

**m**useum  
**s**chool  
learning together - learning for life

**Parent Handbook  
2009/2010**

## Museum School Parent Handbook Contents

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**Welcome to the Museum School!** We are very proud and excited to begin our 12th year of providing a unique educational choice to the children of San Diego. This year holds many great prospects for our school as we continue to learn together. It is an exciting time, a time to create wonderful opportunities and make them happen for our children. Please join us this year, in being an integral part of the Museum School.

The philosophy behind our curriculum is based on the needs of the individual child. We use a multi-age developmental model, which means, in the core subjects, our students work at a level that is right for them, one that provides the supports and challenges for them to be successful. Our students work together at various times throughout the day in small groups, learning the necessary social skills of teamwork and problem solving. They also have ample opportunities to work on individual projects and pursue their own interests.

We share a community goal of each of us becoming a Responsible Citizen, a Productive Worker, a Creative Healthy Individual, a Problem Solver and a Self-Directed Lifelong Learner. No one is perfect, and with this in mind, we have regular community discussions on what it means to be all these things, and what we can look for in each other. We ask our students, just as we do as a staff, to reflect on their work and think about ways they can improve what they are doing. Ultimately, we want each student to realize that the most successful students are the students who take on a personal responsibility for their education: students who learn for life.

As a charter school we have a unique population, one that reflects the diversity of San Diego. We welcome and celebrate this. Our families come from all walks of life, but share one thing in common. Our parents have taken the time to seek out an alternative education for their children. Every parent understands the great importance of being involved in his or her child's education. We encourage you to stay involved. Read with your children, make sure their work is done well and with care, show them you care about their education. We have many opportunities for parents to become involved in the school setting. Whether it is helping out in the classroom, chaperoning study trips, being part of our Friends of the Museum School, or our school's Governance Council or helping to raise funds for our program, there is always an area where we can use your strengths.

The Museum School is a unique school, and there may be times when you have a question about our program. This handbook is designed to help answer any questions you may have. If there is something you are not sure about, or you just want to have a chat about your child, please give us a call to schedule a meeting.

We look forward to another great year.

Phil Beaumont - Teacher – Director

Diana de la Peña Kindergarten	Jayne Marie Setaro 1 <sup>st</sup> Grade	Holly Aikin 2 <sup>nd</sup> Grade	Tanya Opsal 3 <sup>rd</sup> Grade
Gingerlily Lowe-Brisby 4 <sup>th</sup> Grade	Amy Huff Shah 5 <sup>th</sup> Grade	Emily Watson 6 <sup>th</sup> Grade	Tanya Naschak Resource Teacher
Jane Perry Office Manager	Wuri Wimboprasetya Rachel Keener Dance Teachers	Julie Jeanseau Art Teacher	Alex Khalil Music Teacher
Andrea Hernandez Classroom Aide	Krystina Grammatica Classroom Aide	Dorian Daniel Classroom Aide	Lizeth Santos Classroom Aide

## Contact Information & School Hours

School Address: 211 Maple Street  
San Diego, CA 92103

Telephone: 619 236-8712  
Fax: 619 236-8906  
Web Site: [museumschool.org](http://museumschool.org)

"6 to 6" Staff 619 971-0054  
San Diego Unified School District <http://sandi.net>

School Hours: 9:00 AM – 4:00 PM Monday – Wednesday, Friday  
9:00 AM – 1:00 PM Thursday

Office Hours: 9:00 AM – 1:00 PM Monday – Friday

"6 to 6" Child Care: 7:00 AM – 9:00 AM Monday – Friday  
4:00 PM – 6:00 PM Monday – Wednesday, Friday  
1:00 PM – 6:00 PM Thursday

### Email Contacts

#### Museum School Teacher/Director:

Phil Beaumont [museumschoolphil@gmail.com](mailto:museumschoolphil@gmail.com)

#### TEACHERS:

Diana de la Peña [museumschooldiana@gmail.com](mailto:museumschooldiana@gmail.com)  
Jayne Marie Setaro [museumschooljaynemarie@gmail.com](mailto:museumschooljaynemarie@gmail.com)  
Holly Evans [museumschoolholly@gmail.com](mailto:museumschoolholly@gmail.com)  
Gingerlily Lowe-Brisby [museumschoolgingerlily@gmail.com](mailto:museumschoolgingerlily@gmail.com)  
Amy Huff Shah [museumschoolamy@gmail.com](mailto:museumschoolamy@gmail.com)  
Tanya Hellingson [museumschooltanya@gmail.com](mailto:museumschooltanya@gmail.com)  
Emily Watson [museumschoolemily@gmail.com](mailto:museumschoolemily@gmail.com)  
Tanya Naschak – Education Specialist [tnaschak@sandi.net](mailto:tnaschak@sandi.net)

#### TEACHING ASSISTANTS

Dorian Daniel [museumschooldorian@gmail.com](mailto:museumschooldorian@gmail.com)  
Andrea Hernandez [museumschoolandrea@gmail.com](mailto:museumschoolandrea@gmail.com)  
Krystina Grammatica [museumschoolkrystina@gmail.com](mailto:museumschoolkrystina@gmail.com)  
Lizeth Santos [museumschoollizeth@gmail.com](mailto:museumschoollizeth@gmail.com)

#### OFFICE MANAGER

Jane Perry [museumschooloffice@gmail.com](mailto:museumschooloffice@gmail.com)

#### PRIME TIME SUPERVISOR

Joanne Morgenthal [mvmuseum@ymca.org](mailto:mvmuseum@ymca.org)

#### Emergency Contact

In the event of an ABSOLUTE EMERGENCY DURING SCHOOL HOURS, you may call 619 723-1410. This is Phil's personal cell phone, and he might be teaching, so please call *only* in case of emergency.

#### Family Contact Information

The information on the *registration card* is our means of contacting you. It is very important that you keep us up-to-date with your correct home phone number, address, and emergency contact. If you have not filled one out, please contact the office so we may get one to you.

