

Snohomish School District #201

# PARENT PARTNERSHIP PROGRAM



## Parent/Student Handbook

PARENT PARTNERSHIP PROGRAM  
525 13<sup>th</sup> Street, Snohomish, Washington 98290  
360-563-3423  
[www.sno.wednet.edu](http://www.sno.wednet.edu)

## Parent/Student Handbook

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## **WELCOME TO THE PARENT PARTNERSHIP PROGRAM**

Welcome to our Parent Partnership Program. In an effort to serve the educational needs of our district's students, our staff and home schooling parents have worked together to create a partnership that supports families who are committed to educating their own children. We continue to work together to provide programs that meet the needs of our students and their families.

### **MISSION**

The Parent Partnership Program (PPP) mission can be summarized as follows:

- ♥ The “heart” or core of what we do will be service-oriented. In other words, the educational needs and desires of our home schoolers and their parents will be the priority in the choices school leaders make.
- ♥ The classes and services we offer will be characterized by excellence. It is our expectation that this partnership program will be a model to other alternative schools in its quality and diversity of programs offered.

### **PROGRAM DESCRIPTION**

Students enrolled in PPP meet with highly qualified teachers on campus one or two days a week, depending on the student's grade level. Staff and families together create a learning plan for both home and school that incorporates both strands. Parents are actively involved in PPP as volunteers. Parents receive an allotment to assist them in integrating all the pieces of their child's education.

Programs available:

- Core academic courses
- Academic enrichment courses
- Supplemental activities
- Expeditionary (field trip) program
- Apex Online Learning

Please see the district website for more information about the programs. [www.sno.wednet.edu](http://www.sno.wednet.edu)

## PPP STAFF

June Shirey, Administrator  
360-563-3423

PPP Office  
360-563-3423  
Jan Cotton (Mon, Tues, Thur, Fri)  
Tracy Blue (Wed)

### **Teaching Staff**

Diane Armstrong  
Debbie Cook  
Anita Hatch  
Toni Minish  
Tadd Morris

Denise Page  
Gerry Salvadalena  
Kim Schuler

## REGISTRATION

Students may register for PPP at any time. Registration forms are available on the district website ([www.sno.wednet.edu](http://www.sno.wednet.edu)) or from the PPP office at 525 13<sup>th</sup> Street, Snohomish. The registration forms must be completed and turned in to the PPP office. The registration packet includes:

- Registration form
- Emergency form
- Immunization form
- Washington State Patrol background check (parent)
- Declaration of Understanding

## STUDENT LEARNING PLAN

Families will be assigned a facilitator (certificated staff member.) The facilitator will work with students and parents to develop a student learning plan (SLP) that integrates learning at school and home. The SLP must be developed before a student attends classes. See copy of SLP forms starting with page 13.

- New parents will meet with their facilitator in September after the All Parent Meeting, or prior to attendance in class if the student enrolls mid-year.
- Returning parents will meet with their facilitator at the end of June.
- To ensure the student is making progress, the facilitator will check progress on a periodic basis and review required quarterly samples of student work. If progress is not

satisfactory, adjustments can be made to the SLP and/or interventions will be recommended.

### Facilitators

Diane Armstrong  
Anita Hatch  
Kim Schuler  
Debbie Cook

## **PARENT INVOLVEMENT**

To provide a safe environment for our children and to assist with small tasks which help to create a well-run school, a parent from each family is required to serve 3.5 hours the same morning or afternoon of each month. This time will give you the opportunity to assist in classes, meet other parents, and visit our staff. This schedule is maintained by our parent coordinator.

Parents will be asked:

- to select a time slot that he/she will serve each month. For example: the second Tuesday of each month, 9 a.m. – 12:30 p.m.
- to assist teachers in the classroom or with simple housekeeping and office tasks as needed.
- to keep your commitment. If your child becomes ill and you are unable to come it is **your** responsibility to make arrangements with another parent to cover for you.
- to make arrangements for the care of young siblings who might be disruptive in the classroom.

Parents are encouraged to attend Parent Advisory Committee (PAC) meetings. PAC meetings are held monthly, and are an important source of communication.

