



Northshore Family Partnership Program



Northshore Family Partnership is the public parent partnership program for the Northshore School District serving families opting to educate their children at home under the guidance of a certificated teacher.

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 certificated teacher before the students can start classes to go over their WSLP. Each month, **parents are responsible for submitting monthly progress reports to their certificated teacher.**
2. **Parents as Primary Educators:** Parents who enroll in this program are opting to educate their children at home through a public-school ALE program under the guidance of a certificated teacher. Parents have the responsibility to provide instruction that meets grade level standards set by the state. They are free to select any program approved methods, materials, and any secular curriculum of their choice to teach foundational academic skills to their children. Any standard classroom curriculum not provided by the 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.
- Certificated teachers 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 certificated teachers.

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

1. Classroom Instruction: Certificated teachers’ classroom instruction will focus on child led

learning, project based learning, and collaborative work in order to reinforce the skills students are learning at home with their parents as primary educators.

2. **Certificated Teacher's Role as Advisor in Written Student Learning Plans:** Before the student begins classes, a certificated teacher will meet with parents to create the WSLP and will be responsible for verifying that the learning goals for the year are in compliance with state standards. Certificated teachers 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. Certificated teachers are responsible for assessing whether a student is or is not making progress towards state standards and indicating their assessment on the monthly progress reports. Certificated teachers 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 standard classroom curriculum for parents to utilize at home with their children.
4. **Parents will provide the majority of instructional hours outside of NFP class time**
 - a. 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.
 - b. Parents must document all standards based instruction monthly.
 - c. Certificated teachers must oversee instruction and documentation of all standards based instruction provided by parents, align the instruction parents report with state standards, and submit that documentation to OSPI each month. This will be a uniform approach between all Certificated teachers.

OSPI Oversight:

WSLPs, monthly progress reports 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.

Program Description

The Northshore Family Partnership program operates as an Alternative Learning Experience (ALE) under OSPI. 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 imperative—keeping in mind the overall goal of promoting whole child development.

Under the supervision of a certificated teacher, the parent is the primary educator. An individualized Written Student Learning Plan is created for the student that meets district and state standards. The certificated teacher will also assist in recommending curriculum and experiences that support the WSLP. Parents are responsible for reporting what their child is learning at home through a written monthly progress report. The certificated teacher will align the learning with the standards and evaluate progress." 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. NFP offers classes that follow an alternative learning model.

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 and perspectives, designing solutions that solve original problems in original ways; and developing compassion to embrace different perspectives and diverse people.

Students will not be expected to complete projects for their site based classes at home, but could extend their class learning with ideas suggested by the certificated teacher of that class.

Our program requires that students receive 28 hours of instruction per week, including class attendance and instruction at home covering all subject areas within the WSLP. Classes are offered Monday - Thursday. Families may register for one to ten hours of classes.

Program Components

Classes

NFP offers a wide variety of class opportunities. Students may register for up to ten hours of classes. Classes are offered Monday - Thursday.

Drop-off Option

Students who are enrolled in contiguous classes may be dropped off and picked up promptly after their final class of the day. *If students are not enrolled in contiguous classes, parents must stay on campus to supervise their children or take them off campus. Students over the age of 12 may stay on campus independently in supervised areas.*

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 plan. Each month, parents/guardians submit a monthly progress report. The certificated teacher will review student growth and determine whether adequate progress

has been met. Parents can also meet with their advisor to collaborate, plan instruction, gain curriculum support, and get 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 volunteers for children attending class contiguously before and/or after lunch.

Volunteering at NFP

It's NSD policy that volunteers complete a yearly Volunteer Application including a WSP Background Check. Online volunteer applications are available on the NSD volunteer page <https://www.nsd.org/get-involved/volunteer/become-a-volunteer>. *All visitors, including parents, are required to check in at the office and wear a provided badge.*

Kindergarten

It is highly recommended that kindergarteners enroll in a "Fundergarten" class. This class introduces children to kindergarten experiences and includes the WaKIDS observational assessment—which is part one of the state requirements for full day kindergarten. 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.

Orientation

All families must review orientation materials received from NFP prior to the beginning of the school year. This orientation will support all families in their teaching at home by outlining the program policies and procedures. Orientation is beneficial for all families, both new and returning.

