



Student-Parent Handbook 2016/2017

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Welcome to the Museum School! We are very proud and excited to begin our 19th 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 our search for a new school campus paid for with Proposition Z funding. 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 Board of Directors 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

Jane Perry – Office Manager

Diana de la Peña
Kindergarten

Lauren Barrett
1st Grade

Holly Aikin
2nd Grade

Tanya Opsal
3rd Grade

Heather Poirier
4th Grade

Emily Watson
5th Grade

Amy Huff Shah
6/7/8 Science

John Maschino
6/7/8 Social Studies

Heather Johnson
6/7/8 Mathematics

Larissa Frost & Mary Rohn
Education Specialists

Adam Roberts
P.E. Teacher

Steven Thorsen
Intern Teacher

Andrew Rae
Art Teacher

Jillian Williams
School Psychologist

Rhiannon Pagan
School Counselor

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

School Hours: 9:00 AM – 4:00 PM Monday – Wednesday, Friday
9:00 AM – 1:00 PM Thursday
Office Hours: 8:30 AM – 1:00 PM Monday – Friday

Museum School Teacher/Director:

Phil Beaumont

phil@museumschool.org

TEACHERS:

Kindergarten	Diana de la Peña	diana@museumschool.org
1 st grade -	Lauren Barrett	lauren@museumschool.org
2 nd Grade	Holly Aikin	holly@museumschool.org
3 rd Grade	Heather Poirier	heatherp@museumschool.org
4 th Grade	Tanya Opsal	tanya@museumschool.org
5 th Grade	Emily Watson	emily@museumschool.org
6/7/8 Science & English	Amy Huff Shah	amy@museumschool.org
6/7/8 Humanities & English	John Maschino	john@museumschool.org
6/7/8 Math & English	Heather Johnson	heather@museumschool.org
Education Specialist K-5	Larissa Frost	larissa@museumschool.org
Education Specialist 6-7-8	Mary Rohn	mary@museumschool.org
School Psychologist	Jillian Williams	jillian@museumschool.org
School Counselor	Rhiannon Pagán	rhiannon@museumschool.org
PE Teacher K-8	Adam Roberts	adam@museumschool.org
Art Teacher	Andrew Rae	andrew@museumschool.org
Intern Special Ed Teacher	Steven Thorsen	steven@museumschool.org

TEACHING ASSISTANTS

Andrea Hernandez	andrea@museumschool.org
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Kate Borunda	kateb@museumschool.org
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Karla Duarte	karla@museumschool.org
Samantha Tancredi	Samantha@museumschool.org
Carrie Johnston	carrie@museumschool.org

OFFICE MANAGER

Jane Perry

office@museumschool.org

PRIME TIME SUPERVISOR

Philip Tran

ptran@museumschool.org

Primetime Phone

619-548-9201

Museum School Calendar

Important Dates

1 st Day of 1 st Trimester		August 29
Back to School Night		September 14
Staff Development	No School	October 21
Veteran's Day	No School	November 11
Teacher Conferences	Minimum Days	November 14,15, 16,17, 18,
Thanksgiving Week	No School	November 21 - 25
Last Day 1 st Trimester		December 16
1 st Day of 2 nd Trimester		January 17
Lincoln's Birthday	No School	February 17
Washington's Birthday	No School	February 20
Last Day 2 nd Trimester		March 24
1 st Day of 3 rd Trimester		April 24
Memorial Day Weekend	No School	May 29
July 4 th Weekend	No School	July 4
Last Day of School		July 13

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 (5th & 7th Grade only)

February 25 – March 24

Smarter Balanced Testing

June 12 - 23

Museum School Collaborative Board Meetings – ALL parents are encouraged to attend

