

Independence School District



Virtual Learning Elementary Student/Parent Handbook

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Introduction

This guide has been prepared for parents, guardians, counselors and others who want to help students first decide whether online courses are a good option for them and, if so, how to proceed. In the pages that follow, you will find information about:

- ❖ the characteristics of a successful online learner,
- ❖ how to enroll in online courses and,
- ❖ the impact coursework may have on academics and activities.

Senate Bill 603 At a Glance

In the spring of 2018, SB 603 was passed, thereby expanding the online learning opportunities for students in Missouri. Highlights of this legislation are below.

- The school district must adopt a policy that creates a process for students to enroll in virtual courses and may include consulting with a school counselor.
- The school district must pay for eligible K-12 students to take virtual courses as long as the student: one, resides in the district; two, is currently enrolled in the district and, three, was enrolled full-time in a public school the previous semester. **Exceptions for homeschool students who reside in the district are referenced below in the 'homeschool' student's section of this document.
- School districts are not required to pay for courses beyond full-time enrollment. Therefore, if a student is already enrolled in seven courses in a semester during the regular year (or two courses during the summer school session), the district will not be required to pay for additional courses.
- School districts are able to determine a student's eligibility to enroll in an online course and can refuse enrollment based on 'the best educational interest of the child'. Should the parent disagree with the district's determination, an appeal may be made to the local school board.

Profile of a Successful Online Student

The most important question to answer is whether or not the student is well-suited to be in an online learning environment. Parents and students should be aware that the demands of online courses are equal to or exceed those of traditional 'face to face' courses. Online instruction places much more responsibility on the student. A student should plan to spend at least one hour a day, five days a week, on each course. In other words, at least five hours per week on each course. This is similar to the amount of time a student would spend in a course at the local "brick and mortar" school. Instructors with online teaching experience agree that students who are successful at online learning have the following critical characteristics:

❖ **Good Time Management**

Can the student create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?

❖ **Effective Communication**

Can the student ask for help, make contact with other students and/or instructors online and describe any problem he/she is having with the learning materials using email?

❖ **Independent Study Habits**

Can the student study and complete assignments without direct supervision and maintain the self-discipline necessary to stick to a schedule?

❖ **Self-Motivation**

Does the student have a strong desire to learn skills, acquire knowledge and fulfill assignments in online courses because of their educational goals?

❖ **Academic Readiness**

Does the student have the basic reading, writing, math and computer literacy skills to succeed in an online course?

❖ **Technologically Prepared**

Does the student know how to open, create and/or save a document, use various technology tools and identify file formats (e.g., doc, xls, pdf, jpg)?

The Stanford Research Institute examined the accessibility of online learning for students, especially those who were at risk of failure. Their report cautions that students who have failed face-to-face classes may have challenges that will affect their success in an online course as well. Many students do not realize that they will have to be even more accountable for their time, performance and productivity in an online class.

Virtual Learning Expectations

Synchronous: Synchronous learning is live teaching time with the teacher. Teachers will provide live instruction with classes during synchronous learning. This instruction will best replicate direct, in class instruction. Synchronous teaching encourages iterating learning. Elementary students are expected to participate in school each day during the day.

Asynchronous: Work completed at home, not during live teaching sessions. Students will complete work, at their own pace, typically, through Canvas during asynchronous learning. Other examples of asynchronous work: reading, writing in a journal, or completing projects. This work is to be completed each school day, as assigned.

The goal of Virtual Learning is to keep children active and engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. Teachers will provide opportunities for students to read, write, share ideas, explore, create, play, and move.

On school days, each student will login to Canvas for attendance to be taken. The schedule for learning can be found on the homepage on Canvas. Teachers will schedule live instructional sessions which students will be expected to attend daily. Classroom teachers will check in with individual students at least once per week. As always, faculty and administrators are available via email or phone call if a parent would like to schedule a conversation.

Role of Parents

- Establish routines and expectations for your child.
- Help your child manage online learning by requiring attendance at all classes during the day and having their screen on during all lessons.
- Help your child to plan and turn in work, stay focused and on task.
- Create a comfortable, distraction-free place to work.
- Out of courtesy for others, please ensure that distracting things do not appear on screen during class, such as but not limited to pets, toys, food or other things that detract from the learning environment.
 - Parents and siblings should not appear on screen during class, have conversations, or do things that distract the students from class.

