

## **Facilitator's Guide | RESCHOOL Choice Workshop**

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## Overview

The RESCHOOL Choice Workshop is designed to support students and their families in building their agency to make intentional and informed choices about an elementary, middle or high school transition. The workshop surfaces the deeper values and context that influence a family when it comes to choosing a school that is the right fit for them.

After several iterations of this workshop, the [RESCHOOL](#) team is distributing this tool to people who are directly or indirectly supporting families with educational choice-making. As schools and other family-facing organizations explore what type of support to provide families in this increasingly complex process, we are offering a tested resource that can be replicated with a minimal investment of time and money.

Please keep in mind this workshop can and should be contextualized for each community. While we believe anyone can find value in this workshop experience, it will be most valuable for people who live in communities where there is a significant amount of choice among different schools. In some school districts, such as Denver Public Schools, choosing a school is a normalized and structured process that is largely facilitated by the district itself. In other Colorado districts, school choice is a less common endeavor, leading to gaps in access. In both scenarios, choosing the right school can be a stressful, overwhelming, and sometimes lonely undertaking. This workshop could also be especially valuable for families who are moving and facing a decision about which school to attend within a new district. Regardless of circumstance, this workshop is a starting place. Our intention is to build families' confidence in making a school choice.

### 1) Role of the Facilitator

The role of the facilitator is to support families and students in surfacing their own values, but not to prescribe their choices. The facilitator should be prepared to answer questions and provide resources, but not necessarily give their opinion on their preference for one school over another. Ideally, the facilitator is knowledgeable of the facts of different school models so they are well-positioned to answer questions or direct families to more specialized resources.

We encourage facilitators to consider their own bias towards or against particular elements of school choice, and consciously work to eliminate those biases when supporting families. This can be a tricky balance to strike, as many families likely view the facilitator in a position of authority and trust their opinion on such an important choice. However, this workshop has been designed to foster agency and confidence within families and students. The power of the workshop is in providing the space for families to reflect with one another, while being supported by an objective third person. That is what makes the workshop a unique and valuable experience.

## 2) Description of Toolkit Materials

All materials for the School Choice Workshop can be found on the [RESCHOOL website \(https://bit.ly/2IFQkli\)](https://bit.ly/2IFQkli)

### A. Sample Agenda

This is the item in the toolkit that should orient you to all other items. It is a sample agenda of how the workshop is run, and will help you understand how every other piece of the toolkit fits in. As you read this section of the Facilitator's Guide, if it's helpful, you should pull up the accompanying document in the toolkit to review.

### B. Family Fit Tool

The **Family Fit Tool** is a questionnaire that helps parents sort through the most important factors to them when choosing a school. There are three different versions of the Family Fit Tool differentiated for elementary, middle, and high school transitions.

The facilitator should be familiar with the [types of schools \(https://bit.ly/2q0DCgl\)](https://bit.ly/2q0DCgl) available locally. School types include:

- “home” or neighborhood schools, which are usually the default assignment for families based on their address;
- [charter schools \(https://bit.ly/2IFmODJ\)](https://bit.ly/2IFmODJ), which are tuition free schools but are rarely neighborhood assignments, and therefore usually entail an application process;
- [innovation schools \(https://bit.ly/2VtXGUh\)](https://bit.ly/2VtXGUh), which are district-operated schools with more autonomy;
- magnet schools, which usually involve a criteria-based admissions process for a specialized program such as the arts, international baccalaureate, or gifted/talented; or
- [online schools \(https://bit.ly/35kZhjU\)](https://bit.ly/35kZhjU), which can be operated by a single district or multiple districts statewide.

This workshop is designed for families choosing a public school, but we recognize that many families may also be considering [homeschooling \(https://bit.ly/35IVcMs\)](https://bit.ly/35IVcMs) or a [private, parochial, or independent school \(https://bit.ly/3231VZy\)](https://bit.ly/3231VZy). If that's the case, the facilitator should identify or prepare resources ahead of time to educate families about the non-public school options in the area. Some questions to anticipate are how much tuition costs, what the application process and deadlines are, and how competitive the selection process is for a given private school. You may also need to field questions about the various school models and philosophies, such as core knowledge, expeditionary learning, Montessori, or Waldorf.

It is likely that every version of the **Family Fit Tool** will need to be customized to fit your community context. For example, one of the questions on the middle school questionnaire is about desired grade configuration, listing the options of K-8, 6th-8th grade, or 6th-12th grade. In Denver, families have options for all three types of middle school configurations but in a small town, there might be two middle schools both serving 6th-8th grades. In this context, the question is not relevant and can be removed.

Another example is the question related to school performance. Most districts follow the rating system from the Colorado Department of Education (CDE), which gives a rating (from Does Not Meet Expectations to Exceeds Expectations) along with a color (from red to blue). However, in a district like Denver Public Schools, it is much more common to use the district's own school performance framework which gives a different rating (from Accredited on Probation to Distinguished) along with a color (from red to blue). This is a question that needs to be customized based on where the workshop is being delivered, but a safe bet is to use the CDE ratings as a baseline.

### C. Learner Profile

We use a **Learner Profile** with students to center their input and surface their own values on school. During the split activity, students are completing this Learner Profile while their parents complete the Family Fit Tool in the other room. RESCHOOL has created a simple four-question template (below) that can be adapted, depending on the circumstance.

*Learner Profile: Choosing Your Next School*

Things I love about school right now:	Things about school I wish were different:
I believe I learn best when...	I hope the next school I go to <u>has</u> / does / is...

If you have enough time and capacity, we recommend selecting a more sophisticated Learner Profile that students can complete a few days ahead of time. Then, when students attend the workshop, they can bring the results of their Learner Profile and share it with their parents in the paired activity. RESCHOOL curated a wide range of Learner Profiles for this exact purpose, which can be found [here \(https://bit.ly/32253Vi\)](https://bit.ly/32253Vi). Keep in mind, each tool comes recommended with a certain age range.

