2021-2022 School Year

RAYTOWN SCHOOLS
VIRTUAL LEARNING STAFF HANDBOOK

WEBSITE	EMAIL	PHONE
https://sites.google.com/raytownschools.org/virtuallearning	virtuallearning@raytownschools.org	816.268.7000

DISTRICT LEADERSHIP
Board of Education & Superintendent's Leadership Team

Board of Education

Alonzo Burton, Board President

Beth Plank, Board Vice President

Terry Landers, Board Member

Rick Moore, Board Member

Donna Payton, Board Member

Bobbie Saulsberry, Board Member

Rick Thode, Board Member

Superintendent's Leadership Team

Dr. Allan Markley, Superintendent of Schools

Dr. Brian Huff, Associate Superintendent of Curriculum and Instruction

Dr. Steve Shelton, Associate Superintendent of Operations

Dr. Marlene DeVilbiss, Assistant Superintendent of Human Resources

Dr. Andrea Mixon, Assistant Superintendent of Secondary Education

Dr. Anthony Moore, Assistant Superintendent of Elementary Education

Danielle Nixon, Director of Communications and Community Relations

Melissa Tebbenkamp, Director of Technology

DISTRICT LEADERSHIP
District Curriculum Coordinators

, Science, Social Studies, and Instructional Technology Coordinator

Dr. Marilyn Cannon, Assistant Director of Professional Learning, Math Coordinator

Dr. Robert Cordell, Director of Student Support Services

Amy Cusumano, Director of Special Education

Michele Eagle, Assistant Director of Family Support & Assessment

Betsy Schmit, PK-12 Special Education Programming Coordinator

Becky Schubkegel, PK-12 Special Education Programming Coordinator

Dr. Lynn Tarvin, Coordinator of Summer Programs and English Language Development

, Language Arts Coordinator and Mentor Coordinator

Kelly Anderson, Elementary ELA Curriculum Coordinator

, High School Mathematics Curriculum Coordinator

Sarah Apple, High School Science Curriculum Coordinator

Jenna Adkins/Josh Reichert, 6-12 Practical Arts Curriculum Coordinator

Jamie Osborn, 6-12 Library Services Coordinator

Kris Baughman, Elementary Library Services Coordinator

Erik Dancy, Elementary Music Curriculum Coordinator

Jeff Dierking, High School ELA Curriculum Coordinator & Dual Credit Coordinator

Melanie Dowell, High School Mathematics Curriculum Coordinator

Angelique Hanning, Elementary Visual Arts Curriculum Coordinator

Alex Kolster, 6-12 Fine Arts Curriculum Coordinator

Angela Lea, 6-12 Social Studies Curriculum Coordinator

T'neisha Love, Elementary Counselor Coordinator

Erika Miller, 6-12 Counselor Coordinator

Sarah Morales, 6-8 Mathematics Curriculum Coordinator

, 6-8 ELA Curriculum Coordinator

April Pfannenstiel, Elementary Physical Education Curriculum Coordinator

Kendra Porter, 6-12 Health and PE Curriculum Coordinator

Linda Sistek, Elementary Science Coordinator

Shea Thomas, Elementary Mathematics Curriculum Coordinator

Kristina Willman, 6-8 Science Curriculum Coordinator

TABLE OF CONTENTS

WELCOME

INTRODUCTION

The Raytown Schools Virtual Learning program is a program within the Raytown Schools. This handbook will outline the details of the program, but it does not cover all aspects of the Raytown Schools processes and procedures. The information contained here should be used in combination with other information found on the district web site like the Board of Education Policies, the Discipline Handbook and the school calendar. The virtual learning program will follow all of the general policies and procedures of the district.

Students will still be assigned to a Home School in the district. This school will be assigned through enrollment based on the grade level of the student and where they live. The main connection students and parents have with the district will be through their teacher and through the counselor and administrators in their home school.

Above all, the virtual learning experience should be a very personal one. It should feel as much like being in a regular school as it possibly can. It is important that students maintain the personal connection with adults in the school and feel that he/she is part of a school family.

ORIENTATION

All students must participate in orientation. The specific date and time will be shared by the student's home school. We will go over some of the basic information for the program. This is an important time for the parents, giving them a clear view of what to expect.

