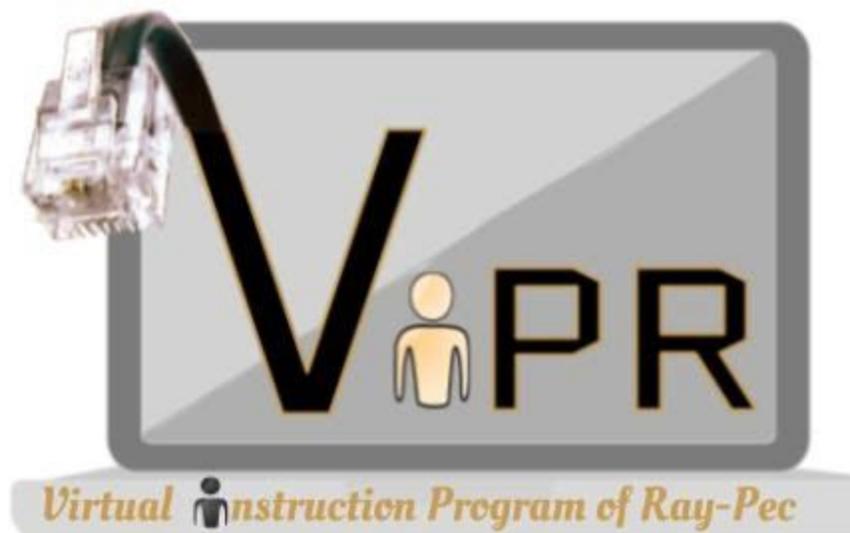# Virtual Instruction Program Raymore-Peculiar (VIPR)

Student/Parent Handbook

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Introduction

This guide has been prepared for parents/guardians who are considering enrolling their child in the Virtual Instruction Program of Ray-Pec (VIPR). In the pages that follow, you will find information about:

- ❖ the components and expectations of the VIPR,
- ❖ basic procedures and practices,
- ❖ the resources and supports that will be provided.

What is VIPR?

VIPR was established in 2020 as a response to COVID-19. The district wanted to provide a virtual learning environment for families who were not comfortable attending school in an in-person setting. Students can take courses from any Internet-connected computer, available 24-hours a day, seven days a week. VIPR's mission is to offer students access to high quality courses, and interactive online learning that is neither time nor place dependent.

VIPR is operated and overseen by the Raymore-Peculiar School District and currently offers kindergarten through high school courses. A complete listing is located at the end of this handbook. Courses are designed by Ray-Pec teachers and aligned to the district and state standards. A formal review process is built into all course development to ensure high quality and rigor.

Why Consider Online Learning?

Students take online courses for a variety of reasons. For some students, it expands the range of courses and opportunities, particularly if a student cannot access an in-person course due to scheduling conflicts. For others, it allows students to take courses not offered at the local level. Other students may use online course opportunities for credit recovery or as a viable homebound option. And, still others may simply prefer the online learning format.

From a student's point of view, online learning may be attractive because it is:

- ❖ Personalized to individual needs and learning goals.
- ❖ Flexible so a student can try different ways to learn.
- ❖ Interactive and engaging because students will be meeting people from other school districts in a safe, monitored environment.
- ❖ Relevant to the online life many students lead.
- ❖ Paced by individual progress so students can move as fast or as slow as needed in order to attain learning goals.
- ❖ Collaborative with faculty, peers and others.
- ❖ Responsive and supportive when a student needs extra help or time to learn.

❖ Available to all students 24 hours a day.

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 the in-person 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 in-person 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.

Making the Decision

In this process, a crucial role of the parent is to help the student decide if online learning is the most effective way for him/her to learn. Using the profile in the previous section is a starting point for making this determination. Once a parent decides if a student is likely to be successful, there are other questions to consider.

Technology
➔ What are the technical requirements for the courses the student wants/needs to take?
➔ Can the parent/guardian provide the internet access that the student needs?
➔ How technologically savvy are the parents/students?

Learning Environment
➔ Is there a quiet area in the home in which the student can work on the online course or does the student have easy access to a facility that provides this form of environment (such as the public library)?
➔ Will there be a regular, designated time of day in which the student will work on the course(s)?
➔ Is the student willing and able to ask for help when needed?

