

## **2021-2022 Raytown School District Virtual Learning Information**

### **Secondary Students**

Due to projected enrollment, secondary virtual classes will be provided by Stride Learning Solutions, formerly Fuel Ed. Students will be assigned to classes that are similar to those offered to students in-person if possible. Classes will be self-paced, and students can work on assignments and activities throughout the day. There will not be a Raytown teacher teaching these classes; however, student progress will be monitored by an online learning coordinator in your child's school.

Additional information can be found on the Virtual Learning Handbook on the district's website under [Virtual Learning](#). Please note, virtual learning will not be offered at Herndon Career Center.

Changes in instructional delivery methods, virtual or in-person, can only be made at semester. The deadline for changes to the first semester of the 21-22 school year is August 6, 2021. Changes can be made by logging into the Parent Portal (SISK) on the district home page in the Need Help? section. Once logged in, a notification will appear prompting you to fill out a new e-form, "Instructional Method Switch" on the left-hand menu.

### **Elementary Students**

Due to our projected enrollment, some elementary virtual grade levels may be combined due to the low number of students requesting virtual. Your child's teacher most likely will not be a teacher from your home school.

If you choose the virtual option, no changes will be permitted until the end of the first semester. The deadline for making changes to your initial enrollment option will be August 6, 2021. Changes can be made by logging into the Parent Portal (SISK) on the district home page in the Need Help? section. Once logged in, a notification will appear prompting you to fill out a new e-form, "Instructional Method Switch" on the left-hand menu.

Your child's art, music and PE instruction may include asynchronous (not live) virtual instruction.

You will receive a virtual learning schedule before the school year begins. Additional information can be found in the [Virtual Learning Handbook](#) on the district website. Please contact us at [Virtuallearning@raytownschools.org](mailto:Virtuallearning@raytownschools.org) with any questions.

## Special Programs

If your child participates in one of these programs, please note the following:

### Special Education

- If a student is identified with a disability and served under an IEP, the IEP team must convene to consider how virtual education will impact the provision of a Free and Appropriate Public Education (FAPE). The team will determine if virtual education is appropriate for the student to receive FAPE. Virtual instruction may not be in the best educational interest of the student and may not allow the student to receive a Free Appropriate Public Education.
- If the IEP team determines that a student is able to receive FAPE in a virtual setting, the team will determine how special education services, supports, accommodations, and modifications will be provided.
- If the IEP team determines that a student is not able to receive FAPE in a virtual setting, the IEP will be implemented in an in-person setting.

### Section 504

- If a student is identified with a disability and served under Section 504, the 504 team must convene to consider how virtual education will impact the provision of a Free and Appropriate Public Education (FAPE). The team will determine if virtual education is appropriate for the student to receive FAPE. Virtual instruction may not be in the best educational interest of the student and may not allow the student to receive a Free Appropriate Public Education.
- Students' academic success during 2020-21 virtual instruction, as well as a complete update of the qualifying condition, will contribute significantly to the determination of appropriateness of virtual instruction.
- If the 504 team determines that a student is able to receive FAPE in a virtual setting, the team will then make necessary adjustments to any accommodations within a student's plan.
- If the 504 team determines that a student is not able to receive FAPE in a virtual setting, the 504 will be implemented in an in-person setting.

### English Language Development

- If a student is identified as an English Learner (EL) and receives English Language Development (ELD) services, district ELD staff will meet with the student's parents to determine if virtual education is appropriate for the student to receive a Free Appropriate Public Education (FAPE).
- Students' academic success during 2020-21 virtual instruction and growth on the WIDA ACCESS English Proficiency Test will contribute significantly to the determination of appropriateness of virtual instruction.
- If ELD staff and the student's parents determine that an EL is able to receive FAPE in a virtual setting, the ELD staff and parents will work together to form a plan to provide intensive English instruction, which will likely include asynchronous online interventions.
- If ELD staff and the student's parents determine that an EL is not able to receive FAPE in a virtual setting, the student will participate in an in-person setting to receive general instruction and ELD services.
- Any student receiving virtual instruction in 2nd semester (January through May) will be required to come to the school district to take the WIDA ACCESS test.