### **Parent Advisory Committee**

One of the many ways that parents can be involved in school leadership is through serving on the Parent Advisory Committee (PAC). The PAC consists of parent volunteers who commit to meeting once a month to discuss school policies, social events, and supplemental educational opportunities. Their role on this committee is to represent the interests of our school's constituency. The opportunity to join this important, enjoyable, and service-oriented committee will be offered at the beginning of the school year.

## **BEHAVIOR EXPECTATIONS**

The district is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal or physical act, including but not limited to one shown to be motivated by any characteristic in RCW9A.36080 (3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

For more information refer to the District Student/Parent Handbook, Policy 3207, or Policy 3207 on the district website, [www.sno.wednet.edu](http://www.sno.wednet.edu).

## **DRESS CODE**

Students are asked to wear attire that is consistent with a positive learning environment. The dress code is based on the philosophy that student dress should promote a sense of pride in oneself, maintain the safety of all students, and not interrupt the learning of others.

- Footwear needs to be appropriate to safely accommodate all activities and weather, PE, and the playground.
- Pants must fit securely at the waist.
- Shorts or skirts must be at least fingertip length.
- Shirt bottoms and waistbands of pants/skirts need to touch.
- **Please do not wear:**
  - Tank tops
  - Midriffs
  - Spandex shorts
  - Clothing promoting alcohol or drugs
  - Clothing containing sexually suggestive content
  - Slogans or insignias implying intimidation, discrimination, graffiti, or ridicule
  - Chains
  - Spikes

If a student's dress conflicts with the Dress Code, parents may be asked to bring a change of clothing to school.

## **ATTENDANCE POLICY**

Parent notification required when student will be absent. To report an excused absence, please contact the school secretary at 360-563-3423.

Enrollment in PPP enrolls the student in public school, and regular attendance is required. Only sickness and/or emergency situations qualify as excused absences. A student may not miss more than one scheduled day or class in a calendar month. If minimum attendance requirements are not met, student may be required to attend Wednesday study hall to make up hours.

The Becca Bill Law applies to all students until their 18<sup>th</sup> birthday and requires schools to file a petition with the juvenile court when a student accrues five unexcused absences in a month or ten unexcused absences during the current school year. The purpose of the amendment is to make

students, parents, and schools more accountable for truancy and to request court intervention to assist the district or parent to reduce a child's absences from school.

## **HIGH SCHOOL ATTENDANCE POLICY**

Since credits earned through the PPP under the authority of the Snohomish School District are transferable to other high schools and colleges, it is necessary that the credits represent high academic achievement. Students attempting to earn credit must meet the PPP contact requirements for those classes.

To earn high school credits, students must attend 85% of class sessions each semester (17 of 20 class sessions). Failure to meet the 85% attendance requirement will jeopardize the student's receiving credit for the course.

If there are extenuating circumstances that cause a student to exceed the allowable absences, the student may initiate an appeal process by contacting the administrator.

## **TARDY POLICY**

As a means of instilling values of responsibility and personal accountability, students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the principal. If a student is more than 10 minutes late, the student will be marked absent and must report to the office until the next period.

## **CAMPUS POLICIES**

- For the safety of our students and staff, we maintain a closed campus unless a parent has made other arrangements. This means that visitors to our program are not allowed (see Non-Student Visitation below for exceptions), and students may not leave the campus without prior arrangements.
- Cell phones must be kept out of sight and on silent or vibrate mode.
- Electronic equipment (IPODs, head phones, CD Players) can be used at lunch or breaks only. Students bring electronic equipment to school at their own risk.

## **POLICY FOR CHANGING CLASSES**

Any class change must be pre-approved by both the sending and receiving teachers. We highly recommend that students and teachers conference with PPP staff before initiating a change to ensure clear communication and the least amount of disruption.

## NON-STUDENT VISITATION

Persons who wish to visit any aspect of the educational program or operation shall request permission from the administrator. Potential visitors will need to identify the specific educational process they desire to visit and the reason for their visit. Generally a visit would pertain to the consideration of this program for prospective students.

If a person's request to visit is denied, he/she may request a hearing to resolve the grievance with the district superintendent within five business days. The superintendent will schedule a hearing within five business days.

## SCHOOL CLOSURE/LATE START INFORMATION

PPP will observe Snohomish School District school closures or late starts due to weather or other emergencies. Information about school closures and late starts is publicized on local television and radio stations and at [www.schoolreport.org](http://www.schoolreport.org).