Learn more about the two Learner Profiles most commonly used by RESCHOOL Advocates: the [Learning Genome Cards \(https://bit.ly/33e7a8l\)](https://bit.ly/33e7a8l) (for students age 5-12) and [Thrively \(www.thrively.com\)](http://www.thrively.com) (for students ages 12-18).

### D. Choice Factors

Prepare one set of Choice Factors for every participating parent and student attending the workshop; they are meant to be cut out and reused. They can be customized based on the context of the school choices in your community.

TRANSPORTATION	SIZE (# of students)
ACADEMIC PERFORMANCE	LOCATION (distance from home or work)
UNIFORMS	GRADES SERVED (K-8 <sup>th</sup> / 6 <sup>th</sup> - 8 <sup>th</sup> / 6 <sup>th</sup> - 12 <sup>th</sup> )

### E. School Profile

Prepare one **School Profile** poster for each relevant school option in your community. For example, if you are facilitating a workshop for a group of 5<sup>th</sup> grade students and their parents who are choosing a public middle school option, you would create one poster for each public middle school in the area. There is a sample School Profile in the toolkit called *Rocky Mountain Prep Creekside* for reference.

### F. Top Schools List

The **Top Schools List** is a note catcher for parents and students to fill in together as they gather information about potential schools. Each family writes down their top schools, what they like about that school, and any remaining questions they have about each school. They take it home to inform their next steps in the choice-making process.

### G. Survey [Optional]

	School name <i>Nombre de la escuela</i>  <i>Ex: Denver Center for International Studies</i>	What do I like about this school? <i>¿Qué me gusta de esta escuela?</i>  <i>Ex: I like the international focus of the program</i> <i>Ej: Me gusta el enfoque internacional del programa</i>	What questions do I have about this school? <i>¿Cuáles son las preguntas que tengo sobre esta escuela?</i>  <i>Ex: How do they support English language learners?</i> <i>Ej: ¿Cómo apoyan a los estudiantes del idioma inglés?</i>
#1			

The **Survey** is an optional tool for you, the facilitator, to gather feedback on the workshop experience from the participating families to inform the future support you provide them.

Use these questions as a starting place:

- How useful was this workshop in helping you begin the school choice process?
- What was the most valuable part of this workshop?
- What do you wish had been included in this workshop that wasn't?
- What support would you like as you continue exploring your choices?

### H. Preparing for the Workshop

Use the [Preparing for the Workshop](#) document to guide the steps you will take to prepare to facilitate the workshop. There is also a section of this document describing all the things you need to print.

## Workshop Outline

The workshop takes 75-90 minutes to facilitate from start to finish. If you are hosting a larger group, we recommend scheduling it for the full 90 minutes to allow for transitions and late arrivals.

The ideal group size is more than 6 people (3 students, 3 family members) but fewer than 30 people (approximately 15 students, 15 family members) overall.

The flow of the workshop is divided into five phases:

### **FRAMING** (15 minutes)

The facilitator frames the purpose of the workshop and shares any relevant information about the logistics and timeline of their school choice process.

### **SPLIT ACTIVITY** (25 minutes)

Students and their families split into separate rooms to complete an independent activity that helps them articulate what they value in their school.

### **FAMILY PAIRED DISCUSSION** (10-15 minutes)

Students and families come back together to discuss the results of their activities and reflect on any similarities or differences in their responses.

### **SIMULATION\*** (15-20 minutes)

Together, students and families make mock school choices based on information about real school options that have been compiled by the facilitator.

### **DEBRIEF & NEXT STEPS** (10-15 minutes)

Students and families reflect on the experience and share any next steps they will take in their school choice process.

*\*Option for workshops in Denver Public Schools:* instead of simulating the choice-making process with posters, have students and families spend the same amount of time exploring using the online [DPS School Finder \(https://bit.ly/2Ea2APY\)](https://bit.ly/2Ea2APY) tool. Jefferson County Public Schools has a similar tool called [Enroll Jeffco \(https://sforce.co/2M0NTBU\)](https://sforce.co/2M0NTBU). In this case, have some iPads or computers on hand if you have enough.

## Stay Connected

Here at RESCHOOL, we are eager to follow the conversations and actions sparked by experiencing the workshop. Below are a few ways to keep in touch with us:

- Post photos of the workshop on social media using the hashtag #RESCHOOLCO.
- Share your experience via a short survey at: <https://bit.ly/2ICqNzo>
- Download the full RESCHOOL Choice Workshop toolkit at: <https://bit.ly/2IFQkli>
- Tell your friends and colleagues about the workshop.
- Follow RESCHOOL's work:
  - [Facebook](#) (@RESCHOOLCO)
  - [Twitter](#) (@RESCHOOL\_CO)
  - Sign up for our [newsletter](#) (<https://bit.ly/325ApdK>)

Any questions? Feel free to reach out to [info@RESCHOOLcolorado.org](mailto:info@RESCHOOLcolorado.org).