- No virtual backgrounds on screens.
- Partner with your child's teachers and reach out should any challenges arise.
- Be sure your child attends all in-person assessment sessions.

Role of students

- Give one's best effort and exhibit appropriate online class behavior.
- Attend all scheduled live classes and events for the full period unless a parent or guardian notifies the home school that a child is sick.
- Stay in contact with teachers, with a parent's assistance as needed
- Students are expected to attend live classes with their video and audio turned on and to function as a full participant in each class, contributing to the class dynamic and success of the entire class.
- Come prepared to class with all necessary materials - books, paper, notes, pencil, etc.

Student and Parent Commitments

Student Commitment

By enrolling in virtual courses, Student understands that Student is committing to:

- Receive passing grades in all Core Classes
- Attend small group or 1:1 sessions to support missing skills
- Return to in-person instruction as a result of lack of progress or attendance
- Participate in in-person testing as required by the District
- Actively engage in live lessons and instructional materials provided
- Utilize ISD technology appropriately-in accordance with ISD's Student Acceptable Use Policy and all other ISD technology use policies, rules, and requirements at all times

Parent Commitment

By enrolling Student in virtual courses, Parent understands that Parent is committing to:

- Being an active observer to their student's Canvas account to monitor academic progress
- Attending Parent training sessions
- Transport my child to in-person assessment sessions
- Prioritizing that their Student attends daily and completes assigned work
- Ensures that periodic student assessments needing to be completed at the home school are completed
- Engaging in two-way communication with their child's teacher throughout the school year
- Returning ISD technology within communicated timelines. Fees for damage or breakage can be assessed, as necessary.

Parent also understands that if Parent has opted to enroll Student in virtual courses, Student will typically remain in virtual courses for the entire semester and will not be permitted to return to in-person courses until the following semester. However, if any of the above Student Commitment requirements are not met during the first 9 weeks of any semester in which Student is enrolled in virtual courses, Student will return to in-person learning immediately

following the first nine weeks. Placement in virtual or in-person courses may also be changed pursuant to any student's IEP or Section 504 plan, as indicated below.

Special Services

While the parent/guardian may choose for student to attend school virtually, in every case the IEP team or Section 504 committee of the student (which includes the parent/guardian) is responsible for making the determination of whether virtual education is in the best interest of the student and will confer a FAPE, in student's LRE. Accordingly, a student's IEP team or Section 504 committee may determine that a student's placement in virtual or in-person learning is inadequate to meet the student's needs at any time. This determination may require an immediate change in the student's placement.

Enrollment Procedures and Timeline

In order to enroll in an online course under the provisions of Senate Bill 603, students must be a resident of the Independence School District and be willing to enroll in the district.

To enroll into virtual elementary education, select the appropriate virtual education information for the registration process on the Independence School District website.

Enrollment Timeline

For families interested in virtual enrollment, the Independence School District will adhere to the same timeline outlined in Board Policy/Regulation 6190. "The enrollment period will be ten (10) school days prior to each semester. Students who fail to timely enroll will be permitted to apply the next semester. New students enrolling during the school year will have five (5) school days from school enrollment..." For the 2021-2022 school year the enrollment period for virtual students in the fall semester will be July 7-August 9 and for the spring semester it will be November 29-December 8. If the current enrollment period has passed, then the student will be eligible for virtual enrollment the next semester.

If families would like to request a change in learning platform:

- Elementary virtual students can move back to in-person quarterly.
- Elementary in-person students can request a move to virtual at any time and will stay virtual until at least the semester.
 - If an Elementary virtual student is falling behind, the building can bring the student back to in-person at the end of a quarter.

Scheduling Procedures

Instruction begins as soon as the school day starts. Please check with your child's Canvas page for the daily schedule. Time on task is essential to student success; therefore keeping interruptions to a minimum protects instructional time. We encourage you to help protect instructional time by being sure your child logs in and joins in his/her classroom on time and remains in class until dismissal.

Standardized achievement tests will be administered to students from time to time. Communication will be sent home about testing dates and times. Please help your child do his/her best on the tests by ensuring he/she

eats breakfast and receives a good night's sleep prior to the testing day at school. Arriving at class on time is also important. School staff will focus on creating a positive assessment environment to help each student do his/her best. Parents will be provided information on their child's performance on these assessments.

Academic Information

What should students expect during Virtual Learning?

