



## Northshore Family Partnership Program



***Northshore Family Partnership is the public parent partnership program for the Northshore School District serving homeschooling families.***

### **Northshore Family Partnership Program Vision**

Northshore Family Partnership aims to establish an inclusive, supportive community of families that seek an alternative model of learning for their children where parents serve as the primary educators. We envision a place where parents/families collaborate in a true partnership with teachers as both plan for instruction, observe student growth, and prepare for learning activities that excite and motivate each child. We seek to create a learning environment where students learn with peers and participate in meaningful, real-world learning experiences.

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# **Foundational Principles of Northshore Family Partnership**

## **Parent Responsibilities:**

1. Parent's Role in Written Student Learning Plan: The Written Student Learning Plan (WSLP) details the learning goals for each child during the school year. Parents are responsible for meeting with their assigned WSLP advisor before classes start in September to go over their WSLP. Each month, parents are responsible to submit monthly progress reports and work samples to their WSLP advisor.

2. Parents as Primary Educators: Parents who enroll in this program are opting to homeschool their children. Parents have the responsibility to provide instruction that meets grade level standards set by the state. They are free to select methods, materials, and any secular curriculum of their choice to teach foundational academic skills to their children. Any curriculum not provided by Northshore School District will be the parents' responsibility to purchase.

The role of parents as primary educators includes:

- Parents will provide the majority of instructional hours outside of NFP class time
- Parents will provide standards based instruction in all subjects that are required for promotion to the next grade with support and mentoring by certificated NFP teachers.
- Parents as primary educators must document all standards based instruction monthly.
- WSLP advisors must oversee instruction and documentation of all standards based instruction provided by parents as primary educators, align the instruction parents report with state standards, and submit that documentation to OSPI each month. This will be a uniformed approach between all WSLP advisors.

## **Northshore School District (NSD) and Northshore Family Partnership (NFP) Responsibilities:**

1. Classroom Instruction: Teachers' classroom instruction will focus on child led learning, project based learning, and collaborative work in order to build on the skills students are learning at home with their parents as primary educators.
2. Teacher's Role in Written Student Learning Plans Advising: WSLP advisors (NFP teachers) will meet in partnership with parents at the beginning of the year to create the WSLP and will be responsible for verifying the learning goals for the year are in compliance with grade level state standards. WSLP advisors will review the monthly progress report. If requested, teachers will mentor parents and support them in the instruction they are providing for their children at home. WSLP advisors are responsible for assessing whether a student is or is not making progress towards grade level state standards and indicating their assessment on the monthly progress reports. Advisors also have the responsibility to recommend and oversee an intervention plan if students are not making adequate progress, or if families are failing to adequately complete progress reports .
3. Curriculum Provided by NSD: The district will provide parents the option of accessing

hardcopy and electronic NSD approved curriculum for parents to utilize at home with their children.

### **OSPI Oversight:**

All WSLPs, monthly progress reports, work samples, and all other documents required of an ALE in compliance with state law will be collected and stored to provide the required documentation to OSPI as outlined in WAC 392-121-182 items 9-10.

## **Program Description**

The Northshore Family Partnership program operates as an Alternative Learning Experience (ALE) under WAC 392-121-182 of public education. Students enrolled in this program are reported to the state as public school students attending an alternative learning model. In this program we recognize that both parents and certified teachers serve as educators of their children. We believe a strong partnership in planning, instructing and monitoring individual student progress is important—keeping in mind the overall goal of promoting whole child development.

Within the Northshore Family Partnership, the parent is the primary educator. In partnership with a certificated teacher, an individualized Written Student Learning Plan is created for your student that meets district and state standards. We also assist in recommending curriculum and experiences that support the WSLP. Parents are responsible for tracking the standards and making sure their child is making progress, as noted in the Progress Report. As a public school, there are no costs to enroll in this program.

Northshore Family Partnership is designed to support families who are seeking classes, resources, and a sense of community as they partner with certified teachers to plan for instruction provided at home by parents/guardians. Following an onsite, alternative learning model, this program will offer classes for elementary students.

Opportunities at school involve inquiry based learning, where students engage in collaborative challenges with their peers. Examples include project-based and child-led learning; in-class discussion and debate; empathy for different people, different perspectives, and how they relate; designing solutions that solve original problems in original ways; and building relationships. *Students will not be expected to complete projects for their site based classes at home.* Our program requires that students receive 27 hours and 45 minutes of instruction per week, including class attendance and instruction at home covering all subject areas within the WSLP. Morning and afternoon on-site classes are offered Monday - Thursday. Families may register for anywhere from one class to the equivalent of 3 full days of classes.