Safety of our students and families is the top priority. If schools are open, and road conditions make it unsafe to travel to school, students are encouraged to stay home. If you decide to keep your child at home, please contact the school office at 360-563-3423.

## HIGH SCHOOL INFORMATION AND OPTIONS

High school students enrolled in PPP have several options for earning credits:

- Core academic classes on campus, such as Biology, Math, English
- Curriculum with Teacher Contact (CTC) classes
- Alternative Learning Experience through the SLP
- Courses at Sno-Isle Technical High School (see below)
- Courses at Snohomish High School (see below)
- APEX Online Learning
- Running Start (see below)

At this time there is no diploma offered through our program. We will make every effort to help you plan graduation through Snohomish High School or AIM High School.

### Diploma Programs

To earn a High School Diploma in Snohomish School District, the student must:

- Earn 22 credits in specific courses
- Pass the reading and writing WASL (Washington Assessment of Student Learning)
- Pass the Math WASL or continue to pass math classes and take the Math WASL yearly
- Complete High School and Beyond Plan and Culminating Project
- **For Classes of 2012 and above:** Pass the Science WASL
- **For Classes of 2013 and above:** Require 3.0 math credits with WASL

To earn an Adult Diploma from a community college, the student must:

- Earn 19 credits in specific courses (fewer electives)
- Pass the WASLS as listed above.
- Complete a Culminating Project
- 

To earn a GED from a community college, the student must:

- Take 5 subtests (Reading, Writing, Science, History, Math)
- Pay \$75
- Note: This is required for Federal Aid applications if a student does not have a diploma

### **Other Non-Diploma Options for High School Credit**

#### **Sno-Isle Technical High School**

- Junior and/or Senior Year
- Application required and signed by sending school
- Half day program
- 5 days a week
- Qualifies as vocational credit
- Some cross crediting (for science, English, math) and some college credit available
- Many programs offer certificates and internships

#### **Running Start**

- Junior and/or Senior year – AA degree possible
- Application required
- School District pays for this option – up to 18 credits per quarter
- Courses must correspond to high school requirements
- Must take placement test. Only 100 level courses qualify.

#### **Scholarships Available:**

- Local Scholarships if enrolled in Snohomish district high schools
- Washington Association for Learning Alternatives (WALA)
- Fastweb
- Schoolsoup.com

## ALLOTMENTS AND REIMBURSEMENTS

Each student is allotted an allotment of \$225 per semester for a total of \$450 for the school year, to allow the family to purchase items needed to support the SLP. Students in Kindergarten will receive an allotment of **\$225 per year** as the state provides half funding for students in this grade. Allotments will be prorated for part-time students, or those who enroll mid-semester. With some restrictions, both consumable and non-consumable items may be purchased with the allotment. All items should be cleared with the SLP Facilitator prior to purchase.

### Definitions

Consumable: A consumable item is one that has a one-time use and cannot be returned for future use by other students, for example: a music lesson, an admission ticket to a museum, or a workbook.

Non-consumable: A non-consumable item is one that can be returned for use by others, for example: a CD, a book, software, a skeletal model.

**NOTE: All non-consumable items purchased with student allotments are the property of Snohomish School District and must be returned to PPP at the end of the school year.**

### Procedures for Individual Purchases

- Check with your SLP Facilitator before making a purchase to be sure your item is covered by the allotment.
- Bring all non-consumable items purchased by the allotment to your SLP Facilitator to be inventoried. **(If you wish to own an item, you must purchase it with your own funds.)**
- Fill out reimbursement form (see below), take a copy for your records, and turn in to Program secretary with original receipts by the **last Friday of the month.** (see below)  
**NOTE:** If tax was not charged on out-of-state items, the district must pay Washington State sales tax, and the amount (8.5% or current Snohomish sales tax rate) will be deducted from the allotment.

### Procedures for Purchase Orders

- District purchase orders may be used for a minimum purchase of \$200, if approved by your SLP facilitator. “Open” purchase orders may not be issued.
- Before submitting a requisition for a purchase order, call the vendor:
  - to make sure they will accept the purchase order, and
  - to make sure they will be willing to be paid after services are rendered.

