Disease Control and Prevention [CDC] guidance, cloth face coverings should not be worn by children under the age of 2 or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.) • Equip health office staff with medical-grade Personal Protective Equipment (PPE) to include N95 masks, gloves, gowns, and face shields/goggles. • Procure disposable face coverings to provide to students who are required to wear a face covering but do not have one. • Collaborate with Loudoun County Government to provide N95 fit testing for all health office staff. • Provide PPE to full-time and part-time employees as appropriate to their area of responsibility.
<p>Daily Symptom Check Questionnaire and Temperature Checks</p> 	<ul style="list-style-type: none"> • Parents/guardians will complete a symptom check questionnaire for their children at home prior to sending/bringing them to school. If the answer to any question is “yes”, the student must stay home. • Upon arrival at school, staff will ask students the same questions. If a student answers yes to any of the questions, the student will be provided a cloth face covering (if necessary) and escorted to the designated care room. • Daily random no-touch temperature checks of students and staff at school/work locations will be conducted. • Staff will complete a symptom check and temperature check at home prior to reporting to work. If the answer to any question is “yes” or even if the employee has a fever of 100.4°F or higher, the employee will stay home.
<p>Care and Testing for People with Symptoms</p> 	<ul style="list-style-type: none"> • The student health office staff will care for any student or staff member reporting or exhibiting symptoms related to COVID-19 in a space separate from the general health office. If the individual does not have a cloth face covering, they will be provided one as developmentally appropriate, and based on the condition of the person. The parent/guardian will be requested to come to school to pick up the student as the student will not be permitted to ride the bus home. The employee will be asked to go home and seek care from their physician. • Information regarding testing facilities will be provided to students and staff who report symptoms related to COVID-19.

Contact Tracing and Self-Quarantining



- If a staff member or a student tests positive for COVID-19, a contact investigation will be conducted by the Loudoun County Health Department (LCHD). LCPS will notify the LCHD of any reported or suspected positive cases. LCHD will notify close contacts of positive cases and advise them to self-quarantine at home. Once the LCHD becomes aware of a potential exposure within a school, it will contact the LCPS Student Health Services to help identify those who may be close contacts within that school to enable LCPS to exclude identified students and staff until they are safe to return.
- LCPS, based on consultation with LCHD, could determine that self-quarantining is required among groups of students and staff who are exposed to a positive case. The volume of close contacts of positive cases would determine the extent to which in-person learning/work would be paused. In-person learning/work would be paused for students/staff who are close contacts of positive cases, as determined by LCHD. The self-quarantine would not involve pausing virtual learning or work for these individuals.
- LCPS will work collaboratively with the Loudoun County Health Department to report positive COVID-19 cases as reported and potential close contacts, and communicate accordingly with the affected community members. It has been our practice during the FY20 school closure period, when notified of staff COVID-19 positive cases, to notify the staff and school community of the affected location.

Highlights of LCPS Best Practices to Promote Physical and Mental Wellness in Phases I, II, and III *(continued)*

Enhanced Hygiene, Cleaning and Disinfecting Practices





- Encourage and provide opportunities for frequent handwashing.
- Daytime custodians redirected to internal increased-frequency cleaning. Exterior work performed by custodial staff will be performed after hours.
- Implement Legionella prevention per CDC guidance, including use of flushing water systems.
- Maintain increased supplies of soap and hand sanitizer to support an increased use of soap and hand sanitizer stations.
- Limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Schools and worksites will be provided the appropriate signage and Virginia Department of Health/CDC posters related to mitigation strategies that include face coverings, respiratory etiquette, physical distancing, and signs/symptoms of COVID-19.
- Implement enhanced cleaning procedures including more frequent cleaning of high-touch areas. Clean buses after morning, midday and afternoon runs.
- Follow CDC guidance regarding cleaning of facilities that have been used by people who have tested positive. Three levels of enhanced cleaning will occur: enhanced; enhanced plus targeting cleaning in particular areas of the building; enhanced plus intensive school-wide cleaning, including a full disinfecting of the entire school with use of Electrostatic Spraying Systems.