## **Program Components**

## **Onsite Classes**

Northshore Family Partnership offers classes for elementary students. All students enrolled in the program must have face-to-face contact with a certified teacher through our weekly onsite classes. To help families determine which courses best match their needs, our Class Structure guide indicates the level of structure for each of our classes. Classroom instruction will focus on a child led learning, project based learning, and collaborative work in order to build on the skills students are learning at home with their parents as primary educators. The following guide will help you determine whether each class will be a good fit for your learner.

1 -Teacher leads instruction. Class will collaborate to complete guided tasks.

2 - Teacher provides a mini-lesson to guide projects. Students work independently, with partners, or in groups to solve or complete the project. Student work is guided by the teacher.

3 - Teacher poses and demonstrates a problem/project. Child led learning opportunities allow students to work independently, with partners, or in groups to solve or complete the project. Teacher monitors and supports as needed.

## **Drop-off Option**

Students who are enrolled in contiguous classes may be dropped off and picked up promptly at the end of their day. *If students are not enrolled in contiguous classes, parents must stay on campus to supervise their children when students are not in class or take them off campus.*

## **Written Student Learning Plan (WSLP) and Progress Reports**

Each student enrolled in Northshore Family Partnership will establish a Written Student Learning Plan (WSLP) with a certificated teacher who monitors and supervises progress related to the plans. Each month, parents/guardians submit a monthly progress report. The WSLP advisor will review student growth and report that adequate progress towards learning standards have been met. Parents and their WSLP advisor can use the advisor's office hours for collaboration, instructional planning, curriculum support, and ideas to support their child's learning.

## **Lunch and Recess**

Lunch and recess will be a time for families and friends to socialize in an unstructured setting. Supervision will be provided by staff members and parent jobs for children attending class contiguously before and/or after lunch. Parents must supervise their own children if they are not continuously enrolled in classes around lunch and recess that day.

## **Parents/Guardians**

Collaboration, community and communication are the "three Cs" to our program. Parents help us support the mission and contribute tremendously to the success of the program. Parents are asked to volunteer in our school to support our students as we recognize that students do best with a lot of adult support.

It's Northshore S.D. Policy that volunteers need to fill out a yearly Northshore Disclosure

Form and a State Patrol background check as well as a Volunteer Application form. These forms are updated every two years and are available in the office and included in your application packet. All visitors, including parents, are required to check in at the office and wear a provided badge.

### **Kindergarten**

All kindergarteners must enroll in one “Fundergarten” class and one P.E. class. These classes introduce children to kindergarten experiences and include the WaKIDS observational assessment—which is part one of the state requirements for full day kindergarten. Kindergarteners are encouraged to register for additional classes as well. Kindergarten classes will encompass a playful, developmentally-appropriate atmosphere where children interact with peers, engage in social learning that includes listening, speaking, and problem solving experiences.

### **New Family Orientation**

All new families must complete an orientation course conducted by NFP teachers and parents. This orientation will support parents new to homeschooling as well as those new to Northshore Family Partnership by outlining the program policies and procedures. More information will be available after acceptance to the program.

### **Assessments**

State and district assessments will be provided for students within the program. The assessment information is one form of feedback that can help us plan for the future as we make every effort to provide a quality program for students and families. Parents will be notified before assessments are planned to be conducted.

### **Northshore Family Partnership PTA**

The role of the PTA is to support the NFP program through fundraising, and activities that students and families and also help plan NFP events (field trips, workshops, parent socials, welcome picnic, etc.).

As a parent in the NFP joining the PTA is paramount to our success. All families are encouraged to become members, and attend the quarterly family meetings.

### **NFP Advisory Committee**

The advisory committee is comprised of parents who are voted on by our families for the position, as well as district employees. It is a two year commitment made up of returning and new members every year. Their role is to support and provide input on program development.

### **Advisory Board Membership:**

- Five Elected NFP community members serve two-year terms, three elected one year and two elected the next year
- One annually appointed PTA member (this is a one-year term and provides essential communication between the AB and PTA)
- Three Teachers from NFP (Lead Teacher and 2 classroom teachers)
- NFP principal

## Advisory Governance and Election Results with Calendar

Now through May 31st, all current Advisory members continue to serve and newly elected members are invited to join the AB.

