

## Inquiring Teacher Pre-Orientation Survey

*NOTE: This survey was not scientifically constructed to camouflage the "best" answer. Nonetheless, it is imperative that your answer reflect rigorous honesty. Probably, no teacher will earn a perfect score!*

1. In terms of a career, I am:
  - a. looking for a classroom position.
  - b. not sure whether I want to stay in teaching, so I'm just looking at alternatives.
  - c. just a person who enjoys working with children.
  - d. I like the idea of having my own business with flexible hours, sharing my expertise with parents and students.
  
2. In terms of income needs and time commitments:
  - a. I need to earn at least \$2000+/month right away working 10-15 hours/week; or I need a full-time job immediately.
  - b. I need to earn at least \$2000/month (10-15 hr/wk) within two months.
  - c. I want to work flexible hours (approx. 8-10 hrs/wk) and income will supplement my current budget.
  - d. I want to work flexible hours (10+/wk), realizing self-employment income is largely dependent upon personal effort/abilities.
  
3. Outside of student teaching, I have the following number of years of experience as a classroom teacher:
  - a. 0 years
  - b. 1 year
  - c. 2 years
  - d. 3+ years
  
4. When with a group of fellow teachers, I feel:
  - a. quite intimidated by their expertise.
  - b. somewhat insecure.
  - c. generally comfortable and confident.
  - d. very confident but always looking for new ideas to improve my own skills.
  
5. If asked to teach something in an area outside my current knowledge/field, I would:
  - a. "wing it" or get out of it.
  - b. prefer to follow a prepared lesson plan.
  - c. supplement a prepared plan with a guest speaker or related field trip.
  - d. do my own research from a variety of sources and design my own approach.
  
6. In the area of self-discipline (meaning organizational skills, time management, and the ability to set realistic goals and meet them):
  - a. my interests lay outside the domain of "being organized." I prefer to take each day as it comes without having to define specific goals to meet.
  - b. I have good intentions, but usually need outside pushes to meet goals; I have my own way of being organized but often procrastinate.
  - c. I usually meet my realistic goals and routinely work at being organized and dealing with time restraints.
  - d. I am very good at accomplishing personal goals (even challenging ones) and staying organized and meeting deadlines is partly how I do that.
  
7. With the 3 general groupings of elementary age students, secondary students, and adults, I am most comfortable in working in the following way:
  - a. only one of the groups
  - b. 2 groups but not simultaneously
  - c. 2 groups simultaneously
  - d. all groups, some simultaneously
  
8. With each book I have read on homeschooling and/or for each month of actual home school experience equal to one (1) point, I would have:
  - a. 0 points
  - b. 1-2 points
  - c. 3-5 points
  - d. 6+ points
  
9. If I have/had children, homeschooling would be an option:
  - a. never.
  - b. for one year only for a particular reason or need.
  - c. for kindergarten through third grade for sure.
  - d. for as long as possible.

Applying Teacher's Name: \_\_\_\_\_

10. Since many people (and thus the clientele) who are homeschooling are evangelical Christians or have other strong religious beliefs, each teacher consultant's personal belief system will have direct bearing on the parents' ability to trust the teacher's advice. The statement below which most closely aligns with my personal feelings on the matter is:

- a. religion/religious faith is not important to me or I am not a Christian.
- b. I am a Christian, but I keep that area to myself or only share it when directly asked.
- c. I am a Christian and prefer working with people of similar faith.
- d. I am a Christian and would enjoy working with people of all faiths as well as those are unsure as to what they believe. I see this as a great opportunity to live out and share my faith with others.

11. In regards to spouse support:

- a. He/she thinks this is a terrible idea.
- b. He/she is somewhat hesitant about this venture.
- c. He/she is open to my pursuing new endeavors.
- d. He/she is supportive of homeschooling and thinks it might be a good supplemental income.

12. In regarding to "Education Reform" (also known as Goals 2000, Mastery Learning, and Outcome- or Performance-Based Learning) being promoted within the public school:

- a. I support the Education Reform movement.
- b. I do not know what Education Reform is.
- c. I am somewhat familiar with Education Reform and do not endorse it.
- d. I am very familiar with Education Reform and have been pro-active to stop its implementa

### Scoring the Survey:

Tally your total points using the following guidelines:

For all questions except #3 and 8: If you chose "a" for any of these questions, this program will probably not be workable for you and we recommend that you not proceed with our training.

All other answers: a = 1 point  
b = 2 points  
c = 3 points  
d = 4 points

Note: This survey is intended as a way for you to determine your probable success as a Teacher Consultant within our program:

0 - 24 We do not recommend that you start a learning center. Spend some time researching the issues of homeschooling and the dynamics of self-employment. Then check back with us if you have changed your mind in a number of areas that this survey addresses.