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 of assessments well in advance of the testing dates.

Additional Learning Opportunities

NFP offers additional learning opportunities beyond class times which may include: Parent-led workshops for students; parent-led workshops for other parents; workshops for students or parents led by professionals; monthly field trips; parent seminars, student seminars, after-school programs, and clubs.

Northshore Family Partnership PTSA

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

As an NFP parent or community member, joining the PTSA helps us to be successful. All families are encouraged to become members, and attend the quarterly family meetings.

NFP Advisory Committee

The advisory committee is made up of NFP teachers, administrators, and parents. Their role is to support and provide input on program development.

Advisory Membership:

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

Family Responsibilities

1. Appropriate enrollment forms must be completed prior to admittance to the program.
2. Families must provide or arrange for transportation to and from campus. This includes on-time drop-off and pick-up.
3. Families are responsible for attendance in all classes in which the child is registered. The state requires that students meet with a certificated teacher at least once a week. This program will meet that requirement through attendance in onsite classes.
4. Should a student be unable to attend any classes during a school week, that ***student*** must be in 2-way contact with their certificated teacher to outline student learning. For example: an email sent in their voice, a short video sent, or video/phone chat.
5. Prior to a student's attendance in classes, families must participate in the development and maintenance of a Written Student Learning Plan (WSLP). The WSLP will include a description of the specific learning goals and performance objectives to be tied to district overall goals and objectives for student academic achievement.
6. Each WSLP must be developed and monitored by the certificated teacher in consultation with a parent *and the student*.
7. With the support of a certificated teacher, parents will complete a monthly progress report, which includes documentation of learning activities and progress.

8. Students are required to meet with their certificated teacher monthly to report what they have learned.
9. Parents will report progress and/or attend a monthly progress report meeting with a certificated teacher to monitor progress as outlined in the WSLP.
10. Parents must agree to serve as their child's primary educator and provide secular instruction in subjects as specified by the WSLP.
11. Parents are required to remain on campus with students under the age of 12, when not in class. Students who are enrolled in contiguous classes may be dropped off.
12. Parents are encouraged to volunteer for our school. Together we will create a dynamic opportunity for our students.
13. Parents failing to fulfill the requirements of the WSLP will be placed on an Intervention Plan.
14. Failure to comply with the responsibilities described above may result in removal from this choice program.

Application & Enrollment

Application materials will be available on the program website and at the Bear Creek Campus Office. Completed forms must be returned to Nicole Brenengen at nbrenengen@nsd.org. Please be sure to include all of the following:

- ☐ [Application to NSD Parent Partnership](#) who are new to the program.
- ☐ [Parent Contract -signed](#)
- ☐ [Foundational Principles of the Northshore Family Partnership](#)
- ☐ Student Health Form

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

Any out-of -district families, who are already in our program, are grandfathered through our highest grade. This is contingent upon attendance, effort, and citizenship.

New-to-District Student Enrollment Procedures

Following acceptance into NSD Family Partnership, students who have not been enrolled in a Northshore School prior must complete the district enrollment procedures. Note: those living outside of NSD must also have an approved Choice Transfer prior to enrollment.

Enrollment materials will be available on the program website and at the Northshore

Family Partnership Office. Completed forms must be returned to The NFP Office. Please be sure to include all of the following:

- ☐ Northshore School District Enrollment Form
- ☐ Certificate of Immunization Status or Certificate of Exemption
- ☐ Proof of Residency (if in-district) or Choice Transfer form (if out-of-district)
- ☐ Copy of Birth Certificate

Class Registration

Class Registration Procedures

Families will register for classes online. Returning families will have a short priority window in which to register. New families will be able to register after.

Overload

When a class reaches maximum capacity, students will be added to overload so that NFP can determine next steps. Parents will be responsible for monitoring availability for classes they were unable to register for and registering their own student if room becomes available.

Parent Educator Comprehensive Support Plan

Parents who enroll in Northshore Family Partnership are opting to educate their children at home through a public-school ALE program under the guidance of a certificated teacher. Parents have the responsibility to provide instruction that is guided by 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 certificated teachers 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.