Teachers will play an important role in the orientation. We will ask that all teachers develop a video introduction for parents so they can have a virtual back to school night with you. The video does not need to be detailed but should help parents develop that connection with their teacher.

STAFF EXPECTATIONS

[Synchronous vs. Asynchronous](#)

Synchronous Instruction

Well-planned, live instruction is an important aspect of virtual teaching. Synchronous instruction strengthens the student-teacher relationship, allows for live content delivery, and ensures opportunities to check for understanding. The parent/student handbook outlines approximately four hours of teacher-led instruction for elementary students which is detailed in the elementary schedule below. The live, teacher-led instruction will vary for secondary students, but should be around 2-3 times per week per class.

Teachers should record synchronous lessons and add them to their Google Classroom site. These will be available to students who were not able to join the synchronous lesson. Teachers can post the same video for multiple sections of a class if the same content was given to all sections. In other words, the period 1 American Government lesson can be posted for all of the periods that teacher teaches American Government if it was substantially the same content. The video should be left up for seven days, and then deleted. Special Education Resource classes should only be recorded with approval by the Director of Special Education. Small group lessons like IMW also should not be recorded.

Curriculum

The curriculum for virtual instruction classes delivered by Raytown teachers will be the same as the curriculum for in person instruction. The curriculum for most courses can be found on the [Curriculum Hub](). The method of instruction will look different in the virtual setting. It is important that students learning virtually are taught the same standards and demonstrate the same understanding as those students taking the class in person. Students who are learning virtually will be expected to take the same assessments on the Curriculum Hub as well. There are resources on the Curriculum Unit Maps specifically designed to aid teachers in delivering the curriculum in the virtual setting.

Elementary Instructional Minutes

Daily Schedule (Monday - Thursday)				
Approximate Total Minutes Per Day	Content Area	Component	Teacher-Led Instruction (minutes)	Independent Work (minutes)
10-20 Minutes	Morning Meeting	Class Building and Interactive Read Aloud	10-20	
60-85 minutes	Reading	Whole Group Reading	30-40	20-30
		Small Group Reading	10-15	
40-60 minutes	Writing	Writing Mini-Lesson	10-15	10-15
		Writing Conferences	20-30	
70-100 minutes	Math	Whole Group Math	20-30	15-20
		Small Group Math	20-30	
		Calendar Math	15-20	
30-40 minutes	Science	Whole Group Science	30-40	
30-40 minutes weekly	Social Studies (4th Grade)	Whole Group Social Studies	30-40	
**30 minutes	Art, Music, PE, Library, Counseling			30

**Specials classes will rotate throughout the week for 30-minute synchronous and asynchronous lessons.

Each elementary school will develop a specific schedule for their classes that reflects these minutes. The specific schedule will help parents and students to plan their day. Individual blocks of time will vary based on grade level, learning target, and task. The ranges are meant to provide guidelines for teachers while maintaining flexibility. View our regular instructional minutes [here.](#)

Daily Schedule (Friday)				
Approximate Total Minutes Per Day	Content Area	Component	Teacher-Led Instruction (minutes)	Independent Work (minutes)
10-20 Minutes	Morning Meeting	Class Building and Interactive Read Aloud	10-20	
50-75 minutes	Reading	Whole Group Reading	20-30	20-30
		Small Group Reading	10-15	
20-30 minutes	Writing	Writing Mini-Lesson	10-15	10-15
50-70 minutes	Math	Whole Group Math	20-30	15-20
		Calendar Math	15-20	
30-40 minutes	Science	Whole Group Science	15-20	15-20
30 minutes	Art, Music, PE, Library, Counseling			30

**Specials classes will rotate throughout the week for 30-minute synchronous and asynchronous lessons.

Elementary Instructional Minutes (Continued)

The following page lists a sample daily elementary virtual learning schedule for Monday-Thursdays and Fridays. The schedule will vary by grade level, teacher, asynchronous and synchronous specials lessons. We have included the following symbol Ⓢ to explain which lessons are synchronous.

Sample Virtual Elementary Daily Schedule

School:
Teacher:
Grade: **Third**

Actual schedules will vary by grade level and teacher.