25 - 30 If you believe that you really want to proceed in this direction, plan on teaming/mentoring with another teacher consultant for at least one year. You will need to seriously address your learning gaps. We recommend that you take our on-line "Able To Teach" homeschool parent training course, first.

31 - 37 You probably can do well running a learning center, but work on filling in your gaps related to becoming more effective by researching and consulting frequently with experienced FA Teacher Consultants. We recommend that you take our on-line "Able To Teach" homeschool parent training course soon, but, after orientation.

38-48 When do you want to start?

## How Family Academy Works

### Mission Statement

*Family Academy equips teachers holding a biblical worldview to partner with families in training tomorrow's leaders in faith, character, and academic excellence.*

In order to fulfill the Family Academy Mission, the Board of Directors has developed a "vision" for the school to include teachers, parents, students, and the administration. Although there is a sense in which it may appear that we are "reaching for the stars", we also know that if you aim at nothing, that is what you get. Research has proven that written goals have a 90% chance of being accomplished, but unwritten goals, only 10%. Therefore, we offer our "Vision" as a blend of hopes and sweat, what we are aiming for and what we are working on:

*Vision = Guiding Philosophy + Tangible Image  
[Values & Purpose] + [Mission & Concrete Actions]*

*Family Academy Vision: Equipping parents to train the next generation through collaboration, cooperation, and mutual support throughout the entire organization.*

This vision can only be accomplished by the adult community of parents, teachers, and administration within Family Academy agreeing to strive for:

- open communication
- exceeding expectations
- commitment to the Lord
- academic and professional excellence
- modeling personal and spiritual maturity
- recognition of excellence
- stewardship of resources
- impact within our communities

Visible collaboration, cooperation, and mutual support is evidenced primarily to enrolled families within the local learning center. Behind the scenes, Family Academy trains and assists our Teacher Consultants to individualize all essential aspects of a student's education. To fulfill this goal, the school provides a simple flexible program parents and Teacher Consultants can adapt to the student's unique needs, interests, and learning style. The program involves parental instruction in the home, aided and supplemented by Family Academy. The school's organization consists of local "Learning Centers," each overseen by an experienced Teacher Consultant, who is supported by other Teacher Consultants and the Family Academy Administration. Learning Centers usually meet in the homes of the local Teacher Consultant or enrolled family, in church facilities, public buildings, or at locations where particular activities are scheduled.

### Basic Principles

The operation of Family Academy's private school program is based on four principles:

Each student is unique and his/her education therefore needs to be individualized.

Parents in the school take full responsibility for their student's education.

The local Teacher Consultant is usually most effective when he/she functions primarily as an advisor to the parents, helping them to define the student's goals, locate resources, and address areas of concern.

Each Learning Center is fairly autonomous, with the resident Teacher Consultant being free to adapt the school's practical features to suit the needs of each group of families and to the professional, ethical, and educational standards set by the local Teacher Consultant.

### Basic Services

The Teacher Consultant helps enrolled families in several ways:

1. Consulting with parents and assisting them in providing their student an individualized education by:
  - a. helping parents create and enhance a meaningful home learning environment where the student can learn at his/her own pace from a variety of resources including parents, siblings, instructional materials, books, tools, creative stimuli, etc.
  - b. assisting parents in devising ways to plan, document and evaluate the student's progress.
2. Planning opportunities for student to socialize and learn and learn with other students in regular planned educational activities intended to supplement the home learning.
3. Providing on-going inservice training to help parents become more effective teachers of their student.

The implementation of these principles and services revolves around the following schedule:

1. Quarterly conferences with Teacher Consultant to plan, evaluate, and to do annual assessments and testing.
2. Regular inservice training for parents which may be integrated with weekly activities and conferences or scheduled separately.
3. Weekly, the Teacher Consultant, parents, and students meet for organized learning activities or individual consultation.
4. Daily, families should be engaged in educational activities in their home with the parent overseeing each student's learning, keeping a record of learning activities.

#### *Tuition*

Each Teacher Consultant sets his/her center's tuition fee rate according to Family Academy guidelines. Tuition covers all normal costs for participation in Family Academy's private school program including consulting, regular activities, inservices, *Family Handbook*, online Commons. The cost of any curriculum, resources, tutoring, special services, field trip admissions, etc., is additional. Tuition is due by the 1st of each month to Family Academy. Should a parent decide to withdraw, he/she is to give their Teacher Consultant at least two weeks notice as a final assessment is to be completed to include in the students academic file. Teacher Consultants receive their portion of the tuition collected in semi-monthly payments from Family Academy Accounting.