June 1, 2020 through May of 2021: Two returning AB members: Isaac Reuben and Stacy Tucker with new PTA appointed one-year member.

Now through May of 2022: Three newly elected AB Members: Heather Card, Jeremy McCaw and Terra Droney

## Family Responsibilities

- ☐ Parents must provide or arrange for transportation to and from campus. This includes prompt drop off, and picking up students at the end of their day.
- ☐ Parents are responsible for attendance in all classes in which the child is registered. The state requires that students meet face to face with a certificated teacher at a minimum of one hour a week through class attendance. This program will meet that requirement through attendance in onsite classes.
- ☐ Should a student be unable to attend class during a school week, that **student** must be in 2-way contact with a teacher advisor to outline student learning for those missed classes. For example: an email sent in their voice, a short video sent, or video/phone chat.
- ☐ Prior to students' attendance in classes parents and students must participate in the development and maintenance of a Written Student Learning Plan (WSLP) for each student. The WSLP will include a description of the specific learning goals and performance objectives to be tied to Washington State grade level goals and objectives for student academic achievement.
- ☐ Each WSLP must be developed in consultation with a parent, certificated teacher and the student.
- ☐ With the support of a certificated teacher, parents will complete a monthly progress report, which includes documentation of learning activities and overall progress toward state standards. Having work samples available at these meetings helps to show progress .
- ☐ All parents of elementary aged students will attend a monthly progress report meeting with their student and a teacher advisor to monitor progress as outlined in the WSLP.
- ☐ Parents must agree to serve as their child's primary educator and provide secular instruction in all subjects as specified by the WSLP.
- ☐ Parents are required to remain on campus with students in grades K-5 when not in

class. Students who are enrolled in contiguous classes may be dropped off. We should put something here about students in grades 6+

- ☐ Parents must review a Statement of Understanding agreement, and understand the differences between Home-Based Instruction (homeschooling) and the Northshore Family Partnership Program as an Alternative Learning Experience within the Northshore School District. This will be reviewed annually.
- ☐ All student information is confidential, and may not be shared in any forum. Any concerns need to be shared with the teacher or principal. We must respect the privacy of individuals.
- ☐ Statement of concern.
- ☐ Parents must complete the NSD Volunteer Application. (Included in registration packet).
- ☐ Adults volunteering on campus are required to attend volunteer orientation.
- ☐ Northshore Family Partnership is a parent partnership program to support families with a desire and commitment to homeschooling. As such, it is our belief that parental involvement is essential. Parents are encouraged to volunteer on campus, in PTA activities, and other NFP support roles.

#### Enrollment Paperwork for 2020-2021 School Year:

The following paperwork is required to enroll in the NFP Program. Please note that enrollment is a separate process from registering for classes. Paperwork (application, parent contract, Alternative Learning Experience Statement of understanding, and Volunteer forms) can be returned to the office at NFP office.

- Foundational Principals of the Northshore Family Partnership
- Parent Contract (revised 11/18)
- Northshore Family Partnership Application 2020-2021
- NSD Alternative Learning Experience Statement of Understanding

You will need to return all application materials (application, parent contract, Alternative Learning Experience Statement of understanding, and Volunteer forms) to the NFP School Office to apply to NFP.



In addition to the NFP application materials, you will need to complete the following:

- NFP Enrollment Form
- Health Registration Form (**need the same link**)
- Immunization Form (**need the same link**)
- Washington State Patrol Background Check Release (required for volunteering)
- NSD Volunteer Application
- NSD Volunteer Disclosure Form
- Choice Transfer Waiver Request if you are not living within the Northshore School District boundary. Choice Transfers should be completed with your home school district. Once your district approves your transfer request, it will be sent to NSD for approval.
- In-District Waiver Form for students residing with the Northshore School District boundary.

### **New-to-Program Application Procedures**

Students that reside in the Northshore School District will be given priority acceptance. Students that live outside the district may apply and will be accepted as space is available.

Application materials will be available on the program website and at the **NFP School Office**. Completed forms must be returned to **NFP**. Please be sure to include all of the following: Hyperlinks will be added to access these

- Application to NSD Parent Partnership Program who are new to the program.
- Northshore School District Alternative Learning Experience Statement of Understanding - signed
- Parent Contract - signed

Keeping families together is an important component of our partnership program. Therefore, we will strive to give siblings placement priority whenever possible.

