LCPS Continuity of Education Plan

Updated April 8, 2020

Timeline for Continuity of Education

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  Student Work Time Guidelines from March 30 - April 3 and on April 13 - 14
  Assessment and Grading from March 30 - April 3 and on April 13 - 14
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    Middle and High School Quarter 3 Grades

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Roles and Responsibilities

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## Timeline for Continuity of Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to March 30</strong></td>
<td>Teachers prepare lessons for continuity of education using previously taught material. Materials for students and families are available at <a href="https://www.lcps.org/ContinuityOfEducation">https://www.lcps.org/ContinuityOfEducation</a></td>
</tr>
<tr>
<td><strong>March 30 - April 3</strong></td>
<td>Teachers are providing digital and non-digital learning opportunities specifically for their students addressing <em>previously covered</em> skills and knowledge during this time.</td>
</tr>
<tr>
<td><strong>April 3 - April 12</strong></td>
<td>Teachers may provide optional learning opportunities for students to complete over spring break and may remain in virtual contact with their students to stay connected. These learning opportunities are optional and will not be graded. Additionally, materials for students and families are available at <a href="https://www.lcps.org/ContinuityOfEducation">https://www.lcps.org/ContinuityOfEducation</a>.</td>
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<tr>
<td><strong>Spring Break</strong></td>
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<tr>
<td><strong>April 13 and 14</strong></td>
<td>April 13 and 14 will be professional development and planning days for teachers to prepare to deliver new instruction for the remainder of the school year. Families will still have access to optional learning opportunities provided by teachers during this time.</td>
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<tr>
<td><strong>Beginning April 15</strong></td>
<td>Beginning Wednesday, April 15, adjustments to our distance learning instructional model will include <strong>new content</strong>. Beginning April 15, grades 3-12 teachers will provide synchronous and asynchronous learning opportunities. K-2 teachers will have the flexibility to provide optional synchronous learning opportunities as well as offline learning opportunities through ParentVue or other forms of communication previously established with their students’ families. Details of the plans, including support for teachers are under development and being finalized to ensure equity and accessibility for all of our students.</td>
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</table>
Instruction from March 30 - April 3 and on April 13 - 14

Teachers are providing online learning opportunities specifically for their students addressing previously covered skills and knowledge during this time. As explained below, instruction will focus on new content and skills, starting April 15.

Teachers will engage students in asynchronous learning experiences. Teachers of some K-2 students have used a different platform this school year and so to increase consistency for our youngest learners, their teachers may choose to continue to use the platform with which their students are accustomed. Learning experiences provided by the teacher will be both digital and non-digital. Packets of offline or non-digital resources will be available to families at the “meal stops” beginning on Monday, March 23.

Teachers are expected to connect with students and families regularly during the closure. Here are examples of best practices for that regular communication:

- Communication with families via email;
- Communicate with students via Google Classroom on a regular basis during the closure;
- Maintain consistent times at which they are readily available via Google and/or regularly checking email to answer questions;
- Acknowledge or respond to emails within 24 hours.

Student Work Time Guidelines from March 30 - April 3 and on April 13 - 14

The following student work time guidelines are in place starting March 30 and continuing beyond April 15:

- K-2 - Up to 60 Minutes daily
- 3-5 - Up to 90 Minutes daily
- 6-8 - Up to 30 minutes per class (Up to 3-4 cumulative hours daily or 150 minutes a week per class)
- 9-12 - Up to 30 minutes per class (Up to 3-4 cumulative hours daily or 150 minutes a week per class)
- AP/Dual Enrollment - Aligned to course expectations

Art, Music, Physical Education, and Library learning opportunities will also be provided at the elementary level and these opportunities are not considered to be part of the student
work time guidelines listed above. In addition to the guidelines listed above, students are encouraged to read and write daily, engage in creative pursuits, and stay physically active, and these learning opportunities are designed to assist families with this.

Assessment and Grading from March 30 - April 3 and on April 13 - 14
The last day of the 3rd Quarter will be considered to be March 11, which was the last day of school prior to the closure.

