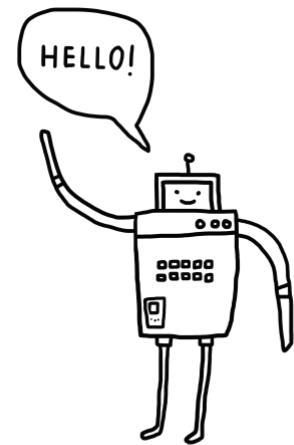


FUTURE PUBLIC SCHOOL FREQUENTLY ASKED QUESTIONS



What are your school hours?

Our school hours are 8am to 3pm, Monday through Friday. We believe providing time and space for teacher professional development and collaboration is critical to the success of Future, which is why there are two early-release days for students per month.

What calendar do you follow?

Our start day is August 27th, one week after the Boise School District. The last day of school is June 7th, also one week after the Boise School District. We have several long weekends, as well as holiday breaks.

How do you approach discipline?

Our philosophy is rooted in a restorative justice framework. Our priority is helping kids identify harm done and the impact it caused to others, followed by helping them find a way to “restore” or fix the harm done. We have found this positive and restorative framework to yield stronger critical thinking skills and stronger school communities, versus a punitive, or consequence-based, approach.

What curriculum do you use?

LITERACY: [Expeditionary Learning](#). We have found EL to offer one of the most holistic and rigorous curricula; it also nicely integrates with project-based learning. We believe a strong foundation (and love for!) reading, writing, and communicating thoughts and opinions is critical.

MATH: A combination of [Engage NY](#), [DMTI](#), and [CGI](#). These frameworks allow our teachers to promote critical thinking while also providing a strong foundation of mathematical thinking and problem-solving.

QUEST: This is our project-based learning block where we integrate domains such as computer science, robotics, and engineering across content areas. We are using resources from a variety of places to develop this curriculum.

What does technology use look like?

We believe children should interact with technology when used in a meaningful way and only if it deepens their learning. Children will use a variety of materials to build robots, to learn computer programming, and to help develop solutions to the problems they see in the world around them, [like this](#).

Do you have special area teachers (i.e. art, music, pe)?

Our approach is to incorporate movement, art, and music into our projects. We will not have traditional special area teachers but hope to partner with volunteers and community partners to offer special area activities to our students. As our school grows throughout the years, we anticipate being able to offer more components to our program.

We also have full use of the NBA sized gym at the Boys & Girls Club and the Garden City Park located at our campus. Every child will have at least three free play times throughout the day, including two recesses and an extended lunch time. Our academic program incorporates flexible seating and movement throughout the day.

Do you offer language immersion?

We are committed to providing Spanish language immersion in some capacity, though it may be limited in our first year. While we are committed to our mission of STEM education, we believe language exposure helps deepen global awareness, critical thinking, and empathy for others. As we grow our program, we anticipate having greater capacity to offer more robust language immersion opportunities.

What are your class sizes and student/teacher ratio?

There are 64 students per grade level, which are separated into two cohorts of 32. Each cohort is led by a certified teacher and an instructional assistant, bringing our ratio to 16:1. With our priority on small group, lab-based learning with two adults per class, we can mitigate against challenges of larger class sizes.

Our classrooms have about 20% more square footage than standard traditional district rooms in Idaho. We can also predict, based on our pilot programs, that holding ongoing one-on-one coaching meetings between students and a mentor adult (teacher, instructional assistant, or other) combined with our restorative justice approach will help to create strong peer-to-peer and adult-to-student relationships in each classroom.

What does assessment look like?

As a public school, we are held to the same accountability and testing measures as any other public school. Our students will participate in all Idaho State Assessments, such as the IRI and ISAT. We will also use the NWEA MAP measure as we believe it provides a more rigorous comparison point for student growth and achievement on a national level. We believe assessment should be limited and only used when there are clear and meaningful purposes.

What are the before/after-school options for my child(ren)?

The Boys & Girls Club offers before and after-school care, as well as an affordable summer option. They currently *do not* offer after-school care for kindergarten. Based on interest, we are working to see what other after-school options may be available for kindergartners (i.e. partnering with Giraffe Laugh).

We are also exploring after-school opportunities for our two early release days per month.

What do you mean by “engineers of the future” and “engineers of community”?

We are committed to ensuring all Future students are equipped with the academic skills and mindsets to be successful in our rapidly changing economy and future job market – this means deep engagement with robotics, engineering, and computer programming. We believe every child deserves the academic foundation to have access and opportunity for the future of their choice.

We believe young people are the future leaders of our local and global communities. At Future, we are committed to affirming each child and in providing a safe, joyful learning community. In partnership with families, we want to nurture each child to be confident in their leadership and ability to collaborate with others. We incorporate the domains of identity, justice, action, and diversity across our content areas and projects, believing that a deep understanding of these domains will equip children to be strong, equitable leaders.

How do you accommodate for Special Education?

We believe every student is a diverse learner and are committed to meeting each child where they are at. We have a full-time director of Special Education, as well as a full-time Special Education Instructional Assistant. We look forward to partnering with families to learn how we can best support your child. Our philosophy is “child-first” and believe that our decisions and approach to special education should always have the best interest of the child at the core.

What are your requirements for parent and family engagement?

We recognize that families are uniquely made and structured and believe that parent and family engagement will look different for each family. We honor and hold deep value for the home knowledge each child brings, believing that parents and families have the greatest influence on our young people. While we have an open-door policy and welcome family volunteers, we recognize that not every family has this capacity. For some families, this may mean everything from volunteering in a classroom, to helping develop a parent organization, to making sure their child arrives to school each day.

What is your homework philosophy?

There is overwhelming evidence that homework at the elementary school level is not predictive of future academic success, and in many cases, can cause children to develop

negative mindsets towards school. We deeply value families reading and communicating together and encourage families to read outside of school.

What options are there for transportation?

We offer free transportation within our attendance zone. For families living outside of our attendance zone, children may still take the bus if they can be transported to the nearest available bus stop.

What is your meal program?

We will utilize the soon to be remodeled kitchen and cafeteria at the Boys & Girls Club. We are committed to offering fresh, healthy meals and will address and accommodate any allergy concerns or needs.