Physical Distancing on Buses



- LCPS will seek to create physical distance between students on buses.
- LCPS will seek to seat children one per seat, every other row. When this occurs, it would result in 13 students and 14 students, on 77-passenger and 84-passenger buses, respectively. This is depicted on [sketches](#) included in the appendix.
- It will not always be possible to limit bus occupancy to one child per seat, every other row. For example, at times it may be necessary to seat one child per seat, every row.
- Children living together, such as siblings, may sit together.
- Remind parents/guardians of proper physical distancing at bus stops.

	<ul style="list-style-type: none"> ● Implement modified practices for students entering and leaving buses. ● Practices relating to face coverings (as described in one of the preceding rows) will mitigate risk relating to riding buses.
School Nutrition 	<ul style="list-style-type: none"> ● Breakfast and lunch will be available at school for students on the days they are present for in-person learning. ● Meals will be mostly served in the classroom ● Accommodations for students with allergies will be managed on a student by student basis as appropriate. ● Packages with 5 days of non-perishable meals will be available at community distribution points for students from food insecure families.
Social and Emotional Wellness 	<ul style="list-style-type: none"> ● All schools will promote the social and emotional wellness of students and staff through the use of a Multi-Tiered System of Supports approach. Tier 1 universal strategies and supports will be provided to all students to promote mental wellness; some students may require additional Tier 2 targeted and Tier 3 intensive interventions. ● Students, teachers, and families will be able to access members of their school Unified Mental Health Team (UMHT) who can help determine how best to meet the mental health needs of students. The UMHT will offer both in-person and telehealth services that include group interventions, individual counseling, and mental health and behavioral consultation. ● Proactive approaches to engaging students in the learning will be a focus for the UMHT members in collaboration with other school staff. ● The Mental Health & Wellness Resources and Student & Family Services section of the LCPS Continuity of Education website will continue to be a repository of resources for families, and UMHT members will be able to refer families to the appropriate community resources.

III. Instruction in LCPS

Loudoun’s phase status will drive the extent of in-person learning and distance learning, as envisioned in the *Phase Guidance for Virginia Schools* set forth by the Governor.

Phase I In-person learning is only provided if the Individual Education Program (IEP) team determines it is appropriate and the parent consents. Distance learning may remain appropriate for some students with disabilities. Most students would participate in 100% distance learning.

Phase II In-person learning with a hybrid schedule (2 days of in-person learning and 3 days of distance learning each week) is provided for students in grades pre-Kindergarten through 3 and some students with disabilities and English learners. Most students in Grades 4-12 would participate in 100% Distance Learning.

Phase III In-person learning with a hybrid schedule (2 days of in-person learning and 3 days of distance learning each week) is provided for most students in Grades pre-Kindergarten through 12. More days of in-person learning would be provided for some students with disabilities and English learners. In most cases, students would go to school on alternating days based on last name alphabetically with the intent to keep siblings attending school on the same days.

Virginia's Return to School Plan states that divisions must be ready to move within phases and to shift instructional practices, depending on the phase. Additional details and guidance will be forthcoming from the state regarding moving beyond Phase III, including details regarding K-12 schools and required public health precautions.

Assessment and Grading

Unlike the emergency school closure in spring 2020, both in-person and distance 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 August based on diagnostics, formative assessments, etc. 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.

In-Person Learning in the Phase III Hybrid Model

Students in grades K-12 would attend school in-person two days per week, either Tuesday and Thursday or Wednesday and Friday, to support physical distancing practices. On the days when students are not physically present, they would work on individualized tasks that support the instruction provided during in-person learning. On Mondays, all students would participate in a virtual morning meeting and some would receive virtual small group support.



Students will participate in synchronous and asynchronous morning meetings and/or advisory activities to build connections with classmates and support mental wellness during days engaged in distance learning. All students will be provided with synchronous and asynchronous opportunities to support social and emotional learning and mental health and wellness. Some [students with disabilities](#) and [English learners](#) may attend school more than two days each week. Additionally, students identified as [gifted learners](#) would receive services in-person and in distance learning. Students needing Tier 2 and 3 social/emotional or mental health support or those in crisis will be able to access UMHT staff (School Counselors, School Psychologists, School Social Workers, Student Assistance Specialists) in the school building on in-person learning days or via telehealth during asynchronous learning days.