## Museum School Calendar

### Important Dates

1 <sup>st</sup> Day of 1 <sup>st</sup> Trimester		September 8
Back to School Night		September 24
Staff Development	No School	October 23
Veteran's Day	No School	November 11
Teacher Conferences	Minimum Days	November 16,17,18,19
Thanksgiving Week	No School	November 23-27
Last Day 1 <sup>st</sup> Trimester		December 18
1 <sup>st</sup> Day of 2 <sup>nd</sup> Trimester		January 19
Staff Development/Lincoln's Birthday	No School	February 12
Washington's Birthday	No School	February 15
Last Day 2 <sup>nd</sup> Trimester		March 26
1 <sup>st</sup> Day of 3 <sup>rd</sup> Trimester		April 20
Memorial Day Weekend	No School	May 31
July 4 <sup>th</sup> Weekend/Staff Development	No School	July 2-5
Personal Learning Plan Presentations		July 9, 12,13,14
6 <sup>th</sup> Grade Graduation and Report Cards		July 15
Last Day of School		July 16

### Department Presentations

1 <sup>st</sup> Presentations (11am – 1:00pm)		October 29
2 <sup>nd</sup> Presentations (11am - 1:00pm)		December 17
3 <sup>rd</sup> Presentations (11am - 1:00pm)		February 18
4 <sup>th</sup> Presentations (11am - 1:00pm)		March 25
5 <sup>th</sup> Presentations (11am - 1:00pm)		May 27
6 <sup>th</sup> Presentations (11am - 1:00pm)		July 1

**Testing Window** - As a school we need to ensure that 95% of our students take the State Standardized Tests. **Please do not schedule any trips during this time.**

Fitnessgram (5 <sup>th</sup> Grade only)	March 1-26
4 <sup>th</sup> Grade Writing	March 2,3
CAT 6 and California Standards	June 7-11

### ALL parents are encouraged to attend

#### Governance Council Meetings –

*All meetings to be held at 4:30 pm*

- Friday, October 16<sup>th</sup>, 2009
- Friday, December 4<sup>th</sup>, 2009
- Friday, January 29<sup>th</sup>, 2010
- Friday, March 12<sup>th</sup>, 2010
- Friday, April 30<sup>th</sup>, 2010
- Friday, June 4<sup>th</sup>, 2010
- Friday, July 9<sup>th</sup>, 2010

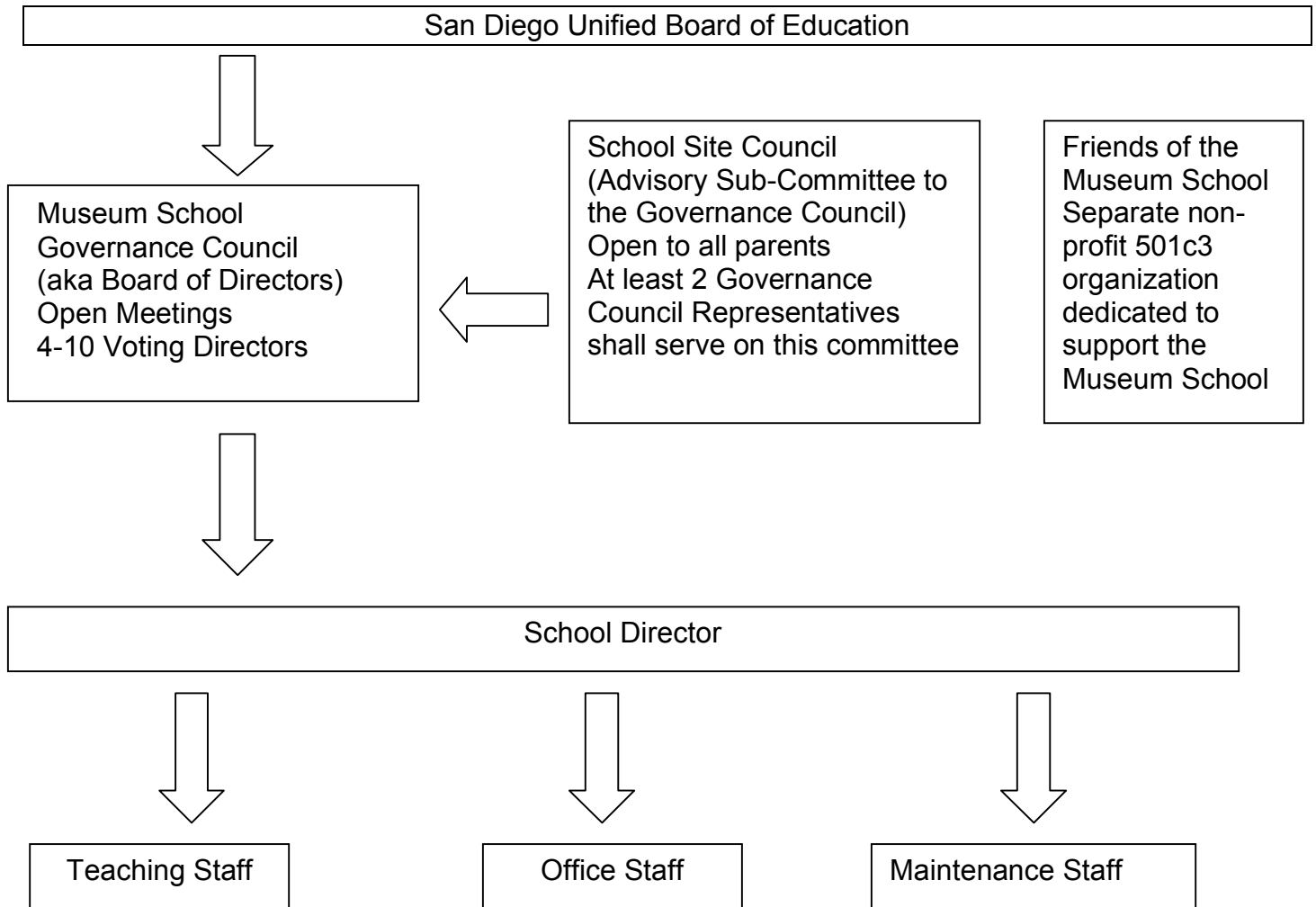
#### School Site Council Meetings (Fall Schedule)

- All meetings at 5:00 pm*
- Tuesday, October 13th
- Tuesday, December 1st

### Special Events

For consistent updates of Special Events please the Calendar & Events page of our website at [museumschool.org](http://museumschool.org)

## Museum School Organization Chart 2009-2010



### **Governance Council**

The Governance Council is site-based and follows a consensus model. Operation and fiscal accountability of the school will be monitored and guided by a formal governing board. The Governance Council is comprised of elected parents, staff and community members who serve two-year renewable terms. All meetings are open to the public and subject to the Brown Act. If you are interested in becoming a Governance Council Board Member, please contact Phil at [museumschoolphil@gmail.com](mailto:museumschoolphil@gmail.com)

### **School Site Council – Parent Forum**

Held twice each trimester, these meetings are primarily to keep parents informed and provide a forum for discussion and suggestions. The School Site Council is open to all parents, and serves as an advisory sub-committee to the Governance Council and administration of the school. We welcome and encourage everyone's participation.

## Attendance

Attendance is a very important factor for success in school. We expect each child to attend school every day. Students who come to class every day learn more, feel more involved in the school community, and achieve greater success. There are experiences that occur in the classroom and on study trips that cannot be made up if missed. As a direct-funded charter school, we depend on your child's consistent attendance. We receive our funding based on our Average Daily Attendance (ADA). **Each absence negatively impacts our budget.** While the most important factor in regular attendance is your child's education, please understand that the simplest form of fundraising you can do for our school is to ensure that your child is here every day possible. Please avoid planning vacations and day trips during the school term.

