



EMPOWERING AND SUPPORTING YOU TO BE YOUR CHILD'S BEST MENTOR

High School Parent Role for Your Involvement

Please use this list a check list to understand your part of the partnership...

1. Read through the handbook and web-site to determine if MCP High School is a good fit for your family
2. Complete the Steps For Enrollment if you have not already been a student at MCP
3. Learn how to use our WINGS program for the partnership. Tutorials are available by calling the office for a session or a refresher.
4. Follow the plans and time-line outlined in your child's Written Student Learning Plan on WINGS.
5. Complete and submit monthly reviews by **the 20th of each month** if you are taking off site classes
6. Commit to being your child's mentor in their educational journey and stay involved in grade checks, and goal setting for units of study through emails, WINGS, powerschool and other technology sites we use to promote collaboration.
7. Have your child make weekly contact with the assigned staff for their off site or online class if they have no other classes on camp.us.
8. Have your student/child attend the Apex/Aleks on site times once a week
9. Attend any meetings with your child.
10. Any logs your child is keeping for PE or arts classes please make sure they are kept from month to month and your student/child brings them in to the high school consultant to view
11. Make sure your child passes the district computer competency test before their senior year. You may schedule on line on the district website. Tests are administered two times a month throughout the school year.
12. Meet the State Required Instructional Hours that include the off-site hours
13. Provide the needed time for a working computer with internet capability for on line courses each week as well as for communication.
14. Work with your child and our counselor on navigation each year. *see handbook
15. Your child has a family mailbox on site that can be checked by you or your student to bring home information to you
16. Read the news sent by the office to families

The monthly review's purpose is to assess progress according to the goals and time-line outlined in the learning plan for the previous 30 days on WINGS. Completing

Monthly Reviews on Wings for each student is a requirement to be enrolled at MCP. MCP must abide by all the state requirements, including monthly reviews, to operate a Parent Partnership. Reviews are due by the 20th of the month: 9/20, 10/20, 11/20, 12/10, 1/20, 2/20, 3/20, 4/20, 5/20 and 6/3. These need to be done by the high school teacher. Progress can be viewed on WINGS by parents.

Instructional Hours

Parents assume responsibility for their child's off-site instructional time and are required to meet the *indicated number of hours per week* according to the Washington State Laws. The required times listed below are the combined hours of off-site and on-site instructional time per week according to the Washington State Law for a full time student.

Grades 9-12 25 hours total for full time student

High School Classes account for 60% on site and 40% off site. Classes meet for 3 hours a week and another 2 hours a week needs to be working off site with work as suggested by the teacher as well as homework time. High school students therefore need to be using their out of class time **for each class** to be involved in rigorous work by: investigating topics, reading related ideas, studying, learning as well as doing homework which would account for at least four hours a week.

PARENT ROLE FOR HIGH SCHOOL STUDENTS IN ON LINE COURSES

While the home school experience changes as students become high school students it is still important to maintain the integrity of a successful contract learning experience that parents help with the parameters of success. Primarily having the following in place on a regular basis will aide in this success.

1. Maintaining a working computer at home and if it fails then have a back-up plan for another computer
2. Internet connection working on a regular basis
3. An agreed upon time that can be spent on the computer without interruptions that equal 1 hr per day
4. Quality time spent by the student on the computer to utilize the suggested supplementary resources of videos and other materials on line
5. Proctor the tests and quizzes taken at home and request the apex coordinator to unlock a test when you are ready to take the quiz and have it monitored at home.
6. Check in with your child on progress in the program and success on units on a weekly/daily basis – USE THE ROLE OF BEING A MENTOR AND ASKING YOUR STUDENT WHAT THEY MAY NEED HELP IN OR WHAT THEIR PLAN FOR COMPLETING THE PROGRAM WILL BE. IF THEY FALL BEHIND, GET SICK AND CAN NOT GET BACK INTO THE PROGRAM OR HAVE OTHER INTERRUPTIONS THEN FURTHER CONVERSATIONS NEED TO TAKE PLACE REGULARLY
7. The more kinesthetic your student is or one that likes to learn through doing, moving and touching or experiencing the learning process the more your support is needed for this type of learning environment that lacks these types of experiences.

CORE VALUES OF MID COLUMBIA PARTNERSHIP PROGRAM

***A small school setting serving the unique needs for families in the Kennewick School District**

1. Work with families to help the inward sense of discovering a passion for something and learning to see that tied to a purpose in life
2. Partner with parents who want a schooling foundation for their child as well as families that want to be involved with their child in innovative, family and community centered activities
3. Help families explore the strengths of their child's learning style in a flexible setting
4. Assist families and students to create building blocks for their curriculum needs and priorities over time
5. Guide families with options in learning materials that are both "roots" [can be worksheets and drill activities found in both text books or in educational games that were purchased or created] and "wings" [more project based and experiential as well as bending with cross curricular ties]
6. Support families in evaluating their child's work over time and throughout the changing seasons of their experience through multiple measures that include but are not limited to:
 - a. Worksheets , Writing, b. Hands On Projects, c. Narration and Discussion, d. Tests and Quizzes
7. Build an atmosphere of compassion and understanding and a sense that staff members are trusted adults in the lives of the students we serve in smaller class settings
8. Establish goals with families and students to build independent learners who can mature through self-discipline in their academics or to get back on track from issues that have interfered in their learning in the comprehensive school settings
9. Help parents through the changing phases of teacher coach, mentor in the K-12 learning years
10. Establish a vigilant partnership across the district and with all administrators and board members as to the unique conditions of our students and families. Be a positive program in the district and the community that builds a strong sense of education capable of serving families that want to make core decisions for their child's learning environment within the public school setting and part of the state alternative learning opportunities for families

Principals: Carrie DeForest K-6, Dianna Veleke 7-12