Sample Elementary Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting <i>In-person or Synchronous</i>				
20 minutes synchronous small groups as needed 60-90 minutes of independent work over the course of the day	Reading/Language Arts	60-90 minutes of asynchronous work time over the course of the day	Reading/Language Arts	60-90 minutes of asynchronous work time over the course of the day
	Recess		Recess	
	Reading		Reading	
	Specials		Specials	
	Recess and Lunch		Recess and Lunch	
	Math		Math	
	Science, Social Science, Interdisciplinary Activities		Science, Social Science, Interdisciplinary Activities	

Sample Middle/High School Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory/Homeroom/PBIS lessons <i>Synchronous and In-person</i>				
Asynchronous Learning For Students Teacher Planning Synchronous Check-in @ 15 minutes per block (not including study hall) Student Support	Block 1 <i>In-person learning</i>	Block 1 <i>Asynchronous</i>	Block 5 <i>In-person learning</i>	Block 5 <i>Asynchronous</i>
	Block 2 <i>In-person learning</i>	Block 2 <i>Asynchronous</i>	Block 6 <i>In-person learning</i>	Block 6 <i>Asynchronous</i>
	Block 3 <i>In-person learning</i>	Block 3 <i>Asynchronous</i>	Block 7 <i>In-person learning</i>	Block 7 <i>Asynchronous</i>
	Lunch Break			
	Block 4 <i>In-person learning</i>	Block 4 <i>Asynchronous</i>	Block 8 <i>In-person learning</i>	Block 8 <i>Asynchronous</i>
	Asynchronous learning, extracurricular activities, collaboration with peers, and office hours with teachers as needed			

100% Distance Learning

Families will have the option for students to receive 100% of their instruction virtually. Students would interact synchronously (live, interactive online) with their teachers Tuesday through Friday and would also have designated independent work times for asynchronous learning (independent, without live interaction). An elementary student's school day would 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. The teacher would be available periodically



throughout the week for parent consultation during designated office hours. A middle and high school student's day would include instruction in all courses and a resource block or study hall. Middle and high school electives will be limited in distance learning. If parents/guardians opt for 100% distance learning, LCPS will attempt to accommodate electives and match students with their home school whenever possible. Students whose families choose 100% distance learning would still be eligible to participate in extracurricular activities.

Elementary 100% Distance Learning Sample 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>			
9:45-10:15		Specials <i>Asynchronous or 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)			
2:30-3:00	Office Hours for parents/guardians				

Middle 100% Distance Learning Sample Schedule

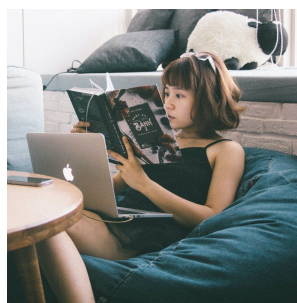
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Advisory Period/SEL lessons				
9:00-9:45	Teacher Planning, Collaborative Learning Team Meetings, and Office Hours	Block 1A Synchronous Learning	Block 1B Synchronous Learning	Block 1A Synchronous Learning	Block 1B Synchronous Learning
10:00-10:45		Block 2A Synchronous Learning	Block 2B Synchronous Learning	Block 2A Synchronous Learning	Block 2B Synchronous Learning
11:00-11:45		Block 3A Synchronous Learning	Block 3B Synchronous Learning	Block 3A Synchronous Learning	Block 3B Synchronous Learning
12:00-12:30	Students work asynchronously (independently or with peers)	Lunch Break			
12:45-1:30		Block 4A Synchronous Learning	Block 4B Synchronous Learning	Block 4A Synchronous Learning	Block 4B Synchronous Learning
1:30-3:30	Students: Asynchronous learning activities, extracurricular activities, conference with teachers by appointment, work				