## Sample Agenda | RESCHOOL Choice Workshop

Time	Activity
5:30-5:45pm	<p><b>[FRAMING]</b></p> <p>Parents and their children start out in separate rooms from each other in order to have a more peer-oriented discussion first, before coming back together.</p> <p>Facilitator shares the following with each group:</p> <ul style="list-style-type: none"> <li>• Introductions &amp; context setting</li> <li>• Outcomes of the workshop <ul style="list-style-type: none"> <li>○ Understand each students' interests, strengths, and learning styles.</li> <li>○ Gain a deeper understanding of the interests and values that influence what each parent and student is looking for in a school.</li> <li>○ Expand knowledge of school choices and what differentiates them.</li> <li>○ Walk away with top choices and questions to ask of those schools.</li> </ul> </li> <li>• Share an overview of the school choice process. <ul style="list-style-type: none"> <li>▪ Information from Colorado Department of Education <a href="#">here</a></li> <li>▪ Information from Denver Public Schools <a href="#">here</a></li> <li>▪ Information from Jefferson County Public Schools <a href="#">here</a></li> </ul> </li> <li>• Overview of school performance ratings and how to interpret them. <ul style="list-style-type: none"> <li>○ Information from Colorado Department of Education <a href="#">here</a>.</li> </ul> </li> </ul>



5:45-  
6:10pm

**[SPLIT ACTIVITY]**

Activity with Parents	Activity with Students
<p><b><u>Parents:</u></b></p> <ul style="list-style-type: none"> <li>• (10 mins) Parents complete the <b>Family Fit Tool</b>.</li> <li>• (5 mins) Parents arrange the <b>Choice Factors</b> in order of preference for the ideal school environment.</li> <li>• (5 mins) Parents turn to the people sitting next to them and discuss their top factors. <ul style="list-style-type: none"> <li>◦ <i>Why do these factors matter to you?</i></li> <li>◦ <i>What values live under these preferences?</i></li> </ul> </li> <li>• (5 mins) Facilitator selects 1-2 parents to share an insight with the whole group that emerged from a small group discussion.</li> </ul>	<p><b><u>Students:</u></b></p> <ul style="list-style-type: none"> <li>• (10 mins) Students complete the <b>Learner Profile</b>, using either the RESCHOOL template or reviewing the results from one of the tools (Learning Genome Project or Thrively) they completed in advance.</li> <li>• (10 mins) Students arrange the <b>Choice Factors</b> in order of preference for the ideal school environment. Students can take notes about what's important to them about each factor, adding to their <b>Learner Profile</b>.</li> <li>• (10 mins) Students take a photo of their ranked choice factors in preparation to share with their parents. Turning to the person sitting next to them, students practice explaining their top factors.</li> </ul>



6:10-  
6:20pm

*extended  
version  
6:10-6:25pm*

***Transition:*** Students move into the room with their parents.

### **[FAMILY PAIRED DISCUSSION]**

Students share the results of their **Learner Profile** with their parents.

- Things I love about school right now
- Things about school I wish were different
- I believe I learn best when...
- I hope the next school I go to has / does / is...

Students and parents compare their two lists of choice factors.

- Discussion: What's different? What's the same? Why?



6:20-  
6:35pm

*extended  
version  
6:25-6:45pm*

**Transition:** Parents and students stand up to move around the room.

**[SIMULATION]**

- Families walk around the room together to look at the **School Profiles** on the wall.
- Using the stickers provided, parents and students place stickers on their top school choices. The facilitator should also encourage families to take photos on their phone of the information that is displayed on the posters.
- Using the **Top Schools List**, families take notes on the following:
  - What are your top 3-5 schools?
  - What do you like about those schools?
  - What questions do you still have about those schools?



6:30-  
6:45pm

*extended  
version  
6:45-7:00pm*

## [DEBRIEF & NEXT STEPS]

- 1) The facilitator engages students and parents in a whole group debrief. Use the questions below as a starting point.
  - a) What did you learn from this workshop?
  - b) What surprised you?
  - c) What are you still wondering about?
  - d) What next steps will you take?
  - e) What are the things you expect to get from school?
  - f) Where else might you seek learning for your child?
- 2) Students and parents complete the [Workshop Exit Survey](#).
- 3) Facilitator shares any additional support they will be providing in the coming months.
  - RESCHOOL framing: *We believe it can be a challenge to find a school that meets every single one of a family's needs. We encourage families to remember that learning happens everywhere. If there are some things a family really values, but do not need to be in the school setting, it is possible to find those in community-based experiences, such as during extracurricular programming or in the summer.*

## Family Fit: Choosing an Elementary School

### HOURS

What are my preferred start and end times? \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m.

Do I need before/after school care? Yes No

### SIZE

What size school do I prefer? Large (>600) Medium (300-600) Small (<300) No preference

### GRADES SERVED

What grade configuration do I prefer? ECE-K K-5 K-8 Unsure

### STUDENT DEMOGRAPHICS

Is a diverse study body important to me? Yes No Unsure

Who do I want my student to attend school with? Current Friends/Classmates Siblings  
New Friends/Classmates Unsure/No Preference

### LOCATION

Is the school's location important to me? Yes No Unsure  
If YES, do I want the school to be close to: Work Home Current school

### TRANSPORTATION

How will my student get to/from school? Walk Be driven Take the bus  
If being driven, up to how many miles? 1-2 3-5 5+

### ACADEMIC PERFORMANCE

Is the performance rating important to me? Yes No  
If YES, which ratings will I consider?

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
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### UNIFORMS

Are school uniforms important to me? Yes No

### PROGRAM FEATURES

Which program features matter most to me? (circle as many as you want)

College Prep	Montessori	STEM (science, tech, engineering, math)
Choice of Electives	Theater, Art or Music	Heavy use of computers/technology
Character & Values	International Baccalaureate	Project learning in the community
Advisory	Gifted/Talented	Language Immersion

## EXTRACURRICULAR ACTIVITIES

Which extracurricular activities matter most to me? *(circle as many as you want)*

Sports      Dance      Music      Theater      Art      Clubs

### ***What other factors should I consider?***

What does my intuition tell me about how good of a fit this school is for my student?

Does my student have an IEP or special learning needs?

What extra supports does my student need? *(ex. speech pathologist, occupational therapist)*

Does my student speak a language other than English? Do I want the school to help my student be bilingual?

*If so, what supports do I expect the school to provide my English Language Learner?*

What do I want the school community to feel like? Do I feel welcome when I walk in the door?

How does the school handle student behavior and discipline? How do the other students act?

