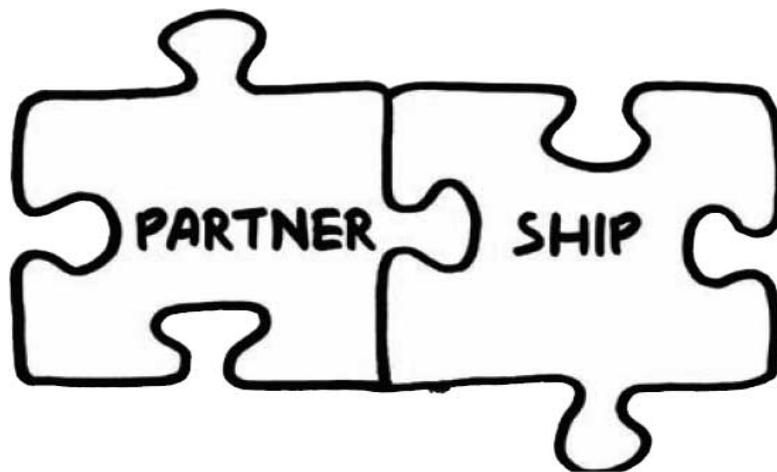




PUYALLUP  
SCHOOL DISTRICT  
*A Tradition of Excellence*

# Puyallup Parent Partnership Program Handbook

2017-2018



The mission of the Puyallup Parent Partnership Program is to develop lifelong learners by creating a supportive educational community that provides quality resources to parents as we partner to educate children.

# Parent and Student Handbook

Puyallup Parent Partnership Program (P-4) is an educational program designed to support the learning of children whose parents are their primary educators. It is operated by the Puyallup School District and serves students in grades K-8.

P-4 is governed by WAC 392-121-182, also known as the Alternative Learning Experience WAC or ALE WAC. This law requires that students in programs like P-4 have a Written Student Learning Plan (WSLP) that outlines learning goals and tracks the child's progress. In addition, students are required to be in weekly contact with a certificated teacher.

P-4 allows students to enroll part time. Although their parents continue to be very active in their education, students enrolled in P-4 part-time or full-time are considered public school students.

Thank you for taking the time to read and become familiar with the policies and procedures in this handbook. You will find answers to many questions here and we are always available to help you and answer questions you might have.

Dr. Vince Pecchia, Chief Instructional Leadership Officer

Lori J. Hadley, Director of Puyallup Digital Learning and Parent Partnership Programs

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## Who We Are

All decisions are filtered through our norms, understandings, and the Puyallup School District Strategic Directions. These are the core of our service to our community.