#### *General Policy*

1. Family Academy expects all teachers and staff to do their work ethically, diligently and with excellence, "as unto the Lord." (Ephesians 6:7) All those representing Family Academy to parents, students, and the general public should be expected to be cooperative, orderly, gracious in speech, honest, teachable, respectful, responsible, honest, always striving to reflect the truth and grace of the Lord Jesus Christ. (see Galatians 5:22-25).

2. Family Academy does not discriminate on the basis of race, color, nationality, or ethnic origin in its educational and admission policies. Family Academy reserves the right to select families, teachers, and staff on the basis of personal qualifications in keeping with our educational and religious philosophies. Family Academy is not affiliated with any particular denomination.
3. Family Academy is a non-profit 501 (c) (3) organization whose primary purpose is to provide an education service to homeschooling families.
4. Changes in policy must come before the Family Academy Board of Directors. All decisions of this board will be final and will represent the policy and position of Family Academy. This board may also be called upon to resolve issues that cannot be settled to the parties' satisfaction at the regional level.

#### *2006-08 administrative tuition fee for Family Academy's affiliate school Academy Northwest*

	1st Stu. in gr. 9-12	Add'l Stu. in gr. 9-12	1st Stu. in gr. K-8	Add'l Stu. in gr. K-8
Full school year	\$440	\$360	#280	\$200

#### *Other fees:*

*Pre-registration (May 1-Jun 20):* \$90 per student or \$200 per family of 3/+ students.

*Registration (after June 20):* \$110 per student or \$250/family of 3/+ students

*Graduating senior fee:* \$145

There are separate fees for summer school and for students enrolling for one credit or less per semester.

## Teacher Consultants

Family Academy affiliate schools contracts with Teacher Consultants to operate a learning center. By so doing, they agree to comply with the guidelines and procedures established by FA so that students meet appropriate educational requirements. All Teacher Consultants must have completed FA orientation/training and have signed their annual contract. FA provides inservice training to update skills and knowledge in teaching methods, new curriculum options, homeschooling issues, educational resources, business and personal development.

The Teacher Consultants are independent contractors, and as such, are free to structure their learning centers to offer the services needed and to establish their own fee structure. Some Teacher Consultants meet regularly with all the students in a group, others offer individual consultation only, and others may offer a combination of both. The program encourages Teacher Consultants to network and share ideas and expertise with one another.

The Family Academy believes it is the parent's right and responsibility to educate their children. (See Deut 6:4-8). The Teacher Consultant serves in the role of educational consultant to the parent and student. He/she assists the student and parent in planning objectives and curriculum. Additionally, at least nine hours of teacher-student interaction must be included in each quarter via classes, field trips, individual consultations or a combination of these formats. The Teacher Consultant provides or arranges achievement testing (if requested by the parent), and completes and files those scores with the Registrar a *Semester Report Card* (grades 9-12) or *Annual Assessment* (grades K-8). The Teacher Consultant is encouraged to implement biblical truth and character building throughout the learning process.

## Academic Programs

### Elementary (K-8) Program

Each enrolled family and Family Academy Teacher Consultant meet a minimum of 9 hours per quarter. The parent must keep the necessary records to document student attendance and subjects: 180 days, 5.5 hours per day, 11 basic subjects for grades 3-8. The required subjects are: reading, language (usage), writing, spelling, history, social studies, math, science, health/PE, occupational education, art and music appreciation. For the K-8 level students, these subjects may be integrated into a unit method with one topic spanning several subject areas. Academically advanced 7th and 8th graders may begin earning high school credit. Each Teacher Consultant assists parents to set and evaluate learning objectives each quarter and to write an annual assessment for the student's permanent record at the end of the academic year or at the time of withdrawal. All school and regional events are planned periodically and K-8 students may attend with their parent.

### High School Program

The Teacher Consultant, student, and parent work together as a team to develop a course contract for each class the student wishes to earn credit. The contract must include skills which the student will acquire through the study, materials to be used, projects and assignments which the student will complete. Students may contract for a Pass/Fail grade or a letter grade. Student, teacher, and parent pre-determine the criteria for letter grades. Student and parent must keep a daily journal of educational activities related to completion of course contract objectives to show the Teacher Consultant each week, along with any specific assignments requested. Many course contracts have been prepared by FA teachers and are available for use in a learning center.