What are the parent engagement expectations? How do I want to participate?

What are the average class sizes? What is the average teacher / principal turnover?

### *Ajuste familiar: elegir una escuela primaria*

#### **HORAS**

¿Cuáles son mis horarios de inicio y finalización preferidos? \_\_\_\_\_ a.m. a \_\_\_\_\_ p.m.

¿Necesito cuidado antes/después de la escuela?                      Si                      No

#### **TALLA**

¿Qué tamaño de escuela prefiero?    Grande (> 600)                      Mediano (300-600)                      Pequeño (<300)

Sin preferencia

#### **GRADOS SERVIDOS**

¿Qué configuración de grado prefiero?    ECE-K    K-5                      K-8                      No estoy seguro

#### **DEMOGRAFÍA ESTUDIANTIL**

¿Es importante para mí un cuerpo estudiantil diverso?                      Sí                      No                      No estoy seguro

¿Con quién quiero que mi estudiante asista a la escuela?    Amigos actuales/compañeros de clase

                    Hermanos                      Nuevos amigos/compañeros de clase                      inseguros/sin preferencias

#### **UBICACIÓN**

¿La ubicación de la escuela es importante para mí?                      Sí                      No                      No estoy seguro

En caso afirmativo, ¿quiero que la escuela esté cerca de:    Trabajo                      Hogar                      Escuela actual

#### **TRANSPORTE**

¿Cómo llegará mi estudiante a/de la escuela?                      Caminando                      En carro                      Toma el autobús

Si es en carro, ¿hasta cuántas millas está dispuesto a manejar?                      1-2                      3-5                      5+

#### **DESEMPEÑO ACADÉMICO**

¿La calificación de desempeño es importante para mí?                      Si                      No

En caso afirmativo, ¿qué calificaciones tendré en cuenta?

No cumple con las expectativas	Se acerca a las expectativas	Cumple las expectativas	Excede las expectativas
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#### **UNIFORMES**

¿Los uniformes escolares son importantes para mí?                      Si                      No

## CARACTERÍSTICAS DEL PROGRAMA

¿Qué características del programa me importan más? (circula tantos como quieras)

Preparación para la universidad	Montessori	Uso intensivo de computadoras/tecnología
Elección de Electivas	Teatro, Arte o Música	Proyecto aprendiendo en la comunidad
Inmersión en idioma	Consultoría	Programa para estudiantes dotados/talentosos
Carácter y valores	Bachillerato Internacional	
STEM (ciencia, tecnología, ingeniería, matemáticas)		

## ACTIVIDADES EXTRACURRICULARES

¿Qué actividades extracurriculares me importan más? (circula tantos como quieras)

Deportes	Danza	Música	Teatro	Arte	Clubes
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**¿Qué otros factores debo considerar?**

¿Qué me dice mi intuición acerca de cuán buena es esta escuela para mi estudiante?

¿Tiene mi estudiante un programa individual de aprendizaje (IEP) o necesidades especiales de aprendizaje?

¿Qué apoyos adicionales necesita mi estudiante? (ej. patólogo del habla, terapeuta ocupacional)

¿Mi estudiante habla un idioma diferente al inglés? ¿Quiero que la escuela ayude a mi estudiante a ser bilingüe? Si es así, ¿qué apoyo espero que la escuela brinde a mi estudiante de inglés?

¿Cómo quiero que se sienta la comunidad escolar? ¿Me siento bienvenido cuando entro por la puerta?

¿Cómo maneja la escuela el comportamiento y la disciplina de los estudiantes? ¿Cómo actúan los otros estudiantes?

¿Cuáles son las expectativas de participación de los padres? ¿Cómo quiero participar?

¿Cuáles son los tamaños promedio de clase? ¿Cuál es el promedio en el cambio de personal de maestros/directores?



## Family Fit: Choosing a Middle School

### HOURS

What are my preferred start and end times? \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m.

Do I need before/after school care? Yes No

### SIZE

What size school do I prefer? Large (>600) Medium (300-600) Small (<300) Unsure

### GRADES SERVED

What grade configuration do I prefer? K-8 6<sup>th</sup>-8<sup>th</sup> 6<sup>th</sup>-12<sup>th</sup>

### STUDENT DEMOGRAPHICS

Is a diverse study body important to me? Yes No No preference

Who do I want my student to attend school with? Current Friends/Classmates Siblings  
New Friends/Classmates No Preference

### LOCATION

Is the school's location important to me? Yes No Unsure

*If YES, do I want the school to be close to:* Work Home Current school

### TRANSPORTATION

How will my student get to/from school? Walk Be driven Take the bus

*If BEING DRIVEN, up to how many miles?* 1-2 3-5 5+

*If RIDING THE BUS, I prefer:* Yellow bus RTD / public transit

### ACADEMIC PERFORMANCE

Is the performance rating important to me? Yes No

*If YES, which ratings will I consider?*

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
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### UNIFORMS

Are school uniforms important to me? Yes No

## PROGRAM FEATURES

Which program features matter most to me? *(circle as many as you want)*

College Prep	Montessori	STEM (science, tech, engineering, math)
Choice of Electives	Theater, Art or Music	Heavy use of computers/technology
Character & Values	International Baccalaureate	Project learning in the community
Advisory	Gifted/Talented	Language Immersion

## EXTRACURRICULAR ACTIVITIES

Which extracurricular activities matter most to me? *(circle as many as you want)*

Sports	Dance	Music	Theater	Art	Clubs
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***What other factors should I consider?***

What does my intuition tell me about how good of a fit this school is for my student?

Does my student have an IEP or special learning needs?

What extra supports does my student need? *(ex. speech pathologist, occupational therapist)*

Does my student speak a language other than English? Do I want the school to help my student be bilingual?

If so, what supports do I expect the school to provide my English Language Learner?