## Independent Study Contracts

If you know in advance that your child will be absent from one to twenty days for any reason (e.g. illness, vacation) your child's absence may be excused if a Contract of Independent Study is completed and signed **before the student leaves**. It is the parent's responsibility to contact the office at least three days prior to the absence so that the contract may be prepared and work planned out for the student. The contract must be signed by the parent, student, and homeroom teacher prior to the absence. Students will be expected to complete all work assigned and turn it in to the office within two days after they return to the school. Failure to complete all work results in an unexcused absence, the student does not receive credit for the lost time and the school loses funding for the days missed.

## Reporting Absences

Regular attendance is imperative for an optimal educational experience. Valid excuses include: i) illness, ii) doctor's or dentist's appointments, iii) bereavement, iv) participation in religious services, and v) court-ordered appearance. **Please call the school to report the absence the morning of the absence by 9:30 a.m.** If student absences become excessive, a note will be sent home to inquire whether the school can be of assistance in scheduling carpools or alternative transportation. Three unexcused absences automatically triggers notification to the School Attendance Review Board through our district's student information system. Chronic absenteeism may result in being dropped from the Museum School.

## Late Arrival

The instructional day begins every morning at 9:00. Please do your best to get your child to school by 8:50 at the latest so he or she can be ready to participate fully each day, beginning at 9:00. If your child is tardy, please check in with the office manager to sign a tardy slip. While we understand that many of our families live a long distance from school, chronic tardies affect each child's learning. Students miss instruction and cause distractions for their classmates and teachers when arriving late. Please do everything you can to arrive on time. Chronic tardies may also result in action by the district's School Attendance Review Board.

## Early Pick-up

If you need to pick up your child before the end of the school day, please call to notify us. An **Early Release** form must be signed in the office by the parent before the student leaves the school campus.

## Parent Involvement

Research supports that a fundamental element of a quality education program is parent involvement and participation. Parents are encouraged to visit, participate in classroom activities, attend school functions and help on field trips. We need your help. Whether it be your time, talent, ideas, "elbow grease," supply donations, or money, there are many ways that each family can contribute to the school. We have listed some ideas below and welcome any suggestions that you may have. Your participation in our school will broaden our program to benefit each child.

### Communication

#### Mailboxes

Each family and staff member has a mailbox. Please check your Family Mailbox daily for school and parent communication. Please remind your child that these are for communication purposes and **not** for storing items and food in.

#### Email

Email is a very efficient way for our teachers and staff to get in touch with you. Emails go out frequently from teachers and the school director. If you have not received an email recently, please email [museumschoolphil@gmail.com](mailto:museumschoolphil@gmail.com) to make sure your contact address is up to date.

#### Blogs

Some of our teachers have set up a Blog site to provide occasional updates of what is happening in their classrooms. Please visit the TEACHER page at [museumschool.org](http://museumschool.org) to find a link to your child's teacher.

#### Parent / Teacher Conferences

The Museum School has a unique teaching structure for an elementary school in that our upper grade students work with multiple teachers each day. We value this approach tremendously as it offers our students many rich teaching styles, and allows our staff to become intimately acquainted with the academic and social needs of all our students. Logistically, this makes it difficult for us to schedule a week of conferences with all our students and all their teachers. Instead **we would like you to know that, with reasonable notice, you may schedule a conference for your child at any time during the school year.** There may be times when a staff member may request a conference also. Typically a week's notice is sufficient to plan for a conference.

**There will be a regularly scheduled week of conferences with your child's homeroom teacher during the week of November 16-19.**

#### Helping with homework

The most important action you can take for our school is to provide the supports your child needs with schoolwork. Please take the time to make sure your child's homework is completed with care. Spend time talking about the books your child is reading and the books you are reading. Showing you care about your child's studies encourages him or her to care more and leads to success.

#### Chaperones

Each Thursday we will devote three hours to our departments to provide students with the opportunity to make focused visits to museums, the zoo and other venues in the area. We need chaperones that can commit to joining a department from 9:45 am to 1:15 pm. If you are interested and available, please contact the office and let us know your schedule.

#### Morning Materials

Our teachers and office staff often need help with clerical work, including putting materials together, filing, copying and a variety of other things. One way you can help is by checking in the morning to see if there is something that needs doing.

## **Fundraising – Friends of the Museum School**

The Museum School has a low student to staff ratio and provides many unique opportunities to our students. These cost money. Additionally as we expand our grade levels, we are in need of new equipment to bring our teaching tools up to date with regular district schools.

**This year we have set a fundraising goal of \$100,000.**

There are many ways you can support the Friends of the Museum School Annual Appeal. All proceeds will go directly to equipment and programs for the Museum School

### **1. Join us for a Friends of the Museum School Meeting to share any ideas**

**2. Make a tax-deductible donation to the Museum School today and become part of the GenerousiTree.** In the new Museum School, we will create a beautiful mural of a tree that will grow roots with time, adding leaves and texture to its trunk and branches. You can become part of that tree.

- 125 hours of accumulated volunteer time will add your name to the roots of our tree. The foundation of our success.
- \$500 - \$999 will place your family or company's name on the trunk of the tree.
- \$1000 - \$4999 will sprout a leaf in your family or company's name.
- \$5000 and above adds a bird to the tree in your chosen name.

### **3. Help build a partnership between the Museum School and a local business.**

• Many businesses are keen to partner with a school such as the Museum School. Do you know of one that may be a good match? Perhaps they can bring in experts to work with our students, help build infrastructure in our new school, or provide technical expertise in the classrooms for our teachers. Perhaps they may be interested in sponsoring a classroom, our kitchen, music room, or our library. Let us know your ideas.

### **4. Help plan, coordinate or staff a fundraising event.**

- Please see page 10

### **5. Help us identify and write grants.**

• If you have any experience in writing grants and have some spare time, please contact Phil at museumschoolphil@gmail.com

### **6. Help us to seek private donors**

• There may be someone you know of in the community who would be interested in supporting the Museum School. Help us introduce them to the Museum School, and express interest in their support.

### **7. Help develop After School Programs**

• Know of a good program? Contact Phil with the information and help set them up.

### **8. Book Drives**

• Help us fill our library. Help with book sales, book clubs, and targeted donations

**Other Ideas** – If you have another fundraising idea, let us know. We'll do what we can to help you help us.

## **RUBIO'S - MISSION VALLEY FUNDRAISER FOR THE MUSEUM SCHOOL**

Wednesday, September 30th from 4pm until close  
2075-A Camino De La Reina, San Diego, CA 92108

Stop in for a taste of Baja at Rubio's Fresh Mexican Grill in Mission Valley and raise money for the Museum School. 20% of your transaction will go to the Museum School as long as you bring in the flyer available at the link below or in the school office.

## **FALL FESTIVAL**

Saturday, Oct. 31 1:00, 5:00 pm (tentative)

Contact: Marianna Moran • (619) 987-5478 • moranrealtync@hotmail.com

Ahoy ther' Mateys, get ready to come aboard thee Fall Festival! Be prepared for a pirate adventure full of treasure hunts, games, prizes, and yummy grub. To make this a truly spooktacular event, we are in need of some volunteers... otherwise you will be walking the plank!