SAMPLE STUDENT SCHEDULE (Mon-Fri)

8:30-8:50	Community Building/Morning Message Ⓢ
8:50-9:20	Whole Group Math Ⓢ
9:20-9:40	IMW station/activity or IMW with teacher Ⓢ
9:40-10:00	IMW station/activity or IMW with teacher
10:00-10:20	DRI station/activity or DRI with teacher Ⓢ
10:20-10:40	DRI station/activity or DRI with teacher
10:40-11:00	Calendar Math/Math Talk/Number Talk Ⓢ
11:00-11:30	Specials Ⓢ
11:30-12:00	Whole Group ELA Ⓢ
12:00-12:30	Science Ⓢ
12:30-1:00	Lunch
1:00-1:45	Writing Ⓢ
1:45-2:15	Recess
2:15-2:30	Read Aloud Ⓢ
2:30-3:00	Closing Meeting/Extra Student Support Ⓢ

Ⓢ = Synchronous

Synchronous Lesson Timing for Middle and High School

Synchronous lessons should be delivered during class time according to the building bell schedule. This will ensure that students do not miss other synchronous lessons. It would be appropriate for teachers to schedule two or three synchronous lessons per week. A synchronous lesson can be taught along with a live class; the video camera and microphone can be used to add the virtual students via Zoom so they can be a part of a live class if the teacher wishes and has in person classes of the same content.

Secondary Virtual Schedule

Student Feedback

Feedback is essential to pushing student learning forward. Just as in the regular school setting, it is important that students receive specific and timely feedback on their academic progress. A variety of feedback might include graded assignments, video conferences, class discussions, or written comments. Please consider feedback just as important or even more important than the completion of the assignment in the learning process. This often allows a student to move their understanding to a deeper level and builds their confidence to learn from failure and persist toward success.

Parent Participation and Communication

Parent communication is important to ensure the success of each student. Utilize your typical channels for parent communication, which includes SISK12, email, and Google Classroom Guardian Summaries. Guardian Summaries should be set up and turned on for all parents. Parents should have an easy way to send a message to you that they are confident in getting a reply within 24 hours or the next business day.

At times, it may be necessary to have a direct conversation with a parent. Zoom is an outstanding tool to have that face to face conversation. It may be necessary to have a phone conversation with the parent as well. When this is done from home, it is fine to use the caller ID block function on your personal phone. This function can be accessed by entering *67 and then the number you wish to call. Your number will be replaced by "Private" or "Anonymous" on the parent's cell phone. Please make sure parents are aware that this may be how you communicate so they will be more likely to answer such a call.

Student Communication

It is very appropriate, and even expected, to have conversations with students one on one using one of our district approved apps. It is important that all communication, unless

authorized by your supervisor, takes place between 6:00am and 10:00pm and must be on a district device using a district account on an approved application such as email, Zoom or Google Classroom. It is very important to provide personal feedback or assistance to students. More details on appropriate communications with students can be found in the BOE policies including policy GBH. Being virtual should not limit the personal interaction a teacher has with students. This communication is just as important in the virtual setting as it is when students are in person.

Posting assignments in Google Classroom

Regular posting in Google Classroom ensures that your online classroom is an inviting, and interactive space. Your "classroom in the cloud" should include a variety of tasks, resources, and activities. It is important to present your content dynamically.

All assigned work should be posted and readily available via Google Classroom. This is important as it is the main tool parents will have available to check the progress and work production of their student(s). This also provides a common spot for communication to all teachers connected to all of their children. Even though it is possible to post assignments on other platforms that we are using, all assignments must also be posted in Google Classroom.

Google Classroom Consistency

Online Etiquette

Staff is expected to maintain a professional online presence at all times. Make sure that your communication with students, staff, and colleagues remains professional and courteous. When utilizing tools like video conferencing, make sure that your attire and meeting space is neat and appropriate for the occasion. All Board of Education staff communication policies remain in effect, no matter if staff is working from school or home.

Grades

Grades for secondary students should be recorded for the virtual students in the same manner they are recorded for in person students.

Assignment completion for elementary students should be recorded in Google Classroom within three days. This is an important feedback tool for students and parents that allows parents to partner with teachers to motivate students to complete their assignments well and submit them on time. Feedback should be provided within three days on daily assignments (projects and longer assignments may take more time).

Teachers will use formative assessments to monitor student progress to determine mastery of elementary standards. Grades for elementary students' assignments will be recorded in SISK12 on an individual basis using the following indicators: M (Meets with Proficiency), P (Developing Proficiency), or N (Not Yet).