To be eligible for 1st round registration, applications need to be received within the NFP priority enrollment window. NFP has rolling admission, and students will be enrolled as space is available.

## **Students Currently Enrolled in Northshore School District Schools**

Families must apply for in-district transfers from their neighborhood school.

## **New-to-District Student Enrollment Procedures**

Following acceptance into Northshore Family Partnership, students who have not been priorly enrolled in a Northshore School must complete the district enrollment procedures.

## **Out of District Transfers**

Those living outside of NSD must also have an approved Choice Transfer prior to enrollment.

All students on out-of-district waivers are grandfathered into Northshore Family Partnership throughout their school careers, as long as they have appropriate attendance, positive behavior, and are showing satisfactory effort. These families must apply for an out-of-district waiver request from their home district annually.

Enrollment materials will be available on the program website and at the Bear Creek Elementary School Office. Completed forms must be returned to Bear Creek Elementary.

Please be sure to include all of the following:

- Northshore School District Enrollment Form
- Certificate of Immunization Status or Certificate of Exemption
- Health Registration Form
- Permission to Withhold Student Directory Information
- Choice Transfer form (if out-of-district only)

## **Class Registration**

### **Class Registration Procedures**

Returning families, who have been continuously enrolled, may register for 10 hours of classes. Families who withdraw prior to the end of the previous school year and wish to re enroll for the following school year will be considered new families.

Families new to NFP will be capped at 7 hours a week for their first year. Timeline and information about the course schedule and offerings will be available on the program website and at the NFP School Office. Completed forms must be returned to NFP. Please be sure to include all of the following:

- Course Selection Form
- Parent Cooperative Membership Form
- Volunteer Packet
  - All volunteers are required to have a State Background Check

Registration for classes will be prioritized as follows:

- Returning families including siblings new to NFP
- All new applicants

## **Waitlists**

When a class meets maximum capacity, a waitlist will automatically generate for that class, and families will be informed. Once space becomes available, students remaining on the waitlist will automatically be placed in that class in order of priority, unless otherwise specified by parent/guardian.

When all classes reach maximum capacity our program will be full. All remaining registrations will be placed on a waitlist for the remainder of the school year, and notified if, and when space becomes available.

\* NFP shares our school campus with Northshore Networks, another ALE program within NSD. Given our shared campus and close proximity, we are developing opportunities that enhance opportunities for both NFP and Northshore Networks students.

\* Concurrent enrollment is available within NSD schools for courses not offered at NFP. Students may select up to two classes at other NSD schools for courses not offered within NFP

## **Student Learning Plans**

Parents who enroll in Northshore Family Partnership are opting to teach their children at home with guidance from a certificated Northshore school district teacher. Parents have the responsibility as primary educators to provide instruction that meets grade level standards set by the state. Northshore School District supports the goals and progress of students' learning through classroom instruction by certificated teachers, access to hard-copy and electronic curriculum, as well as monthly advising, and monthly progress reports provided by WSLP advisors assigned to each family.

The Written Student Learning Plan (WSLP) details the learning goals for each child during the school year and is a requirement for families enrolled in Northshore Family Partnership. Each month, parents and students are responsible to meet with an advisor, submit monthly progress reports, and are encouraged to bring work samples to their WSLP advisor.

## **WSLP Meetings and Progress Reports**

Parents and students are responsible for meeting with their assigned WSLP advisor before starting classes to create their WSLP for the year. At this time they will create a syllabus with monthly goals for each independent class.

Documenting academic progress is required as a condition of participation in an Alternative Learning Experience program such as NFP. This requirement is met through monthly Progress Reports and work samples. Monthly Progress Reports will include documentation of student instruction both at home and in onsite classes.

All parents are expected to attend monthly Progress Report meetings with their WSLP advisor. If a parent/guardian cannot attend their regularly scheduled monthly Progress Report meeting, they will be responsible for rescheduling.

Special education support (look at Port Gardiner)

Concurrent Enrollment: this option is available for NSD students who need coursed work not provided within NFP. Students are eligible to take up to two classes at other NSD schools for courses not provided within NFP.