Tuesday, September 13th at 4:15 pm

Tuesday, October 18th at 4:15 pm

Tuesday, November 15th at 4:15 pm

Tuesday, December 13th at 4:15 pm

Tuesday, January 17th at 4:15 pm

Tuesday, March 21st at 4:15 pm

Tuesday, May 16th at 4:15 pm

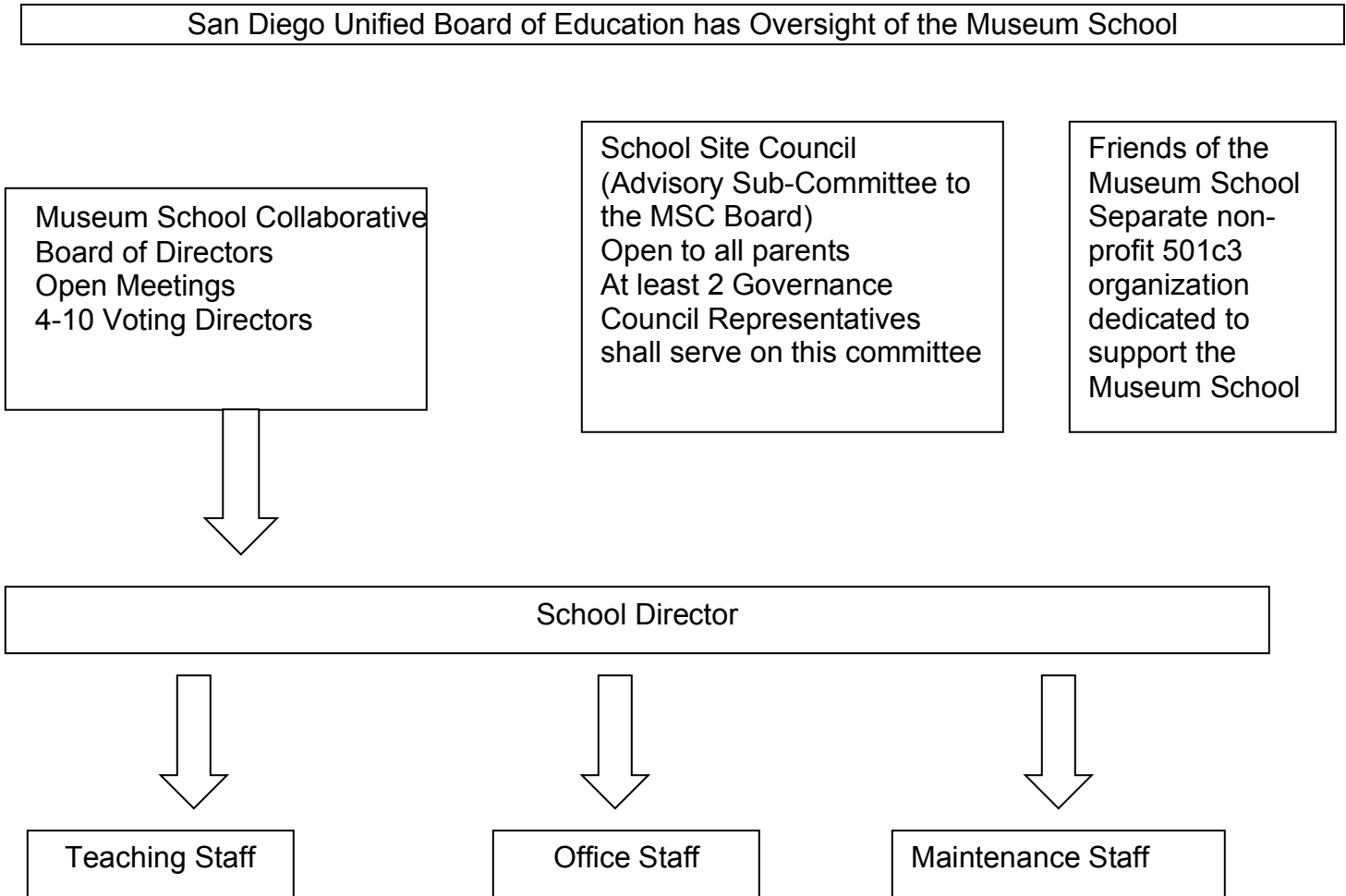
Tuesday, June 20th at 4:15 pm

Tuesday, July 10th at 4:15 pm

Special Events

For consistent updates of Special Events please the Calendar & Events page of our website at museumschool.org

Museum School Organization Chart 2016 - 2017



Museum School Collaborative

The Museum School Collaborative 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 Board of Directors 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 Board Member, please contact Phil at phil@museumschool.org

School Site Council – Parent Forum

Held in conjunction with MSC Board meetings, 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 MSC Board 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 directly-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. After three unexcused absences we are required to contact the School Attendance Review Board. 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 sheet. 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. The parents' participation in our school will broaden our program to benefit each child.