	independently or with peers Teachers: Planning, School Meetings, Conferences, Communication
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High 100% Distance Learning Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:20	Advisory Period/SEL lessons				
9:30-10:30	Teacher Planning, Collaborative Learning Team Meetings, and Office Hours	Block 1A Synchronous Learning	Block 1B Synchronous Learning	Block 1A Synchronous Learning	Block 1B Synchronous Learning
10:45-11:45		Block 2A Synchronous Learning	Block 2B Synchronous Learning	Block 2A Synchronous Learning	Block 2B Synchronous Learning
12:00-12:30	Students work asynchronously (independently or with peers)	Lunch Break			
12:45-1:45		Block 3A Synchronous Learning	Block 3B Synchronous Learning	Block 3A Synchronous Learning	Block 3B Synchronous Learning
2:00-3:00		Block 4A Synchronous Learning	Block 4B Synchronous Learning	Block 4A Synchronous Learning	Block 4B Synchronous Learning
3:15-4:15	Students: Asynchronous learning activities, Extracurricular activities, Conference with teachers by appointment, Work independently or with peers Teachers: Planning, School Meetings, Conferences, Communication				

Distance Learning in Hybrid and 100% Distance Learning Models

Distance learning includes synchronous (live, interactive, on-line) and asynchronous learning (independent, without live interaction). The amount of each type of distance learning will vary depending on the Phase Loudoun County is in and the option selected by parents/guardians. Distance learning work time expectations are to remain reasonable and reflect awareness that students' pace of work during asynchronous distance instruction can differ significantly from their in-school pace.



Summary of Synchronous and Asynchronous Distance Learning across Phases

The following table sets forth guidelines for synchronous and asynchronous distance learning for different phases and options. The guidelines for the Phase III hybrid option (*2 days of in-person learning and 3 days of distance learning*) are set forth in the column on the left. The guidelines for most students in Phases I and II, and for students whose parents/guardians select the 100% distance learning option are set forth in the column in the right.

Grade Levels	Phase III	Phases I and II (for most students) and Phase III (for those whose parents/guardians choose this option)
	Hybrid of 2 days in-person learning, 3 days distance learning (more than 2 days in-person learning for some students with disabilities and English learners)	100% Distance Learning
K - 3	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - Synchronous 30 minutes per day - Asynchronous 60 minutes per day	TUESDAY-FRIDAY - Synchronous 120 minutes per day - Asynchronous 60 minutes per day
4 - 5	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - Synchronous 30 minutes per day - Asynchronous 90 minutes per day	TUESDAY-FRIDAY - Synchronous 120-140 minutes per day - Asynchronous 90 minutes per day
6 - 8	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - 20 minutes Advisory each day - 45 minutes asynchronous per class over the course of the week	TUESDAY-FRIDAY - 20 minutes Advisory each day - 180 minutes synchronous learning per day (<i>45 minutes per class, 4 periods per day</i>) - 45 minutes asynchronous per class over the course of the week
9-12	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - 20 minutes Advisory each day - Asynchronous 60 minutes per class over the course of the week	TUESDAY-FRIDAY - 20 minutes Advisory each day - Synchronous 240 minutes per day (<i>60 minutes per class, 4 periods per day</i>) - Asynchronous 60 minutes per class over the course of the week

Chromebooks and Hotspots

All students in Kindergarten through grade 12 will have access to an LCPS-issued Chromebook, regardless of the option in which their child is enrolled. LCPS is also working toward providing additional hotspots to support students in need of internet connectivity.

In-Person and Distance Learning for Students with Disabilities during Phases I, II, and III

A student's Individual Education Program (IEP) team will determine the instructional programming and related services based upon the needs of the student. Special education services will be provided within the least restrictive environment possible, while maintaining the safety of students and staff. 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. School teams will identify plans to implement public health mitigation strategies within programs that support students requiring intensive behavioral support. Ongoing support and collaboration with families will continue through the IEP meeting process, eligibility determination, reevaluation, and other intervention meetings.

In-Person and Distance Learning for English Learners during Phases I, II, and III

Teachers of English Learner students will utilize their in-person time with students to concentrate on the language instruction strategies and opportunities that are most challenging to complete in a virtual environment. These learning experiences will include oral language opportunities, authentic communication during collaborative work with classmates, and targeted small group reading and phonics instruction. Distance learning will 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.