Elementary School Quarter 3 Grades
Elementary Quarter 3 report cards will be based on student progress through March 11. Teachers should enter comments and finalize Quarter 3 grades by April 24.

Middle and High School Quarter 3 Grades
Quarter 3 grades for middle and high school students will be determined based on work completed through March 11, the last day of school prior to the closure. Teachers will provide opportunities for students to make up missing work and assign a grade to that missing work.
- Students have until April 24 to turn in missing assignments or to complete reassessments.
- Teachers will enter Quarter 3 grades into the gradebook and complete the grade reporting process by May 1.
- Teachers will work with and provide reasonable alternatives for students who might not have the necessary materials to complete missing assignments.
- No assignment or assessment entered in the gradebook from work submitted after March 11 should negatively impact a student’s grade as of March 11.

Instruction beginning April 15
Beginning April 15, teachers will provide distance learning experiences specifically for their students that includes a focus on new skills and knowledge. Grades 3-12 teachers will provide synchronous and asynchronous learning opportunities through Google Classroom. K-2 teachers will have the flexibility to provide optional synchronous learning opportunities as well as offline learning opportunities through ParentVue or other forms of communication previously established with their students’ families. Additionally, packets of material for English and math learning experiences will be mailed to families of K-2 students every two weeks beginning April 15.
Details of the plans, including support for teachers, are under development and being finalized to ensure equity and accessibility for all of our students. Teachers will learn more prior to and during the professional development days on April 13 and 14.

**Student Work Time Guidelines beginning April 15**

The following student work time guidelines will be in place April 15 through the remainder of the school year:

- **K-2** - Up to 60 Minutes daily
- **3-5** - Up to 90 Minutes daily
- **6-8** - Up to 30 minutes per class (Up to 3-4 *cumulative* hours daily or **150 minutes a week per class**)
- **9-12** - Up to 30 minutes per class (Up to 3-4 *cumulative* hours daily or **150 minutes a week per class**)
- **AP/Dual Enrollment** - Aligned to course expectations

Art, Music, Physical Education, and Library learning opportunities will also be provided at the elementary level and these opportunities are not considered to be part of the student work time guidelines listed above. In addition to the guidelines listed above, students are encouraged to read and write daily, engage in creative pursuits, and stay physically active, and these learning opportunities are designed to assist families with this.

In addition to the recommended work time guidelines above, students and families should:

- Establish daily routines for learning.
- Identify a space in your home where you can learn comfortably.
- Check your Google Classroom and LCPS email daily.
- Participate in synchronous learning opportunities to the maximum extent possible.
- Be a good digital citizen.
- Communicate with your family, teacher and/or school counselor or other member of your school's United Mental Health Team (UMHT) if you feel you need additional resources or are feeling overwhelmed.

**Teacher Communication Guidelines**

Nothing can replace the face-to-face daily interaction of a teacher and their students. LCPS recognizes the benefits and challenges of synchronous instruction in a virtual learning environment. Staff is in the process of developing guidelines for synchronous instruction that will be provided to teachers and families prior to April 15.
Grades K-5 Teacher Communication Guidelines
Specific guidelines regarding regular communication with students, including office hours and synchronous and asynchronous learning opportunities for students, will be developed prior to April 15.

Grades 6-12 Teacher Communication Guidelines
Specific guidelines regarding regular communication with students, including office hours and synchronous and asynchronous learning opportunities for students, will be developed prior to April 15.

Assessment and Grading beginning April 15
Assessment and grading of student progress are based on the premise that students have diverse capabilities and individual patterns of progress and learning. Assessments should not reflect behavior, but rather a student's mastery of content and competencies of the curriculum. Assessment should, particularly during these extenuating circumstances, foster student reflection, agency and ownership through a growth mindset toward learning. Assessment will not be used for punitive measures.