What do I want the school community to feel like? Do I feel welcome when I walk in the door?

How does the school handle student behavior and discipline? How do the other students act?

What are the parent engagement expectations? How do I want to participate?

What are the average class sizes? What is the average teacher / principal turnover?

### *Ajuste familiar: elegir una escuela intermedia (Middle School)*

#### **HORAS**

¿Cuáles son mis horarios de inicio y finalización preferidos? \_\_\_\_\_ a.m. a \_\_\_\_\_ p.m.

¿Necesito cuidado antes/después de la escuela?                      Si                      No

#### **TALLA**

¿Qué tamaño de escuela prefiero?                      Grande (> 600)                      Mediano (300-600)                      Pequeño (<300)  
No estoy seguro

#### **GRADOS SERVIDOS**

¿Qué configuración de grado prefiero?                      K-8                      6th-8th                      6th-12th

#### **DEMOGRAFÍA ESTUDIANTIL**

¿Es importante para mí un cuerpo de estudiantil diverso?                      Sí                      No                      Sin preferencia

¿Con quién quiero que mi estudiante asista a la escuela?                      Amigos actuales/compañeros de clase

Hermanos                      Nuevos amigos/compañeros de clase                      Sin preferencias

#### **UBICACIÓN**

¿La ubicación de la escuela es importante para mí?                      Sí                      No                      No estoy seguro

En caso afirmativo, ¿quiero que la escuela esté cerca de:                      Trabajo                      Hogar                      Escuela actual

#### **TRANSPORTE**

¿Cómo llegará mi estudiante a/de la escuela?                      Camina                      En carro                      Toma el autobús

Si se conduce, ¿hasta cuántas millas está dispuesto a manejar?                      1-2                      3-5                      5+

Si viajo en el autobús, prefiero:                      Autobús amarillo                      RTD/transporte público

#### **DESEMPEÑO ACADÉMICO**

¿La calificación de desempeño es importante para mí?                      Si                      No

En caso afirmativo, ¿qué calificaciones tendré en cuenta?

No cumple con las expectativas	Se acerca a las expectativas	Cumple las expectativas	Excede las expectativas
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#### **UNIFORMES**

¿Los uniformes escolares son importantes para mí?                      Si                      No

## CARACTERÍSTICAS DEL PROGRAMA

¿Qué características del programa me importan más? (circula tantos como quieras)

Preparación para la universidad	Montessori	Uso intensivo de computadoras/tecnología
Elección de Electivas	Teatro, Arte o Música	Proyecto aprendiendo en la comunidad
Carácter y valores	Bachillerato Internacional	Programa para estudiantes dotados/talentosos
Inmersión en idioma	Consultoría	
STEM (ciencia, tecnología, ingeniería, matemáticas)		

## ACTIVIDADES EXTRACURRICULARES

¿Qué actividades extracurriculares me importan más? (circula tantos como quieras)

Deportes	Danza	Música	Teatro	Arte	Clubes
----------	-------	--------	--------	------	--------

¿Qué otros factores debo considerar?

¿Qué me dice mi intuición acerca de cuán buena es esta escuela para mi estudiante?

¿Tiene mi estudiante un programa individual de aprendizaje (IEP) o necesidades especiales de aprendizaje?

¿Qué apoyos adicionales necesita mi estudiante? (ej. patólogo del habla, terapeuta ocupacional)

¿Mi estudiante habla un idioma diferente al inglés? ¿Quiero que la escuela ayude a mi estudiante a ser bilingüe? Si es así, ¿qué apoyo espero que la escuela brinde a mi estudiante de inglés?

¿Cómo quiero que se sienta la comunidad escolar? ¿Me siento bienvenido cuando entro por la puerta?

¿Cómo maneja la escuela el comportamiento y la disciplina de los estudiantes? ¿Cómo actúan los otros estudiantes?

¿Cuáles son las expectativas de participación de los padres? ¿Cómo quiero participar?

¿Cuáles son los tamaños promedio de clase? ¿Cuál es el promedio en el cambio de personal de maestros/directores?

## Family Fit: Choosing a High School

### HOURS

What are my preferred start and end times? \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m.

### SIZE

What size school do I prefer?      Large      Medium      Small      No Preference  
    (>2000)      (~1000)      (<500)

### STUDENT DEMOGRAPHICS

Is a diverse study body important to me?      Yes      No      Unsure

Who do I want my student to attend school with?      Current Friends/Classmates  
    New Friends/Classmates  
    Siblings  
    No Preference / Unsure

### LOCATION

Is the school's location important to me?      Yes      No      Unsure  
*If YES, do I want the school to be close to:*      Work      Home      Current school

### TRANSPORTATION

How will my student get to/from school?      Walk      Drive      Take the Bus  
*If DRIVING, up to how many miles?*      1-2      3-5      5+  
*If TAKING THE BUS, I prefer:*      Yellow bus      RTD / public transit

### ACADEMIC PERFORMANCE

Is the performance rating important to me?      Yes      No      Unsure  
*If YES, which ratings will I consider?*

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
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### UNIFORMS

Are school uniforms important to me?      Yes      No      Unsure

### PROGRAM FEATURES

Which program features matter most to me? *(circle as many as you want)*

College Prep	Montessori	STEM (science, tech, engineering, math)
Choice of Electives	Theater, Art or Music	Heavy use of computers/technology
Character & Values	International Baccalaureate	Project learning in the community
Advisory	Gifted/Talented	Language Immersion

## EXTRACURRICULAR ACTIVITIES

Which extracurricular activities matter most to me? *(circle as many as you want)*

Sports

Dance

Music

TheaterArt

Clubs

***What other factors should I consider?***

What does my intuition tell me about how good of a fit this school is for my student?

Does my student have an IEP or special learning needs?