- Each grade will have multiple live instruction lessons each day, Monday-Friday.
- Each student can access the instruction lessons through the classroom teacher's Canvas page.
- Additional Small Group Lessons will be provided by the classroom teacher. The teacher will communicate the times of the small groups with the students and parents.

Canvas:

- Where you find your online class, assignments, and submit work.
- All students' Asynchronous work will be posted through Modules on Canvas.
- Students should complete Canvas work daily.
- Where you will attend virtual classes via live instruction,

Transferring to In-person

If a virtual student is electing to come back to in-person, contact your student's home school for more information. This will only be considered at the beginning of each quarter.

Attendance / Participation

REGULAR SCHOOL ATTENDANCE IS NECESSARY. Excessive absences from school and/or lack of participation has a negative impact on a student's academic progress, social, and emotional growth. If your child is going to be absent from virtual participation for any length of time, please contact your home school secretary to inform them for attendance purposes.

The following guidelines will be used to address absenteeism and lack of participation:

- When students are absent for three days from virtual participation, a call from the student's instructor can be expected.
- When a student is absent for five days from virtual participation, families can expect to receive an attendance letter from the home school and opportunities for attendance interventions.
- When a student is absent for ten days from virtual participation, families will receive a second attendance letter. Other options for interventions may include case management from a family school liaison, homebound services, or additional building-level interventions supported by the Problem Solving Team.

- When a student is absent for fifteen days from virtual participation, families will receive a third attendance letter. The homeschool administrator will review an in-person participation plan with the student and family. Additional measures, such as referral to truancy court or a referral to child protective protective services, may be utilized.

Getting Started

Prior to Day 1

- You will pick up your chrome book at your home school and be sure you can log in.
- Your teacher will email you to set up a Meet the Teacher Zoom meeting.
- You may access training videos on the Canvas section of the ISD website.
- Make sure your chromebook is charged and ready to go.

Meet the Teacher

- Meet your teacher and classmates.
- Pair with Canvas.
- Learn how to check your Canvas inbox.
- Practice using Canvas to attend lessons and turn in work.

Day 1

- All courses are offered through Canvas.
- Watch the introduction announcements.
- Meet your teacher and classmates.
- Complete at least one assignment to ensure you know the process.

Day-to-Day

- Start everyday by checking your Canvas inbox and teacher announcements.
- Look at any recent feedback given from your teacher.
- Attend live instruction each day.
- Check the calendar for due dates each day.
- Keep working on the next assignments in your module.

Additional Support

- Students can message teachers through the inbox feature in Canvas. Teachers may use this to reach the student as well. Typical response time is 24 hours.
- Announcements are posted weekly on the course homepage and provide information for the week including the teacher's office hours.
- On a weekly basis, teachers will host small group instruction to focus on a common skill area. This is a time for students to receive immediate feedback from teachers
- Teachers will schedule daily office hours.
- Teachers will make weekly contact with parents if a student is inactive or not completing work.

Virtual Protocols

Parent / Guardian Expectations

- Parents / guardians will need to be actively involved in helping launch, support and monitor your elementary student's learning using a virtual platform.
- Consistent access to the internet will be critical to this form of instruction and learning. Equally important will be your student's regular participation with the teacher and virtual learning materials provided in the online learning management system -- Canvas.
 - ISD strongly recommends checking out the Chromebook the district provides to assist your student with ease of access in online learning.
- Go to www.isdschools.org to set up your parent Canvas account access prior to your student starting. Help your elementary student understand how to access their Canvas account from the resources provided.
- Communicating with your student's teacher should be done via email through the Canvas platform.
- Be sure to go over these protocols for being an elementary virtual learner with your student and adhere to the expectations.
- Transport students to in-person assessment sessions.

Student Expectations

- All instruction is delivered through Canvas. All directions and expectations for student learning will be posted in modules. Families are responsible for checking Canvas daily throughout the week and for being especially attentive to correspondence from the teacher.
- To be counted present, students must log out and then log back into Canvas **one time per school day through the Canvas website using the STUDENT account**, not the mobile app.
- Attendance, participation, engagement, and understanding will all be monitored through submitted work and active time within the Canvas system. Students who are not submitting work by due dates will be contacted and could be considered "absent."
- All assignments will be submitted in Canvas. If for any reason you have trouble uploading your assignments, please contact your teacher via Canvas email or during designated office hours.