A student may complete a maximum of 1.0 credit per month of enrollment. All semester courses (.5) must show evidence of a minimum of 75 hours of study related to fulfillment of course objectives. Students working in college prep courses and/or earning letter grades (not just *Pass* or *Satisfactory*) will typically need more than the minimum hours to earn an "A" or "B". At the end of each semester, a parent-teacher-student conference is scheduled to assess final grades and credit earned for each course. A report card is filed with the Registrar and a copy is given to the parent/student. The student transcript will reflect all courses attempted and completed. Periodic social and educational all school and regional activities are planned specifically for the high school students.

### Potential Income Projections

Potential income is dependent on what your local market will bear. Family Academy fees are collected to pay for our national and regional administrative services and program development. High school fees are higher due the need to transcript all grades and courses and keep them as a permanent record. Not reflected here are additional income potential sources: testing/assessments of students not enrolled in our school and other entrepreneurial ventures a Teacher Consultant may do.

These income amounts reflect a ten month school year total:

#### K-8

1st student in family = \$1000 - \$1500 (\$280/Family Academy)  
(\$720-\$1220/Teacher Consultant)  
Each additional child = \$900 - \$1400 (\$200/Family Academy)  
(\$700-\$1120/Teacher Consultant)

#### 9-12

1st student in family = \$1400 - \$2000 (\$440/Family Academy)  
(\$960-1560/Teacher Consultant)  
Each additional child = \$1300 - \$1900 (\$360/Family Academy)  
(\$940-\$1540/Teacher Consultant)

### Using the ranges given above consider these examples:

(Note: Washington state law allows each teacher to enroll up to thirty (30) students.)

Scenario #1 - If you had 15 students total (which would require approximately 15-20 hours per week of your time):

5 students in K-8 all "1st students in family" = \$5000 - \$7500 Total minus 5 x \$280 = \$14000 retained by Family Academy. Balance of \$3600 - \$6100 income to Teacher Consultant

5 students in K-8 "additional in family" = \$4500 - \$7000 minus 5 x \$200 = \$1000 retained by Family Academy. Balance of \$3500 - \$6000 income to Teacher Consultant

5 students in gr. 9-12 all 1st student in family = \$7000 - \$10,000 minus 5 x \$440 = \$2200 retained by Family Academy. Balance of \$4800 - \$78000 income to Teacher Consultant

*Total gross to Teacher Consultants per year for this example above is \$11,900 - \$14,310*

Scenario #2 - If you had 10 students total: (which would require approximately 10-15 hours per week of your time)

7 students 9-12 all 1st students in family = \$7000 - \$10,500 minus 7 x \$440 = \$3080 retained by Family Academy. Balance of \$5920 - \$10,920 income to Teacher Consultant

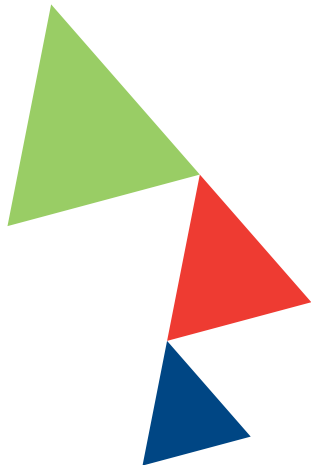
3 students 9-12 additional in family = \$3900 - \$5700 minus 3 x \$360 = \$1080 retained by Family Academy. Balance of \$2880- \$4620

*Total gross to Teacher Consultants per year for this example above is \$8800- \$15,540*

### Anticipated expenses:

1. Initial orientation fee \$125, 9-12 Orientation \$95
2. Business license (amount varies from state to state, approximately \$30 one time fee in WA State)
3. D.B.A. personal checking account for business income/expense (amount varies by bank)
4. Business cards and personalized letterhead
5. File cabinet dedicated to school/consulting information
6. California Achievement Test [CAT] basic specimen set (required if offering testing services) \$90

## Family Academy Responsibilities Tree / Organizational Chart



### *Enrolled Family*

- attend learning center meetings and activities
- provide appropriate home structure for student learning
- set academic goals, maintain records
- meet with teacher consultant
- evaluate progress with teacher consultant
- meet all financial contractual agreements

### *Learning Center / Teacher Consultant*

- represent Christ in work, speech and actions
- consult with families, evaluate student work
- communicate with administration
- attend training / inservice sessions
- develop local program options
- maintain certification
- work on school events
- prepare inservice for parents
- team teach (optional)

### *FA Affiliate School Administration*

- represent Christ in work, speech and actions
- financial accounting / tax exempt status
- maintain private school as a legal entity
- keep student records, transcripts issue diplomas
- provide graduation ceremonies, related events
- maintain regional library of resources and testing materials
- plan events, assemblies, project fairs, field trips, etc.
- prepare activities calendar
- research local resources and promotional regional activities
- seek local grants/scholarship sources
- develop annual budget to implement program services