### Reimbursements

- Reimbursements may be turned in once a month or less, and must total at least \$100 in expenses.
- If possible, turn in all reimbursements at the end of each semester.
- All reimbursement forms must be services for the current school year and begin the first day of school and end on the last day of school
- Reimbursement cannot be processed after the last day of school.

- Allotment expenditures need to reflect equal amounts per student in the same family.
- All reimbursable items must support a student’s learning plan. For example, family passes cannot be purchased with the student allotment. Your facilitator will initial your reimbursement form to verify that expenses reflect the current learning plan.
- Filling out the form (see copy on page 12):
  - Top portion: Fill in parent name, address, and student name(s) and grade(s).
  - Expense portion: Fill in description of expense and appropriate category. Total each column separately, plus the grand total.
  - Each reimbursement form should be sub-totaled and signed at the bottom.
  - Sign and date the form. **NOTE: The same parent must sign the form each month.**
- Reimbursements can only be made on services that have been rendered. Eligible services must be completed by the last day of school.
- Reimbursement checks will be sent via mail on the last working day of the month (unless forms are not complete or there is a question).

### Receipts

- Receipts must be “dedicated” or list only purchases that are eligible for reimbursement.
- Receipts must indicate they have been paid. An invoice can only be accepted if it indicates it has been paid in full and the amount.
- If a receipt shows a balance due, you may submit other documentation that indicates the receipt has been fully paid, such as a bank statement.
- Any receipt from a vendor or an individual (such as a tutor or music teacher) must have the individual’s or vendor’s name, address and phone number.
- Any receipts for instruction must be signed by the instructor(s) and include the address and phone number of each instructor.
- Only services that have been rendered can be reimbursed. If there is a prepayment benefit, you may prepay for services out of personal funds, and submit the original receipt the first month, and a copy of the original receipt each month thereafter for reimbursement of the services that were rendered during the current period.

### What is not covered by student allotment reimbursements

- Sectarian materials and/or registration in religiously affiliated organizations
- Memberships, such as YWCA/YMCA
- Sports equipment
- Uniforms, such as sports or band
- Textbooks for Running Start
- Tickets for fun centers, such as Wild Waves, Silverwood, etc.
- Music supplies, such as guitar strings or reeds
- Dues to organizations, such as Scouts, Camp Fire, etc.
- Computer supplies, such as ink cartridges, system upgrades, etc.
- Private school tuition
- Productions or performances, such as Mariners games or theater tickets
- Fundraising costs, such as part of a team registration fee
- Animals
- Snow skiing or boarding
- School supplies, such as binders, pencil boxes, etc.
- Services that may represent a “conflict of interest”, such as payment to a tutor who is also a parent in the program.



## Student Learning Plan Forms

SNOHOMISH SCHOOL DISTRICT  
PARENT PARTNERSHIP PROGRAM  
STUDENT LEARNING PLAN AGREEMENT  
2009-2010

Student Name:		Facilitator:	
Parent/Guardian Name:			
Address:			
Phone #:		Alternate (cell):	
Emergency contact:			Phone#:
Grade Level:			
Projected start/completion dates:			
Projected hours per week:	<b>School Resource:</b> Snohomish School District course guidelines		

Is your student enrolled in another public school? Yes      No  
 If you selected yes, please state the school's name

List classes taken on other campuses

- 1.
- 2.
- 3.

Please list the classes in which your student is enrolled in the Snohomish Parent Partnership:

Classes on PPP campus (include APEX, Curriculum/Teacher Contact courses):

- |    |    |     |
|----|----|-----|
| 1. | 5. | 8.  |
| 2. | 6. | 9.  |
| 3. | 7. | 10. |
| 4. |    |     |

Home-based courses represented in the SLP:

- |    |    |    |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

**AGREEMENT:** The school and parent assume responsibility for the student's education and provide instruction in the following subjects for the indicated number of hours per week. Hours of instruction will include Parent Partnership Program classes and home study. Upon monthly progress checks if students are not making satisfactory progress they will be required to complete documentation of hours and subjects studied. High school students, who are earning credit through pre-approved home based courses, are required to maintain a log of the hours spent completing coursework and to submit weekly work samples.

Expected: 25 hours per week for grades 3 and higher, 20 hours per week grades 1 & 2, 15 hours per week Kindergarten. All hours are a combination of on-site and off.