- Grading expectations remain the same as for an in-person learner and progress reports will be available on the same district schedule for issuance.

Video Conferencing Etiquette

- Log in to the video conferencing software prior to meeting time.
- Ensure microphones and cameras are working.
- Camera must be turned on.
- Turn off the microphone unless you are participating in a discussion.
- The background of your video should be free of distractions.
- Students should stay seated during instruction.
- If a student continues to disrupt the live session, the teacher can remove the student from the session. If this is the case, the teacher will send a follow up communication to the parent notifying them of the issue and the importance of appropriate behavior in order to benefit from live teaching sessions.
- If the student is a constant disruption during direct instruction opportunities (student has had to be removed from the direct instruction sessions on three or more occasions), the Principal will reach out to work with the family to develop a plan for success.
- Inappropriate behavior can result in discipline per Board Policy, as determined by the administrator. It is always important to be a positively contributing member of any live learning session.

Preparing the Learning Environment: Parent and Student

- Dedicate a space in the home as a “learning space.” This can be any space with room to work and store materials that won’t be disrupted for the duration of learning.
- Have a timer available for students to set for each block of time to help manage daily learning. Discuss acceptable options if a student needs a break before the timer goes off, such as getting a glass of water or taking a movement break.

Learning Expectations

- Teachers will provide activities/assignments that are developmentally appropriate. Feedback will be given, as appropriate, for completed work.
- Virtual learning time for elementary students will follow the building schedule where their teacher is located. Students will learn
 - Live sessions will include whole group, small group and 1:1 instruction.
 - Additional independent work time will be provided for additional learning activities and practice of skills in content areas.

Teacher Availability / Office Hours:

- Teachers will set time (office hours) to be available for questions or clarification. Please see the teacher’s schedule for available office hours.
- The teacher will run office hours remotely by making a virtual room active where students / families come and leave as needed.

Academic Dishonesty

Grades in elementary school are used to measure student mastery of skills so the teacher knows how to plan for instruction and meet student needs. Elementary parents should work with their child's teacher to know when it is appropriate to provide support for assignments and assessments.

Progress Monitoring

Please access a parent brochure that explains ISD Elementary Standards Based Grading [here](#).

- Parents are given parent observer accounts to monitor progress of their students.
- When it is determined that a student needs more support, the teacher will be in close contact with the family.
- Students will be assigned an intervention group and be expected to attend the live classes.
- Families will be offered materials and strategies to use at home.

In-Person Assessments

Families will be required to bring their students to a school site to participate in standardized assessments such as district unit assessments, classroom-based screening assessments and the Missouri Assessment Program (MAP). These will be scheduled based on the ISD assessment calendar and will be communicated with families by the teacher and home school.

SPECIAL SERVICES

IEP and 504

Virtual instructors are trained in accommodating students' needs. Your student's home school Case Manager or Counselor will email your student's IEP or 504 to the virtual teacher, and accommodations will be made accordingly. Special education services will be determined by the student's IEP team. Please work with your student's home building to schedule an IEP meeting.

English Learners

Students may attend EL classes at designated sites. Please work with your home school administrator to determine your student's attendance schedule.

Gifted-IMPACT

Qualified students may attend IMPACT classes at the designated site. Please work with your home school administrator and the IMPACT teachers to determine your student's attendance schedule.

Clubs and Activities

Elementary virtual students may not participate in site-based clubs and activities on school campuses. Virtual students may attend evening events with parent supervision.

Summer School

Virtual options for elementary students will not be offered during summer school. All virtual students are welcome to attend in-person summer school sessions.

Technology & School Supplies

Elementary virtual students will be issued a chromebook through the district. The chromebook will meet the technology requirements for any online course taken through the virtual program. The district can help provide internet access upon request based on need; please contact your home school Family School Liaison for support. Coursework will be hosted on Canvas, an Interactive Learning Management System.

Internet Safety Policy

A. Introduction

- a. It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

- a. To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

- a. In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include internet, cell phones, text messages, chat rooms, email, and instant messaging programs. (See also Policy 6116 - State Mandated Curriculum- Human Sexuality)

D. Inappropriate Network Usage

- a. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's

Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

- a. It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Executive Director of Technology or designated representatives.

Internet Usage

Personal Responsibility

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related.