Virtual Classroom Visits

Just as in the regular school setting, administrators and instructional support staff will visit classrooms. Informal visits, scheduled, and unscheduled observations may all occur during virtual teaching. Fostering a sense of continuous learning and open communication is important in all settings, whether in school or online.

Observations of teachers in the virtual setting by their building administrator will be a part of the evaluation process. However, most of the time an administrator or instructional support staff visits your classroom it will be to get an idea of what is going on in the class or to provide helpful feedback, just as they would if they were to see you in the regular classroom.

As with the regular classroom, administrators and instructional support staff will need the "key" to your classroom. They should have access to your Google Classroom site where the

zoom meetings for synchronous instruction are listed. You will need to add administrators as co-teachers.

LEARNING PLATFORMS

Virtual Learning is a blend of independent student work and direct instruction with an assigned Raytown School District certified teacher or through platforms such as FuelEd or Launch or other platforms that are available. Virtual learning is not a platform that allows for teacher-led instruction all day. We will make every attempt to provide instruction through Raytown teachers. However, there may be some advanced classes like Calculus and Physics that will be offered through another platform. There is also the possibility that we will not have enough students in a certain grade level to use one of our teachers and will use a Launch teacher instead.

- FuelEd – FuelEd is a platform that does not have the teacher interaction like Launch and classes taught by Raytown teachers virtually, but is still a good solution for some students. You can see more details about FuelEd by going to their website at www.fueleducation.com.
- Launch – Launch is provided through the Springfield School District and is taught by a live teacher. Each class has a limited number of students for each teacher so the students keep that personal connection to a teacher. You can see more about Launch by going to their website at fueledbylaunch.com.

Students opting to participate in virtual learning will be paired with a certified teacher who may not be from the student's home school. (i.e., A student from Robinson Elementary may be paired with a teacher from Spring Valley Elementary.) A high school student may be paired with a teacher through Launch if Launch has the classes the student needs to continue to work toward graduation. Instruction could include one-on-one virtual meetings, group or class meetings, live lessons, and pre-recorded videos. Students will be placed in a virtual learning class. The class may include students from schools across the district or students from other districts if it is a Launch class.

CLASSES OFFERED

The virtual classes offered through Raytown teachers are listed on the tables below, while elementary students will take the same coursework as their classmates in the regular school setting.

RQS Middle School Virtual Courses

6th Grade		7th Grade		8th Grade	
Class	Credits	Class	Credits	Class	Credits
ELA	1.0	ELA	1.0	ELA	1.0
Reading	1.0	Reading	1.0	Math 8	1.0
Math 6	1.0	Math 7	1.0	Science 8	1.0
Science 6	1.0	Science 7	1.0	Early American History	1.0
Ancient Civilizations	1.0	Geography	1.0	Theatre	0.5
PE	0..5	PE	0.5	PE	0.5
Art I	0.5	Speech	0.5	Health	0.5
General Music	0.5	FACS I	0.5	Connections	0.5
FACS I	0..5	Art I	0.5	Foreign Language	0.5
				Art I	0.5

				FACS I	0.5
				Total Credits	7.0

RQS High School Courses					
ELA			**Math**		
Class	Credits		Class		Credits
English I	1.0		Algebra Readiness		1.0
English II	1.0		Algebra I		1.0
English III	1.0		Geometry		1.0
English IV - Science Fiction	0.5		Advanced Algebra Applications		1.0
English IV - Multicultural Literature	0.5		Algebra II		1.0
SS			**Science**		
Class	Credits		Class		Credits
American History	1.0		Physical Science		1.0
World History	1.0		Biology		1.0
American Government	1.0		Geology		1.0
Practical Arts/Electives			**Fine Arts/Electives**		
Class	Credits		Class		Credits
Computer Applications	0.5		Communications		0.5
Business Fundamentals	0.5		Spanish I		1.0

Personal Finance	0.5	Spanish II	1.0
Marketing	1.0	French I	1.0
Child Development I	0.5	French II	1.0
Wellness	0.5	Theater I	0.5
Relationships I	0.5	Intro to Visual Arts 1	0.5
Foods I	0.5	Photography 1	0.5
PE	0.5		

Descriptions of these classes along with graduation requirements can be found in the Career Education and Planning Guide.