Contact Between the NFP Family Advisor and the Family

| NFP Family Advisor/Certificated Teacher | Parent/Guardian | Student |
|--|---|--|
| Monthly contact with families. Monthly contact with the student to discuss what the student has learned. Contact can be over Zoom, or by | Parents are responsible for communicating what their child is learning at home as part of the monthly progress report that is submitted to OSPI. | Regular contact between the student and certificated teacher is necessary to meet the evaluation requirements of the program. |

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| <p>phone, as well as bi-directionally via email, Marco Polo, etc.</p> <p>Parents may choose to facilitate these meetings based on the ability of the student. (For example, if a child needs reminding, or cannot handle Zoom or phone meetings, they have other options available.)</p> <p>Certificated teachers can schedule a meeting with a student and/or parent if they feel they need more information to determine whether a student is making adequate progress toward WLSP goals.</p> | <p>This can be done in the following ways.</p> <ol style="list-style-type: none"> 1. Parents meet with the advisor and verbally communicate progress. The advisor will put this information into writing. 2. Parents submit progress in writing to their advisor via WINGS for approval. <p>Meetings between parent and advisor can be scheduled if desired or needed by either party.</p> <p>Parents can request a meeting regardless of which of the above options they choose.</p> <p>Certificated teachers can request a meeting if they do not have enough information to determine whether a student is making adequate progress.</p> | <p>For students attending NFP classes</p> <ul style="list-style-type: none"> • Bi-directional contact with the certificated teacher monthly by some means to talk about their home learning. Parent, student, and certificated teacher can discuss the most appropriate means of contact. <p>For students who do not attend class in any given week</p> <ul style="list-style-type: none"> • Bi-directional contact that week with their certificated teacher via email, phone conversation, video, etc. This must be documented in WINGS. |
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Reporting Monthly Progress

| | Reporting Responsibilities | Assessment Evaluation Options |
|--|---|---|
| <p>Parent\Guardian (at NFP the parent or guardian is the primary educator see NFP Foundational Principles)</p> | <p>All learning done outside of NFP classes.</p> <p>Each subject taught, including a summary of specific exercises, activities and outcomes.</p> <p>Reporting of progress towards WSLP learning goals for each subject taught, with a summary of lessons, exercises, activities, and evaluations (including those taught by parents or using outside assistance, such as tutoring).</p> <p>Reporting progress to specific standards is not required but can be done if desired.</p> | <p><i>What did they learn? How do you know?</i></p> <p>Monthly progress reports can include quantitative or qualitative assessments of student learning. They do not need to include both.</p> <p>Quantitative Assessments</p> <ul style="list-style-type: none"> • % or # correct out of a set of questions/exercises • % completion of larger units or standards • Other numerical evaluations <p>Qualitative Assessments</p> <ul style="list-style-type: none"> • Observations of learning through interaction with student • Information gathered using rubrics on |

| | | |
|------------------------------|--|--|
| | <p>See Reporting Examples</p> <p>All learning done between reports = 1 month of data - <i>not necessarily 1 calendar month of data</i></p> | <p>assigned topics</p> <ul style="list-style-type: none"> • Discussion between student and parent of material covered. • Learning monitored against subject checklists. <p>Examples of Qualitative (narrative) Assessment statements:</p> <ul style="list-style-type: none"> • Demonstrated understanding by... • Clearly described... • Gave specific details on... • Was able to recount... • Demonstrated proficiency/mastery of subject by... • Etc. |
| NFP Family Advisors/Teachers | <p>Certificate teachers determine and document if a student is making satisfactory progress toward learning goals stated in the WSLP each month and submit this information to OSPI.</p> <p>Certificated teachers document all contact and meetings with students and parents.</p> <p>Teachers document what kids are doing in classes on campus (synchronous and asynchronous).</p> | <p>Certificated teachers evaluate progress based on monthly contact with the student, information submitted by the parent/guardian (either in writing or meetings), and information about what students are learning in classes submitted by NFP classroom teachers.</p> |

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 certificated teacher to detail the learning that occurred during that absence.

It is important that parents/guardians call Nicole in the office whenever a student will be absent from school at 425-408-4101, otherwise the absence will be counted as an unexcused absence. If an absence is unexcused, or if a student does not make direct contact with their teacher/advisor, this is counted as insufficient student contact and can trigger an intervention plan, which will require more frequent contact with your certificated teacher.