Considering the Course
➔ Does the course meet academic/graduation requirements?
➔ Has the course been approved for credit by the school?
➔ Are there prerequisites for the online courses? Has the student met these requirements?
➔ Does the course meet NCAA Eligibility Requirements for potential Division I and II student athletes?
➔ How rigid are the course assignment/test dates?
➔ What is the time commitment (daily and length of term)?
➔ How do students/parents receive grade updates and the final grades?
➔ When can a student drop the course if he/she finds it too difficult?

Enrollment Procedures

Students must be a resident of the Raymore-Peculiar School District and be willing to enroll in the district (if not already enrolled).

If a parent chooses to sign-up for VIPR during the beginning of the school year registration, a school counselor will contact him/her prior to the start of school. If during the semester, a parent decides that VIPR may be a viable option for a student, he/she should contact the school counselor to pursue possible enrollment. A meeting will be scheduled with the student's counselor and administrator and student eligibility will be determined. The school district may deny a student/parent request to enroll in an online course if one or more of the following is true:

- ➔ The student has previously gained the credits provided from the completion of the online course.
- ➔ The online course is inconsistent with the remaining graduation requirements of the student.
- ➔ The student has not completed the prerequisite coursework for the requested online course.

Should a student meet the eligibility expectations and the course requests are aligned to graduation requirements, he/she will be enrolled in the VIPR courses agreed upon.

Homeschool Students

If a student who resides in the Raymore-Peculiar School District was homeschooled the prior semester and wishes to take online courses at the district's expense, there are allowances for this. The following criteria must be met:

- ➔ The student resides in the district (and provides proof of residency)
- ➔ The student must enroll in VIPR courses only
- ➔ The student must meet all of the VIPR expectations (regarding prerequisites, etc.)
- ➔ The student may only enroll in a total of seven courses a semester during the school year or two courses during the summer semester (but may enroll in less than seven)

Scheduling Procedures

Students choosing to be enrolled in VIPR must be enrolled full-time in VIPR, with the exception of students needing specific special education services as determined by the IEP team.

If a high school student wants a 'mixed schedule', meaning a schedule that includes both in-person and online courses, he/she will be enrolled in Launch for online coursework. Mixed scheduling will only be available for high school students.

Dropping a course, regular school year

Returning to in-person School

If a student begins the semester as an online student, there will be an opportunity to move to in-person learning after the first six week grading period at the high school level, and after the quarter grading period at the elementary and middle school levels.   Entry will be based on class size and teacher availability. Families will need to notify their home building principal **at least two weeks prior** to the first six week or quarter grading period end date.

Families will need to notify their home building principal no later than the first Friday of December, if they would like to begin in-person courses at the start of second semester. For extenuating circumstances that might arise, families will work with the home building principal.

Enrolling in VIPR After Semester Start

If a student begins the semester in in-person courses and wants to switch to the full online learning platform with VIPR, it may take some time to make the switch. This will depend on space and teacher availability in classes. If there is space, a move can be made fairly quickly. If there is not space, the student's name will be added to the waitlist and when there is enough interest to begin a new class, the student will be added to this online learning platform.

Dropping a Course

All students age 17 and under are expected to enroll in a full course load in VIPR unless there are extenuating circumstances. A student cannot be a part-time VIPR student and a part-time in-person student. A student can, however, be a VIPR student and enroll in a Launch class if it is a class that VIPR does not offer. If a student is a senior and wishes to drop a course that is not needed to graduate, that must be done before the 11th school day to avoid an 'F' being placed on their transcript. To drop a course, the student must contact the VIPR counselor prior to day 11 of the course.

No-Show Procedure

Students are expected to log in to their courses each school day. Should a student not log-in for three consecutive days, the teacher will reach out to the student and family. If the teacher receives no response, a counselor and/or administrator will make contact.

In an effort to maintain accurate attendance records for online courses, the following no-show procedure will be implemented for all students participating in VIPR. Students are considered a "no-show" if they do not log into their course for the specified times outlined in the policy. Student login is monitored by the district weekly.

- A student is considered a "no-show" if he or she has not logged into and participated in their course within five days of the start of the course. Students will be alerted that they are going to be dropped from VIPR with zero days of attendance reported and the counselor being notified at least 2 school days prior. Students will then be transitioned

to in-person learning when classes become available. Student preference in course selection could be significantly restricted when returning due to "no-show".