Acceptable Use

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' right to privacy; using another person's name to send or receive messages on the network; sending or receiving personal messages; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The connections represented by the Information Superhighway allow users to access a wide variety of media. Even though it is possible to download most of these materials, students

and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. *E-mail files are subject to review by District and school personnel.* Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in investigatory activities commonly described as "hacking" are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to materials which have been filtered or blocked by the administration, which cause or reasonably could cause a material or substantial disruption in classroom work, school activities or school functions, which undermine the basic educational mission of the school or which may be deemed unlawful, harmful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions. Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy for other disciplinary action.

Privileges

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

Network Etiquette and Privacy

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during Email transmissions.
4. System users may not use the District's electronic network in such a manner that would damage,

disrupt, or prohibit the use of the network by other users.

5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read Email on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

Services

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

Security

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the users sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to immediately report any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain any form of communication that is obscene, pornographic or harmful in nature. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA).

Vandalism of the Electronic Network or Technology System

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

Consequences

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;

2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion;

Families may want to provide the following technology for virtual learners:

- Mouse
- Headphones

School supplies that students will need access to provided by families: ([ISD School Supply Lists](#))

Students are provided with Help Desk Support through the district technology department, available from 8:00 a.m. to 4:00 p.m., Monday-Friday. There are two ways to access help:

1. Send an email to helpme@idschools.org (Be sure to include your student's name, grade and that your student is a virtual learner to ensure prompt assistance.)
2. Call the technology help desk office at 816-521-5553. The office is open from 7:30-4:00 Monday through Friday.

Final Advice for Parents

Throughout the student's enrollment in online learning, it is best practice to do the following:

- Set up a study space, including technology required.
- Communicate regularly with the classroom teacher.
- Be prepared for any technical issues that may come up.
- Agree on incentives and consequences.
- Reinforce that online courses are as important as face-to-face courses and do become a part of the student's educational record.
- Help your student maintain a regular study schedule.
- Actively monitor your student's progress.

Helpful Contacts | Additional Handbook Information

The first point of contact with questions regarding your student's learning experience will always be your student's teacher.

Find your students' home school contacts here: <https://www.isdschools.org/our-schools/>. The home school secretary will be able to assist you with contacting other staff in the building.

Technical Assistance: 816-521-5553 Email: helpme@idschools.org (Be sure to include your student's name, grade and that your student is a virtual learner to ensure prompt assistance)

The complete Elementary Student / Parent Handbook, including Assessment Plan information and additional Board Policies, can be found on at www.isdschools.org

Additional questions beyond what school staff may be able to answer should be directed to the Assistant Superintendent of Elementary Education: Leslie Hochsprung 816-521-5300

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the **Independence School District #30**, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However the **Independence School District #30** may disclose appropriately designated "directory information" without written consent, unless you have advised the **Independence School District #30** to the contrary in accordance with the **Independence School District #30** procedures. The primary purpose of directory information is to allow the **Independence School District #30** to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want the **Independence School District #30** to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the **Independence School District #30** in writing by **September 15th** (students new to the district after this date may submit the request up to two weeks after admission). The **Independence School District #30** has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Regulatory & Compliance Information

ESSA

Parent Right-to-Know

Download the [Parent Right-to-Know Information \(English PDF\)](#)

Download the [Parent Right-to-Know Information \(Español PDF\)](#)

Complaint Procedures

Download the [ESSA Complaint Procedures \(PDF\)](#)

Parent Involvement Policy

[En Español](#)

Parent/Family Involvement in Education

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board also recognizes the importance of assisting schools in eliminating barriers that impede parent/family involvement and will facilitate an environment that encourages collaboration with parents/families and community. The Board is committed to strong parent/family involvement in working collaboratively with District staff as knowledgeable partners in educating District students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the District's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program

development, parent/staff training and program evaluation.

The Board also recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation and review(ing) of Title I programs.

-Excerpt from Independence School Board Policy

The NCLB Parental Involvement: Title I, Part A Non-Regulatory Guidance adopted April 23, 2004 states:

An LEA's written parental involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will:

- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic

achievement and school performance

- Build the schools' and parents' capacity for strong parental involvement
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including:
 - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - Using the findings of the evaluation to design strategies for more effective parental involvement;
 - Revising, if necessary, the LEA's parental involvement policies; and
- Involve parents in the activities of schools served under Title I, Part A. [Section 1118(a)(2),ESEA.] [For more detailed information see Appendix D for a sample template of a District wide Parental Involvement Policy.]

Revised 12/14