## **NOT YOUR GRANDMA'S ARTS AND CRAFT FAIRE**

Saturday, November 21st, 2009, 9:00am – 1:00 pm

Contact: Julie Jeanseau at jeanseauxfive@cox.net

Enjoy refreshments while shopping at our own Art and Crafts Faire staged by professional artists from throughout San Diego. All proceeds and a percentage of all faire sales will benefit The Museum School.

## **SPANISH NIGHTS - PRADO FUNDRAISER**

February 28, 2010

Contacts: Rosemary Metcalf • Rosemet92103@gmail.com

Delsy Pantoja • Pantoja94@gmail.com

This year, our primary fundraising effort will be held at the Prado Restaurant in Balboa Park. This is a very important event, which provides a large portion of our yearly fundraising. The event will include a Cocktail Hour, Dinner, Silent and Live Auctions, an Opportunity Draw, and entertainment. Stay tuned for more information on ticket prices and sales.

NOTE: We need donations of goods and services for the auctions as well as sponsors for the event. If you, or someone you know, can donate an item or service, donation forms are available at the office.

## **BALIFEST -**

Spring, 2010

Contact: Phil • museumschoolphil@gmail.com

Highlighting the Balinese gamelan and dance program, this is an exciting evening that celebrates the entire world music program at the Museum School. All students are encouraged to perform in this professional setting to a public audience.

## **ART AUCTION**

June, 2010

Contact: Phil • museumschoolphil@gmail.com

A fun event that brings local and national artists together to help benefit the arts programming at the Museum School. Having raised an average of \$12,000 at this event each year, the Museum School reaches out to local and national artists for donation of work to be auctioned off to local patrons and art lovers. We look forward to the support of Luis de Jesus - Seminal Projects in the organizing of this exciting event.

## **Teacher Appreciation Week**

May, 2010

Contact: Jacquie Kennedy • k4kennedy@san.rr.com

We all know that Museum School Teachers and staff go way above and beyond the call of duty in their work with our children. This is our chance to show our appreciation for what they do. We will form a parent committee to make plans for a special week; there are no limits to what we can do! Suggestions and inspiration are encouraged!

## Homework Policy

At the Museum School, homework is made up of three parts, which include ***reasonable practice, parent assessment, and enriching projects.***

### Reasonable Practice

Reasonable practice consists of daily home reading and math practice. **Home reading should be done for 30 minutes or more every evening.** Additionally, students in the upper grades may receive homework assignments in language arts. Students may choose materials to read, keeping in mind the “read a lot” standard requiring students to read at least 25 books (covering a variety of genres) or more this year. Students have the opportunity to do their math practice at school during “guided practice” and “Homework Headstart,” or at home.

### Parent Assessment

We ask that you check your child's homework each evening. You should expect to find their assignments in their backpacks each day. Please look over all work, **assisting** your son/daughter to identify and correct errors, **guiding** him/her to complete work according to directions, **asking questions** to extend your child's thinking and to make connections, and **requiring** that work be done neatly and to a high standard.

### Enriching Projects

Enriching projects are assigned over an extended time period to encourage deep study and discovery focusing on particular topics. These projects will be multi-dimensional and will honor students' individual creative effort as well as the knowledge gained from the study. **Personal Learning Plans (PLPs)**, which will be assigned during the third trimester for upper grade students, are an example of this kind of project. When enriching projects are assigned, information will be sent home to explain the scope and requirements of the projects.

At the Museum School we value the different experiences and needs of our students and their families. We feel that this homework policy provides adequate “reasonable practice” without undue time pressure on our families. However, we also understand and support parents who may wish to supplement the standard homework assignments in whatever areas they feel their child would benefit (e.g. checking out related videos or library books, purchasing a supplemental math workbook or computer program), and can discuss those options with you at your request.

### Primetime Homework Headstart

The Primetime program offers a Homework Headstart each afternoon. This is a wonderful opportunity to make sure all work is done at school so kids can have more free time when they get home. Teachers and parents may sign up a child for this program, or children can enroll themselves. The Primetime staff will have class rosters, and assignments, and will provide a quiet, supervised area to support each child. **Even though students may finish their work at school we still require that they bring it home to be checked by you at home.**

## Discipline Policy

Because the Museum School strives to present our students with opportunities that exceed those available at most traditional schools, our students must also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school.

We expect each child to do his or her best, both academically and behaviorally. If there's a problem, we personally speak with the child, discuss the options for making good decisions, set appropriate consequences, and strive to help the student internalize the importance of taking responsibility for his or her own learning and behavior.

As a framework for this, we have both our general student "Transformational Goals" (to help all students become self-directed learners, problem solvers, creative and healthy individuals, productive workers, and responsible citizens), and specific "guiding principles" for school behavior (I will do nothing to harm myself or others; I am responsible for my behavior; we are each other's keepers; I take pride in myself and in my work; I will leave it better than I found it). At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the students, come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

### General Consequences

If a student engages in behavior that is inappropriate or that negatively impacts his or her own learning or the learning of others, their teacher, or any staff person, we will remind the student what behavior is expected. If the inappropriate behavior continues, the student will be asked to write a "Problem We Can Solve" note about the behavior, which they will bring home to you to discuss that evening. They will also be asked to call home, explain the situation, and let you know they will be bringing a note home. We ask that you initial the note and send it back the next day and that you constructively discuss the situation with your child and, if you feel it is appropriate and/or necessary, assign any at-home consequences. The staff will also assign an appropriate in-school consequence.

If you have any questions about the issue, please call us so we can be sure we have a similar understanding of the situation and are all on the same page.

### Procedures

The first time a student calls home with a problem, we'll work with the student to be sure he or she understands why there was a problem, what action can be taken next time to avoid the problem, and then, upon receipt of the initialed note home, we'll consider the issue resolved.

If the behavior continues, however, the student may be referred to the School Success program. The School Success program will give kids the actual opportunity to exhibit and practice the behaviors and attitudes that are necessary for succeeding in the classroom. The program will take place during the second rotation time on Mondays, Tuesdays and Wednesdays. During that hour, kids who are referred to the program will participate in a continuum of successive tasks that range from basic skills (listening to directions; following explicit directions to complete various tasks; working on tasks cooperatively with a partner) to more advanced and self-directed skills (discussion with the teacher about behavior and intent, and the perceptions of that behavior by teachers and peers; self-directed work on a challenging problem or task). A student may spend up to three days to complete the program, or may complete it sooner, depending on his or her progress.

The program will be facilitated by Phil or one of our teachers and **your support is essential to the program's effectiveness**. As soon as a referral is made, the parents will be contacted, and we'll begin the program in the next possible session. We'll report progress to the parents each day via a phone call or a note home. If you have any further questions or concerns about the program, please call us or catch us after school to discuss it. During the period of time that students are part of the School Success program, they will be required to fill out a Daily, Self-Report Card, on which the student will assess their behaviors during each class of the day, along with a conference with the class' teacher.