In-Person and Distance Learning for Gifted Learners during Phase III

SEARCH (Grades K-3) Gifted resource teachers will utilize their face-to-face time with students to conduct third grade SEARCH lessons. The lessons will focus on the SEARCH curriculum. During third grade SEARCH time, portfolio lessons will be conducted that are part of the gifted eligibility process. Face-to-face time will also be used to work with EDGE students in small groups. Distance learning will focus on K-2 SEARCH lessons. These lessons will be conducted asynchronously.

FUTURA (Grades 4-5) Gifted resource teachers will provide a combination of synchronous and asynchronous distance learning opportunities for identified gifted learners. FUTURA students will not take buses to gifted centers, but rather will receive gifted services via synchronous and asynchronous activities on their distance learning days.

SPECTRUM (Grades 6-8) Gifted resource teachers will utilize their face-to-face time with students to conduct gifted lessons that focus on the overarching themes of the gifted curriculum (e.g., Business & Economics, Communication & Culture, Technology & Engineering, and Ethics & Perspectives.). Gifted resource teachers will

also provide a combination of synchronous and asynchronous distance learning opportunities for identified gifted learners.

Instructional Decisions for Monroe Advanced Technical Academy (MATA) at the Academies of Loudoun

The Monroe Advanced Technical Academy (MATA) pathways strive to provide significant and relevant learning in Career & Technical Education (CTE), which allows students to explore and innovate while preparing for 21st century college and careers. MATA courses offer a significant number of industry credentials, certifications, and licensing exams within a wide variety of STEM fields. Most of these courses have a significant portion of instruction dedicated to hands-on, inquiry-based instruction, and the application of skills and knowledge to projects and tasks. Since a significant portion of the course outcomes for these courses require in-person performance assessments, all MATA courses at the Academies of Loudoun will **only be offered through the Hybrid Model and will not be available through Distance Learning** (for SY20-21).

Concurrently enrolled students MAY choose to select:

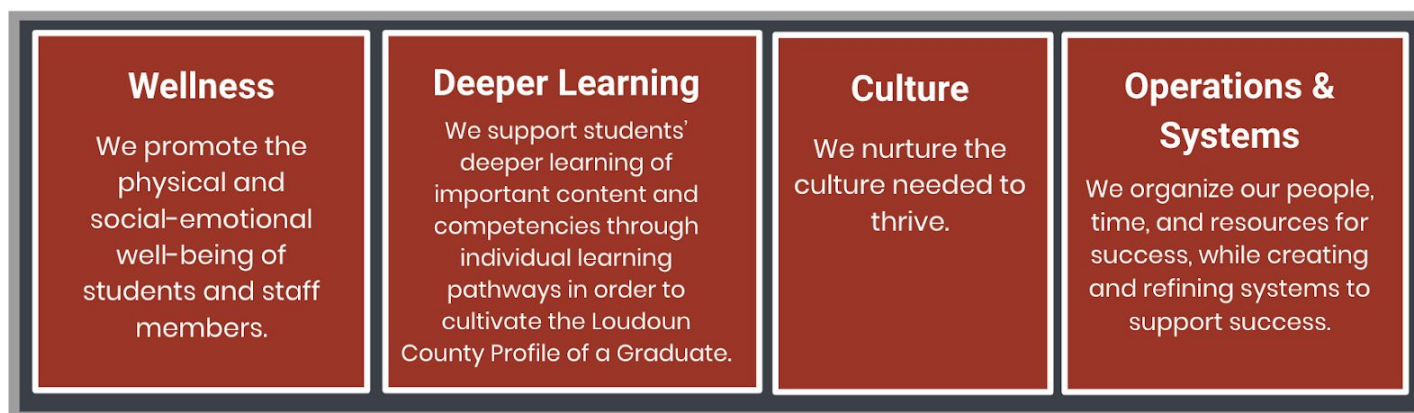
- 1) the **hybrid model** for both the Academies of Loudoun and their home high school, OR
- 2) the **hybrid model** for the Academies of Loudoun and **distance learning** for their home high school

As you carefully consider your options for the fall, please note:

- All students that were originally admitted and scheduled for next fall in MATA courses that would like to keep these courses in their schedule for 20-21 will need to opt for the Hybrid Model option.
- Any student who was originally admitted and scheduled for next fall that selects the Distance learning model will be withdrawn and scheduled full time at their home high school.