### *Family Academy*

- represent Christ in work, speech, and actions
- develop publications and forms
- provide new teacher orientation
- promotions regionally and nationally
- build curriculum resources
- provide teacher support and inservices
- research and develop new program options
- seek grants and scholarship sources
- oversee development of new affiliating schools
- develop annual budget to implement mission statement and vision
- monitor program and policy changes

## *Family Academy's Trail Blazing History*

Family Academy originated in 1981 and was first called "Stillaguamish Learning Exchange [SLE] as its geographical roots were near the Stillaguamish River in a small rural community of Arlington, Washington, some forty miles north of Seattle. In the summer of 1981, John Holt, (founder of *Growing Without Schooling* and then current leading educator in the field of alternative schools) provided a local homeschool mom with his west coast mailing list for a conference. The response was overwhelming. In August, more than 125 families from four states descended upon Arlington High School to hear Holt speak. (The high school auditorium was rented for a "literary meeting" — after all, John Holt was an author!) Holt encouraged several teachers; families met in October 1981 to discuss a structure as home-schooling was not yet recognized as a viable option.

In Oct. '81, SLE came into existence in the family room of a kennel operator in Arlington that October. Three teacher-moms, two homeschooling moms, and a whole bunch of kids met and brainstormed how to become a legal entity in the eyes of the state and those of potential critics.

We believed that in America, there was a way to establish or create the legal status we sought, so we set out to legalize homeschooling in our state. On December 9, 1981, we submitted an addendum (a thorough explanation of our unique structure) along with the application for approval of a private school affidavit to the OSPI (Office of Superintendent of Public Instruction). We were approved by the State Board of Education as a private school in January 1982.

When we were first courting school officials, we bent over backward to receive legal status, if not open-armed acceptance (which in our naiveté, we believed achievable). Some of the early concessions made in our efforts to gain credibility resulted in cumbersome experimental procedures. Parents in the program, for instance, were not called parents, but rather "instructional aides." Some requirements were difficult to impose and more difficult to produce. Their worth, however, became seen in our eventual recognition as an alternative education program that exhibited excellence and consistency.

We were three "learning centers" strong and growing by leaps and bounds. Each center had activities and plans. Since this was prior to any homeschool support group, some had potluck dinners on a regular basis. Some shared

baby-sitting, and a Parent's Day Off. We were organized, efficient, and viable. Each family in the school could homeschool with their heads up, proud of the increased ability to be effective with their own children. We began to hold conferences in community colleges to help those who were struggling with questions of curriculum, time management, and the like.

In the spring of 1983, an interim director of Private Education was not disposed to help the cause of homeschooling. He was concurrently serving a role in the office of teacher certification and probably saw homeschooling as many public school offices do — an adversary. He felt there was a problem of inadequate supervision. An assistant attorney general rendered an interpretation of the compulsory education law that stated "unless homeschooling is specifically allowed by law, it is to be held unlawful."

By mid-1983, we were twelve centers strong and the enrollment had increased dramatically. Michael Farris agreed to take a look at representing us in a class action suit, should such be warranted. Out of this association, he later built the "Home School Legal Defense Association" [HSLDA]. We saw the need to make a good offense our best defense. Several urban and local newspapers were invited to view homeschooling first hand as brave families put their anonymity on the altar. A couple of television stations aired interviews about this phenomena called homeschooling. Advocates for SLE arranged interviews with individual State Board members. As often as possible, we promoted this concept of education.

In the fall of 1983, the OSPI authorized a "Pilot Study of Home-Based Instruction." Since SLE had grown to a state-wide organization with several centers far from the Stillaguamish River, the name was changed to "Family-Centered Learning Alternatives." As this pilot study was ending, the legislature was hounded enough by the growing grass roots movement of homeschoolers to pass the 1985 Washington State Homeschool Law. Under this law, our program became redefined as a private school offering an extension program to serve home-schoolers.

At this time, there was a change in leadership in the program and we became Family Academy. With the new name, our mission became more fully defined to move from a private school homeschool program, to one which promoted a biblical, truth-based education and helped creative Christian teachers minister to and disciple students and parents. Two "campuses" for low enrollment

schools (for full-time students) had been established in the private homes of the two founders of Family Academy, Diana McAlister and Candice Broman Oneschak. The full-time students were their own children. These sister schools incorporated the name of "Academy Northwest" to facilitate a more prestigious image for students progressing into high school. The network of several affiliated teachers and their enrolled families encompassed Family Academy private school extension program.