Elementary School Quarter 4 Grades
Beginning April 15, teachers will provide distance learning experiences specifically for their students that include a focus on new skills and knowledge. Teachers will use the gradebook to provide feedback and track student progress from April 15 through the end of the school year. No Quarter 4 grade will be reported in the Student Information System.

Middle and High School Quarter 4 Grades
Beginning April 15, teachers will provide distance learning experiences specifically for their students that include a focus on new skills and knowledge. Teachers will use the gradebook to provide feedback and track student progress from April 15 through the end of the school year. While teachers may assign numeric values for assignments in the gradebook to track student progress, grades will not be reflected on the report card and no Quarter 4 grade will be reported in the Student Information System.

The work students complete and the feedback teachers provide during this time is not meant to replace the day-to-day instruction students would have received at school. The work students complete and the feedback teachers provide during Quarter 4 is meant to
maintain a continuity of learning, track progress, and foster a growth mindset for students throughout the school closure and until we are able to return to school.

While VDOE has stated that grading is ultimately a local school division decision, VDOE strongly discourages school divisions from assigning grades to work completed during the extended school closure. VDOE cites concerns regarding equity and access for all students. Because LCPS recognizes that each LCPS family is unique and has its own challenges associated with this global pandemic, we cannot guarantee each and every student has the same level of access to distance learning and additional resources they need to be successful. Therefore, LCPS will not assign grades to Quarter 4.

**Final Grades**

March 11, 2020 was the effective last day of school due to LCPS closure of schools on March 12 and 13, and Governor Northam’s subsequent order to close schools for the remainder of the year. VDOE has provided guidance to school divisions on awarding credits toward graduation and continuity of learning for all students during the extended school closure. VDOE has also stated that awarding of grades and determining grade point average (GPA) is a local decision. LCPS has considered multiple factors and is focused on equitable practices in determining students’ final grades for the 2019-2020 school year.

The final grade for the course will be determined by the process below that results in the most favorable number grade for the student:

| Option 1 | Student receives a numeric grade based on the following calculation: The average of the Q1, Q2, and Q3  
\[
\frac{(Q1+Q2+Q3)}{3}
\]  
GPA is calculated using this final grade.  
*This option would be used for all elementary school students, as they do not receive a Semester 1 grade.* |
| Option 2 | Student receives a numeric grade based on the following calculation: The average of S1 and Q3  
\[
\frac{(Q1+Q2 \times Q3)}{2}
\] |
GPA is calculated using this final grade.

| Option 3 | Student receives a Semester 1 grade and a Pass or Fail for Quarter 3 and Final Grade. GPA is calculated using Semester 1 grade. |

Resulting grades will be shared with families and students. At that time the option for the numeric grade or Pass/Fail will be given to the student and family.

If a parent/guardian does not provide input, if the student's final grade in a course is detrimental to the student's GPA, the grade will be Pass/Fail. If the student's final grade enhances the student's GPA, the letter grade and resulting GPA will be maintained on the student's transcript.

Teachers may adjust a student's final grade based on Quarter 4 work done by a student if the student shows improvement or progress compared to that student's previous work. In other words, student improvement during Quarter 4 can lead to an improved final grade. A student's final grade cannot be lowered based on Quarter 4 work. Department chairs and teacher leaders in each school will set consistency guidelines. Staff is working with principals and teacher leaders to develop guidelines on this.

Details regarding the timeline for determining final grades and electing a pass/fail option will be shared at a future date.
Teacher Communication with Students

Starting March 30 and Continuing beyond April 15
As of March 30, teachers are expected to connect with students and families regularly during the closure. Here are examples of best practices for that regular communication:

- Communication with parents via email;
- Communicate with students via Google Classroom on a regular basis during the closure;
- Maintaining consistent times at which they are readily available via Google and/or regularly checking email to answer questions;
- Acknowledging or responding to emails within 24 hours;

The school administration at each school is available to answer specific questions related to your student’s learning experience.

These practices may evolve and we will keep the community informed of any changes.