*Honor Time*

*Be Prepared*

*Assume Positive Intent*

*Be Kinder than Necessary*

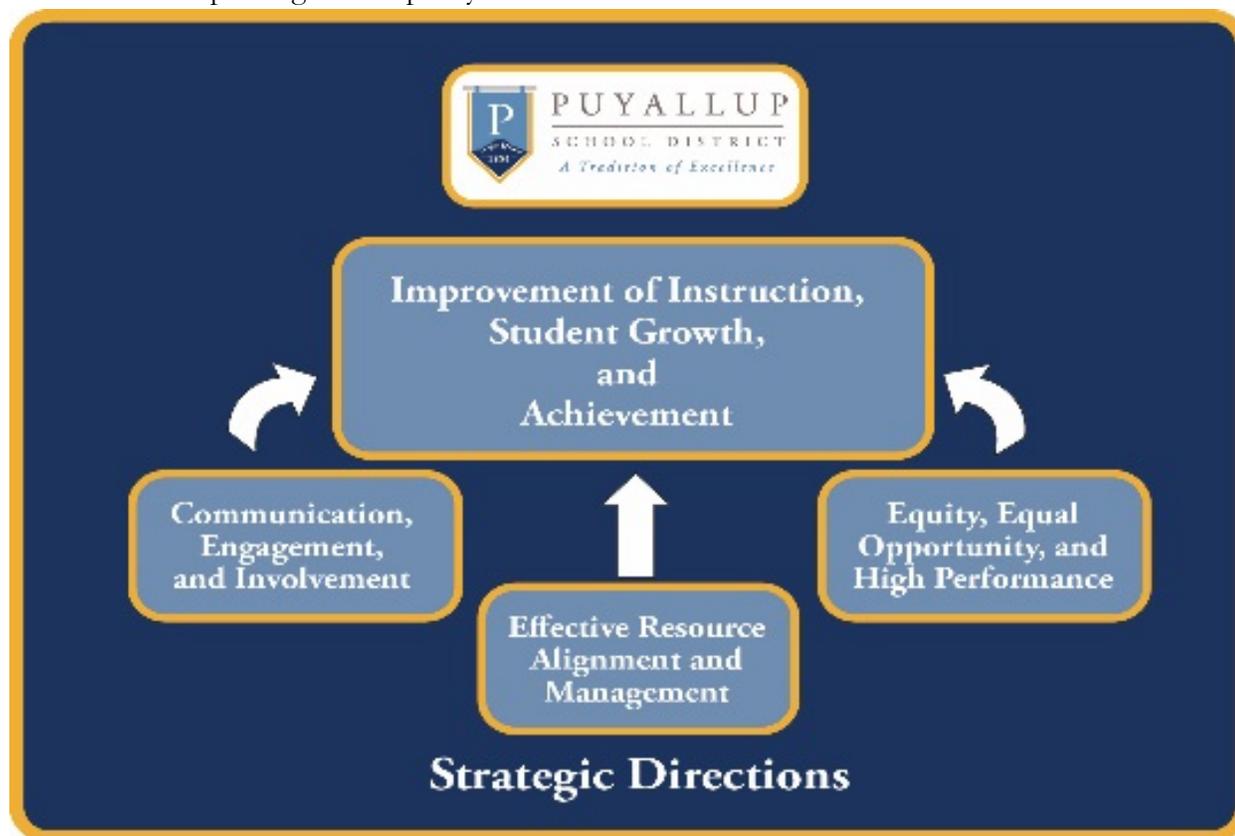
*Be Professional in Our Interactions*

### **The Universal Rules for Our Success:**

1. Think before we speak or act.
2. If we find ourselves in a hole...stop digging.
3. We won't do anything that wouldn't make one's family proud.

### **Foundational Understandings**

- Positive Relationships
- Systems that Serve
- Improving Our Capacity to Perform and Serve



# Overview

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## *Puyallup Parent Partnership Program general information*

### **Alternative Learning Experiences (ALE)**

Puyallup Parent Partnership Program parents should be familiar with Washington State Law governing alternative learning experiences (WAC 392-121-182).

### **Public School Enrollment**

Puyallup Parent Partnership Program students are considered public school students. This allows the state to provide funding for their educational needs in the form of classes and resources to support the student's learning plan. Part time enrollment in P-4 is possible.

### **Requirements** *According to Washington State Law (WAC 392-121-182)*

1. Before a student enrolls in an alternative learning experience, his/her parent or guardian must read a statement about the difference between home-based instruction and enrollment in an ALE program (P-4), then sign the statement that they understand the differences. This statement is included in P-4 enrollment paperwork.
2. All students must have a written student learning plan (WSLP). This plan will be developed using our online data management system called Wings. Your Written Student Learning Plan Certificated teacher (SLPC) will work with you in developing a WSLP for each of your children. Completed WSLPs are due before a student is enrolled and materials are purchased.
3. Students are required to have weekly contact with certificated school staff. According to the law, contact is "for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan..." This contact can take several forms and can include in person contact, email, telephone or other electronic contact. *Attendance in a class satisfies this requirement.* **Weekly contact must be completed by 9:00 a.m. on Wednesday to allow for appropriate record keeping and follow up.** Contact between the parent and SLPC does *not* meet this requirement; the contact must be between the student and the SLPC.

*NOTE:* No contact time is required during P-4 vacations (Winter, Thanksgiving, and Spring Break), but one day holidays such as Veteran's Day will not affect the requirement for weekly contact with a certified teacher.

4. Students are also required to meet minimum requirements for educational time each week. The weekly hours required for students are 10 hours for Kindergarten, 20 hours for grades 1-3 and 25 hours for grades 4-8. This amount is adjusted to correspond with part time enrollment and includes weekly contact time and all educational activities supported by the SLP during a given week. Student enrollment levels and estimated weekly hours are determined by the SLPC and parent during the WSLP writing process.

### **Student Learning Plan Certificated teacher (SLPC)**

Your family will be assigned a Student Learning Plan Certificated teacher who will work with each student in your family. If they do not attend a class in a given week, students will need to have contact with their SLPC each week in person or via phone, email or other electronic means. The SLPC will also evaluate each student's 30-Day WSLP progress. Your SLPC can answer questions about P-4 and is a resource for you and your student(s).

### **Written Student Learning Plan (WSLP)**

The Written Student Learning Plan (WSLP) is the driving force behind your student's education for the year. It is completed online via Wings. Parents work with their WSLP certificated teacher to plan an annual curriculum for each child. The WSLP needs to list any the specific materials you intend to use as curriculum and *must* include the core curriculum. All curriculum must be approved by the Puyallup School District. A list is available for you.

SLPCs will design, review, and approve each completed WSLP. WSLPs must be in place before students can take part in any P-4 activities, attend on-site classes or access curriculum and instructional support. Please note that any online classes (50% or more of the curriculum is electronic) must be approved by the state superintendent's office.

*NOTE:* Religious instruction may not be included in the WSLP or used to support the minimum education hours as these hours are considered "public school hours" (time in school funded by public funds). Families may purchase and use any materials they choose for hours not counted towards the minimum educational hours each week.

"Religious Instruction" is time spent directly promoting one religion over others and cannot be used to support the minimum educational hours each week.

- Classes need to include English-Language Arts, social studies, science, math and physical education. Other electives may be added.
- State law requires all full-time K-8 students to participate in PE each year and to complete a Washington State History class by the end of 6<sup>th</sup> grade.
- State law also requires that students complete a Washington State History class between 7<sup>th</sup> and 12<sup>th</sup> grade. Many students choose to meet this requirement in their 7<sup>th</sup> or 8<sup>th</sup> grade year before transitioning to high school. Your SLPC will work with you to determine how to best fit these requirements into your student's WSLP.

Each class in the WSLP is estimated at either 2.5 or 5 hours per week by your SLPC.