### **Attendance and Weekly Student Contact**

Weekly student contact with a certificated teacher is required as a condition of participation in NFP. This requirement is met through class attendance. If a student is absent they must make contact with their WSLP advisor to detail the learning that occurred during that absence.

It is important that parents/guardians call the office whenever a student will be absent from school, otherwise the absence will be counted as an unexcused absence. Refer to the [Bear Creek Report an Absence Page](#) to report an excused absence. Unexcused absences, or if a student does not make direct contact with their teacher/advisor, are counted towards insufficient student contact and can trigger an intervention plan, which will require more frequent contact with your WSLP advisor.

### **Insufficient Student Contact**

Students may earn Unsatisfactory Progress for insufficient student contact. This may result in the following:

- Phone call reminder
- Student is marked absent
- Satisfactory progress in jeopardy with frequent or extended absences.
- Administrative intervention: Intervention Plan (see below section)
- Removal from the program

*(Exceptions can be made if absences are excused due to documented illness).*

To request an excused absence for up to 20 Northshore School district instructional days with principal approval, submit form [Request for Excused Absence](#) to the office at least one week prior to the requested absence dates. Students will need to make contact with WSLP advisor during an excused absence to document learning.

### **Unsatisfactory Documentation of Academic Progress**

Documenting academic progress is required as a condition of participation in an Alternative Learning Experience program such as NFP. This requirement is met through

monthly Progress Reports. Monthly Progress Reports will include documentation of student instruction both at home and in onsite classes.

#### **\*Advisory Meeting**

New parents are expected to attend monthly Progress Report meetings with their WSLP advisor. If a parent/guardian cannot attend their regularly scheduled monthly Progress Report meeting, they will be responsible for rescheduling.

Failure to submit a monthly progress report could result in removal from the program and may result in the following:

- Email to parent/guardian reminding them to submit their monthly Progress Report.
- Intervention plans will be put in place. (See section below.)

#### **Inadequate Student Progress**

Progress will be determined by a WSLP advisor during the regular monthly Progress Report meeting. A WSLP advisor may determine that a student is making inadequate progress if learning activities described in the monthly reports are not aligning with district instructional standards or if students appear to be struggling with the content of instruction provided by parents at home. Families and the advisor will work together to plan an academic intervention that best suits the student.

#### **Intervention Plan**

An intervention plan might be developed for several reasons, including inadequate student contact, progress documentation, or academic/behavior needs. The WSLP advisor will work with the family to create and implement the plan. This may include:

- Weekly phone or in-person contact with parents is required in addition to monthly meetings to assist updating the monthly progress report .
- If progress for the following month is satisfactory, standard requirements for the program are reestablished.
- A face-to-face meeting with WSLP advisor in addition to a weekly meeting to discuss progress.
- Additional intervention plan is designed by WSLP advisor which may include: Change in duration, frequency or form of weekly contact or modification of WSLP.
- Parent/guardian and student informed that should the student continue to demonstrate Unsatisfactory Progress, the student will be removed from NFP. We should include after how long.

After a set time for the intervention, the WSLP advisor will arrange a meeting with the family and possibly the head teacher or principal to determine next steps . Additional interventions may be implemented, or student may be removed from the program.

## Climate and Culture

### 1. Indicators of Success

- Our Community Connections program provides multiple ways for students to get to know one another and create a positive learning community. Examples include: a student newspaper, recycle club, recess helpers, library helpers, school post office, students serving on committees and other leadership roles.
- Student leadership opportunities provide a variety of ways for students to work with others. Examples include: principal forums with older grades, students serving on multiple committees, student designed school-wide celebrations, and student volunteer options.
- Student projects from home and school will be regularly displayed in hallways and on classroom walls to actively promote a connection between students and celebrate their successes. Each staff member will also post an About Me wall/display that includes information so that our families can get to know each staff member..
- Students, staff, and families will have access to a Community Calendar in the building so that they can add their birthdays, days of celebration, and cultural holidays.

### 2. Climate Committee

- NFP will have a Climate Committee composed of students, staff, and families to actively promote social engagement and look at student, parent, and staff survey feedback. (Students will help to create the surveys that are different from those of Advisory as they will have a different purpose. All will take the surveys. CC will go over feedback in order to create next opportunities.)