Families who are enrolled in Parent Partnership Program are required to complete a Student Learning Plan before the start of classes. This plan will be reviewed monthly.

All students enrolled in the Parent Partnership Program will be given the opportunity to participate in annual and other periodic assessments as mandated by the State of Washington and/or the Snohomish School District. A list of the assessments and the scheduled dates will be distributed to parents.

I have read and agree with the conditions of the attached Student Learning Plan.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff

\_\_\_\_\_  
Date

SNOHOMISH SCHOOL DISTRICT  
 PARENT PARTNERSHIP PROGRAM  
 STUDENT LEARNING PLAN  
 09-10

Student Name:	Grade Level:
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## Language Arts

Goal:
Learning Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations – Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style – Are lesson plans meeting the students’ learning style?
<input type="checkbox"/> Assessment – Note the following methods of assessment to determine that the student is meeting the learning objectives.
Assessment/Measurement of Student Progress:
<input type="checkbox"/> Student’s journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student’s writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

\_\_\_\_\_  
 Teacher Signature

\_\_\_\_\_  
 date

Student Name:	Date:
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# MATH

Goal:
Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
Assessment/Measurement of Student Progress:
<input type="checkbox"/> Student's journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student's writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
date

Student Name:	Date:
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## SOCIAL STUDIES/HISTORY

Goal:
Objectives - The student will demonstrate an ability to:
Activities: - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
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<input type="checkbox"/> Student's journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student's writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
date

Student Name:	Date:
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## SCIENCE

Goal:
Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
Assessment/Measurement of Student Progress:
<input type="checkbox"/> Student's journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student's writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
date

Student Name:	Date:
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# PE/HEALTH

Goal:
Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
Assessment/Measurement of Student Progress:
<input type="checkbox"/> Student's journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student's writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

-

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\_\_\_\_\_  
Teacher Signature

date

Student Name:	Date:
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## ARTS, DRAMA, MUSIC

Goal:
Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
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<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
date

Student Name:	Date:
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# LIFE SKILLS

Goal:
Objectives - The student will demonstrate an ability to:
Activities - The student will participate in the following learning activities in order to meet the learning objectives:
Curriculum meets the following criteria:
<input type="checkbox"/> Grade Level Expectations - Is the student working at grade level or if below is there a plan to bring them up to grade level?
<input type="checkbox"/> Learning Style - Are lesson plans meeting the students' learning style?
<input type="checkbox"/> Assessment - Note the following methods of assessment to determine that the student is meeting the learning objectives.
Assessment/Measurement of Student Progress:
<input type="checkbox"/> Student's journals
<input type="checkbox"/> Continuous and frequent observation of specific activities
<input type="checkbox"/> Performance-based assessment
<input type="checkbox"/> Student's writing, in both directed and undirected situations
<input type="checkbox"/> Checklists
<input type="checkbox"/> Teacher generated assessment
<input type="checkbox"/> Rubrics
<input type="checkbox"/> Work samples
<input type="checkbox"/> Scored pieces using specific criteria
<input type="checkbox"/> Paper/pencil test
<input type="checkbox"/> Conference feedback (oral or written)
<input type="checkbox"/> Projects recitals, displays, presentations

Which assessments are met/used to determine student learning?

Teacher Signature

date

Snohomish School District #201

PARENT PARTNERSHIP PROGRAM

525 13<sup>th</sup> Street

Snohomish, Washington 98290

360-563-3423

[www.sno.wednet.edu](http://www.sno.wednet.edu)

EXPEDITIONARY PROGRAM

Parent/Student Handbook

**Expeditionary Program Staff**

June Shirey, Administrator  
360-563-3423

PPP Office  
360-563-3423

Teaching Staff – 360-563-7295

Kim Schuler  
425-238-2418

Debbie Cook

**Introduction**

The Friday Expeditionary Program is a great option for families who want a family learning experience. In the expeditionary program, K-12 students can explore different types of experiential learning opportunities. The program is designed around month-long thematic units. Field trips are scheduled for three Fridays, and the last Friday of the month, students remain at school doing projects based on the field trip experiences.

The activities will cover a variety of subject areas, such as science, history, and the arts.

Students may participate in the Expeditionary Program only. Allotments of \$450 per student are available to cover expenses such as admissions, and mileage. (See page 10 for information regarding use of allotments and reimbursements.) If space allows, students in the regular classroom program may participate at their own cost.