- After the first 10 days of the course, a student who was at first participating will be considered a "no-show" and will be dropped if he or she has not logged into and participated in his or her VIPR course for five consecutive calendar days without permission of the teacher or administration. Students will be alerted that they are going to be dropped from VIPR. The last date of attendance will be reported as his or her last date of login and participation. Students will then be transitioned to in-person learning when classes become available. Student preference in course selection could be significantly restricted when returning due to "no-show".
- If a student is under the age of 17, has failed to log in/participate in their online classes for five days and the teacher has been unable to make any contact with the student or family, the teacher is to alert the counselor as a hotline call may need to be made regarding educational neglect.

Parenting a VIPR Student

Communication with Student:

1. Access the parent view of Canvas and save it as a bookmark to see class activities
2. Know their upcoming deadlines--short term and long term
   a. Copy their Canvas calendars into your calendar to help keep them on track
3. Check-in regularly
   a. Check on specific classes each day of the week to avoid just asking about "school" in a vague way that gets you vague answers like "it's good"
   b. Ask to see progress on assignments as they go instead of at the deadline
4. Trust your student, but contact instructors (in whatever way they list on their syllabus) if progress or expectations seem inconsistent with learning in the course
5. Help your student decide what's considered successful for each of their classes
6. Access grades and progress for each of their classes by bookmarking Parent Portal

Communication with Instructors:

1. Circumstances of school and learning are now new to everyone and staff, students, and parents are collectively looking for the best way forward.
   a. Everyone will need to be a bit more adaptable and communicative than in the past, and embracing that together will bring more success than viewing it as the responsibility of just instructors or just students. This will take all of us.
   b. Activities and assessments may not look the same as they used to. We'll all need to be open minded about the ways students can learn and express that learning.
2. Be in contact with instructors early in the course
   a. Use the instructions below to ensure access to up to date information about upcoming class assignments throughout the year on your preferred calendar

i.   [Adding Canvas calendar to Google Calendar](#)
ii. [Adding Canvas calendar to Outlook](#)
iii. [Adding Canvas calendar to Apple Calendar or Yahoo Calendar](#)

       b. Tell instructors about circumstances unique to you and your student that impact their learning (both remotely and during in-person classes)

       c. Ask about units and activities that have traditionally presented challenges

3. When starting a conversation, remember that instructors are currently doing more than ever before just to create something close to normal education.

       a. There won't always be clear and simple answers to the complicated questions that will occur as we collectively evolve to meet the challenges.

       b. Please keep your ideas and suggestions practical, broadly applicable to the class, and focused on what can be done.

Active Awareness of Course Expectations:

1. View the syllabus to know the goals and philosophy of the course

       a. "To learn biology" is a superficial answer when all of your student's instructors have personal connections to their content. Know what those are so you can offer more support than "do your algebra" as the semester goes forward.

2. Look back at past work *with* your student

       a. Look at their score and instructor feedback--are they reaching and holding a standard that you consider a success in your house or do changes need made?

Supporting Student Needs for Time and Environment:

1. Foster healthy, productive sleeping patterns

       a. Check-in during the day to encourage active, involved participation during school hours on remote days

2. After school schedules may need a second look

       a. Help them adapt according to the realistic needs of your home

3. Help them make environments where they can focus at home. Look for:

       a. Locations with limited interruptions--preferably not just their bedroom

       b. Timeframes that let them to focus for long enough to complete a task

       c. Materials for assignments to be ready before starting

4. Help them pick out the specific activities before beginning work at home

       a. They will have more success if they know:

              i.   What task are they working on

              ii. What is considered "complete"

              iii. Where to look for supports if they get stuck

5. If internet access is a concern, be in contact with the distract about supports that are available to ensure your student has access to all of their needs from home

Follow Up on Student Progress:

1. Knowing upcoming deadlines and specific tasks for that day will let you better understand and support their learning
2. Help them compare what they have completed to:
    a. The assignment instructions
    b. The rubric or standard for grading
    c. Any examples provided
3. Celebrate them when they have done something well
    a. The fall will be a challenge--be a part of the joy, not just giving orders, so that you and your student can find pride and satisfaction in a time when uncertainty will make that more necessary than ever before.

Getting Started After Enrollment

Prior to Day 1

- Your building counselor will provide you with an enrollment notification; it includes your information and course list. *It is the parent and student's responsibility to check the course list and make sure the student is enrolled in the appropriate courses prior to beginning the courses.*
- Make sure your chromebook is charged and ready to go.