Communication with Students Starting April 15
Starting April 15 through the remainder of the school year, teachers will communicate with students and families in a variety of ways. This communication may include:
- Synchronous and asynchronous learning opportunities
- Teacher office hours
- Email
- Hyperdocs posted in Google Classroom

Each school will determine a schedule of learning activities and teacher office hours. This schedule will be communicated to families prior to April 15.

Additional Supports for Students

Support for Students with Disabilities
The LCPS Office of Special Education continues to be in contact with the U.S. and Virginia Departments of Education related to expectations around IDEA and Section 504 requirements. It is important to know that, during this unprecedented time of school closure, LCPS and other divisions across the nation may not be able to provide all services in the same manner they were typically provided in the traditional school setting.
The Office for Special Education has added a number of instructional resources to the LCPS Continuity of Education website. Students with disabilities that are instructed in the general curriculum are to utilize the tools at the appropriate grade level. Special education teachers and case managers will continue to collaborate with general education teachers and assist students with disabilities by providing support and accommodations, where reasonably feasible.

The LCPS Continuity of Education website also has on-line and off-line resources to support students served in early childhood special education classrooms, students instructed through the adapted curriculum, augmentative communication resources, and other accessibility supports.

Teachers are held to the same expectations as General Education teachers (see above) for communication, setting up google classrooms and creating a plan to provide instruction and provide support.

Printed resources were made available on meal delivery buses for Grades 3 - post grad adapted curriculum, related services and ECSE. This will continue bi-weekly for the remainder of the school year with an addition of social stories for the next delivery - estimated for April 22.

Printed resources will be mailed to all ECSE and K-2 adapted curriculum - estimated delivery for April 20th. This will continue bi-weekly for the remainder of the school year.

Transition teachers that work within the high schools, CAST, and Project SEARCH will reinforce skills and knowledge related to the 21st century workplace readiness skills for Virginia in addition to independent living skills.

For students with a Section 504 Plan, school case managers will collaborate with general education teachers and provide collaborative assistance so that these students have needed accommodations as reasonably feasible.

Parents/guardians may contact their student’s case manager or school counselor if they have any questions. The Special Education Supervisor assigned to your student’s school is also available to assist parents/guardians with any questions.
Temporary Distance Learning Plans
LCPS is offering individualized Temporary Distance Learning Plans to support students with disabilities during the school closure and support student participation in LCPS’ Continuity of Education Plan. Special education teachers/case managers and/or related service providers will be in contact with parents/guardians/adult students the week of April 13 to share the Temporary Distance Learning Plan that is proposed for the student. Although a Temporary Distance Learning Plan cannot replace an Individualized Education Program (IEP) in a traditional school setting, it will identify the goal(s), accommodations and services that can be reasonably provided to the extent possible during this time of school closure. The student’s individualized Temporary Distance Learning Plan will cover the time period of April 15, 2020 to the end of the 2019-2020 school year. Once school resumes and students are permitted to attend school, LCPS will return to providing special education and related services in accordance with each student’s last agreed-upon IEP.

Questions regarding the individualized Temporary Distance Learning Plans or other educational resources should be directed to the student’s special education teacher, special education case manager, special education designee or school administrator. The Office of Special Education Supervisor assigned to the student’s school is also available to answer questions and provide assistance.

Support for English Learner Students
The LCPS Office for English Learners continues to be in contact with the U.S. and Virginia Departments of Education related to expectations around Federal Requirements for Serving English Learners. It is important to know that, during this unprecedented time of school closure, LCPS and other divisions across the nation may not be able to provide all services in the same manner they were typically provided in the traditional school setting.

The Office of English Learners has added instructional resources to the LCPS Continuity of Education website. English Learners are to utilize the resources at the appropriate grade level. English Learner teachers will continue to collaborate with general education teachers and providing support and accommodations for EL students where reasonably feasible. Secondary English Learners enrolled in Sheltered EL Courses will receive assignments and instruction directly from their English Learner teacher.
Parents or guardians may contact their student’s English Learner teacher or school counselor if they have any questions. The English Learner Office is also available to assist families with any questions.