## A PROBLEM WE CAN SOLVE

### Student Goals:

1. self-directed learner
2. problem solver
3. creative and healthy individual
4. productive worker
5. responsible citizen

### Guiding Principles:

1. I will do nothing to harm myself or others.
2. I am responsible for my behavior.
3. We are each other's keepers.
4. I take pride in myself and in my work.
5. I will leave it better than I found it.

Today I had a problem with Student Goal # \_\_\_\_\_ and Guiding Principle # \_\_\_\_\_.

Here's what happened.

Here's why I think it happened.

Some choices I could make so it doesn't happen again are

Tonight I'll discuss this more with my mom, dad, or guardian, so they can also help me think about more positive choices.

My Name \_\_\_\_\_ Parent Initials \_\_\_\_\_ Date \_\_\_\_\_

I understand that each day is a new day, and when I return note this tomorrow, we'll all consider the problem resolved. However, if I keep having this same problem, the next step will be a meeting with my teachers and my parents.

## **Study Trips**

Because we take regular study trips and the safety of our students is of paramount importance, our discipline policy for safety-related issues on study trips is well-defined, and must be consistent for all students. If a child behaves recklessly and/or ignores adult direction on a study trip, that child will not attend the next study trip as a consequence. A parent will be contacted, the behavior explained, and the parent will be asked to pick up the child just before the class departure time for the next trip.

## **Suspension & Expulsion**

The Museum School believes that student suspension or expulsion is antithetical to educational efficacy, and will therefore seek to avoid suspension or expulsion through a variety of interventions.

The Museum School will regard suspension and expulsion from the school as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

While suspension and expulsion are to be regarded as a last resort, the following represents some of the suggested grounds for such action:

1. The threat, causation, or attempted causation of physical injury to another person;
2. Possession of a weapon (e.g., firearms, knives, and explosives) as grounds for immediate expulsion;
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
4. Robbery or attempted robbery of another person's property or school property;
5. Significant damage or attempt to damage school property;
6. An obscene or offensive act or habitual profanity/vulgarity;
7. Persistent failure to respond to correction, especially as to respect for staff, respect for others (consistent with the State Education Code prohibition against harassment), or persistent and repeated failure to follow student rules.
8. Committed or attempted sexual harassment or assault

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet with the school Principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension.

If a student is to be suspended for more than five consecutive days to twenty total days within the year, or if an expulsion is recommended, the following procedures apply. The student must be given written notice of the proposed long-term suspension or expulsion, and of the reasons for this action. If the student or his/her parents contest the proposed disciplinary action, a hearing shall be held before the Governance Council to determine whether cause exists for the disciplinary action. The student shall have the right to be represented by counsel at the hearing before the Board of Directors, to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date the student was originally suspended. The decision of the Governance Council shall be final.

In cases where the student is recommended for expulsion after suspension, the student will remain in suspension status until the expulsion hearing, and will participate in a home study or other alternative program.

Charter school practice for Special Education students will be in accord with policies and procedures adopted by the Board of the San Diego Unified School District, especially in relation to the maximum number of days for which a pupil can be suspended and in those instances when a student may be suspended pending an expulsion hearing.

## General Guidelines & Policies

### Fashion Tips

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents and students have found that loose-fitting, comfortable clothing and sneakers or comfortable walking shoes work best for the Museum School. **NO FLIP FLOPS PLEASE.**

### Complaint Procedure

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern with the classroom teacher. If the concern is not resolved, please bring your concern to the director. In the unlikely case that you feel your concern has not been resolved by the school's administration, a formal complaint may be submitted to the Museum School Governance Council. The complaint will then be addressed according to the Governance Council by-laws.

### Lost and Found

For such a small school, it is remarkable how many clothes, backpacks, lunchboxes etc. accumulate in our lost-and-found cupboard. **Please label your child's belongings** when at all possible. This will help keep our school neater by being able to identify stray items.

### Media and the School

From time to time we are covered by the media (newspaper, TV, etc.) at school or on study trips. If you do not wish your child to be involved with the media, please leave a note to that effect with the school office. The Museum School maintains the rights to use images and pictures portraying the school, students, staff and visitors to showcase the school's programming, events, and activities.

### Study-Trip Permission

The Museum School makes use of learning opportunities throughout the community to enrich our curriculum. Weekly study trips to Balboa Park are carefully planned and there will be a variety of other field trips throughout the year. Each child should have an updated annual permission slip on file in the school office. These permission slips grant permission for your child to attend any study trip the school may engage in throughout the school year.

### Valuable items

While we make every effort to ensure a secure and safe environment for all our students and their belongings, there have been in the past, unfortunate and unexplained disappearances of personal items. We ask that you make a careful decision with your child as to whether they should bring items of value to school. The Museum School accepts no liability for any lost or missing items.

## Health & Safety

The Museum School has a comprehensive School Safety Plan that is annually updated, submitted to the San Diego City School District Police Services, and kept on file in the school office. The plan covers a variety of procedures to be carried out in the unlikely event of emergencies. The school's staff is regularly trained in these procedures, and students receive information and opportunities to practice safety measures throughout the school year.

### Evacuation Procedures

The Museum School carries out regularly scheduled evacuation drills to test the readiness of all involved in case of emergency (fire, earthquake, explosion, lockdown). Emergency information is posted at the exit of each classroom. The emergency assembly area is located at the St. Paul's Park on the north west corner of 3<sup>rd</sup> Avenue and Maple Street (directly across the street from the front entrance to the school). In the event of a real emergency, students will be kept at the emergency assembly area until the emergency has been declared terminated or have been picked up by an authorized party. **Parents must check in with a staff member before taking their child.**

### Illness

Nobody likes to be sick. If your child is not well, has a fever or a potentially contagious condition, please have him or her stay home and get well. The Museum School does not have a nurse regularly on staff, and therefore we are very limited in the care we can provide for a child who is not feeling well. If a child comes to the office with a complaint, we will contact you to apprise you of the situation, and in appropriate cases request that you come to pick up your child.

### Accident Insurance

Neither the district nor the Museum School provides medical or dental insurance for students injured on school premises or while participating in school district activities. A variety of student accident insurance plans are available for purchase. Applications for these are available in the school office.

### Medications

Any student who is required to take, during the regular school day, medication prescribed by a physician may be assisted by a designated staff member if the school receives a written statement from the physician with the name of the medication, method of administration, dosage to be given, and times of administration; **and** a written statement from the parent or guardian indicating their desire that the school district assist the student as indicated on the physician's statement. Forms for requesting assistance with medication are in the office.

### Sexual Harassment Policy

San Diego City Schools prohibits "all sexual harassment and any sexual harassment that has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment. The district also prohibits sexual harassment in which a student's grades, benefits, services, honors, program, or activities are dependent on submission to such conduct."

The Museum School follows the district policy. Our staff receives harassment prevention training at the beginning of each school year and students also discuss the policy and its implications in age-appropriate ways in class meetings and advisories.