The new law allowed homeschoolers to work without the umbrella of a school or a teacher. Many, however, continued because they valued the regular evaluations, tailoring, and fine-tuning of an individualized program that Family Academy has pioneered. More and more high schoolers earned credits and a diploma. We became known as a way to homeschool over the long haul, particularly through the challenging high school years.

Family Academy hosted several student project fairs for the homeschooling community and participated with our graduates in the state homeschool graduation ceremonies for several years. Many Family Academy teachers were invited to be guest speakers and taught seminars at the state and local homeschool conventions. Several FA teachers began offering a 20-hour continuing education course on homeschooling. Family Academy also received approval as an in-service agency so teachers could earn their required "clock hours" to keep their certification current.

In 1989, Family Academy established its non-profit status with the IRS. Since then, the program has continued to grow into a "virtual school" or a school without a building. Even the administrative office functioned as a virtual office with Administrator, Administrative Assistant, Accounting Manager, and Registrar all operating out of their respective home offices via fax, e-mail, meeting face to face at monthly staff meetings. Inservices are held in rented church facilities.

During the 1990s "Academy Northwest" was added to the name as the high school students wanted a more college-prep sounding name. By 1996, our graduating class had grown to over 60 seniors (including two National Merit semi-finalists) so we began our own commencement ceremony. By 1998, our graduating class nearly doubled, including two national merit finalists. Those who have attended our ceremonies have been deeply touched by the obvious kingdom work being done through FA teachers and in families and communities. Recent graduation classes have earned \$700,000 in college scholarships.

Accreditation was difficult to acquire as the traditional accrediting agencies required institutional buildings, where the number of volumes in the library were counted, the lunch and transportation programs reviewed. The distance learning accreditation earned by correspondence schools required a standardization of the curriculum. This too failed to reflect the heart of Family Academy. Eventually we were able to contact the National Private School Association Group, an accreditation agency which allows for more non-traditional structure.

In 2004, the Family Academy Board decided to allow the "school" (Academy Northwest) to become its own nonprofit corporation. It in turn earned provisional accreditation by the highly recognized regional accreditation Northwest Association of Accredited Schools (NAAS) in 2005. This private school extension program continues to provide students with the "school identity" with flexibility to adapt the program as needed. This viable homeschooling alternative is helping homeschooling succeed by providing a most unique blend of private school and home education.

Family Academy's focus shifted to training teachers and parents in effective home education. The vision is become more focused on taking the model developed over three decades and create affiliate schools throughout the nation. We hope to grow, by the grace of God, and are seeking creative Christian teachers who want to work with homeschooling families in this life-impacting way.

## *Topics Covered in Orientation Sessions*

### *Initial Orientation*

- Family Academy Structure and Services
- How to Screen Perspective Students and Parents
- Homeschool Laws and Regulations
- Developing Your Own Business
- Consulting and Conferencing Skills
- Policies and Procedures of Family Academy related to grades K-8
- Developing Effective Individual Curriculum Plans with Parents (K-8)
- Operating a Successful Learning Center
- Curriculum Review (K-8)

### *High School Orientation*

- The FA High School Program
- Credits and Graduation Requirements
- Developing Effective Course Contracts
- Policies and Procedures of Family Academy relating to grades 9-12
- Curriculum Review (9-12)
- NAAS Accreditation requirements
- NCAA course/transcript requirements

### *Additional Inservice Workshops Available to FA Teacher Consultants*

- Achievement Testing / Assessments
- Individualizing Student Learning (K-8, 9-12) (on-going)
- Specific Individual Unit Studies (K-8)
- Specific Learning Center Courses/Unit Studies (9-12)
- Subject Areas/new curriculum options (on-going)
- Technology applications
- Marketing your business

*As a Teacher Consultant, you will be asked to indicate your agreement to the statements given below with your initial contract. This is a sample only, do not complete.*

### *Statement of Philosophy*

*Children, as a heritage from the Lord, are the responsibility of their parents, not that of other people nor local, state, and federal agencies, including the public school system. Given current educational reform, a movement that usurps and/or undermines parental influence and authority, Family Academy encourages and supports parents and teachers in setting clear priorities that reflect the biblical philosophy of being "in the world but not of the world." (Gospel of John chapter 17). Family Academy is seeking creative Christian teachers to service both Christians and non-Christian families pursuing home-based alternative education within our unique program.*

*Family Academy  
"providing a unique blend of private school and home education"*

### *Mission Statement*

*Family Academy equips teachers who hold a biblical worldview to partner with families in training tomorrow's leaders in faith, character, and academic excellence.*

Teacher Consultants are to indicate their support of the Family Academy Mission Statement and Statement of Philosophy along with signing their initial contract. Please indicate your agreement to this by your signature and return with your contact. Additionally, all those representing Family Academy to parents, students, and the general public are expected to be cooperative, diligent, orderly, gracious in speech, honest, teachable, respectful, responsible, honest, always striving to reflect the truth and grace of the Lord Jesus Christ (see Galatians 5: 22-25).