### **Parent/Guardian 30-Day Review of the SLP**

The parent and a P-4 teacher must review the WSLP once every 30 days. Parents may login to Wings on the 15<sup>th</sup> of the current month to complete a review for the last 30 days. **The review is due by 5 p.m. on the 15<sup>th</sup>.** The review will include a summary of the last 30 days' activities for each off-site class and should include specific details, including specific goals met or worked on, progress made, and any areas of concern (please see Appendix B for sample entries). Reviews must include a list of learning goals from the WSLP that were worked on or completed as well as a summary of the topics, activities, and assessments for the previous 30 days' work in that class.

The student's SLPC will review the comments and may refer them back to the parent with specific questions if they need additional information. If no work was done in a particular area for a month it is acceptable to indicate that in the month end review and indicate why. For example, you might not have done any PE if the weather was inclement all month. The work in any one class or subject will not determine overall unsatisfactory progress. The first 30 day review of the WSLP is due in September - it is acceptable to indicate that a student has just begun the class, list the goals started, and describe the first two weeks' activities.

### **Attendance and Tardiness**

Students participating in the Puyallup Parent Partnership Program are expected to complete weekly contact requirements; however illness, emergency, and other family situations will sometimes arise. Email, other electronic means, or phone contact options can be utilized each week in which there is an absence, even if your student usually has face-to-face contact with their SLPC. Extensive out of state stays may affect a student's ability to remain enrolled.

In the event of missed weekly contact, the following applies to meet the attendance requirements of Alternative Learning Experience laws:

- one missed weekly contact will result in a reminder email;
- the second missed contact in a month results in a phone call;
- the third missed contact will result in administrative intervention;
- four weeks of contact time missed will result in the student being unenrolled from P-4.

The P-4 Director will discuss attendance issues with the parent or guardian of any student with regular tardiness or absences. Failure to improve attendance problems may result in dismissal from P-4.

Students are expected to arrive to class on time. Late arrivals make it difficult for the teacher to deliver content. An entry slip to be filled in by the parent will be required for students arriving late. All students must be signed in and out by a parent or guardian regardless of the age of the student.

### **Overall Determination of Satisfactory or Unsatisfactory Progress**

Based on weekly student contact and a review of comments from parents and campus teachers, the SLPC will make a determination of overall satisfactory or unsatisfactory progress each month.

### **Unsatisfactory Progress**

A student may be noted as having made unsatisfactory progress in any of the following situations.

1. Missing two or more weekly contacts
  2. Making inadequate overall (not just in one class) academic progress
  3. Not meeting minimum educational hours established in WSLP:
    - Full Time (100% or 1.0 FTE) Kindergarten: 10 hours per week
    - Full Time (100% or 1.0 FTE) 1st-3rd grade: 20 hours per week
    - Full Time (100% or 1.0 FTE) 4th-8th grade: 25 hours per week
  4. Not meeting deadline of the 15<sup>th</sup> of the month for 30 day review reporting
- If a student is determined to have made unsatisfactory progress for a month, the state requires an intervention plan to help the student meet progress. The intervention for a student's first overall unsatisfactory will be a second weekly contact via phone or other appropriate intervention as determined by the SLPC and school administration.
  - If a student makes unsatisfactory progress two months in a row, the student and their parents will need to meet with their SLPC and the director to evaluate their placement and create a plan of further intervention. This intervention can include increasing the frequency, duration or method of weekly contact or modifying the learning goals or number of courses in the student's plan.
  - If a student makes unsatisfactory progress for three months in a row, they will be withdrawn from the program. See Appendix F for detailed information about satisfactory progress.

### **Annual Assessment**

All P-4 students (full or part-time) are *required to participate in and report a result for a personalized assessment each year.*

All P-4 students enrolled at 80% FTE or more and in grades 3-8 must take the state assessments called Smarter Balanced Assessments. Testing will take place on campus. State assessment accommodations for students with special needs are possible.

Those students who do not participate in the state assessment are still required to report an annual standardized assessment result. These results must be submitted to P-4 and will be the responsibility of the family to arrange and pay for.

### **Granting of High School Credit**

Algebra and Geometry credit can be earned in 7th or 8th grade for students using district adopted high school level curriculum in these subjects. Families desiring credit for classes should work with their SLPC when writing the initial WSLP to document the intent to pursue credit. All classes being taken for credit must have a "Credit Request Form" filed at the start of the class. This form will include the specific requirements for the classes, including required assessments. Assessments required for credit conferring classes must be proctored on campus and scored by a P-4 teacher. In addition to required assessments, the student must submit a portfolio with 10 work samples and an hours log documenting 75 hours for each half credit.

### **Enrollment Level**

A student's enrollment level is based on the average number of hours per week the student will engage in activities related to their WSLP. The certificated teacher will work with parents and students to determine the level of enrollment appropriate for a student's SLP. All enrollment is based on a percentage of full-time enrollment (FTE). The average hours for full-time enrollment at each grade level are listed below:

- Half- Time (50% or .5 FTE) Kindergarten: 10 hours per week
- Full Time (100% or 1.0 FTE) 1st-3rd grade: 20 hours per week
- Full Time (100% or 1.0 FTE) 4th-8th grade: 25 hours per week

Students who are not 6 before September 1, must be enrolled as kindergarteners.

### **Shared Enrollment with Other Schools or Programs**

Puyallup Parent Partnership Program desires for each student to pursue the educational opportunities most appropriate for him/her. To accomplish this, we allow part-time enrollment so students may also enroll in classes at a traditional school, maintain home-based status and/or educate using the materials they wish. To avoid duplication of efforts and ensure good stewardship of state funds, we do not share FTE with other ALEs. Part-time enrollment significantly affects a student's Curriculum and Instructional Support.