### 3. School Steps for Supporting Behaviors

- To ensure that self-motivated students who desire the opportunity to work with others to explore their interests are able to make both academic and social progress, students, families, and staff will know school expectations that are reinforced by staff and families.
- Restorative Justice to Resolve Issues Restorative Justice is an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of restorative justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishment.
- Our school community utilizes a tiered approach when addressing student conduct. Our approach allows students to learn from their mistakes. At the

same time, information is shared with families to ensure partnership between school and home. At all times we consider developmental needs, Special Education IEPs, 504 Plans and other essential factors in determining support plans. As a school we also incorporate our Guidance Team (committee of teachers who suggest support steps) in helping us to consider appropriate supports and steps in supporting students. Understanding the antecedents and other underlying factors around behavior is complicated, but worth the time

**Level I:** Minor concerns are handled on the spot (*in the classroom, on the playground, or other areas of the school*). Staff will assist students in understanding the expected behavior and reinforce students' abilities to make responsible choices through positive reinforcement. The advising teacher will be made aware of any concerns.

**Level II:** This includes chronic Level I concerns or more major offenses that cannot be adequately handled by the classroom discipline plan. Staff will clearly define the expected behavior and provide an opportunity for students to learn from their mistakes with appropriate consequences for their behavior. The advisor will be informed. **The parent will be contacted by a teacher or staff member at this level.** Principal will be made aware, and support may be needed. Steps at this level will take into consideration the developmental stage and individual needs of the student.

**Level III:** This level includes repeated major offenses, severe disrespect, and dangerous or illegal behavior. The principal will always intervene at this level. Consequences may include in-school or out-of-school suspension and/or other methods that address the seriousness of the offense, and taking into consideration the developmental stage of the student. Responses are aligned to NSD Policies and Procedures to ensure proper supports and steps are followed. Parents will always be called at this level.

## **Rights & Responsibilities**

Together, students, parents\*, teachers, staff and administrators share the responsibility in creating and sustaining an environment that enhances student achievement and well-being in the Northshore School District. The Student Rights and Responsibilities Handbook addresses:

- The rights and responsibilities of students
- Conduct which may require corrective action

- Responsibilities of administrators and teachers to implement corrective action, which includes behavioral supports and interventions that promote safety and support student success
- Administrative responsibilities for due process

Please read these Rights and Responsibilities and develop a thorough understanding of the details. By following the Rights and Responsibilities, you can help our school district become a safer and more supportive environment for the students and staff.

NSD Board Policies are **available for review online**.

## **Filing a Complaint**

Students who believe they have experienced discrimination, harassment, intimidation, hazing or bullying, may file a complaint directly with any school staff member, file a complaint using an online form, file a complaint by email, or file a complaint by calling or texting 855-521-2665. Complaints can be filed anonymously. Complaint forms can be found at every school office.

Teacher Managed		Office Managed
<b>Supported by Teacher</b>	<b>Supported by Teacher and Principal</b>	<b>Supported by Principal</b>



<p><b>Slip Ups:</b> Small problem behavior not in line with school expectations, hinders the student's personal learning, but not necessarily distracting from the learning environment.</p> <p><u>Possible Examples:</u></p> <ul style="list-style-type: none"> <li>-Forgetting class materials</li> <li>-Talking out of turn</li> <li>-Tardy</li> <li>-Off-task</li> <li>-Blurting</li> </ul>	<p><b>Minor Problem Behavior:</b> disrupts the learning environment and is issued a Reflection Form.</p> <p><u>Possible Examples:</u></p> <ul style="list-style-type: none"> <li>-Pattern of "Slip ups" within a short time frame</li> <li>-Disrespect/profanity</li> <li>-Minor dishonesty</li> <li>-Blurting out</li> <li>-Food, gum, drink</li> <li>-Dress code violation</li> <li>-Minor insubordination</li> </ul>	<p><b>Major Problem Behavior:</b> drastically distracts or makes the learning environment unsafe for other students.</p> <p><u>Possible Examples:</u></p> <ul style="list-style-type: none"> <li>-Multiple "Minor" problem behaviors</li> <li>-Aggressive physical contact</li> <li>-Bullying/harassment</li> <li>-Profanity towards staff/student</li> <li>-Vandalism</li> <li>-Weapons</li> <li>-Drugs/Alcohol</li> </ul>
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## Additional Resources

[Bear Creek Attendance Reporting Policy](#)

[Request for Excused Absence Form](#)

[Northshore Family Partnership WSLP Forms](#)

[Monthly Progress Report](#)

[WAC 392-400: Student Discipline Rules, including attendance and tardiness](#)

[WAC 392-121-182 Alternative Learning Experience Requirements](#)

## Northshore School District Alternative Learning Experience Statement of Understanding

In accordance with the Alternative Learning Experience Implementation Standards, *reference WAC 392-121-182 (3)(e)*, prior to enrollment legal guardians shall be provided with, and sign, documentation attesting to the understanding of the difference between Home-Based Instruction and enrollment in an Alternative Learning Experience (ALE) such as the Northshore Family Partnership Program.