We encourage students to report any sexual harassment promptly to any member of the school staff. If there is basis for a complaint, we will explain the procedure to the parents, and discuss what actions the student or parents are seeking in response to the incident. All parties will agree to measures to be taken to rectify the situation and ensure the student's safety. If a formal investigation is required, we will do so, and provide the parents with a written decision on the complaint within ten (10) workdays of the filing of the complaint.

## Internet Usage

All of the Museum School's computers have access to the Internet through the San Diego City Schools technology services. The district has a stringent safeguard program to protect our students from inappropriate content. The Museum School staff works closely in training our students as to the appropriate use of the Internet. Before using the Internet, parents and students should read the following "Network Use Guidelines."

### Network Use Guidelines

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and district networks as part of your student's educational experience.

The district's SanDiNet is an electronic network with access to the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Students will have access to:

- a. Electronic mail (e-mail) communication with people all over the world;
- b. Information and news from a variety of sources and research institutions;
- c. Public domain and shareware software of all types;
- d. Discussion groups on a wide variety of topics;
- e. Many university libraries, the Library of Congress, and more!

I. Responsibilities. San Diego City Schools has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary state wide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 313).

The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students. San Diego City Schools takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

II. Acceptable Use. The purpose of schools having access to SanDiNet and the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of SanDiNet must be in support of education and research and consistent with the educational objectives of San Diego City Schools. Use of another organization's networks or computing resources must comply with rules appropriate for that network.

III. Prohibited Use. Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- a. Any information which violates or infringes upon the rights of any other person;
- b. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material;
- c. Advertisements, solicitations, commercial ventures, or political lobbying;
- d. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime; and
- e. Any material which violates copyright laws (District Procedure No. 7038).

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code, Section 502).

Warning: Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or district security administrator may close an account at any time deemed necessary. Depending on the seriousness of the offense, any combination of the following policies/procedures will be enforced: Education Code, district procedures, and school site discipline/network use policy.

IV. Privileges. The use of SanDiNet and the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or district security administrator to deny, revoke, or suspend specific user access.

V. Netiquette (Network Etiquette). The use of SanDiNet and the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not send abusive messages to anyone.
- b. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- c. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a student's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
- d. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- e. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

VI. Security. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on SanDiNet, you must notify the Educational Technology Department or the security administrator at Information Technology Department of San Diego City Schools either in person, in writing, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to SanDiNet and the Internet.

VII. Vandalism. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## Curriculum

### Math Programs

The Museum School uses the Everyday Math Program, designed by the University of Chicago. It uses a hands-on approach in the exploration of number sense, allowing for a multi-faceted approach of looking at the way numbers work. On any given day, the students may be using manipulatives to discover the natural tendencies of formulae and develop deeper understanding of the relationships that occur in mathematics. The program introduces new ways of computing algorithms (step by step procedures for solving problems), while consistently reviewing what has been previously learned. Students will work out of their **Student Journals, Teaching masters, and class projects**, and will have access to a **Student Reference Book (SRB)**. Students may access the student reference books and play Everyday Math games online. Log in to [www.everydaymathonline.com](http://www.everydaymathonline.com), then use your child's password to gain access. Parents and students can then look up the corresponding pages if they have any difficulty in understanding the assignment. Further, at the beginning of each unit, families will receive a letter describing the upcoming unit. This letter will contain a glossary of terms, samples of problems and the answers to all homework assignments. Parents can refer to these answers as well as the **SRB** to aide students in the completion of their work. Homework assignments generally do not take much time as the program focuses more on accuracy and understanding as opposed to volume of work.

### Language Arts

#### **Primary Program**

Museum School offers a literature-based reading program with developmentally appropriate language arts skills, including phonics, comprehension, and fluency. We emphasize the joy and richness of the language and written word through a variety of genres. We stress the importance of reading to and with children and integrating reading in all subject areas. We recognize that learning to read is a skill that involves order and progression to master. In the primary grades the reading program is comprised of a variety of resources and student materials such as the Open Court reading series, anthologies, novel units, teacher-created materials, and teacher resource books. Children will be instructed through The Balanced Reading Program. This program incorporates seven basic processes that involve both independent and interactive reading and writing experiences:

1. Reading Aloud to Children.
2. Shared Reading
3. Guided Reading
4. Paired Reading
5. Independent Reading
6. Language Exploration
7. Writing and Reading: The Balanced Writing Program.

The writing curriculum combines five major elements: handwriting, language patterns, grammar, composition and creative writing and journal writing. Learning correct and appropriate language patterns gives the student the skills needed for communicating. Composition skills develop as students are taught the process of writing. This process is integrated into all subject areas at each developmental level. These skills may be used creatively in the student's original work in story writing, poetry, and other artistic forms. Journal writing then provides the tool to present this work effectively; it enables students to experience their own growth in eloquence with language and see graphically the results of their work.

Listening and speaking form the basis upon which communication is built. Listening skills fall into four categories: informational, analytical, appreciative, and judgmental. Students practice and perfect their skills in each area. Speaking for the purpose of self-expression helps students grow into effective communicators. Conversational skills, group discussion skills, self-expression techniques, and speech presentation are integral to the oral communication curriculum that students learn across the subject areas. It is our intent to meet the individual needs of our students through careful, formal assessment and

continuous observation.. Our program meets the multi-levels of our students while remaining more self-contained in nature. However, children may rotate to another classroom for a language arts group which best meets his/her needs.

### **Upper Grade Program**

The upper grade (3-6) language arts program at the Museum School addresses students developmentally. During the year, students are grouped in multi-age settings in order to receive instruction appropriate to their developmental level in language arts reading & writing. Rather than only considering grade level placement, this organization of materials and instructions allows us to scaffold for students and their needs. As a team, the teachers collaborate to bring students to a "proficient" level in their language arts skills as defined by the California Standards in 6<sup>th</sup> grade and on our Museum School report card. It is a long-term goal for students as they continue their education at the Museum School, and approached as a destination along a continuum in language arts development. Students are initially evaluated by their reading level on a standardized assessment tool (ARI), and the San Diego Quicklist. As students progress through the reading groups and language arts program, teachers make recommendations for placement based on reading & writing skills, production, maturity, and grade level. There are four level groups. The first group, addresses the needs of many of our incoming third graders providing more highly scaffolded instruction in phonemic awareness, foundation building in the basic rules of grammar and mechanics, developing core skills in reading, etc. building comprehension and knowledge.

The next three level groups focus on reinforcing those basic skills and build upon our students abilities to refine those areas of applied understanding, analysis, synthesis, and evaluation in reading and writing. The Creative Writing Workshop is paired with the Expository & Persuasive Writing Workshop and the Reading Workshop. Students are grouped by developmental reading level so instruction can place more emphasis on various level skills. The groups rotate through the writing and reading workshops through six sessions.

The last session of the year focuses on the Personal Learning Project (PLP) where students research, write a project paper, and present their learning and a creative project connected to their topic of interest to the rest of the student body.