### **Private School Enrollment**

Any enrollment at a private school affects the percent a student may enroll at P-4. Please consult with your SLPC if your child is enrolled at a private school.

### **Athletics Eligibility**

According to the Washington Interscholastic Activities Association (WIAA) handbook (rules 18.5.2, 18.5.3 and 18.5.4), students enrolled as either full-time alternative education students or home-based students, may participate in sports at their school of local residence. For more information please see the WIAA handbook available at [www.wiaa.com](http://www.wiaa.com).

### **Online Classes and Programs**

Any online programs or classes (defined at 50% or more of the instructional materials) a student uses to support the hours at P-4 or uses Curriculum and Instructional Support for must be approved through OSPI. A list of approved programs and courses is available at <http://digitalllearning.k12.wa.us/>.

### **Computers and the Internet**

All students enrolled in P-4 will be using computers and the internet. If you have concerns, please contact the director.

Although you are not required to have home access to the internet to participate in P-4, it is strongly encouraged. The main office and our SLPCs routinely communicate via email to parents and students. If you DO NOT have regular access to email please inform the office. You will need to access your student(s)' WSLP online once a month to enter the 30 Day review. To facilitate our compliance with state law, we use an online data management system called Wings. You can access our Wings site at [www.wingsnw.com](http://www.wingsnw.com). Parents will use Wings to enter 30-day reviews on the 15<sup>th</sup> of each month. Your family will be assigned a username and an initial password. Please change your password after you login for the first time. Please see Appendix D for Wings instructions.

Wings has student schedules, announcements/news, and a directory of P-4 families. Each family is asked to login to Wings to select which contact information they would like made available. The default is "private" with no contact information available. Contact information from Wings should not be used for any commercial purpose.

### **School Website**

Our school website is a useful resource. You can find many forms, resource links, a school calendar and announcements there. Please visit the school website and become familiar with the resources and information.

### **School Facebook page**

Keep up to date with notices and events by visiting the P-4 Facebook page.

### **Resources**

There are a variety of resources available to P-4 families and students including online classes (some require a fee), memberships to a variety of online resource sites and research tools. Check the website for many resources.

### **Sign in for on-site classes**

Parents/guardians must sign their students in and out when attending our onsite classes. Students are not to sign themselves in regardless of their age. This will help us keep track of our students.

### **Sign in for Campus Visitors**

All visitors are required to sign in when on P-4's campus for classes or any other events. The sign in sheet allows us to account for everyone in the case of an emergency – please be sure to sign in and out!

## Curriculum and Instructional Support (CIS):

*Curriculum and Instructional Support is designed to allow materials, resources and experiences to be selected for individual students based on the goals in their student learning plan. The level of CIS for each student depends on the percent of enrollment. Full time students are provided full Curriculum and Instructional Support; part time students are provided CIS at a prorated level based on their percent of enrollment.*

P-4 uses CIS to support the goals of the Written Student Learning Plan. Requests for use of Curriculum and Instructional Support will be evaluated for alignment with the student's SLP. Families should login to Wings early in the year to verify correct levels of CIS. Errors over or under expected amounts should be reported to the SLPC. In the rare case of an error, P-4 must adjust the amount which may result in a smaller amount available than originally indicated.

### **Determining Curriculum and Instructional Support (CIS)**

We have budgeted carefully to be good stewards of state funds and have direct, fixed expenses for each student in the program. The only discretionary portion of our budget is CIS. We receive funds directly from the state and if a student enrolls part-time, we receive reduced state funding which results in a direct reduction of the amount we have available for CIS for that student. CIS levels are based on percentage enrollment in P-4.

P-4 receives funding from the state on a monthly basis based on each month's enrollment. For this reason, we limit the amount of CIS that is available to support a student's plan to half of the CIS for the year per semester. This is consistent with supporting student learning throughout the entire school year and protects the district from spending in excess of the amount generated by a student's enrollment. If this is a hardship for your family, please discuss it with your SLPC.

Students who start after the school year begins will have their CIS prorated to reflect the reduced funding the program will be eligible to receive.

### **Important Notes on Use of CIS**

- 1) CIS is public money and cannot be used for private benefit.
- 2) CIS cannot be used to duplicate learning that has already taken place.
- 3) CIS use must directly relate to the WSLP goals and be listed in the WSLP

#### Examples of Allowed Materials

- \* Several plants used for a science experiment
- \* Materials for a wooden bookcase for a shop class
- \* One Lego set to develop logic & building skills

#### Examples of Materials Not Allowed

- \* A family-size garden & supplies
- \* Materials to build a shed
- \* Several Lego sets that duplicate learning

### **Accessing Curriculum and Instructional Support**

P-4 uses a procurement card for CIS material purchases made in support of SLPs. We cannot reimburse families for any expenses. Purchases must be approved by the SLPC and our office staff to ensure the purchase supports the WSLP, complies with school policy and does not exceed CIS limits before a material purchase can be made. Please see Appendix E for CIS guidelines. *All requests for CIS support must be accompanied by the learning goal to be met with the item or service.*

Materials Requests: Families may submit requests for P-4 to purchase materials using CIS in support of their WSLP(s). The last day to request materials is the first day back after Spring Break of each year.

### **CIS Tracking**

Each family has access to CIS information on Wings including a history of the year's resource support.