\_\_\_\_\_  
Teacher Consultant's Signature

\_\_\_\_\_  
Date

# Application and Authorization for Teacher Consultant

Applicant's Legal Name:

(Last) (First) (MI)  
Mailing Address:

City: State: Zip:

Tel: Fax:

I hereby apply for authorization to become an Academy Northwest Teacher Consultant ("Teacher Consultant") for grades K-8 and/or 9-12 for the 2007-2008 school year. I agree to apply for Teacher Consultant authorization on a yearly basis for the years that I wish to teach through the Academy Northwest. I understand authorization expires on June 30 of each school year, and I realize I must indicate on or before May 1st of each year my intent to continue for the following school year. If I allow my authorization to lapse, I will lose my rights to use the Academy Northwest name/privileges until a new authorization has been agreed to.

This Application and Authorization for Teacher Consultant is with Academy Northwest located at 632 SW 150th Street, Seattle, WA 98166 a Washington State non-profit corporation.

I agree to comply with the guidelines and procedures during this contract year as set forth in the Academy Northwest Policies and Procedures and other official Academy Northwest literature as defined in communication with the Academy Northwest administration, and to follow any rules relating to the professional operation of my services on behalf of the Academy Northwest Administration. Additionally, I agree to uphold the Academy Northwest's Mission Statement and endorse Statement of Philosophy (attached hereto as Exhibit A if new Agreement).

I specifically agree to fulfill the following responsibilities as an Academy Northwest Teacher Consultant:

- To serve as a teacher consultant by enrolling students in my learning center ("Learning Center") and/or team teaching in an active center
- To maintain student records by completing accurately and sending to the Academy Northwest central office all required forms according to policies/due dates
- To respond to questions from the Academy Northwest central office in a timely manner, and complete and mail in a timely manner all other required reports to the Academy Northwest administration
- To assist in organizing, promoting, and producing Academy Northwest events
- To attend required regional and all-school in-service meetings
- To charge enrolled families the required fees in accordance with current Academy Northwest policy
- To file a contingency plan for extended absences with Academy Northwest by each September 1 for the upcoming school year
- To contract with the Academy Northwest administrator after the first contracted year for remediation if need is determined by administrator (see Policies and Procedures)

Additionally, I agree to exclude un-enrolled families from Learning Center and Academy Northwest-sponsored activities. Concurrent with this Agreement, I will not contract with other educational agencies or institutions offering a home-school extension program in a similar position as a Teacher Consultant. If I leave Academy Northwest to work for a similar program, I agree to not solicit the transfer of any Academy Northwest students to that program, nor use materials developed by Academy Northwest in any program outside of Academy Northwest without first obtaining written permission from the Academy Northwest administration. Financial compensation for fulfillment of this contract will be paid monthly (September-June) according to the tuition fees contracted and collected from enrolled families as set forth in the Policies and Procedures.

Academy Northwest agrees to provide the following services: accounting and collections for tuition income, student records/registrar services, in-service classes, necessary forms and publications for completion of required records, support services for Academy Northwest Teacher Consultants, monthly administrative communication (Teachers' Room postings) and HomeWorks (online or printed version). Additionally, Academy Northwest agrees to plan regional and all-school events including graduation activities, maintain approved private school status with State of Washington Board of Education, maintain accreditation and non-profit corporation status, issue diplomas, provide transcripts as requested, and research/develop additional program options as determined by the Academy Northwest Board of Directors.

Birthdate: \_\_\_\_\_ SS# \_\_\_\_\_

Fed. ID # (if incorporated): \_\_\_\_\_

UBI#: \_\_\_\_\_ Teaching Cert #: \_\_\_\_\_

Teaching Cert. Type: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

By entering into this Agreement, I represent and warrant that (i) I have full rights to enter into and perform according to the terms of this Agreement, and that such performance will not violate any agreement or obligation between any third party and me; (ii) the teacher consulting services provided will strictly comply with the terms and conditions of this Agreement; and (iii) that I will comply with all applicable, local, state, and federal laws.