**Additional Resources Available to My Child**
LCPS will continue to update the LCPS Continuity of Learning website. This website has optional learning opportunities that are consistent with the curriculum. The emphasis in these learning opportunities, in contrast to the learning experiences provided by teachers starting April 15, is only on reinforcing skills and knowledge that have been previously taught.

**Synchronous Guidelines for Teachers and Students**

Given that schools have been closed by order of the Governor for the remainder of the 2019-2020 academic year, LCPS “distance” learning will be conducted using positive proactive virtual experiences. These experiences may occur in both synchronous (teacher and students online together in real-time) and asynchronous lessons (teacher and students online at different times). Synchronous learning environments support teaching and learning and offer students, teachers and other school staff who work closely with students multiple ways of interacting and sharing. Synchronous learning can help teachers and other school staff create and maintain a positive educational environment in this time of virtual learning. Synchronous learning also provides teachers and students with the ability to collaborate and ask questions in real-time through synchronous learning technologies. The following guidance is provided to promote awareness among school staff and families regarding the proper etiquette and procedures.

**Staff Guidance on Facilitating Synchronous Learning**

1. Staff must use WebEx or Google Meet when meeting with staff or groups of students synchronously. Other platforms are not approved by LCPS and should not be used with staff and students. Google Meet works well with student Chromebooks. WebEx operates more efficiently on staff computers and should be used when security is important.

2. At the elementary level, the goal is that every classroom teacher will provide synchronous instruction for a minimum of 30 minutes per week. At the secondary level, the goal is that every teacher will provide 20-30 minutes of synchronous
instruction a week per class. This recommendation is in addition to regular office hours and other small group instructional activities.

3. Staff must be conscious of student privacy as it relates to the Family Educational Rights and Privacy Act (FERPA). Any images or recordings that include students’ faces or names make these materials an “education record” according to FERPA, which has strict rules around how photos and videos can be accessed, stored and shared.
   a. Teachers may record sessions of themselves providing a learning experience to save and share with their students (i.e. “flipped” classroom lessons).
   b. Teachers may not record synchronous sessions with students unless they receive written parent/guardian consent for recorded sessions for all students in the session (email suffices, and a Permission Click form entitled LCPS Parent/Guardian Consent for Recording of On-Line Student/Teacher Sessions will be available for teachers to use).

4. Staff may meet with students one on one for synchronous virtual discussions or learning with a parent or adult caregiver present.

5. Staff should not discuss specific student’s grades in the presence of other students.

6. 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.

7. 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.

8. 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.

9. Do not leave a Google Meet with students until all students have left the session.

10. Practice using WebEx or Google Meet prior to your first session.

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.

**Student Interactions with Teachers and Other LCPS Staff**

1. Students are expected to abide by the Student Code of Conduct 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 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.
4. Students should communicate with teachers via email. If a student requests a Google Meet via email, a parent or caregiver must be present for the virtual meeting.
5. Students should not record Google Meets.
6. 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.
7. 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.

**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 this procedure will be subject to disciplinary action that may result in removal from LCPS class as well as other disciplinary or legal action.
**Disciplinary Action**

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 SR&R may result in additional disciplinary action. Families should contact their school administrator with questions.