What extra supports does my student need? *(ex. speech pathologist, occupational therapist)*

Does my student speak a language other than English? Do I want the school to help my student be bilingual? If so, what supports do I expect the school to provide my English Language Learner?

What do I want the school community to feel like? Do I feel welcome when I walk in the door?

How does the school handle student behavior and discipline? How do the other students act?

What are the parent engagement expectations? How do I want to participate?

What are the average class sizes? What is the average teacher / principal turnover?

*Ajuste familiar: elegir una escuela secundaria (preparatoria)*

## HORAS

¿Cuáles son mis horarios de inicio y finalización preferidos? \_\_\_\_\_ a.m. a \_\_\_\_\_ p.m.

## TALLA

¿Qué tamaño de escuela prefiero? Grande (> 2000) Mediano(~ 1000) Pequeño (<500)  
Sin preferencias

## DEMOGRAFÍA ESTUDIANTIL

¿Es importante para mí un cuerpo de estudio diverso? Sí No No estoy seguro

¿Con quién quiero que mi estudiante asista a la escuela? Amigos actuales/compañeros de clase  
Nuevos amigos/compañeros de clase Hermanos Sin preferencia/inseguro

## UBICACIÓN

¿La ubicación de la escuela es importante para mí? Sí No No estoy seguro  
En caso afirmativo, ¿quiero que la escuela esté cerca de: Trabajo Hogar Escuela actual

## TRANSPORTE

¿Cómo llegará mi estudiante a / de la escuela? Caminando En carro Toma el autobús

*Si CONDUCE, ¿hasta cuántas millas está dispuesto a manejar?* 1-2 3-5 5+

*Si tomo el autobús, prefiero:* autobús amarillo RTD/transporte público

## DESEMPEÑO ACADÉMICO

¿La calificación de desempeño es importante para mí? Sí No No estoy seguro

En caso afirmativo, ¿qué calificaciones tendré en cuenta?

No cumple con las expectativas	Se acerca a las expectativas	Cumple las expectativas	Excede las expectativas
--------------------------------	------------------------------	-------------------------	-------------------------

## UNIFORMES

¿Los uniformes escolares son importantes para mí? Sí No No estoy seguro

## CARACTERÍSTICAS DEL PROGRAMA

¿Qué características del programa me importan más? (circula tantos como quieras)

Preparación para la universidad Montessori Programa para estudiantes dotados/talentosos

Elección de Electivas	Teatro, Arte o Música	Uso intensivo de computadoras/tecnología
Inmersión en idioma	Consultoría	Proyecto aprendiendo en la comunidad
Carácter y valores	Bachillerato Internacional	
STEM (ciencia, tecnología, ingeniería, matemáticas)		

## ACTIVIDADES EXTRACURRICULARES

¿Qué actividades extracurriculares me importan más? (circula tantos como quieras)

Deportes	Danza	Música	Teatro	Arte	Clubes
----------	-------	--------	--------	------	--------

**¿Qué otros factores debo considerar?**

¿Qué me dice mi intuición acerca de cuán buena es esta escuela para mi estudiante?

¿Tiene mi estudiante un programa individual de aprendizaje (IEP) o necesidades especiales de aprendizaje?

¿Qué apoyos adicionales necesita mi estudiante? (ej. patólogo del habla, terapeuta ocupacional)

¿Mi estudiante habla un idioma diferente al inglés? ¿Quiero que la escuela ayude a mi estudiante a ser bilingüe? Si es así, ¿qué apoyo espero que la escuela brinde a mi estudiante de inglés?

¿Cómo quiero que se sienta la comunidad escolar? ¿Me siento bienvenido cuando entro por la puerta?

¿Cómo maneja la escuela el comportamiento y la disciplina de los estudiantes? ¿Cómo actúan los otros estudiantes?

¿Cuáles son las expectativas de participación de los padres? ¿Cómo quiero participar?

¿Cuáles son los tamaños promedio de clase? ¿Cuál es el promedio en el cambio de personal de maestros/directores?



## *Learner Profile: Choosing Your Next School*

Things I love about school right now:

Things about school I wish were different:

I believe I learn best when...

I hope the next school I go to has / does / is...

***Perfil del alumno: elegir su próxima escuela***

Cosas que amo de la escuela en este momento:

Creo que aprendo mejor cuando ...

Las cosas sobre la escuela que deseo fueran diferentes:

Espero que la próxima escuela a la que vaya tenga/haga/sea...

<b>TRANSPORTATION</b>		<b>SIZE</b> (# of students)
<b>ACADEMIC PERFORMANCE</b>		<b>LOCATION</b> (distance from home or work)
<b>UNIFORMS</b>		<b>GRADES SERVED</b> (K-5 <sup>th</sup> / K-8 <sup>th</sup> )
<b>STUDENT DEMOGRAPHICS</b>		<b>CALENDAR &amp; HOURS</b> (+before/after school care)
<b>PROGRAM FEATURES</b>		<b>FIT FOR MY CHILD</b> ("gut check")
Other:		Other:
Other:		Other:

Elementary School		Elementary School
Elementary School		Elementary School
Elementary School		Elementary School
Elementary School		Elementary School
Elementary School		Elementary School
Elementary School		Elementary School
Elementary School		Elementary School

<b>TAMAÑO</b> (# de estudiantes)	<b>TRANSPORTE</b>
<b>UBICACIÓN</b> (¿donde está?)	<b>RENDIMIENTO ACADÉMICO</b>
<b>GRADOS OFRECIDOS</b> (K-5 <sup>th</sup> / K-8 <sup>th</sup> )	<b>UNIFORMES</b>
<b>CALENDARIO &amp; HORAS</b> (+cuidado antes/después de la escuela)	<b>ESTUDIANTE DEMOGRÁFICOS</b>
<b>ENCAJE A MI ESTUDIANTE</b>	<b>CARACTERÍSTICAS DEL PROGRAMA</b>
¿Otro?	¿Otro?
¿Otro?	¿Otro?