### **Delayed Orders**

Accessing CIS assumes that the requirements of participation in the program are being met. Late or missing paperwork/documentation, excessive absences, failure to maintain the average educational hours or other issues may result in a delay in accessing CIS until the situation is resolved. P-4 staff will make a reasonable effort to contact the parent or guardian in an attempt to resolve concerns so that no delay occurs. P-4 office staff are required to return requests to a parent or guardian if program or documentation requirements have not been met.

### **Materials for the Upcoming Year**

We can begin processing order requests for materials to support WSLPs as soon as the WSLP is approved in the fall and the statement of understanding has been signed.

### **Non-Consumables**

Many items provided to support the learning goals identified in the WSLP may be non-consumable. Non-consumables are items that retain their value and usability after they have been used by the student who initially requested the item. Non-consumable items are the property of Puyallup School District, and must be marked as such at the time of purchase. They must be returned to P-4 when a student withdraws, when all P-4 enrolled students in the family have completed use of the item, or when requested by P-4 staff. All toys (items from the toy department or items that could be considered toys) purchased with P-4 CIS funds are non-consumable because their value is not lost over time. Please contact your WSLP certificated teacher with any questions regarding non-consumables in advance of purchase request.

*NOTE:* a parent **may** choose to **not** purchase a non-consumable from the program; state law requires that such items remain the property of P-4 until they are disposed of through a state-mandated surplus process. Please plan in advance; if you believe you will want to retain possession of a non-consumable item, do not request that P-4 purchases the item using CIS. Purchasing with private funds is the only way to retain possession of such items.

Families may not give away or make a profit from P-4 provided items.

**Families are responsible to return non-consumable items to P-4 when they have finished with the item(s) or leave the program.**

## Consumables

Some items purchased are not useable by more than one student. These items are considered consumable. The following are some examples of non-consumables and consumables; it is by no means exhaustive, so please ask your WSLP certificated teacher if you have any questions.

Consumables	Non-Consumables
Workbooks	Teacher Edition of textbooks
Any books that are written in to enhance learning	Tech equipment (i.e.: microscopes, Math Shark)
Art supplies	Reference books
Science kits with materials that are depleted	Math manipulatives
	Teaching tools - globe, whiteboard
	Lego, Schleich, Playmobile, Magformers or "toys"
	DVDs, CDs and any software
	Board games or other games

## Instructional Materials

In accordance with WAC 392-121-182, through Curriculum and Instructional Support, P-4 provides materials "consistent in quality" with those available to the general population of students within the district. Instead of dictating the specific materials a student may use, P-4 allows parents to work with the WSLP certificated teacher to choose the materials most appropriate for their student.

Core instructional texts that are used need to be approved using our Instructional Materials Committee (IMC). These materials need school board approval. A core instructional text is something that is used to teach the majority of a course. Supplemental and intervention materials need to be approved by the program director. A list of already approved texts and materials is available. If your chosen text is NOT already on the list, there is a three-step process for approval:

1. Review the text with your WSLP certificated teacher using the review form on the website.
2. Submit the completed IMC form with a sample lesson and the table of contents.
3. IMC will review the text/material and the family will be notified of the final decision.
4. For supplemental materials, the program director will decide if the material meets the standards set forth by the Puyallup School District.
5. For core materials, the initial IMC recommendation will go to the school board who will approve the material or not per board policy.

If the IMC approves the text, the text may be supported with CIS. Families will be contacted by their WSLP certificated teacher after the IMC meeting regarding the status of their textbook request.

Materials that require or include religious instruction may not be purchased with public funds. In addition, the time that each student spends in support of learning plan goals must be free of religious instruction, as these hours are considered "public school hours" (time in school funded by public funds). Families may purchase and use any materials they choose for hours not counted towards the minimum educational hours each week. These materials will not be included in the written student learning plan.

### Examples of acceptable items for using Curriculum and Instruction Support

Reference books

Organizers

Fossil Kits

Flashcards

One ream of paper per student

Supplies for an educational scrapbook

Flashcards

Lincoln Logs  
Science experiment supplies  
Legos  
Gardening items (up to \$75)  
Model cars or planes  
Metronome  
Puzzles  
Whiteboards and pens  
Sheet music  
Educational DVDs  
Teachers' editions of texts  
Department of Digital Learning approved online classes  
Reading books  
Computer ink cartridges (1 per year)  
Educational games  
Art supplies beyond basics

**Some of these items are non-consumable and must be returned to the program when you are finished with them or your family leaves the program.**

**Each item provided with CIS must clearly be identified in the WSLP class description AND directly support the learning goals of the class in an identifiable manner.**

Lost non-consumable items will be assessed a fee and need to be paid for with private funds. To comply with legal requirements, the parts of any broken non-consumable items need to be returned to P-4.

## **Procedures:**

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*This section details some of the specific Puyallup Parent Partnership Program procedures that you will need to understand throughout the year. As the parent or guardian, you are most interested in educating your student, without paperwork getting in the way of accessing the many resources available. To help you focus on your student, we strive to keep the paperwork as minimal as possible while also maintaining state-required accountability measures. The policies in this section attempt to maintain this balance.*

### **Academic Calendar**

The school year begins in September and goes through mid-June. While P-4's calendar is similar to the Puyallup School District calendar, weekly contact and monthly review requirements necessitate certain modifications. See the end of the handbook or our webpage for our academic calendar. Please contact your WSLP certificated teacher or the P-4 office if you have any questions.