Day 1

- All VIPR courses are offered through Canvas. Learn how to check your Canvas inbox.
- Watch the introduction announcement for your course.
- Complete at least one assignment to ensure you know the process.

Day-to-Day

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

Additional Support

- Communication through Inbox: 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, Monday-Friday.
- Announcements: Video announcements are posted weekly on the course homepage and provide information for the week including the teacher's office hours.
- Conferencing: Teachers will host video conference opportunities for the whole class, small group, and with individual students. This is a time for students to chat in-person

with teachers and receive immediate feedback from teachers and is highly encouraged. These will be recorded for a student to watch later as well. It is important to note that these conferences should not be shared out via any social media platform.

- Parent/Guardian Feedback: Teaches will make weekly contact with parents if a student is inactive or failing.

Navigating Canvas

Announcements: VIPR teachers will post a video announcement every week. Students need to be sure to watch these for important information regarding the course.

Feedback: Teachers provide feedback via rubrics and comments. Students should be reading this feedback in order to enhance their performance in the course. Also, students should feel free to respond to the feedback the teacher provides.

Instructor Information: Instructor information will be provided on the Canvas course home page.

To Do: This is where the student will find a list of assignments and due dates. The list is found on the course homepage and will also lead the student to videos, discussion boards and other assignment items as needed. The calendar tab also provides a list of due dates.

Grades: The grades tab allows the student to see current progress in the VIPR course and see the teacher's feedback comments. The grades in Canvas will not be the same in the SIS gradebook due to the formulas used in SIS.

Syllabus: This link provides the syllabus for the course. It outlines the course's major topics and units of study.

Google Drive: Students will use Google Drive to create many of the assignments and submit Google files to Canvas.

Plagiarism/Academic Dishonesty

Plagiarism/Academic Dishonesty

Using someone else's work and claiming it as your own, even if it is unintentional, is plagiarism. It is important that students cite sources and use quotation marks appropriately to avoid plagiarism. Raymore-Peculiar has a specific plagiarism policy and list of consequences. These same consequences can be invoked for cheating and/or forging/falsifying documents.

- 1st offense: Student will be allowed to redo assignment for full credit and a formal warning will be issued.
- 2nd (and any future) offense(s): Students will receive a zero for the assignment and be referred to the building principal for possible additional consequences.

Progress Monitoring & Grading

Parents are given parent observer accounts to monitor progress of their students in Canvas. Parents will be able to see student grades, assignments and events, and course interactions. To check a student's grade, parents will still log-in to SIS. Grading policies will be communicated in the course syllabus.

District employees (when given permission) can monitor student progress as well.

Role of the VIPR Counselor

There are several roles the VIPR Counselor will undertake in support of student learning:
- Enrolling students in VIPR in the appropriate coursework.
- Checking students' academic status on a regular basis.
- Sending an email prior to school started to parents reminding them how to access their Canvas observer account.
- Collaborating with teachers regarding students' progress, academic or emotional concerns, and post-graduation planning.
- Checking in with students who may have an emotional need.
- Contacting parents regarding emotional or academic concerns and post-graduate planning.
- For seniors, ensuring students are staying on track for graduation.
- Deliver social-emotional, academic and informational class lessons.

District and State Testing

District Testing

Students will be assessed using the NWEA assessments three times a year and will participate in the Missouri Assessment Program (MAP) in the spring. All assessments and surveys listed in the annual Assessment Calendar will be required of online students.

State Testing

All VIPR students are required to participate in the Missouri Assessment Program (MAP) and End of Course (EOC) testing when appropriate. MAP and EOC tests measure a students' progress toward mastery of the Show-Me Standards, which are the educational standards in Missouri. All testing is conducted at the local school site in which the student resides.

- **MAP:** All students in grades three through eight in Missouri will take the MAP test in communication arts and math. Students in grades five and eight will also take the MAP test in science.

- **EOC:** End-of-Course assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level (but typically in high school). EOC tests are required in the subject areas of algebra I, biology, English II and government.

Graduation Requirements

To earn a Raymore-Peculiar School District diploma, students need to successfully complete the 26 credit requirements defined in the Career and Educational Planning Guide. Students and parents need to work closely with the VIPR counselor to make sure they are on track to graduate.

Early graduation
According to school district policy 2540, early graduation is allowed any time after six semesters of attendance, beginning with grade nine and attainment of graduation requirements. Early graduation should be a part of the cooperative plan arrived at by students, their parent/guardian and the school. All early graduations must be approved by the Board of Education.

