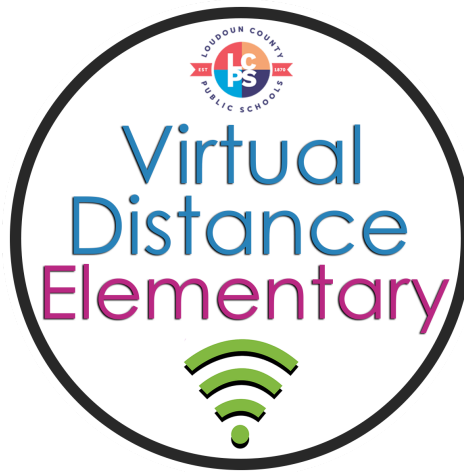




Virtual Distance Elementary

VDE Handbook 2026-2027

Revised July 2026



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Student Expectations in Virtual Distance Elementary

Student Code of Conduct in Virtual Elementary 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. The [Student Rights and Responsibilities](#) (English, Spanish, Arabic, Farsi, Urdu, and Vietnamese) addresses student interaction with LCPS staff and other LCPS students, as well as their individual actions.

Parent/Guardian Code of Conduct in Virtual Elementary Environment

Although our classroom environment is virtual, visiting and participating in the virtual classroom should be established by the teacher's invitation only. **Parents/Guardians are not to use the classroom chat.** Parents/Guardians are expected to communicate with teachers through email and phone calls during non-class times. Parents/Guardians should not expect an immediate response from the teacher during the school day, as they are engaged in teaching.

LCPS Residency Expectations and Enrollment with Virtual Distance Elementary

LCPS [Policy 8115](#), Individuals Who May be Admitted Free, outlines that in order to be enrolled in Loudoun County Public Schools, you and your child must reside in Loudoun County. Please note #3 Residency in the policy. Students enrolled in Virtual Distance Elementary are expected to physically access Virtual Distance Elementary platforms daily from their LCPS residential address.

Digital Presence

There are many ways that students will participate online in Virtual Distance Elementary. The ways that students represent themselves digitally should contribute to a safe, welcoming, inclusive learning environment. The use of profile pictures, usernames, created digital content, electronic communications, video, and audio should never be illegal, violent, lewd, depict or promote weapons, alcohol, tobacco, drugs or drug paraphernalia, private body parts, or include language, slogans, profanity, symbols, or hate speech.

Appropriate Use of the Internet

1. Students are expected to use the internet in accordance with LCPS student rights and responsibilities, and LCPS policy, as well as Virtual Distance Elementary classroom expectations.

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

Attendance and Participation

Attendance in school is compulsory, and participation in synchronous activities is required. Attendance will be taken during synchronous learning sessions.

- To be marked present in class, students are required to have their cameras on for attendance.
- Students are expected to have cameras on during all synchronous instructional time with approved backgrounds.
- Students should arrive in class on time and remain in class until they are dismissed by their teacher.
- Students will engage in class in a variety of ways, including having cameras on, participation via voice, in the chat, and additional actions as specified by the teacher.
- Students should keep cameras on in Specials (Art, Music, PE), as these teachers need to be able to see students in order to assess student work and participation effectively.
- The Virtual Distance Elementary team will conference with students and parents/guardians related to any concerns about attendance and participation.
- Students not making progress in their learning due to absence or non-participation in learning activities may require a personalized intervention. Possible interventions include collaboration with the home school and the school attendance officer, as well as reassignment to in-person instruction.

Assessment & Grading

Classes taken in Virtual Distance Elementary will be assessed and graded, exactly as in-person learning. Teachers will implement and adhere to the assessment and grading policy, [Policy 5030, Assessment and Grading](#). Teachers and staff will implement interventions as needed to support all students. Grade-level or collaborative learning teams will meet virtually to plan for personalized interventions or enrichment based on ongoing student performance. Standardized testing is accomplished in-person at the student's home school with LCPS staff or at a location identified by Virtual Distance elementary. It is the parent/guardian's responsibility to ensure students are taken to the identified location.