### **Behavioral Expectations**

It is expected that all Puyallup Parent Partnership Program students, siblings and parents will abide by all P-4 rules while on campus or at any P-4 sponsored/coordinated event. All P-4 staff have the authority to redirect behavior; specific concerns shall be addressed to an administrator. Please see Appendix A for more details. Excessive problems in this area could result in a student's or family's dismissal from P-4.

### **School Pictures**

There will be student photo opportunities through a commercial provider each fall. Siblings of students are able to take advantage of the group rates this provides. When you enroll your student, you will have the option of allowing pictures taken of them in the course of their participation at P-4 to be published in brochures, on the web or other means.

### **Accessing Special Education Services**

#### Current Students

If it is determined that a student qualifies and is in need of Special Education services, P-4 will coordinate with Puyallup Special Services or the student's home district to provide the student access to the needed services. This may require a "Shared Full Time Equivalent (FTE) status" and affect the student's CIS.

#### New Students

In order to serve students with IEPs (Individual Education Plans), P-4 will coordinate with Puyallup Special Services. If services are needed or may be needed in the future, the family, P-4 staff and school district personnel will work as an IEP team to determine the best method for meeting the student's needs. Please contact a P-4 administrator for more information.

### **Kindergarten and 1<sup>st</sup> Grade Enrollment**

Children who are five years old by August 31<sup>st</sup> may enroll as kindergartners. A student must have 450 documented hours of kindergarten or be age six on August 31<sup>st</sup> to be eligible for first grade enrollment. A birth certificate is required documentation.

### **Internet Use and Safety**

All students and parents working on a P-4 computer, or using online courses offered through P-4 must read and sign an internet use agreement. There is no substitute to strong parental supervision to assure a student's safety while online. It is up to the parent/guardian to safeguard the student; please let us know how we may help you in this area.

### **Email Group**

There is an email group for families enrolled in the Puyallup Parent Partnership Program. Puyallup Parent Partnership Program utilizes the email list to more efficiently and quickly communicate with our families. Please be sure to keep the office and your WSLP certificated teacher updated with any changes in your email address or other contact information.

**Non-Discrimination Policy**

It is the policy of the Puyallup School District not to discriminate on the basis of race, color, national origin, sex or handicap in its educational programs, activities or employment policies. Inquiries regarding compliance with federal rules and regulations may be directed to the District's Title IX Officer.

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## **Appendix A**

### **General Expectations for Campus Families**

#### **Expectations for students and families:**

1. Treat others with courtesy and respect.
2. If your family is ill, please stay home.
3. We have quiet hallways. Please use the foyer to chat.
4. No running or rough-housing.
5. An adult must accompany any child/student(s) when outside.
6. If you have a concern with another parent, student or teacher, please talk with them privately to resolve it first. After doing so, please speak to P-4 administration if needed.

#### **Parking Lot**

Please observe the speed limit of 5 MPH in the parking lot and watch for pedestrians.

#### **Daily Site Attendance**

Visitors are required to sign “In” and “Out” each time they are on campus.

Parent/guardians who drop-off students are required to sign his/her students “In” and “Out” each time they are on campus. Late arrival parents/guardians will be asked to fill in a late arrival slip for the student to give to the teacher.

#### **Food**

Due to allergies, it is requested that food not be brought to P-4.

#### **Dress Code**

Clothing with sayings, symbols, or trademarks etc. of an illegal or inappropriate nature are not allowed. Bottoms should extend below the fingertips of lowered arms and no spaghetti straps are allowed. Shirts and shoes must be worn at all times.

#### **Hallways**

Please do not loiter in hallways to visit with others. Hallways are to be quiet out of respect for classes that are in session.

## Appendix B

### Sample 30 Day Reviews

The 30 day review you submit each month for each class is used to help determine satisfactory process for your student(s). Each 30 day review should include:

1. A list of the learning goals that were worked on or completed during the month
2. A description of how you worked on these goals including topics, activities, and evaluations.

#### **Including learning goals list in your review**

Satisfactory progress for each class is determined by working on or completing approximately 10% of the learning goals each month. It is important that you *copy and paste the specific goals you have worked on each month from your WSLP directly into your 30 day review*. If a learning goal is not included in the WSLP it cannot be counted towards the 10% expected to meet satisfactory process. Learning goals can be added to the WSLP at any time. Contact your WSLP certificated teacher if you would like to add or otherwise edit a WSLP.

#### **Questions to consider when writing the description of learning for your month end reviews**

1. What learning goals from the WSLP were worked on or completed this month?
2. What topics and/or skills were covered this month?
3. What activities (papers, projects, experiments etc.) did the student produce this month that demonstrate learning?
4. What methods of evaluation (discussions, daily work, quizzes, assessments) did the student participate in this month?