Class Rank
All online course grades through VIPR will be calculated into a student's class rank equivalent to a course taken in-person at RPHS.

Senior Information

The senior year is a busy time for students and families and there are a host of deadlines involved in end of the year activities and graduation. Daily announcements are made at school and regular grade level newsletters are shared with families. It is the responsibility of the student and his/her parent/guardian to keep up-to-date on senior deadlines and expectations. Specific questions can be sent to the Senior Office at 892-1414.

A+ Program

Students who are enrolled in the A+ program and take virtual courses will have their attendance recorded as 95%, thereby allowing them to meet the A+ program attendance requirements. Students enrolled in in-person coursework will have the attendance recorded based on actual seat time. Regardless of whether a student is enrolled in virtual or face-to face coursework, all A+ program expectations apply. These included:
- Being a U.S. citizen or permanent resident;

- Entering into a written agreement with RPHS expressing the desire to be a part of the A+ program;
- Graduate with a 2.5 (or above) unweighted grade point average;
- Attend an A+ designated school for 3 years prior to graduation (being enrolled in RPHS and taking Launch virtual classes would apply in this situation);
- Have a 95% attendance record for grades 9-12;
- Perform at least 50 hours of unpaid tutoring or mentoring (must be approved by A+ coordinator prior to engaging in the activity);
- Maintain good citizenship; and
- Achieve a score of proficient or advanced on the Algebra I end of course (EOC) exam or higher level DESE approved end of course (EOC) exam in mathematics.

IEP/504 Students

VIPR instructors are trained in accommodating students' needs. The school's process coordinator will ensure your student's IEP or 504 has been distributed to the student's teachers. Accommodations will be made accordingly.

School Athletics and Activities

Students that desire eligibility to participate in activities or sports at a Raymore-Peculiar school must meet the requirements set forth in Section 2 of the MSHSAA Handbook, entitled *Student Essential By-Laws*. A student who is already enrolled in the RayPec School District and enrolls in online classes through VIPR may meet eligibility requirements outlined in By-Law 2.3.2 through meeting ALL of the following:

1. The student is an enrolled student of the public middle/high school of residence, as defined in By-Law 3.10, and is taking a minimum of six credit-bearing, seat-time or VIPR classes for a minimum of 3.0 units of credit at the school.
2. All classes/assignments must be completed by the high school/middle school's close of the semester, as per By-Law 2.3.11, in order for those classes/credits to be considered toward activity eligibility.
3. To be eligible in the following semester, students must earn a minimum of 3 full credits the semester prior.

Home school students may participate in athletics/activities if they enroll in a minimum of two credit bearing seat time or online classes. All classes must be completed by the end of the semester. To be eligible the following semester, students must earn a minimum of 3 full credits the semester prior and have passed the two VIPR classes.

Parents are strongly encouraged to review the MSHSAA handbook for further clarification regarding eligibility. For specific questions, please contact the Raymore-Peculiar Activity Director at 892-1410.

Technology and Required Tech Agreements

Any full-time student will be issued a district chromebook for grades 1-12 while a district iPad will be given to Kindergartners. The iPad and chromebook meet the technology requirements for any online course taken through VIPR. The district, however, will not provide internet access; this is the responsibility of the parents/guardians.
All VIPR courses are hosted by Canvas, an Interactive Learning Management System currently used in the Ray-Pec School District.

Students are provided with Help Desk Support through the district, available from 7:30 a.m. to 4:00 p.m., 5 days a week. There are three ways to access help:
1. Send an email to help.desk@raypec.org (typical response is within 24 hours, Monday through Friday).
2. Use your Canvas inbox to send a message to your teacher.
3. Call the Help Desk at (816) 892-1333. The office is open from 7:30-4:00 Monday through Friday.

All VIPR students are required to sign and abide by all of the district's tech and media forms.

Free and Reduced Lunch

VIPR students will still be able to participate in free and reduced lunch.

Final Advice for Parents

Throughout the student's enrollment in the online course, it is best practice to do the following:
➔ Set up a study space, including technology required.
➔ Be prepared for any technical issues that may come up.
➔ Review the syllabus with your student.
➔ Define expectations for when and where your student will work on the course.
➔ Agree on incentives and consequences.
➔ Reinforce that online courses are as important as in-person courses and do become a part of the educational record.
➔ See that your student establishes a routine for working on his/her online course.