- Please refer to the district [Career and Educational Planning Guide](#) for credit requirements.

Dual Credit and AP

Dual Credit and AP courses will be offered in-person only.

ADVISORY AND HOMEROOM

The homeroom teacher for elementary students will be the subject teacher for that student. That teacher will be the main contact for parents and that student.

Every virtual student in secondary will be assigned to a virtual teacher for Advisory. The Advisory teacher will have similar responsibilities to an Advisory teacher in the regular school setting. This teacher will be the main point of contact for parents and students for general questions and issues. This teacher will also be responsible for making sure the student stays on track with their classes. They will be in charge of holding the conferences with the parents in the spring and fall and will help them schedule classes for the following school year. Teachers who have a virtual Advisory class will not have an Advisory class in the regular setting.

ENROLLMENT AND ADMISSIONS

Students will all need to first enroll in Raytown Schools. For the 2021-2022 school year, students will be automatically enrolled in virtual education if the parent selects virtual education during enrollment.

At this time, the main requirements will be:

- The student has been successful in virtual learning experiences in the past if they have been involved in virtual learning experiences.
- Students with an IEP or 504 can still be appropriately serviced in the online environment. The SPED and 504 teams will review plans and make modifications for virtual learning when possible.
- The student does not have any major technology violations in the past that restrict their use of technology.

PARENT GUARDIAN RESPONSIBILITIES

Beginning of Year

- Check out Chromebook or laptop through the home school.
- Set up learning space and organize materials.
- Attend orientation sessions being presented by school personnel.
- Participate in a goal setting conference with the teacher.

Daily

- Check emails/guardian summaries and communicate as needed with teachers.
- Follow and complete the scheduled daily lessons and assignments.
- Monitor attendance at scheduled online, synchronous class sessions.
- Review lessons for the next day and gather all necessary materials.

Weekly

- Review student progress on Google Classroom and SISK12.
- Note any topics to discuss with the teacher.

As Required

- Attend conferences with their virtual learning teacher, counselor, advisor or administrator.
- Collect and submit work samples.
- Attend IEP and/or 504 meetings (if the student currently has an IEP and/or 504 Plan) and provide updates regarding any changes or concerns about the IEP and/or 504 Plan to the teacher immediately.
- Review and update student progress and established goals with their virtual learning teacher.
- Report contact information changes immediately (address, Email, phone) to the teacher.

End of Year

- Return Chromebook or laptop to home school.
- Review/discuss course placement with the Advisory teacher for the following year.

ATTENDANCE AND DISCIPLINE

Sufficient progress in virtual learning will be determined by any combination of course-work submitted, synchronous class attendance and/or participation in online discussions. Students who do not sufficiently progress in each course and participate regularly may be removed from virtual learning and returned to the regular school setting.

Student Discipline

Teachers will contact parents, individually conference with students, and refer students to interventionists, counselors, social workers, and assistant principals for support. Virtual students will be subject to the same discipline expectations as students in the regular school setting. All Board of Education policies are in force for both virtual and in person students. There are some issues that are more prevalent in a virtual classroom. A virtual learning student may be subject to disciplinary action for one or more of the following reasons as determined on a case by case basis:

- Failure to submit work for each course each week. This is considered truancy or absence.
- Failure to attend scheduled online, synchronous class sessions.
- Failure to attend/participate in virtual learning Orientation Sessions.
- Failure to respond to teacher/administrator phone calls, emails, and/or intervention meeting requests.
- Failure to participate in state-mandated testing.
- Failure to maintain academic integrity (i.e. plagiarism, taking assessments multiple times in a short period, using online resources during assessments when they are not allowed…).
- Failure to follow other Raytown Schools policies.
- Allowing an unauthorized person access to a student's account. This includes both online and hardcopy curriculum materials.