Class Materials

All assignments and instructional materials will be accessible in **Schoology**, the LCPS learning management system. Physical class materials may require pickup during times to be scheduled

and communicated by the Virtual Distance Elementary team. Teachers may also request families to provide materials to support learning. If access to materials is a challenge, please contact a member of the Virtual Distance Elementary team.

Virtual Distance Elementary materials are provided for the use of Virtual Distance Elementary students only. They should not be given to siblings or other family members. These materials are crucial to class participation, and not having materials can adversely affect class participation. We suggest keeping all materials in one location like a cabinet or storage container, to better keep track of materials. **If materials are lost, it will be the family's responsibility to replace the items.**

Devices- LCPS Chromebooks & Cell Phones

Students must access Virtual Distance Elementary platforms from their LCPS Chromebook for all instructional activities. In April 2025, a new [Virginia state law](#) was passed, **restricting the use of personal student technology** for students in all grades during the school day, except for those with documented accommodations. To update [LCPS Policy 8655: Student Personal Device Use](#), the [community provided input](#) on the policy, and LCPS staff made adjustments based on the feedback and state law. The School Board passed the updated Policy 8655 in December 2025, with implementation across all schools and programs in January 2026.

LCPS Chromebooks needing repair should be brought to the Digital Experience Specialist at the home school. Contact an administrator in Virtual Distance Elementary if you need assistance getting in contact with the Digital Experience Specialist at the home school to make an appointment.

Discipline in Virtual Distance Elementary

LCPS School Administrators will initiate the following procedure for improper behavior in any class during the virtual learning environment. The Virtual Distance Elementary team may collaborate with the administrative staff at the home school for disciplinary needs.

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 the school-level administration.
4. Any additional violations of the 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.
5. 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):

6. 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.

Roles and Responsibilities in Virtual Distance Elementary

Each staff member, family and student has an important role in the success of Virtual Distance Elementary. The following table outlines examples of the responsibilities of various staff roles in supporting distance learning.

Role	Responsibilities During Virtual Distance Elementary
Students	<ul style="list-style-type: none"> - Identify a distraction-free space in your home where you can learn comfortably. - Establish daily routines for learning. - Play with your siblings after the school day is over, not during class. - Check your Schoology courses and LCPS email daily. - Participate in synchronous learning opportunities. - Be a good digital citizen. - Be mindful of appropriate content and contributions in the following formats: <ul style="list-style-type: none"> - Physical background, profile pictures, usernames, created digital content, electronic communications, video, and audio - Profile images and student attire should remain in accordance with the LCPS Student Dress Code - Communicate with your family, teacher, and/or school counselor if you feel you need additional resources or are feeling overwhelmed <p>Attendance will be taken during synchronous learning sessions.</p> <ul style="list-style-type: none"> - To be marked present in each class, students are required to turn their cameras on for attendance. - Students should arrive in class on time and remain in class until they are either dismissed by their teacher or the class ends as scheduled. - Students will engage in class in a variety of ways, including having cameras on, participation via voice, in the chat, and additional actions as specified by the teacher. - The Virtual Distance Elementary team will conference with students and parents/guardians related to any concerns about attendance and participation. - Students not making progress in their learning due to absence or non-participation in learning activities may require a personalized intervention, including collaboration with the home school for strategies, which could include a reassignment to in-person instruction.