**Registration Checklist**

Students may enroll at any time. Registration packets must be completed and turned in before students may begin classes. The packet includes:

- Registration form
- Emergency form
- Immunization form
- Washington State Patrol background check (parent)
- Declaration of Understanding
- Use of personal vehicle insurance form

**Note: An up-to-date copy of your insurance policy declaration page needs to be attached to this form at all times.** All drivers must have current paperwork to be allowed to participate in the field trips.

Registration packets are available in the PPP office or on line at [www.sno.wednet.edu](http://www.sno.wednet.edu).

### **Student Learning Plan**

Families will be assigned a facilitator (certificated staff member.) The facilitator will work with students and parents to develop a student learning plan (SLP) that integrates learning at school and home. The SLP must be developed before a student attends the expeditionary program. See copy of SLP forms starting with page 13.

### **Policies and Procedures**

- Students who participate in this model are not eligible for other campus classes.
- Regular attendance is required. Only sickness and/or emergency situations will be excused. A student may have an excused absence for only one field trip per month. If minimum attendance requirements are not met, the student's allotment will be reduced \$12.50 per week missed.
- Only immediate family members may attend the expeditions. A Washington State Patrol background check must be completed on all adult members prior to attending a field trip.
- Field trip activities consent/clearance forms must be completed for all field trips at the beginning of the year.
- Please try to be on time. If you are going to be late, please call Kim at 425-238-2418.
- Many expeditions require pre-paid entrance fees. We will include all expeditionary families in advance ticket purchases.
- If you plan to bring extra family members, please notify the office two weeks in advance.
- If you are unable to attend a given expedition, you need to notify the office one week in advance.
- If a pre-paid ticket was ordered for you and you need to cancel, you will still be expected to pay for your ticket, or the amount will be taken from the student's allotment.
- Ticket payment is by **checks only**, payable to Snohomish School District. Cash will not be accepted.
- A destination schedule will be distributed as soon as it is completed.
- Regular meetings will be held to update families with any new information about the program.
- Representation on the Parent Advisory Committee (PAC) is encouraged. See page 5 or contact Kim for more information.
- All Parent Partnership Program policies and procedures apply to Expeditionary Learning families.
- SLP reviews will take place on campus the last Friday of each month.

### **Transportation**

Transportation for the Expeditionary program is by private car. Drivers must complete necessary paperwork (see "Registration" above) before they may drive. Car insurance information must be current and filed with the school secretary. Parents may not transport any students other than their own children. Drivers will be eligible for mileage reimbursement.

**Carpooling**

Families may carpool if a parent from each family is present. According to Board policy, the vehicle must not exceed 8-passenger capacity.

When completing the field trip activities consent/clearance form, you must indicate who will drive in the “mode of transportation” portion of the form. Only drivers will be eligible for mileage reimbursement.

## REFERENCE GUIDE

Snohomish School District Administration Office <a href="http://www.sno.wednet.edu">www.sno.wednet.edu</a>	360-563-7225
Glacier Peak High School <a href="http://glacierpeak.sno.wednet.edu">http://glacierpeak.sno.wednet.edu</a>	360-563-7500
Snohomish High School Counselors <a href="http://shs.sno.wednet.edu">http://shs.sno.wednet.edu</a>	360-563-4010
Sno-Isle Technical High School <a href="http://www.snoisletech.com">http://www.snoisletech.com</a>	425-348-2220
Everet Community College <a href="http://www.everettcc.edu">http://www.everettcc.edu</a>	425-388-9100
Edmonds Community College <a href="http://www.edcc.edu">http://www.edcc.edu</a>	425-640-1500
Washington for Alternative Learning Association <a href="http://www.walakids.com">www.walakids.com</a>	
Office of Superintendent of Public Instruction (OSPI) <a href="http://www.k12.wa.us/">www.k12.wa.us/</a>	
AIM High School <a href="http://aim.sno.wednet.edu">http://aim.sno.wednet.edu</a>	360-563-3400
Cascadia CC <a href="http://www.cascadia.edu">www.cascadia.edu</a>	425- 352- 8000
Bellevue CC <a href="http://bellevuecollege.edu">http://bellevuecollege.edu</a>	425-564-1000