**Roles and Responsibilities**

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<tr>
<th>Role</th>
<th>Responsibility</th>
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<tr>
<td><strong>Central Office Staff</strong></td>
<td>- Provide consistent updates to School Board, staff, and community members</td>
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<td>- Continue to monitor guidance from state and federal agencies and adapt local plans as needed</td>
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<td>- Provide high-quality professional learning to teachers and other school staff</td>
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<td></td>
<td>- Develop, curate and distribute resources to schools in support of students, teachers, and families</td>
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<tr>
<td><strong>School Administrators</strong></td>
<td>- Communicate with families regarding distance learning at your school. Be sure families know who to contact with questions or needs.</td>
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<td>- 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</td>
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</tbody>
</table>
| **Teachers** | - Determine touch points (formal and informal) you will maintain with your staff  
  - Think about and plan for the unique needs of your school community  
  - Continue to model flexibility in your approach and be mindful that guidelines may change based on new information or a shift to teaching new content  
  - Plan synchronous and asynchronous learning for students aligned to school and division guidelines  
  - Schedule check in for student support  
  - 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  
  - Respond to communication from school and families on a consistent basis  
  - Participate in school level meetings and division professional learning as available |
| **Special Education Teachers and Case Managers** | - Collaboratively plan, support, and provide synchronous and asynchronous learning for students with disabilities to provide appropriate accommodations  
  - Manage IEPs and 504 Plans to support student goals, monitor progress, and accommodations  
  - Collaborate with related service providers  
  - 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** | - Collaborate daily with teachers to support student needs  
  - Develop learning packets for families as needed  
  - Deliver services, as reasonably feasible, using multiple... |
platforms such as video modeling, Google Classroom, 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**
- Partner with teachers in connecting families to available community resources and make referrals if needed
- Provide non-interactive counseling and SEL lessons using evidence-based techniques to promote wellness
- 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
- Participate in virtual Child Study, Eligibility, and IEP meetings
- Provide check in/check out with parents/students as requested
- Provide consult services with students through parents directly or students with parents present
- Participate in school level multidisciplinary meetings and division professional learning as available
| Unified Mental Health Team (UMHT) | - 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 mental wellness support to students with parental participation via phone or video conference  
- Identify or develop a series of mental wellness learning modules  
- 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.  
- Support teachers and parents in engaging students in learning and problem-solving challenges or barriers |
| Instructional Facilitators | - 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 for distance 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 | - 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
- 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

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<tr>
<th>Librarians</th>
<th>Students</th>
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| - Provide support with knowledge and curation of resources for use in the creation of hyperdocs embedded in instruction  
- 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.) |
| - Establish daily routines for learning  
- Identify a space in your home where you can learn comfortably  
- Check your Google Classroom 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

- Help your child establish routines
- Identify a space in your home where your child can learn comfortably
- Encourage physical activity and exercise
- 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

Important Dates

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<thead>
<tr>
<th>Important School Calendar Dates</th>
<th>Updated April 8, 2020</th>
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<tbody>
<tr>
<td>Wednesday, March 11</td>
<td>- End of 3rd Quarter</td>
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<tr>
<td>Wednesday, March 18</td>
<td>- Teacher Professional Development and Planning Day</td>
</tr>
<tr>
<td>Wednesday, March 18 through</td>
<td>- Teachers prepare Google Classrooms and hyperdocs to begin engaging students in previously taught skills and knowledge on March 30.</td>
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<tr>
<td>Friday, March 27</td>
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<tr>
<td>Monday, March 30</td>
<td>- Teachers begin providing online learning opportunities specifically for their students addressing previously covered skills and knowledge during this time.</td>
</tr>
<tr>
<td>Saturday, April 3 through</td>
<td>- Teachers may provide optional learning opportunities for students to complete over spring break and may remain in virtual contact with their students to stay connected.</td>
</tr>
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<td>Sunday, April 12</td>
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Spring Break
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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</table>
| Monday, April 13 | Teacher Professional Development and Planning Day  
                          - Families still have access to learning activities provided by teachers covering previously taught skills and knowledge. |
| Tuesday, April 14 | Teacher Professional Development and Planning Day  
                          - Families still have access to learning activities provided by teachers covering previously taught skills and knowledge. |
| Wednesday, April 15 | Teachers begin providing distance learning experiences for their students that includes a focus on **new** skills and knowledge. |
| Friday, April 24 | Final day for students to submit makeup work for Quarter 3 |
| Friday, May 1 | Final day for teachers to enter Quarter 3 grades |
| TBD | Families select final grade option (grade or P/F) |
| Monday, May 25 | Memorial Day Holiday |
| June 10 | Last day of distance learning experiences. This date is under review. Staff plans to seek Board input. |
| TBD | Report Cards Issued |