TARDY POLICY
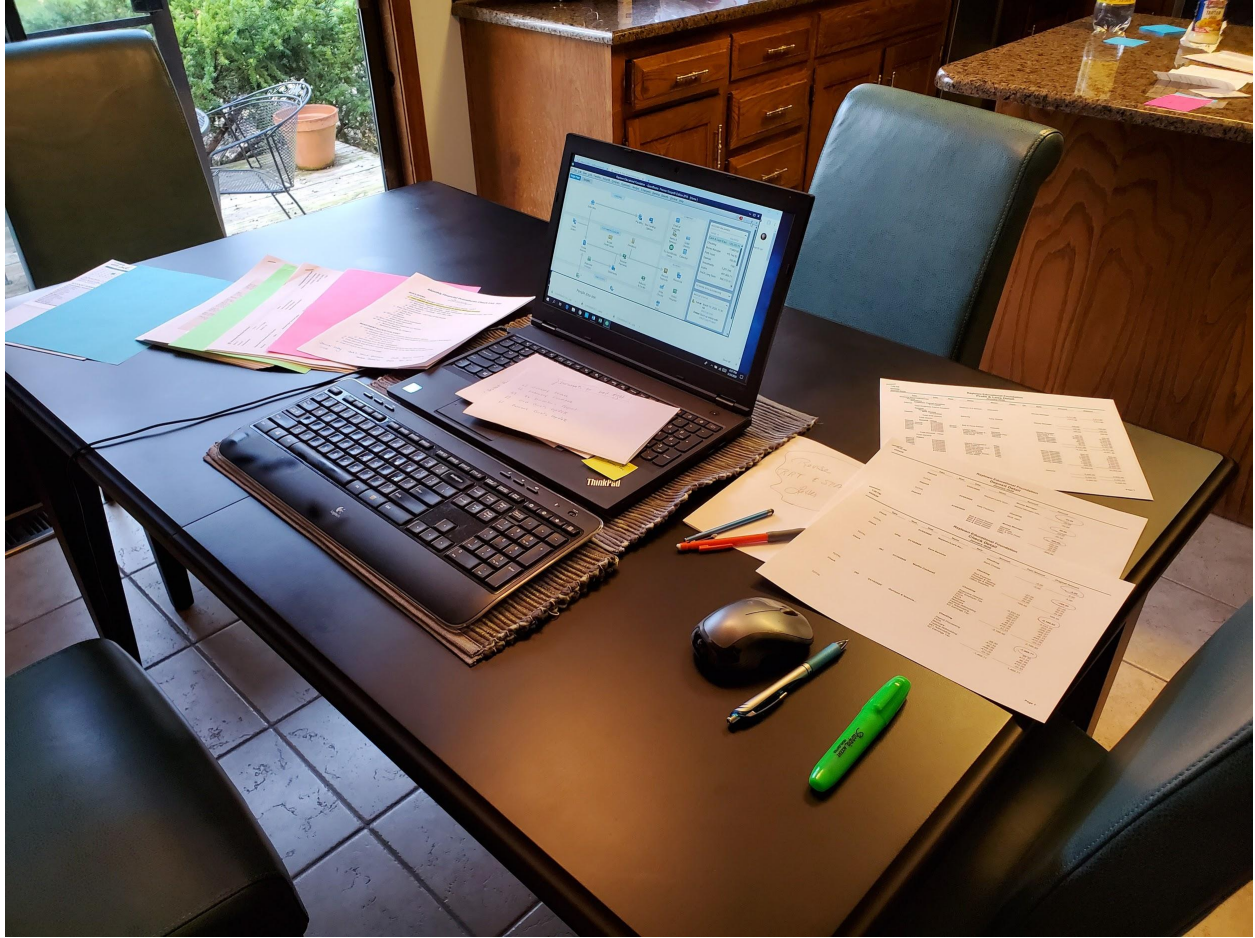
The tardy policy used for the regular school setting will apply for the virtual setting when students are expected to attend a synchronous virtual lesson or discussion. It is just as disruptive for a student to arrive late for these sessions as it is to arrive late to a regular classroom. Tardies should be marked in SISK12 at the secondary level only.

ACADEMICS

Elementary School

Teachers will teach all of the material that is taught in the regular setting. This material may be taught in a different fashion, but the overall expectations of understanding the curriculum is not different for the virtual and regular school student. Specials classes, library and counseling will be included as well and taught by those teachers, librarians and counselors. Careful coordination is important so that students are not overwhelmed with material.

Secondary

Secondary is a structured approach to virtual learning allowing students to work online from home with daily classes and interaction with content teachers. Teachers will teach the same curriculum virtually that is taught within the regular classroom. Keep in mind that a student has 7 subjects and each one should not expect the student to work more than about 30-60 minutes a day including synchronous lessons. The class expectations of time will increase the older a student is and at times may be greater because of certain projects. It will be important to coordinate so that all 7 teachers do not expect synchronous lessons on the same day.