➔ Help your student maintain a regular study schedule.
➔ Monitor your student's progress.

Communication Pathways

During virtual learning, challenges may arrive. Please use the following communication pathways so these challenges can be resolved as quickly as possible.

	Canvas Access	Tech Repair	Software Issue	Teacher Contact
	⬇	⬇	⬇	⬇
Step 1	Contact Teacher	Contact Help Desk	Contact Teacher	Contact VIPR Counselor
Step 2	Contact DLT		Contact DLT	Contact Principal
Step 3	Contact Help Desk		Contact Help Desk	
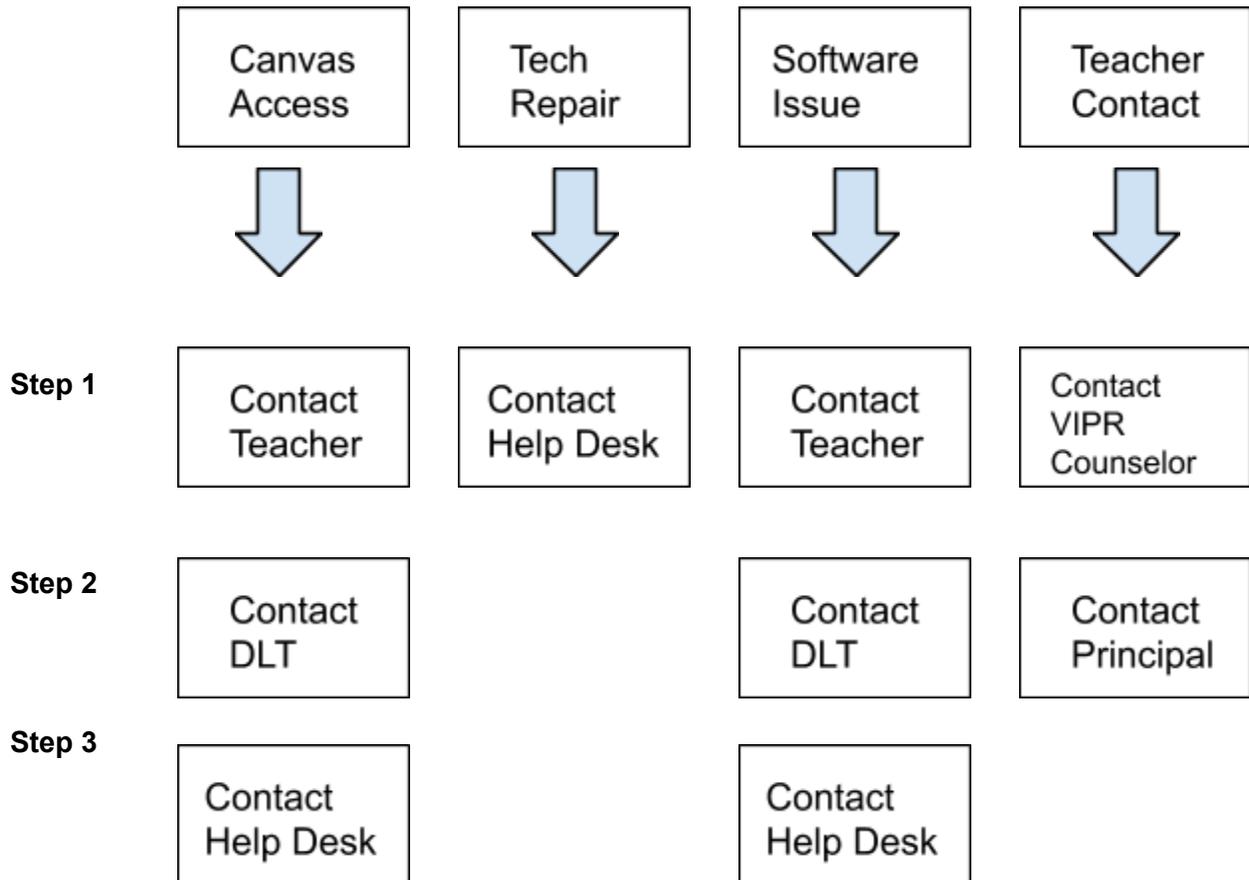
Contacts

Some helpful contacts.