Language Arts is also supported in the Departments where students will use their reading and writing skills to gather information and work on a project to share what they've learned. Students read recipes and instructions, they read for information about various body systems, biomes, famous historical events and figures, they write plays, songs, and reports. They read out loud and practice their oral presentation skills. The Departments models "learning how to learn" so that students can approach their PLP with many ways of research and presentation.

### **Language Arts with Tanya**

The goal of this Language Arts group is to build a strong foundation of reading and writing skills. In homeroom and the first few minutes of Language Arts we will be working on word study, which will include building a word wall, mini-spelling, phonics and grammar lessons.

The first half of Language Arts each day will focus on building reading skills. The students will experience a Reader's Workshop, which will include:

- **Read Alouds** – Building listening and comprehension skills
- **Shared Reading** – Reading as a whole group/building comprehension
- **Guided Reading** – Small reading groups (teacher guided) where the students will practice reading with fluency while developing their word recognition, literary response and comprehension skills
- **Independent Reading** – Students will practice reading strategies while reading independently

The second half of Language Arts each day will focus on building writing skills. The students will experience a Writer's Workshop, in which they will be required to be active learners. Every day the workshop will begin with a whole group mini-lesson (strategies on how to choose writing topic, qualities of good writing, editing skills, etc.) Then the students will write independently on a topic of their choice. The workshop will also include sharing times, when students will be able to share their writing with the whole class and one on one editing times with the teacher.

The goals of Writer's Workshop are:

- To promote a love for writing
- To practice writing effective paragraphs, and short stories in a variety of different genres
- To learn the writing process: prewriting, drafting, revising, editing, publishing

Independent Work (Homework) will change weekly depending on students needs. A weekly packet will go home on Mondays and be due on Fridays and will include:

- Reading comprehension activities
- Journal writing
- Grammar activity worksheets
- Word study activities

### **Expository Writing with Emily**

During the Expository Writing rotation, students will begin by defining the difference between expository and narrative text. They will practice using a variety of graphic organizers and outlines to organize their writing. Some of the genres of writing we will cover in this rotation include summaries, sequence/demonstration, compare/contrast, and persuasive essay writing. Finally, we will focus on including quality topic sentences, transition statements and conclusions in each piece of writing. Students will follow the writing process as they write rough drafts, participate in peer editing/revising and create a final draft.

### **Language Arts with Gingerlily**

This quarter (and continuing in the spring) your child will be working in our "Writer's Workshop" developing themselves as observers and critical thinkers, using the writing process. It should be an exciting process for them, and one that I hope they will continue after our rotation is over.

Students will be introduced to some wonderful writers and their work, examining various forms of journalism and literature. We will celebrate and analyze mentor pieces for craft, style, and content, as well as the "rules" of grammar and style. You can help your young writer at home as well by making sure students are reading rich pieces of literature every evening. Spend time to talk to your child about their ideas, thoughts, and observations. Share your family stories orally. Tell them about when you were a child, and memories of when they were younger. These experiences will enrich their writer's minds and give them more fodder to produce good work.

Students have a "writer's notebook" to record their thoughts and ideas on a daily basis. Although this notebook is for "personal" writing, unlike a diary it is not for "private" writing. Students will regularly share their work with each other in class. These notebooks must be brought to school **EVERY DAY**. Please make sure that your child has a special place for this book so they won't forget it the next morning.

When you have a relaxed moment I encourage you to sit down with your writer and ask them to share pieces from their notebook with you. These will not be final published pieces. They are only drafts and your writer may decide not to publish a good majority of the work. However, this sharing will give you a better sense of how your child is developing as a writer, and what kinds of things they are working on. You may help them further by discussing the pieces, offering insights, helping with remembering, etc. Later in the year, as students begin to choose pieces that they wish to publish, you may also help in encouraging your writer to add detail, revise their work, and later help them edit their pieces. After our weeks together in the "Writer's Workshop," they will be assigned to continue working in their writer's notebook on their own as they move on to their next language arts rotation. These entries and notebooks should be full of good material that they can draw on when we meet again in the Winter/Spring quarter.

## **Project Based Learning - 'Departments'**

As part of the Museum School's regular curriculum, all upper grade (3-6) students engage, for six hours per week, in project-based departments. Each student is a member of a multi-aged team that works together for 30 weeks out of the school year. The team rotates through six different departments, working in each department for a consecutive five-week period. Each year, to match the needs of the students, and to most efficiently make use of resources available, the departments may change focus. For the past year the focus was on "Evolution and Change Over Time" and our departments consisted of: Ancient Civilizations, San Diego Time Machine, Evolution, National Parks, Kitchen Science & Community Service. This year's focus is **Process of Design**. For the 2009-2010 school year the departments will be: Design, Zoology, Travel, Digital Media, Community Service and Kitchen Service.

The department teams work with a facilitator/teacher in constructing a goal for themselves. The team works on developing the goal, conducting research and exploratory activities to synthesize what they have discovered. The five-week period ends with a culminating activity in which the team presents what they have learned in their course of study in the form of speeches, photo-essays, videos, skits or feasts to the entire school community. We invite you to attend Department Presentations. Please see the Calendar section for dates and times.

### **Community Service Department**

The Community Service Department will investigate museums, landmarks and institutions of San Diego and present their findings through video projects. Students will research and interact with museum staff to learn more about their institution, and create scripts based on their discoveries. The team will then produce quality videos to serve as Public Service Announcements for each institution.

### **Zoology Department**

In this department students will be studying the structure, function, behavior, and evolution of animals. They will learn about animal adaptations within the different biomes – oceans, deserts, forests, grasslands, and tundra. They will also learn about classification of animals and why it is necessary for scientists to use this method of categorizing animals. Students will be using investigation and experimentation as a means of gaining scientific knowledge in these areas.

They will also be using technology as a means to deepen their understanding (sandiegozoo.org – the San Diego Zoo's website is an incredible resource for kids and adults!) Field trips will include weekly visits to the zoo to closely study a variety of animals and might also include a visit to the Natural History Museum. At the end of the department each student will choose an animal, research it, and create a mini-report and creative project to show what they learned.

### **Travel Department**

The Travel Department will take students on an imaginary trip to a new country in each department rotation. We will first travel to India, then to Costa Rica, Brazil, Australia, Spain, and finally South Africa. The curriculum for each country will vary but will include map skills and a study of the cultures of each country.

### **Photography Department-"Writing With Light"**

Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image. Images inundate every aspect of our lives. They influence our thoughts and actions sometime consciously and also unconsciously. In this "age of information" being visually literate is as important as being able to read and write.

In the Photography Department, students will explore the visual medium to develop observational and fundamental thinking skills. They will learn to analyze and explain their thoughts and points of views while appreciating the viewpoints of others. And while we will be working primarily with digital equipment, students will explore the history of photography and scientific principles behind the invention of the camera.

For this department students will need a usb jumpdrive to keep their images on. We will be sharing a few classroom digital cameras, however if students have their own digital camera they may use them for work in this class.

### **Design Department**

How are roller coasters designed?

Who is Leonardo da Vinci, and what did he invent?

