

Family Partnership Advisory Group

Our Questions

(SV) = Site Visit (S) = Survey

Class/schedules/grades:

How are parent requests for classes addressed within the program? Parent classes to teach student/child or taught by teacher? (SV)

How many classes/subjects on site (at the school)? (SV)

What type of technology classes do you have? (SV)

How (and by whom) are the class/group schedules for students/families developed? (SV)

What are the most popular classes the students take? (SV)

What do you do for a PE program? (SV)

Is the timeline flexible?

What is the maximum number of students per class? (SV)

What will be the balance between the enrichment courses and the courses for content that is taught at the BPS schools? (SV)

Connecting with current enrichment opportunities in schools (after school programs), is this a possibility?

What are the requirements to offer a course through the program? How many students/families need to be interested in the course for it to be offered? (SV)

How are the grades grouped? Ex. K-2, 3,5, 6-8? (SV)

Curriculum:

How are requests for materials and the materials (educational) handled? Is there a process for "qualified" materials? (SV)

How do you develop your curriculum? (SV)

Any examples of family partnership programs that offer services that are not curriculum based to all families in the district?

Advocate for a component piece that uses 'best practices' as defined by Daniels and Bizar in *Methods that Matter*, Six Structures for Best Practice Classrooms: Integrated study, Small group

collaborations, Representational Learning, Workshop designed classrooms, Authentic Experiences & Reflective Assessment

Where do you go offsite for fieldtrips? (SV)

How much of this is meant to be technology driven?

My experience with the child centered teaching that was the hallmark of the IB PYP program actually fits in well with the child centered nature of ALEs.

Student learning plans:

Are the documented academic areas with which parent partnership programs students and parents need more help?

Can we do consultation only with a parent and never see the student?

I noted some SLPs were not well written. Writing good program of study takes experience and skill.

Any examples of a district that has an SLP for every student in the district?

I spoke with a parent last weekend who felt her SLPC(consultant) was intrusive and that caused her to leave the parent partnership program. What plan would be in place for staff professional development?

Facility:

How did you build your library? (SV)

Would you change anything about your parent space? (SV)

Is program offered in places other than the designated facility? (SV)

Philosophy:

What do homeschool families think of the term ALE?

Can we get all the other programs mission/vision statements prior to visits (SV)

What are the best strategies for developing a community of learners with such diverse perspectives on learning and schools?

How do you encourage family accountability without limiting flexibility and empowerment?

In the vision/mission arena, how to give kids “voice” in their education?

What do students in public schools think of the idea of being “homeschooled”? Would they prefer it?

For students: Which supports/connections/services are the most helpful to help you engage and enjoy learning? (S)

For teachers: What makes a partnership with a family successful? What are the obstacles? (S)

For families: What does your ideal school day with the program look like? (S)

Rules/regulations/parameters:

How to protect the home-based education state (i.e. parent is decision-maker) while in an ALE?

How to address “parent in charge of home school education” with state needs?

How creative and outside the box can we be and still reside within the state regulations and district perspective?

What are the legal/economic parameters for the program?

More information about the current ALE legal guidelines would be helpful.

Are there ALE guidelines that surround support we could provide with children birth-3 years?
What range is possible for us to serve?

It will also be so important for us to specifically gain a full understanding of Homeschool law in Washington State. What are the various pathways that home schooling families are using to fulfill legal requirements for home education?

Community and services:

Can the Larrabee facility also serve BPS as a site for professional development?

What kinds of community partnerships are envisioned?

Where do some of the district’s current partners (NSEA, NCI, Common Threads, BAAY, etc.) fit into this conversation?

Any ALE based programs that staff persons available to all families in the district?

Do any parent partnership programs have university partnership or cooperation?

Where does Options, Grads and any other current or planned alternative programs fit into our conversation?

Can a kid who attends regular school full time take a class with the family partnership?

Diverse needs:

For administration: How are you providing resources to ELL families and children with IEPs? (SV)

Kids with IEPs served at site or elsewhere?

Will the program be able to accommodate physical and other disadvantaged students?

Are there special needs program classes to address this aspect of education?

Engaging families (adults and students):

Are there good ways to draw resources (time, skills) from within the community of families? (SV)

How do families connect with each other in the exemplar programs? (SV)

What forms of communication with families have been or are currently being used? (SV)

Do various sites have "liaison" role on their staff? Persons who bridge program to families, who are the home education community? How does that look? (SV)

Do programs have a "Student advisory council"? (SV)

What are ways that families are succeeding? What are the challenges in this regard?

Funding:

Funding?

Would this program disappear if all state funding goes away?

Are grants possible avenues to enhance programming? Waivers?

What are the economic factors that will inform our thinking? What does OSPI contribute? How have other programs budgeted for success?

Identifying the needs/interests of the community:

What questions could we most strategically ask of different stakeholders (current homeschool families, private school families, kids who are served by the district but are not thriving) that could inform our decisions?

How can we make sure all different demographic groups have their voice? Will we work with interpreters/community organizations and outreach?

Can we send out an online survey monkey to all current families/students to ask their interest/needs?

What would be the process to develop, deliver, approve, deploy and survey the whole district?

Can we talk with some students/families who are already (or have previously) partnered with the BPS ? For instance, what about "homeschool" kids who come to school for theater or language. How does that work?

General:

What is the school mascot and colors? (SV)

Can we watch parts of classes or other programs? (SV)

Mike Poutiatine – Gonzaga Professor on Alternative Schools in the area??

For administration: In which ways do you measure success? Individually and program wide? (SV)

What is the target number of students in year 1, year 2, year 3, etc. and age break downs?

As an education professional, I experience both hostility to this idea, as well as, passive support. Are the teachers of BPS supportive?

Visit the gold standard at some independent schools. Karen Fogel near Monroe, independent school for profit, Chrysalis