- Students are assigned class periods each day which are required for attendance purposes.
- Mandatory live classes focus on targeted grade level skills which support the students in advancing their knowledge within the Raytown Curriculum.
- Students submit assignments to teachers which are graded.
- Students can expect to attend around 2-4 hours of synchronous lessons per day- depending upon grade level and course load.

Late Work Policy

The late work policy is outlined in each student handbook and will be followed for virtual instruction as well. Students should contact teachers prior to due dates if extensions to assignment due dates are needed. Teachers should also plan for methods to motivate students to complete assignments. Extensions beyond the late policy for each class is up to teacher discretion.
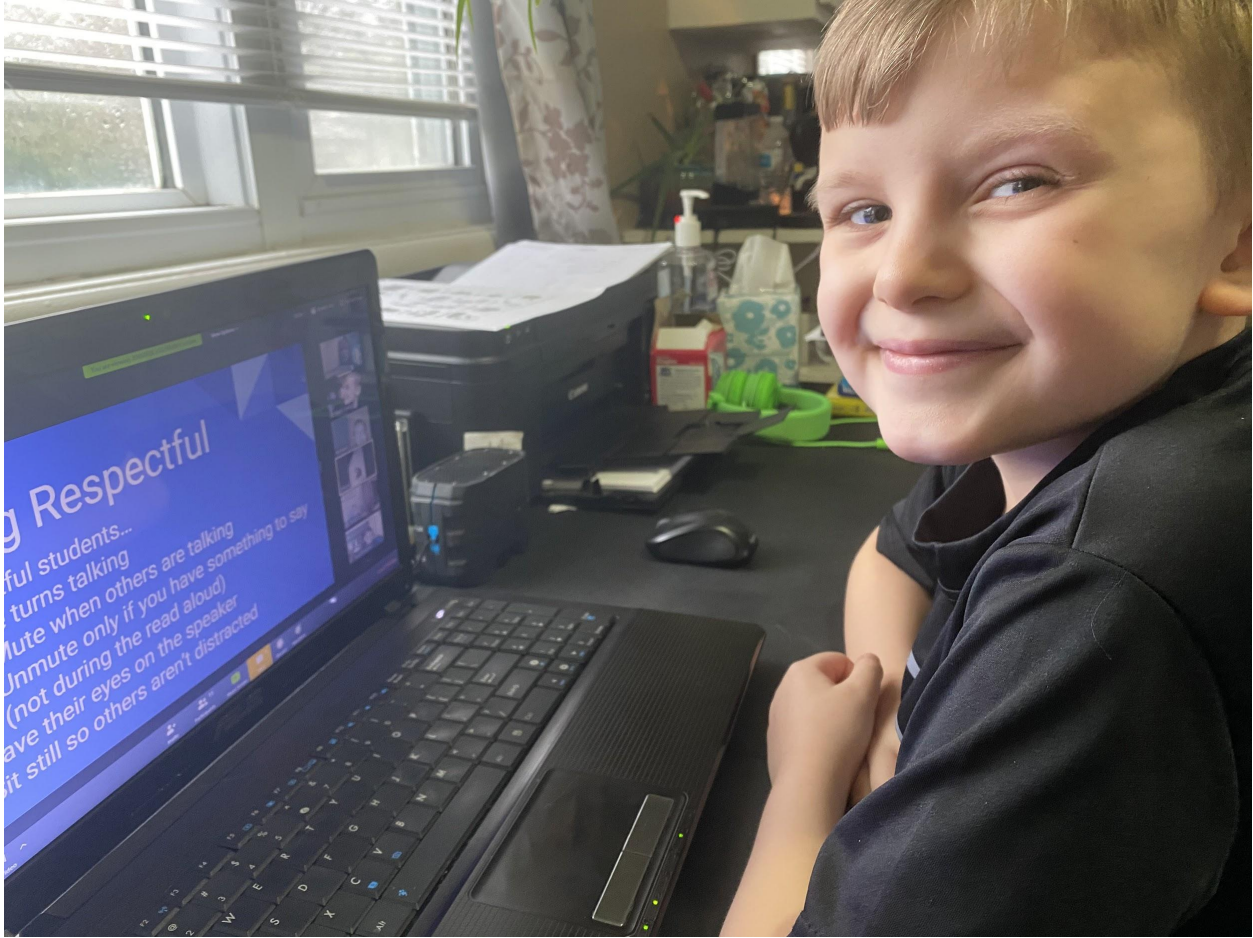
ACADEMIC INTEGRITY POLICY