I agree to defend, hold harmless and indemnify Academy Northwest and its subsidiaries, affiliates, directors, officers, employees and agents ("Indemnified Parties"), from and against all claims, damages, losses, suits actions, demands, proceedings, expenses, and liabilities of any kind (including reasonable attorneys' fees incurred and/or those necessary to successfully establish the right to indemnification) threatened, asserted or filed (collectively "Claims") against any Indemnified parties, to the extent that in providing Teacher Consultant services such claims arise out of or relate to (i) bodily injury or death to any person, (ii) loss, disappearance, or damage to property, and (iii) any breach or alleged breach of any warranty or representation made by me in this Agreement.

I agree this authorization does not make me an employee, agent, or legal representative of Academy Northwest or any of its subsidiaries or affiliates. I will be operating my own business, and I understand that I have complete freedom in determining the number of hours which I will devote to my business and that I will have the discretion of scheduling such hours. I understand that Academy Northwest will not provide a place of business for me; I will be responsible for procuring, furnishing, and paying the rental of my place of business as well as all other business expenses. I further agree that, with respect to services performed by me for Academy Northwest, I will not be treated as an employee with respect to such services for federal or state tax purposes. I understand that I will be responsible with respect to the payment of any self-employment and federal taxes. I further understand that IRS form 1099 MISC may be issued to me by Academy Northwest showing the amount of tuition paid to me during the calendar year. I understand that it will be my responsibility to account for such income on my tax returns. I understand that my authorization as a Teacher Consultant for Academy Northwest may be terminated if I fail to comply with the above conditions.

I hereby apply for authorization to become an Academy Northwest Teacher Consultant for K-8 and/or 9-12 in the 2007-2008 school year. I agree to apply for authorization on a yearly basis. I understand authorization expires on June 30 of each school year and I realize I must indicate on or before May 1st of each year my intent to continue. If I allow my authorization to lapse, I will lose my rights to using the Family Academy name/ privileges until a new authorization is in place.

The name of my learning center shall be: \_\_\_\_\_  
for grades \_\_\_\_-\_\_\_\_ with a goal of \_\_\_\_ number of enrolled students.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Board Director \_\_\_\_\_ Date \_\_\_\_\_

For Office Use Only		ID# _____
Date of K-8 Orientation: _____	Date of 9-12 Orientation: _____	
Instructor: _____	Instructor: _____	
North <input type="checkbox"/>	South <input type="checkbox"/>	Eastern WA <input type="checkbox"/> Out-of-state <input type="checkbox"/>

# Request for Initial Orientation

Date Submitted: \_\_\_\_\_

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Soc. Sec. #: \_\_\_\_\_

Birth date: \_\_\_\_\_

Teaching Certificate Type: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Certificate #: \_\_\_\_\_

1. I have taken the Inquiring Teacher Pre-Orientation Survey:  
**yes    no**

a. As a result of the survey, I have concluded that I may need to address areas of concern before I can feel confident in my success with the Family Academy program:  
**yes    no**

b. I have attached a copy of the Inquiring Teacher Pre-Orientation Survey.  
**yes    no**

b. I have attached a copy of my teaching certificate?  
**yes    no**

2. Is your teaching certificate current for the state in which you reside?  
**yes    no**

If "No", what needs to be accomplished before your certificate will be current? (Put answer on back.)

3. I wish to take the following training:  
 Initial Orientation only (\$175)  
**yes    no**  
 Initial and High School Orientation (\$310)  
**yes    no**

4. I have enclosed a non-refundable, application fee in the amount of \$45 payable to Family Academy.  
**yes    no**

5. I have enclosed a \$30 Materials deposit for initial (applies to fee); \$60 for both (applied to fee)  
**yes    no**

6. Balance of \$145 for Initial Orientation due on day of training.    **OR**  
 Balance of \$250 for Initial and High School Orientation due on day of training.

**Also enclose the following:**

- Copy of teaching certificate
- Your Resume to include: All educational institutions attended since high school; degrees and honors received
- Current work/employment
- Teaching experience and particular expertise
- Two professional references with phone numbers
- A pastoral recommendation on church letterhead
- A statement of faith (narrative or bullet list of your basic beliefs)

After reviewing the requested information, you will be notified regarding the next orientation session, and materials will be sent for you to read through prior to attending the session. You will need to have your placement office send your professional credentials to Family Academy at least 10 days prior to the session.

After completing the orientation, you will need to acquire a state business license before being accepted as a FA Teacher Consultant. Check the Blue pages of your phone book under you state office Dept. of Revenue. If FA is not currently operating in your state, we will need to contact your state officials for additional requirements.