	<ul style="list-style-type: none"> - Academic integrity and the honest completion of assignments and formative and summative assessments - Review of Schoology and StudentVue for progress monitoring
Parents/Guardians/ Families	<ul style="list-style-type: none"> - Help your child establish routines - Identify a distraction-free space in your home where your child can learn comfortably and uninterrupted - Siblings should not be engaging with the student during class time. This is a distraction for the student and the entire class. Ensure younger siblings are not distracting your child. - Please remember that students are in virtual class. Kindly do not interrupt or join in the virtual class meeting without permission from the teacher. Please email your student's teacher to schedule a time to conference. - Standardized testing is accomplished in-person at the student's home school with LCPS staff or at a location identified by Virtual Distance elementary. It is the parent/guardian's responsibility to ensure students are taken to the identified location. - 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 - Maintain an appropriate educational environment, support students' ability to access and participate in distance learning, including supplies needed for instructional activities, which may include pick-up at the home school or the Virtual Loudoun Office - Serve as the primary in-person monitor, providing full-time supervision for your student in the home on a daily basis. This is to ensure your student is safe, has appropriate supervision, and is attending school daily - Participate in and communicate with teachers and staff in support of the student - If your student has sustained a physical injury, such as a concussion, sprain, fracture, etc., that may impact your student's daily schedule with VDE, please reach out to the VDE School Counseling team. We will work with you and your students' teachers to support success during the recovery period.
Virtual Distance Elementary School Administrators	<ul style="list-style-type: none"> - Communicate with families regarding Virtual Distance Elementary. - Partner with families to resolve questions or needs. - Ensure Program staff (Special Education, English Learner, School Counselors) collaborate with concurrently enrolled home school

	<p>support staff (School-Based Facilitators, UMHT, Reading Specialists, Librarians) to support student participation and respond to the unique needs of each student</p> <ul style="list-style-type: none"> - Engage staff in professional learning and collaborative learning teams (CLTs) - Facilitate meetings between students, families and teachers in support of student success - Plan for the unique needs of Virtual Distance Learners and engage the community in a supportive learning environment
Virtual Distance Elementary Teachers	<ul style="list-style-type: none"> - Plan for and engage students in synchronous learning aligned to school and division guidelines - Schedule check-in for student support as needed - Facilitate student collaboration virtually as needed - Collaborate with Virtual Distance Elementary and home 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 - Collaborate with home school teams to implement and monitor student IEPs and 504 Plans to support student goals and accommodations - Respond to communication from school and families consistently - Participate in Virtual Distance Elementary meetings and division professional learning
Virtual Distance Elementary Special Education Teachers and Case Managers	<ul style="list-style-type: none"> - Plan, deliver, support, and engage students with disabilities in synchronous learning to provide appropriate accommodations, assistive technology, and specialized instruction as per the student's 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 Virtual Distance Elementary Program staff, home school, and families on a consistent basis - Participate in Virtual Distance Elementary meetings and division professional learning as available - Collaborate with Virtual Distance Elementary administration as well as with home 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 program-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 Socio Emotional Learning lessons using evidence-based techniques to promote wellness - Provide synchronous lessons for elementary and middle school-age students - Provide online webinars and synchronous 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 student registrations (K-12) - Collect individual course requests and placement recommendations for FY26 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 - Collaborate with schools to ensure smooth transitions into Virtual Distance Elementary or brick-and-mortar schools - Provide check-in/check-out with parents/students as requested - Provide telecounseling or consult services to students - Participate in program-level multidisciplinary meetings and support Multi-Tiered System of Supports (MTSS) interventions and implementation
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 in designing instruction to be delivered at a distance - Help teachers identify and select appropriate instructional practices and technology tools for distance learning - Support the Program administration in planning for and addressing the unique needs of their school community to support distance learning

Additional Information

Virtual Distance Elementary 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.

For qualified disabled students under Section 504, a committee of knowledgeable individuals shall develop or modify a Section 504 Plan that is appropriate for the Virtual Distance Elementary setting. Accommodations are focused on what is necessary to meet the student's needs related to their limitation as adequately as the needs of non-disabled students.

Virtual Distance Elementary 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.

Virtual Distance Elementary for Gifted Learners

SEARCH: LCPS students in grades K-3 have the opportunity to participate in SEARCH. No screening process is necessary.

FUSION: All third-grade students are screened for gifted services in elementary school. Parents/guardians have the opportunity to opt their children out of this process by submitting an opt-out form to the gifted resource teacher at their child's school.