Below are summary descriptions of the difference between Home-Based Instruction and an Alternative Learning Experience. Please read these descriptions and sign below.

### Home-Based Instruction (independent homeschoolers)

- Is provided by the parent or guardian as authorized under RCW 281.200 and 28A.225.010
- Students are not enrolled in public education.
- Students are not subject to the rules and regulations governing public schools including course, graduation, and assessment requirements.
- The public school is under no obligation to provide instruction or instructional materials, or otherwise supervise the student's education.
- Parent/guardian has filed a *Declaration of Intent* and agrees to adhere to the responsibilities therein and are considered "Home-based students."

### Alternative Learning Experience (e.g. Northshore Family Partnership Program)

- Is authorized under WAC 392-121-182
- Students are enrolled in a public education institution full time or part time and are no longer considered Home Based.
- Full time enrollment is tracked through number of hours a student is expected to engage in learning activities as defined in the Written Student Learning Plan (WSLP).
- Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE.
- Learning experiences are supervised, monitored, assessed, and evaluated by a certificated teacher.
  - Provided via the Written Student Learning Plan that is approved by a certificated teacher.
  - Provided partially or fully outside the regular classroom with parents as primary educator.
  - Instruction must be secular in nature.

I have read the summary and detailed descriptions of Home-Based Instruction and Alternative Learning Experience and I understand the difference between Home-Based Instruction and the Alternative Learning Experience program.

Name(s) of Student(s): \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Names: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Northshore Family Partnership Parent Contract

I, \_\_\_\_\_ (parent name), parent of \_\_\_\_\_ (student name) understand the following requirements of the Northshore Family Partnership (NFP) as an Alternative Learning Environment (ALE) created for homeschooling families in the Northshore School District:

- ☐ A requirement of this program is that my child will receive instruction for 28 hours a week that is secular in nature. Time students spent in NFP classes counts toward those hours.  
\_\_\_\_\_ (initials)
- ☐ I affirm that I, the parent/guardian, am expected to be responsible for my child's learning outside of NFP classes for a total of 28 hours. \_\_\_\_\_ (initials)
- ☐ I understand that, as the primary educator of my child, I am responsible for my child's learning of the foundational skills for all core subjects (math, science, literacy/language arts, social studies) NFP classes will focus on integration and application of those skills. \_\_\_\_\_ (initials)
- ☐ I understand that I will be expected to attend WSLP Planning (Written Student Learning Plan) Meetings as scheduled with the certificated teacher who is assigned to me as a WSLP advisor. At that initial meeting I am required to develop an academic plan for the school year.  
\_\_\_\_\_ (initials)
- ☐ I understand that I am responsible for completing monthly Progress Reports, outlining skills, concepts and content standards addressed by at-home learning during the prior month.  
\_\_\_\_\_ (initials)
- ☐ I understand that if I am unable to document student progress I will be put on an intervention plan (Parent/Educator Comprehensive Support Plan) that increases one-on-one contact with my advisor to once-a-week, in order to assist me for as long as needed. If progress is not made, as outlined in the intervention plan, I may be asked to leave the program. \_\_\_\_\_ (initials)
- ☐ I understand that I will be able to access curriculum materials approved by Northshore School District through the NFP program, but ultimately I am responsible for obtaining curriculum and materials for my child's at-home education. \_\_\_\_\_ (initials)
- ☐ I understand that a requirement of this program is that all parents must hold a parent job. Unlike most Parent Partnership Programs, we do not require you to stay on campus anytime your child is on campus. But we do require that all parents hold a volunteer job, most of which require you to be on campus about 90 minutes a week. \_\_\_\_\_ (initials)

*My signature below signifies that I understand and will adhere to the above-mentioned requirements for the Northshore Family Partnership.*

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date