#### **Sample WSLP month end review with sufficient details and listed learning goals**

##### **Fifth Grade Science**

1.2.1 Analyze how the parts of a system go together and how these parts depend on each other.

*Sam continues to study electricity this month. He is creating a quiz board that makes the light bulb light up when the user matches questions and answers correctly. He also does a chapter a week in his science book and we discuss current world events that have to do with science.*

##### **First Grade Reading**

1.1.3 Apply understanding of oral language skills to develop reading skills.

1.1.4 Apply understanding of phonics.

*Fred is learning to sound out words on his own. We are using the "Hooked on Phonics" materials to help him learn to read. He can now recognize the words I, we, you, fish and food by sight and can sound out many more. I read aloud for half an hour each day and he spends 15 to 30 minutes each day reading aloud to me.*

##### **First Grade Math**

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits,

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

*Sally does one new lesson from math U See about every third day, the other days she does mastery worksheets on that subject. This week she learned about: thousands and place value notation and also how to round to the nearest thousand, estimating thousands, multiple column addition (thousands and ten thousands), double digit subtraction, telling time in minutes (this took a lot of mastery) regrouping in subtraction.*

##### **Kindergarten Math**

CCSS.Math.Content.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.Math.Content.K.NBT.A.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18

= 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

*Paul has had a great month. In math he is practicing counting money, working on patterns, place value, tracing and writing numbers, write the missing numbers, counting and finding the right number, Days of the week, Telling Time, Money value, right/left, finding the object that's different, Shapes, Colors, Finding the correct number, and Addition all with an average of 80% accuracy.*

## Appendix C

**Wings Instructions** (URL: [www.wingsnw.com](http://www.wingsnw.com)):

**Username and Password:** Assigned by P-4 office manager upon enrollment. Parent/Guardian may change their password under the “Preferences” link.

**Resources available using Wings:** CIS tracking, news, calendar items, and a family directory

**Documentation tasks completed using Wings:** The WSLP certificated teacher creates and approves the initial student learning plan (annually), and the parent/guardian completes the learning plan review (every 30 days) due the 15<sup>th</sup> of every month.

### **30-Day Learning Plan Review:**

**Please complete your review on the 15th of each month**

PLEASE NOTE: *Wings will time out and your data will be lost if you are away for 20 minutes without working. Please save your work (button at the bottom of the page) often or if you will be leaving the computer.*

1. Login at <https://www.wingsnw.com>. You should now see “Welcome” and your user name in the top left corner. This means you are logged into the program and can explore the software.
2. On the left, under Family, click choose student. Click on your student ID that is underlined to bring up your student's learning plan.
3. In the white area scroll down past the green box and click on “Offsite Class Progress.”
4. Another window will open so you can click on the month to update.
5. The “Offsite Class Progress” window will now open and you can view all of the classes that you entered on your WSLP. Please enter the 30 day review by finishing the following steps:
  - a. Answer the question: Was satisfactory progress made in this offsite class this month? (Answering “unsatisfactory” will not determine overall satisfactory or unsatisfactory progress for the month – just for that class. You may have focused on US History one month and not done science, that is okay – just indicate that in your review.)
  - b. In the “Comments” box, please:
    - i. Copy and paste the goals from your class description that have been worked on or completed this month
    - ii. Enter a description of learning answering these questions:
      1. What topics and/or skills were covered this month?
      2. What activities (papers, projects, experiments etc.) did the student produce this month showing evidence of learning?
      3. What evaluations (discussions, daily work, quizzes, assessments) did the student complete?
  - c. Completion: Choose whether the class is ongoing, completed, or dropped. “Ongoing” means the student is continuing work in this class. “Completed” means the entire class is done. *Note: Most classes are completed in June. Only label as completed if the entire class with 10 months worth of goals are done as it will disappear from your menu of courses. If a class is completed early, it must be replaced with another class. “Dropped” means the class was removed because it was too difficult or has been eliminated from the Written Student Learning Plan but was not completed. Please discuss using completed or dropped with your WSLP certificated teacher prior to making this decision.*
  - d. Action: Choose to submit for approval or save as a draft to work on later.
6. Repeat step 5 for each class in the WSLP.
7. When you have finished, scroll to the bottom of the page and select one of the three options:
  - a. CANCEL This will delete your work.
  - b. SAVE CHANGES This will save your work so you can finish later.

- c. SAVE & SUBMIT FOR REVIEW This will save your work and send it to your WSLP certificated teacher.
- d. If you need to change your work after you submit it, please contact your WSLP certificated teacher.

**Enrolling in Onsite Classes:**

You may take one or all four of the onsite classes offered. Weekly attendance satisfies the state ALE (Alternative Learning Experience) requirement for weekly reciprocal contact. Please notify the office manager of your course selections so your students are enrolled in the correct classes.

## Appendix D

### Curriculum and Instructional Support (CIS) Guidelines

#### **General Information:**

*Most students will be eligible for CIS. Since P-4 operates a “Campus” program and an “Extension” program, the level of CIS available per student for a given program will be based upon the specific overall enrollment figures for each program at semester start-up. Thus there is no guarantee that CIS will remain the same level from one semester to another.*

*CIS provides for curriculum, materials, manipulatives, and electronic resources necessary to accomplish the goals set forth in the written student learning plan (WSLP). Note: Kindergarteners are eligible for half of the CIS provided to a grade 1-8 student.*

1. P-4 CIS cannot be used toward another district’s ALE program.
2. Public funds such as CIS cannot be used for private benefit. For example, even though painting a fence or bedroom can be a learning experience, CIS cannot provide the paint, painter, or scaffolding.
3. P-4 adjusts by whole months the level of CIS for those students entering the program after the first day of the school year. These adjustments are made based on whether or not the student is enrolled by the first school day of a given month.
4. The level of CIS is determined based on each student’s enrollment but is available by family.