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

**Escuela Primaria**

<b>TRANSPORTATION</b>	<b>SIZE</b> (# of students)
<b>ACADEMIC PERFORMANCE</b>	<b>LOCATION</b> (distance from home or work)
<b>UNIFORMS</b>	<b>GRADES SERVED</b> (K-8 <sup>th</sup> / 6 <sup>th</sup> – 8 <sup>th</sup> / 6 <sup>th</sup> – 12 <sup>th</sup> )
<b>STUDENT DEMOGRAPHICS</b>	<b>CALENDAR &amp; HOURS</b> (+before/after school care)
<b>PROGRAM FEATURES</b>	<b>FIT FOR MY CHILD</b> ("gut check")
Other:	Other:
Other:	Other:

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**

**Middle School**



<b>TAMAÑO</b> (# de estudiantes)	<b>TRANSPORTE</b>
<b>UBICACIÓN</b> (¿donde está?)	<b>RENDIMIENTO ACADÉMICO</b>
<b>GRADOS OFRECIDOS</b> (K-8 <sup>th</sup> / 6 <sup>th</sup> – 8 <sup>th</sup> / 6 <sup>th</sup> – 12 <sup>th</sup> )	<b>UNIFORMES</b>
<b>CALENDARIO &amp; HORAS</b> (+cuidado antes/después de la escuela)	<b>ESTUDIANTE DEMOGRÁFICOS</b>
<b>ENCAJE A MI ESTUDIANTE</b>	<b>CARACTERÍSTICAS DEL PROGRAMA</b>
¿Otro?	¿Otro?
¿Otro?	¿Otro?

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

Escuela Intermedia

<b>TRANSPORTATION</b>	<b>SIZE</b> (# of students)
<b>ACADEMIC PERFORMANCE</b>	<b>LOCATION</b> (distance from home or work)
<b>UNIFORMS</b>	<b>EXTRACURRICULAR ACTIVITIES</b>
<b>STUDENT DEMOGRAPHICS</b>	<b>CALENDAR &amp; HOURS</b>
<b>PROGRAM FEATURES</b>	<b>FIT</b>
Other:	Other:
Other:	Other:

High School		High School
High School		High School
High School		High School
High School		High School
High School		High School
High School		High School
High School		High School

<b>TAMAÑO</b> (# de estudiantes)	<b>TRANSPORTE</b>
<b>UBICACIÓN</b> (¿donde está?)	<b>RENDIMIENTO ACADÉMICO</b>
<b>ACTIVIDADES EXTRACURRICULARES</b>	<b>UNIFORMES</b>
<b>CALENDARIO &amp; HORAS</b>	<b>ESTUDIANTE DEMOGRÁFICOS</b>
<b>ENCAJE</b>	<b>CARACTERÍSTICAS DEL PROGRAMA</b>
¿Otro?	¿Otro?
¿Otro?	¿Otro?

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

Escuela Secundaria

# Rocky Mountain Prep Creekside



## LOCATION

7808 Cherry Creek South Drive  
Denver CO 80231

## HOURS

**Monday:** 7:45am-4:00pm

**Tuesday:** 7:45am-4:00pm

**Wednesday:** 7:45am-4:00pm

**Thursday:** 7:45am-4:00pm

**Friday:** 7:45am-1:30pm

***before care:*** \$200/week

***after care:*** \$400/week

**UNIFORMS** YES

## SCHOOL TYPE

PreK-5th Grade Charter

## ACADEMIC PERFORMANCE

Meets Expectations (Green)

## TRANSPORTATION

Limited stops on yellow bus

## STUDENT DEMOGRAPHICS

603 Total Students

38% Hispanic

17% White

40% African American

7% Asian / Pacific Islander

0% American Indian

7% Multiple Races

44% English Language Learners

## PROGRAM FEATURES

College Prep, Technology

## EXTRACURRICULARS

Soccer & Basketball

Language Club

Dance

# School Name/Nombre de la Escuela



## Location

## HOURS

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

*before care:*

*after care:*

## STUDENT DEMOGRAPHICS

\_\_\_\_ Total Students

\_\_\_\_ Hispanic

\_\_\_\_ White

\_\_\_\_ African American

\_\_\_\_ Asian / Pacific Islander

\_\_\_\_ American Indian

\_\_\_\_ Multiple Races

\_\_\_\_ English Language Learners

## UNIFORMS

## PROGRAM FEATURES

## SCHOOL TYPE

## ACADEMIC PERFORMANCE

## EXTRACURRICULARS

## TRANSPORTATION



# School Name/Nombre de la Escuela



Dirección

## HORARIO

Lunes:

Martes:

Miercoles:

Jueves:

Viernes:

*Cuidado antes:*

*Cuidado después:*

## UNIFORMES

## TIPO DE ESCUELA

## DESEMPEÑO ACADÉMICO

## TRANSPORTACIÓN

## DEMOGRAFÍA ESTUDIANTEL

\_\_\_\_ Total de estudiantes

\_\_\_\_ Hispano

\_\_\_\_ Blanco

\_\_\_\_ Afro Americano

\_\_\_\_ Asiático/Isleño del Pacífico

\_\_\_\_ Indigena Americano

\_\_\_\_ Razas Multiples

\_\_\_\_ Estudiantes de inglés como

segundo idioma

## CARACTERÍSTICAS DEL PROGRAMA

## ACTIVIDADES EXTRACURRICULARES

	<b>School name</b> <i>Nombre de la escuela</i>  <i>Ex: Denver Center for International Studies</i>	<b>What do I like about this school?</b> <i>¿Qué me gusta de esta escuela?</i>  <i>Ex: I like the international focus of the program</i> <i>Ej: Me gusta el enfoque internacional del programa</i>	<b>What questions do I have about this school?</b> <i>¿Cuáles son las preguntas que tengo sobre esta escuela?</i>  <i>Ex: How do they support English language learners?</i> <i>Ej: ¿Cómo apoyan a los estudiantes del idioma inglés?</i>
#1			
#2			
#3			
#4			
#5			

## Workshop Exit Survey

On a scale from 1 to 10, how useful was this workshop in helping you begin the school choice process?