Student Experiences

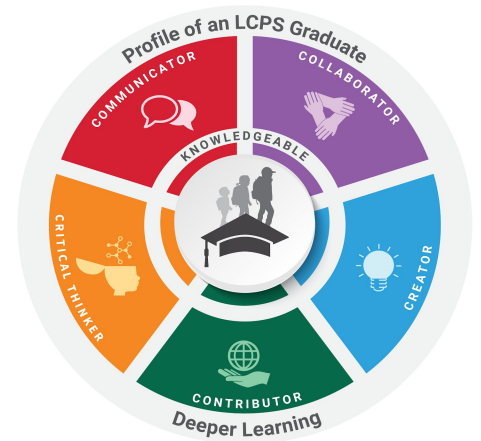
We support students' deeper learning of important content and competencies through individual learning pathways in order to cultivate the Loudoun County Profile of a Graduate. We are committed to providing students, staff and families with learning environments designed around wellness, deeper learning, culture and operations and systems.



Students will engage in deeper learning opportunities both in-person and in a distance learning environment. Virginia's phase of reopening will determine the number of days students receive in-person instruction, ranging from 0 to 4 days of face-to-face instruction. Students will engage in the 5 Cs (Communication, Collaboration, Creativity, Critical Thinking, and Contribution) on authentic project-based learning experiences (PBL),

performance assessments (PA), and personalized learning (PL) in order to increase deeper learning, student engagement, and to help students develop the traits of the LCPS Profile of a Graduate.

- Students will review assessment feedback with teachers as necessary during their office hours or through small-group instruction in order to continue reflecting on their own growth, promoting ownership of learning. (Phase III and beyond)
- Students will work with teachers to reassess when necessary.
- Students will make up work when necessary if work is not turned in on time in accordance with school/LCPS practices.
- Students understand that attendance is compulsory. Teachers take attendance daily for all students whether the student is engaged in distance or in-person learning. The teacher, Unified Mental Health Team member, or school attendance officer follows up with students that are not attending school regularly.



In-Person and Telecounseling Services for Both Options

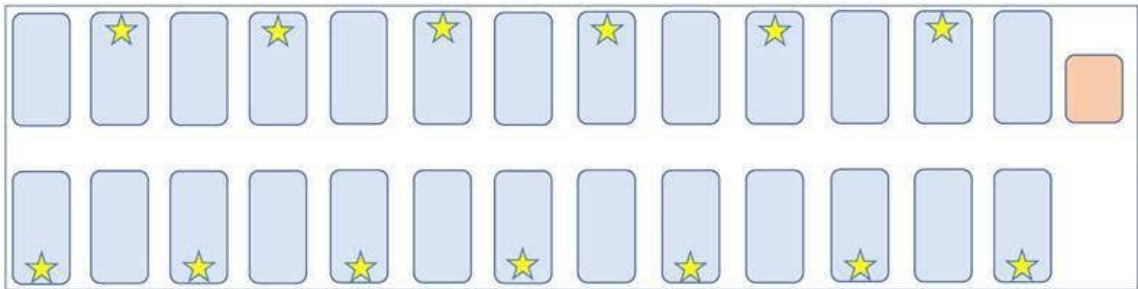
Individual and group counseling will be offered for students identified as in need of these Tier 2 and 3 mental health services in order to promote educational success, regardless of the instructional model in which they are enrolled. In order to maximize time spent engaged in in-person learning, individual and group counseling will be offered using a video platform (i.e., telecounseling). In-person services may be offered if it is determined that the student is not able to participate in telecounseling effectively (e.g., the student is too young to engage in a remote format). In addition to individual and group in-person or tele-counseling, mental health teleconsultation will continue to be offered to help parents/guardians and educators promote the social and emotional development of students and children in their care.

Classroom Capacity Sketches



Transportation Capacity

This sketch is of a **77 passenger bus** with 13 rows, including a maximum of 13 passengers.



This sketch is of an **84 passenger bus** with 14 rows, including a maximum of 14 passengers.