#### **CIS Guidelines Considerations:**

1. P-4 uses CIS to support materials listed in the WSLP in Wings. For each class you and your teacher create using “add offsite class” include in the “Learning Materials” box what you will be using to help your student attain the learning goals. Once the class is approved, you may request that these items are provided through CIS. The month you use these services or supplies, please list them in your monthly review of the class.
2. All materials supported by CIS must be approved by the WSLP certificated teacher or other authorized school staff. **The item must directly support a WSLP goal.**
3. Consumable items (i.e. items that have no more useful life after the student uses them) do not need to be returned to the P-4 library. Examples would be a science supplies, or a workbook or other book that is written in or highlighted to enhance learning. Some consumable items that may yet have usefulness are the property of the district and must be returned.
4. Non-consumables (i.e. items that still have useful life) are the property of the Puyallup School District and must be returned to the P-4 library when the family leaves the program or no longer needs them. This includes any “durable” item such as library and reference books, teaching supplies such as math manipulatives, globes, whiteboards, and electronic resources.

Please see additional information in the CIS section of the handbook.

#### **What may be supported with CIS?**

1. Curriculum (books, workbooks, etc.), materials, manipulatives, and electronic resources required to reach a learning goal, listed in the WSLP, and approved by the WSLP certificated teacher.
2. OSPI approved online classes (online is defined as 50%+ of the content is electronic). Check the DLD (Digital Learning Department) on the OSPI website.
3. Musical instrument or rental of music instruments. There must be specific, measurable learning goals in the WSLP supporting the use of the instrument. Instruments are non-consumable and are the property of P-4.
4. Guitar strings, reeds, violin rests, etc.
5. Ink cartridges/printer paper for home printers - one color and one black ink cartridge (not toner) and one ream of paper is approved per student per year.

6. Non-consumable, non-personalized sports equipment such as basketballs, soccer balls, or jump ropes. If you would find the item in a school PE department, it is supported. Specific, measurable learning goals to support the item must be in the WSLP. There is a \$200 per year per student limit on sports equipment.
7. Up to \$10 of batteries per student, per year.
8. Up to \$75 of consumable gardening supplies per year per family. This would include seeds, samples of types of soil, and fertilizer. This is not intended to be a family-sized garden. See #13 in the next section below for items that are not allowed.
9. Software for educational support of the WSLP.

**What may not be supported with CIS?**

1. Consumable, general school supplies that would typically appear on a "back to school" supply list (i.e., markers, colored pencils, pens, pencils, notebook, binder, notebook paper, folders)
2. Hardware (i.e., cooking pans, tools, music or video players, computers and related hardware/equipment or system upgrades, cameras, digital projectors, bulbs for projectors, televisions, game systems)
3. Any online access hardware or software systems and installation, (i.e., modems, cabling, satellite dishes, mobile systems, Wi-Fi antennae, network cabled multiple access systems)
4. Sectarian materials of any kind. Any materials that promotes one religion over another are not allowed.
5. An expensive version of a simpler item (e.g., top of the line model airplane)
6. Uniforms (sports, band, graduation cap and gown).
7. Personalized sports equipment (shoes, jerseys), carry bags, and backpacks.
8. Vehicle mileage, fuel costs, and maintenance for private vehicles.
9. Textbooks for Running Start.
10. Animals or animal supplies – even if they are part of a science experiment or 4-H project.
11. Food items—even if they are used for a nutrition or baking project.
12. Books that can be checked out of the library and are just to be read.
13. Non-consumable gardening supplies such as raised bed or fence materials, tools, wheelbarrows, or greenhouses.. See #8 in section above for allowed items.
14. Materials that have not been requested by the first day after spring break

## Appendix E

### Overall Progress

#### Contact:

Regular contact with a certified teacher is required as a condition of participation in Puyallup Parent Partnership Program. Situations may arise where more frequent contact is required. Failure to make contact may result in the following-

First missed contact in a month:

- Email reminder
- Student is marked absent

Second missed contact in a month:

- Phone call reminder
- Student is again marked absent
- Satisfactory process in jeopardy

Third missed contact in a month:

- Phone call reminder
- Student is again marked absent
- Satisfactory process in jeopardy
- Administrative intervention

Fourth missed contact in a month:

- Phone call reminder
- Student is marked absent
- Progress is unsatisfactory
- Student Support Plan is written
- Possibly dropped from program

#### Progress:

Students may earn Unsatisfactory Progress for a variety of reasons, including insufficient contact during a month (see above), inadequate academic progress (determined either by parent/guardian or P-4 staff), or insufficient hours required by grade-level and FTE.

Failure to make Satisfactory Progress may result in the following requirements placed on student and/or parent/guardian

After First Month of Unsatisfactory Progress

- Meeting with WSLP certificated teacher to discuss progress
- Weekly phone contact is required in addition to normal weekly contact
- If progress for following month is satisfactory, requirements return to previous level

After Second Month of Unsatisfactory Progress

- Meeting with WSLP certificated teacher to discuss progress
- Additional intervention plan is designed by SLPC which may include:
  - Change in duration, frequency or form of weekly contact
  - Modification of WSLP
- Parent/Guardian and Student informed that should the student continue to demonstrate Unsatisfactory Progress, P-4 participation will be terminated

After Three or More Months of Unsatisfactory Progress

- Meeting with WSLP certificated teacher and school administrator
- Additional interventions or a change in placement including program removal