The academic integrity policy is the same for virtual school as it is for the regular setting. However, this is a more prevalent problem in the virtual setting. Extra effort will likely be given making sure students submit their own work and that they complete assessments without help from others or the internet.

REQUIRED TESTING

It is expected that students participate in all state-mandated testing, as they are required for graduation in the state of Missouri. Students will need to report to their home school for state testing.

BULLYING AND CYBERBULLYING

Cases of bullying and cyberbullying will need to be handled the same as they are in the regular school setting. As with academic integrity, these issues have become more prevalent in the virtual settings. Additional care will need to be taken to recognize and intervene when these issues arise. The established process for bullying will need to be followed at the home school of the student.

Definitions

Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where speech is protected by law.

ENGLISH LANGUAGE DEVELOPMENT SERVICES (ELD)

English Learners (EL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff. Raytown Schools is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students.

Translated Materials/Access

- Raytown Schools will have bilingual staff and other resources to provide interpreting/translation services to accommodate parents and learning coaches. Translated forms can be provided upon request.

Instruction

- Secondary students will have ELD classes as part of their schedule. They will need to participate in synchronous Zoom sessions during the scheduled times of those classes. ELD specialist teachers will be available to tutor students during their ELD Content Area Reading Lab classes and at other times by appointment.
- Not all students who qualify for ELD services will be appropriate for the virtual setting. The district ELD Coordinator and/or ELD specialist teacher will discuss the decision for in person or virtual instruction with students and their parents.

SPECIAL EDUCATION AND 504 SERVICES

Teachers will need to follow the plans developed for students with IEPs and 504s. These plans may need to be modified to work in the virtual setting. Not all IEP or 504 students will be appropriate for the virtual setting. This will be a decision made by the IEP and 504 teams.

EXTRA CURRICULAR ACTIVITIES AND CLUBS

Students may still participate in some extracurricular activities at their home school. Students will need to comply with MSHSAA regulations which do require that a student have a full schedule of classes during their season. It is also possible that MSHSAA will not allow a student taking a full load of virtual classes to participate in MSHSAA activities. Students may also participate in after school clubs if they are in good standing with their classes. Parents will need to provide transportation both to and from school.

SCHOOL PROPERTY

Raytown Schools provides equipment, materials, books and other curricular supplies for students. These items are school property and must be kept in good condition. Teachers should keep records of materials that are sent home for student use. It is completely appropriate for teachers to send materials home to be used for a period of time. Teachers should work with the home school principal to determine if a particular item is appropriate to be sent home on loan. It may be determined that items such as a novel are very appropriate to go home where an item such as a microscope may not be appropriate.

TECHNICAL HELP

 All student technical help should be directed to our Helpdesk at 816-268-7172 or studentsupport@raytownschools.org Teachers can direct the student to their counselor if they are having internet issues and need help finding or affording a provider. Additionally, parents may consult the PALS page for further assistance.

Teacher technical help should go through the normal channels. Feel free to also work with the virtual coordinator on virtual instruction concerns.

WITHDRAWAL

Parents who wish to remove their student from Raytown Schools virtual learning must contact the principal's office at their home school. Students can only make the move from Virtual learning to in person classes at the end of a semester.

SOCIAL/EMOTIONAL HEALTH

The concern for the social and emotional wellbeing of all students is always important. This concern is heightened in the virtual setting. Please pay close attention to the emotional state of your students. The counselors, social workers, and interventionists are ready to assist when the need arises. Teachers are often the first to notice when students are struggling emotionally and their quick intervention often makes the difference as well.

Teacher interventions during virtual instruction might be as simple as a private conversation with the student and/or parent which can be scheduled to address academic concerns. Other interventions which may benefit the student if a teacher has concerns about mental health needs, resource needs, or other safety needs, should be immediately directed to administrators, counselors, social workers and/or interventionists to address.