How do engineers solve problems?

What is the difference between a wedge, lever, and pulley?

We will address these questions and more during the Design Department. During this department we will cover the following topics:

- \* Introduction to Engineering
- \* Physics (force and motion)
- \* Construction Engineering
- \* Aerodynamics
- \* Leonardo da Vinci and his inventions
- \* Robotics

At the end of this department students will visit Legoland and take a class called Lego MindStorms: Mission to Mars. Students will learn about motors and sensors as they program a robot to complete specific tasks.

### **Kitchen Science Department**

In this department, students will work hands on in a home-style kitchen. The focus in this class will be on: states of matter, the science behind food, how substances interact with each other, chemical reactions, the importance of water, nutrition and digestion. Students will also explore agriculture and plant life. In the fifth week of this department, students will create a group presentation of some of the information and knowledge they have acquired. They will then present this information to parents and friends. Students will also have the opportunity to prepare and serve up an agreed upon dish to the whole school community.

### **Primary Enrichment Classes**

Our primary grade students (K-2) will receive enrichment classes throughout the week including:

**Sewing/Fabric Art** – Students will work with Krystina Grammatica using fabrics to create a variety of items while developing fine motor skills and a sense of design techniques.

**Movement – Tap Dance** - Students will work with parent volunteer, Rachel Keener, to develop a sense of rhythm, and gross motor skills while learning fun dance steps.

**Music** – Students will work with ethnomusicologist, Alex Khalil, in developing musical rhythm through solfege, learning songs in foreign languages, and using simple instruments.

**Art** – Students will work on a variety of projects throughout the year with arts educator, Julie Jeanseau. Students will enjoy a wide range of art classes involving many types of media, including printmaking, painting, sculpture and the exploration of arts from many cultures. The process of making art shall be emphasized above the product, but each child will be able to make many works of art throughout the year.

### **Upper Grade Rotations (3-6)**

Each Monday, Tuesday and Wednesday, our upper grade students have the opportunity to attend six different classes (two per day). They include:

**Spanish** – Spanish class will be taught at a beginning level and will focus on conversation. Students who are already fluent in Spanish will be engaged in reading and writing activities.

**Spark in the Park** - Spark in the Park will keep your child moving and excited about exercising! Tanya and Emily begin each class by either walking to the park or warming the students up in the courtyard. Following a round of stretches, the class will participate in group games encouraging team building, cooperation, and fun! Please make sure your child wears comfortable clothes and appropriate shoes on their Spark in the Park day.

**Movement** – Students will engage in a variety of movement activities including yoga/stretching, calisthenics, dance, jogging, and organized games.

**Computer/Project Lab** – Students will work on research and writing skills, as well as having time to work on typing skills, and other projects.

**Art** – Students will enjoy a wide range of art classes involving many types of media, including printmaking, painting, sculpture and the exploration of arts from many cultures. The process of making art shall be emphasized above the product, but each child will be able to make many works of art throughout the year.

**Sewing** – Students will enjoy creating useful items out of recycled materials while developing useful, fine motor skills that promote creativity and practicality.

### **Wednesday/Friday Mornings- 30 minutes**

**Music (World Music)** – Each student will receive a well-rounded overview of world music, while focusing on reading musical notation and solfège (an exercise in singing using the sol-fa syllables), instrument playing, instrument building and exposure to a wide variety of musical styles.

## Assessments

### Report Cards

This year the Museum School is switching back to a Museum School Developmental/Standards Based Report Card. Standards describe what a student should know and be able to do at each grade level in all subjects, and this new report card is designed to give parents information about how their children are progressing.

On the report card, parents will learn which skill sets their child has mastered or has approached mastery on. The report card will also provide information on student work habits.

### Department Progress Reports

After each five-week period, your child will receive a progress report for the specific department-work that your child just completed.

### Conferences

As mentioned in the Parent Involvement Section, our conferences will be held on an as-needed, as-requested basis. If you feel that you would like a conference with your child's teachers, please call to schedule one.

**ARI - Analytical Reading Inventory** The ARI is a teacher administered reading assessment that is given one-on-one and designed to diagnose student reading skills and strategies as well as to inform classroom instruction. Students are assessed with the ARI at least twice a year at the Museum School.

### Math Tests

The Museum School uses the Everyday mathematics program, which includes a variety of assessment methods. Teachers will take notes and make anecdotal records of student performance during class work, as well as taking notes during verbal assessments. Each unit has a **Checking Progress** assessment to finish the unit which helps determine whether students are at a Beginning, Developing or Secure stage for each of the skills and concepts being taught. Progress reports will be made available after each of these units and will further be included in student report cards.

### Personal Learning Plans

For the last five to six weeks of the school year, students will take the skills they have learned throughout the year and apply them to creating a well-researched project based on a subject of their own choosing. The project will consist of a written research report, a creative project based on their research and a final presentation to the whole school community. The project will be graded based on a common rubric and be reflected in the final report card of the year.

### State Standardized Tests

As a public charter school, our students are required to take the California State Standardized tests each year. Every school is required to have at least 95% of students take the test and achieve an overall Academic Performance Index score of 800 or above. Museum School students are provided with test taking skills and preparation classes prior to testing.

## Homework Tips

Children learn as much out of school as they do in school. They learn things at home and in their community. Children learn a great deal from their parents, and parents are important partners in the learning experience. Parental interest, common sense, and a few basic skills can help make school a successful learning experience for children. Parental interest sends a strong message to children – that education is important, and that learning can be fun and worth the effort.

Homework is assigned by teachers for many reasons: it can give students extra practice time, apply information learned, and help them expand their knowledge beyond what learned in class. Assignments are also a good way for children to learn to work independently. Homework assignments can also help students work on bigger projects, learn about other resources, like encyclopedias and the web, and visit libraries.

A checklist for helping your child with homework:

- Try to set aside a special, quiet place with good lighting for homework.
- Keep basic supplies like paper, pencils, pens, markers, rulers, etc. in a box in the homework area.
- Try to have a regular time each day to do homework.
- Help your child use organizational tools, like school planners, calendars, and folders.
- When children are assigned larger projects that require a few days or weeks to complete, help them to schedule their time and break the assignment into manageable pieces.

Questions to ask your child:

What is today's homework/assignment? Check your student's planner.  
Is the task clear?

Do you understand what you have to do? If not, suggest calling a classmate  
When is the work due? Check your student's planner.

If it is a major project: would it help to make a time line in your planner?

Other ways to help:

- Be positive, supportive and encouraging. Remember to look for areas of improvement.
- Remember that it is your child's homework, not yours.
- Let your child know that you have confidence in him/her. Remind him/her of past successes, perhaps in sports, music or other difficult homework assignments.
- Show interest and praise him/her when he/she has done something well.
- Try to make criticisms or suggestions in a helpful way.
- Get to know the teacher early in the year, and find out about homework policies and expectations.
- Call the teacher if there are homework problems or issues you can't resolve. Do it earlier, rather than later before it becomes a major issue.