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 if absences are frequent, or extended for more than twenty days.
- 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, submit form [Request for Excused Absence](#) to the office at least one week prior to the requested absence dates. **The student will need to make contact with their certificated teacher during excused absence to document learning.**

Inadequate Student Progress

Progress will be presented to the certificated teacher monthly. A certificated teacher may determine that a student is making inadequate progress if learning activities described in the monthly reports are not aligning with state instructional standards or if students appear to be struggling with the content of instruction provided by parents at home made evident by the student's monthly meeting. Families and the certificated teacher will work together to plan an academic intervention that best suits the student.

Intervention Plan

One or more of the following criteria for the institution of an intervention plan:

- Family is not participating in the monthly progress meeting.
- Monthly Progress Report consistently insufficient for Family Advisor evaluation.
- Family has been notified and is not responding or adjusting to feedback on Monthly Progress Reports.
- Observed student growth inconsistent with Monthly Progress Reporting

Prior to the institution of an intervention plan:

- The parent has been contacted by email and phone and notified of the concern.

- The parent is notified that a meeting will be scheduled with the family advisor, family, lead teacher and or principal.
- Family advisor will discuss student progress with the principal and/or lead teacher and determine next steps.

How an intervention plan will work:

- The certificated teacher will be responsible for writing and discussing the plan with the parent/guardian and the students, as well as following up as needed per plan requirements.
- The parent/guardian and the student are responsible for following the requirements set forth in the finalized plan and meeting weekly with their certificated teacher to update learning and assessments as determined in the intervention plan.
- If progress for the first month of the intervention plan is satisfactory standard requirements for the program are reestablished.
- If the family is still in need of support the intervention plan will be reevaluated and continue for an additional month.
- If after 2 months no changes are evident, the parent/guardian and student meet with the Family Advisor and principal/lead teacher to determine next steps.

NFP Family Intervention Support Plan

Climate and Culture

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.

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.)

School Steps for Supporting Behaviors

- To develop a school-wide positive learning culture and experience for all students
- NFP uses Restorative Justice as a method of supporting students in conflict. The goal is to work with students 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 is crucial to student success.

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, guardians, 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**.

| Teacher Managed | | Office Managed |
|---|---|---|
| Supported by Teacher | Supported by Teacher and Principal | Supported by Principal |
| <p>Slip Ups: 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"> -Forgetting class materials -Talking out of turn -Tardy -Off-task -Blurting | <p>Minor Problem Behavior: disrupts the learning environment and is issued a Reflection Form.</p> <p><u>Possible Examples:</u></p> <ul style="list-style-type: none"> -Pattern of "Slip ups" within a short time frame -Disrespect/profanity -Minor dishonesty -Blurting out -Food, gum, drink -Dress code violation -Minor insubordination | <p>Major Problem Behavior: drastically distracts or makes the learning environment unsafe for other students.</p> <p><u>Possible Examples:</u></p> <ul style="list-style-type: none"> -Multiple "Minor" problem behaviors -Aggressive physical contact -Bullying/harassment -Profanity towards staff/student -Vandalism -Weapons -Drugs/Alcohol |

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.

Additional Resources

[Attendance Reporting Policy](#)

[Request for Excused Absence Form](#)

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

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

Northshore Family Partnership Parent Contract

I, _____ (parent/guardian name), parent/guardian of
_____ (student(s) name) understand the following
requirements of the Northshore Family Partnership (NFP) as an Alternative Learning
Environment (ALE) created for families who are instructing students at home:

- ☐ A requirement of this program is that my child(ren) 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(ren)'s learning outside of NFP classes for a total of 28 hours. _____ (initials)
- ☐ I understand that, as the primary educator of my child(ren) under the guidance of a certificated teacher, I am responsible for my child(ren)'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. At that initial meeting I am required to develop an academic plan for the school year. _____ (initials)
- ☐ I understand the requirement that my child(ren) meet monthly with their advisor to discuss their home learning. _____ (initials)
- ☐ I understand that I am responsible for reporting monthly progress, outlining skills, concepts and content standards addressed by at-home learning during the prior month. _____ (initials)
- ☐ I understand that failure to adequately document student progress will result in an intervention 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, we will be exited from 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(ren)'s at-home education. _____ (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*