*Not useful at all*      1      2      3      4      5      6      7      8      9      10      *Very useful*

What was the most valuable part of this workshop? *(circle all that apply)*

- Filling out a Learner Profile tool for my scholar
- Filling out the Family Fit Tool
- Prioritizing the factors in my choice-making
- Hearing my child share their Learner Profile
- Seeing the chart paper with school information
- Doing the sticker activity of choosing schools with my child
- Other:

What do you wish had been included in this workshop that wasn't?

What support would you like in the coming months as you continue exploring your choices?

## Encuesta de salida del taller

En la escala del 1 al 10, ¿qué tan útil fue este taller para ayudarlo a comenzar el proceso de elección de escuela?

Nada útil      1      2      3      4      5      6      7      8      9      10      Muy útil

¿Cuál fue la parte más valiosa de este taller? (circule todo lo que corresponda)

- Completar una herramienta de perfil para mi alumno
- Completar la herramienta de ajuste familiar
- Dar prioridad a los factores en mi elección
- Escuchar a mi hijo compartir su perfil de alumno
- Ver el cuadro con información de la escuela
- Hacer la actividad adhesiva de elegir escuelas con mi hijo
- Otro:

¿Qué desearías hacer en este taller que no estuvo incluido?

¿Qué apoyo le gustaría en los próximos meses mientras continúa explorando sus opciones?

## PREPARING FOR THE WORKSHOP (1-3 hours)

- **Facilitation**

- Read the entire **Facilitator's Guide** and run through the **Sample Agenda**. Adjust the timing of any section based on the needs of your group and then run through it again. You should be fully comfortable with the flow of the events, to the point where you can adapt on the fly if you find your group needs more or less time.
- Think about whether your group would benefit from an interpreter. If so, find someone in advance who can play that role. Run through the workshop outline with them, as well, so they know what to expect.
  - *Note: In this case, we've found it's best to separate parents into two different rooms - one facilitated in English and the other in Spanish- allowing everyone to fully participate by making the workshop accessible in their own language.*

- **Customizing the Toolkit**

- Customize the **Family Fit Tool** based on the families you serve.
- Decide which **Learner Profile** tool you'd like to use. If you use the RESCHOOL template, be sure to customize it for your students' needs.
- Research all the school choices in your community, collecting data on every category of choice factor.
- Populate information about each school onto a **School Profile** template.
  - Find the example for Rocky Mountain Prep Creekside in the toolkit.
- Create the **Workshop Exit Survey** using the questions relevant to you.
- Think about whether you need to translate any of the materials in the toolkit. If so, send them to a translator in advance so you have enough time to print them.

- **Other Materials**
  - Pens for every person attending.
  - Sign-in sheet to capture names and contact information for follow-up.
  - Color-coding [stickers](#) for the simulation activity.
- **Space**
  - You will need a space large enough to seat up to 60 people in one room, as well as two additional spaces that will seat up to 30 people.
  - Be sure to hang up the **School Profile** posters in advance. They should be spread around the room with enough space between for a gallery walk.

### PRINTING FOR THE WORKSHOP (1 hour)

- One copy of the **Family Fit Tool** for each participating **parent**.
- One copy of the **Learner Profile** for each participating **student**, *if needed*.
- One set of **Choice Factors** printed on regular 8.5x11" paper. Cut out each factor on the lines, creating a stack of cards for each participating **parent** and **student**.
- One **School Profile** for each school option, printed as large as possible.
- One copy of the **Top Schools List** for each participating **family** (parent + student).
- One copy of the **Workshop Exit Survey** for each participating **parent** and **student**.
  - Another option is to create a digital survey to send via email or text.

<b>SPORT TEAMS</b>	<b>SIZE</b> (# of students)
<b>DEGREE PROGRAMS OFFERED</b>	<b>LOCATION</b>
<b>CLUBS/GREEK LIFE</b>	<b>DIVERSITY</b> (students/staff)
<b>COST/SCHOLARSHIP POTENTIAL</b>	<b>FIT</b> ("gut check")
<b>FRIENDS</b> (know people/don't know people)	<b>STUDY ABROAD PROGRAMS</b>
<b>PARTY ATMOSPHERE</b>	<b>REPUTATION/PRESTIGE</b>

<b>EMPLOYMENT POTENTIAL</b> (post-college)	<b>ACADEMIC SUPPORT</b>
<b>MENTAL HEALTH SUPPORT</b>	
<b>INTERNSHIPS</b>	
<b>RESIDENTIAL/ COMMUTER</b>	



RESCHOOL: College Choice Factors




<b>LENGTH OF PROGRAM</b>	<b>SIZE</b> (# of students)
<b>PROGRAMS/ EXPERIENCES OFFERED</b>	<b>LOCATION</b>
<b>CREDENTIAL UPON COMPLETION</b>	<b>DIVERSITY</b> (students/staff)
<b>COST/SCHOLARSHIP POTENTIAL</b>	<b>FIT</b> ("gut check")
<b>FRIENDS</b> (know people/don't know people)	<b>INTERNSHIPS APPRENTICESHIPS</b>
<b>INSTRUCTOR QUALIFICATIONS</b>	<b>REPUTATION/PRESTIGE</b>

EMPLOYMENT POTENTIAL (post-completion)	PERSONAL GROWTH (maturity, confidence, exposure to new people/places)
FULL-TIME/ PART-TIME	

Non-College Post-Secondary Options