VIPR Counselor   TBD

Digital Learning Support
     Jason Waltz: Jason.Waltz@raypec.org
     Brian Thayer: brian.thayer@raypec.org
     Amanda Kilgore: amanda.kilgore@raypec.org
     Tammy Novak: tammy.novak@raypec.org

Help Desk: 892-1333

Additional questions beyond what the school counselor may be able to answer should be directed to the:

Director of Elementary Education:
     Michelle Hofmann   michelle.hofmann@raypec.org   816-892-1346
Director of Secondary Education:
     Kristel Barr   kristel.barr@raypec.org   816-892-1345

High School Course Offerings

**This is a preliminary list of courses; other courses may be added as needed.

English Language Arts

Course	Type of Course	Credit	Type of Credit
English 1	Regular	1.0	ELA Required
English II	Regular	1.0	ELA Required
English III	Regular	1.0	ELA Required
English IV	Regular	1.0	ELA Required

Mathematics

Course	Type of Course	Credit	Type of Credit
Algebra I	Regular	1.0	Math Required
Algebra II	Regular	1.0	Math Required
Geometry	Regular, Honors	1.0	Math Required

Science

Course	Type of Course	Credit	Type of Credit
Chemistry	Regular	1.0	Science Required/Elective
General Biology	Regular	1.0	Science Required
Physical Science	Regular	1.0	Science Required/Elective

Social Studies

Course	Type of Course	Credit	Type of Credit
American History	Regular	1.0	SS Required
World History	Regular	1.0	SS Required
Government	Regular	1.0	SS Required

Health/PE

Course	Type of Course	Credit	Type of Credit
Health	Regular, Credit Recovery	.5	Health Required
PE 9th grade	Regular	.5	PE Required
PE 10th-12th grade	Regular	.5	PE Required

Practical Arts

Course	Type of Course	Credit	Type of Credit
Personal Finance	Regular	.5	Required Personal Finance
Marketing	Regular	.5-2.0	Practical Art Elective

Fine Arts

Course	Type of Course	Credit	Type of Credit
Art	Regular	.5	Fine Art Elective
Speech	Regular	.5	Fine Art Elective

Middle School Course Offerings

English Language Arts

Course	Type of Course	Type of Credit
6th grade English	Regular	ELA Required
7th grade English	Regular	ELA Required
8th grade English	Regular	ELA Required

Mathematics

Course	Type of Course	Credit	Type of Credit

6th grade math	Regular		Math Required
7th grade math	Regular		Math Required
8th grade math	Regular		Math Required
Algebra I	Regular	1.0	Math Alternative

Science

Course	Type of Course	Type of Credit
6th grade science	Regular	Science Required
7th grade science	Regular	Science Required
8th grade science	Regular	Science Required

Social Studies

Course	Type of Course	Type of Credit
6th grade social studies	Regular	Social Studies Required
7th grade social studies	Regular	Social Studies Required
8th grade social studies	Regular	Social Studies Required

Electives

Course	Type of Course	Type of Credit
Art	Regular	Elective
Music	Regular	Elective
PE	Regular	Elective

Elementary Offerings

Elementary will offer ELA, math, science and social studies for grades K-5 as well as music, art and PE.

Raymore Peculiar School District
Online Learning Agreement

Please complete the information below as a part of the enrollment process.

School: _____

Student MOSIS Number: _____

Student Name(First, Middle, Last): _____

Gender: _____ Birthdate(mm/dd/yyyy): _____

Race: _____ Grade Level: _____

Student Email:_____

Does student have an IEP (circle one)?   Yes   No

Does student have a 504 (circle one)?   Yes   No

Parent/Guardian Name(First, Last): _____

Parent/Guardian Phone Number(444-444-4444): (_____) _____- _____

Parent/Guardian Email: _____

Parent/Guardian Address: _____

Online Handbook Agreement

The Online Course Parent/Student Handbook is a vital part of our program. Though the handbook does not contain every specific rule or regulation concerning the program, it does have all major policies and general information to help students and their parents better understand this unique program. Please read the handbook carefully.

We have received and reviewed the Online Course Parent/Student Handbook and understand that it is our responsibility to follow all of the expectations set forth within the handbook.

Please list the online courses in which the student wishes to enroll:

1)_____

2)_____

3)_____

*4)_____

*5)_____

*6)_____

*7)_____

_____   _____
Student Signature   Date

_____
Student Name (Printed)

_____   _____
Parent Signature   Date

_____
Parent Name (Printed)

APPROVAL SIGNATURE:

_____   _____
Principal Signature   Date