Communication

Emails

Much of our communication is via email. It is important that we have your correct email to ensure you receive communication in a timely manner. If you do not use email and would prefer hard copy messages, please let us know.

Haiku-Learning

A wonderful means of communication available to students and parents is through their child's Haiku account. Haiku-Learning is an online learning management system that provides course descriptions, announcements and schedules. In the older grades, Haiku-Learning is used to provide and collect assignments, keep track of student work and provide grades. Each parent has a separate Parent Invitation Code to be able to access all of your child's classes in one place. If you have not received a Parent Invitation Code, please contact your teacher or send an email to phil@museumschool.org. In general, Haiku-Learning pages for your child's classes can be found under "Contacts" and "Student Links" at museumschool.org.

Parent / Teacher Conferences

The Museum School has a unique teaching structure for an elementary school in that our 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 too difficult for us to schedule a week of conferences with all our students and all their teachers. **Regular parent conferences with your child's homeroom teacher will be scheduled the week of November 16 – 20, 2015. We would also 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..

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. **Please check your child's Haiku-Learning account, planner or take home folder each day to see what they are expected to work on.**

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 each morning to see if there is something that needs doing.

Visiting School and Classrooms

The following policies and procedures are in place to help us maintain a secure, efficient, yet parent-friendly atmosphere. We appreciate your support of these procedures.

- **Sign-in at the front desk:** All visitors must sign in between the hours of 7:15 AM – 4:00 PM. If you are here to visit a classroom or meet your child for lunch, please sign in on the Visitor Log located on the front desk. If you are volunteering, please sign the Volunteer Log. Wear a visitor badge: A visitor badge must be worn at all times while at the Museum School. Staff has been instructed to ask all visitors in the building without a badge to return to the front office to sign in and obtain a badge.
- **Student Sign-In/Out:** If your child arrives after 9:00 AM, please sign him/her in at the front desk. If you need to take your child out before dismissal at 4:00 PM, you will also need to sign him/her out at the front desk. If you come in to pick up your child, you may be asked for identification. We do this to ensure that our students are being released appropriately. If you send in someone to pick up your child and that person is not on your child's Emergency Contact list you will be contacted for verification and a photo id will be required.
- **Front Office Etiquette:** We will do our best to assist your needs, but please be sure to refrain from loud and/or telephone conversations while in the Front Office.
- **Early Check-Out:** If it is necessary for a student to leave school early, please provide a note for your child to give to his/her teacher upon arrival to school. Parents/guardians should report to the office to initiate an early check-out. Please do not go directly to your child's room. Students will not be dismissed from the classroom without a request from the front office. Students may be checked out by a parent designee with prior verification. Be prepared to show your driver's license when checking out students.
- **Irregular Departure:** If a student has a need to leave the school in a manner different from his/ her normal routine, it will be necessary for the student to bring a letter of permission from the student's parent to the classroom teacher. This letter should be submitted immediately upon arrival to school. If a note indicating a change in dismissal has not been received, your child will not be allowed to leave campus without a parent or designee to sign them out.
- **Late Check-In:** If your child arrives after 9:00 AM, the parent must sign the child in at the front office. Please review the Attendance policies regarding excessive tardies.
- **Classroom Visits:** We value every minute of instructional time with our students. Unless you have an appointment or are volunteering in the classroom as scheduled by the teacher, please do not enter your child's classroom.
- **Lunch:** If you plan to drop off your child's lunch, it will be your child's responsibility to check the office on the way to the lunch area to retrieve it. Please be sure to write your child's name and teacher's name on their lunchbox.
- **Turn Off the Cell Phone:** While visiting classrooms, please do not use a cell phone. Driving through the pick lane while talking on your cell phone presents a distraction and potential accident for our children. Please help us keep our children and staff safe by staying off your cell phone and being alert during pick up and drop off.
- **Forgotten Items:** Be sure to label the forgotten item with your child's name and teacher's name. As with lunches, it will be your child's responsibility to pick up the item from the office or lost and found area in the front of the school. If your child isn't aware that an item has been forgotten (e.g. his/her glasses, etc.), please inform our front desk staff so that they can advise your child's teacher. The item will be delivered to the classroom, or retrieved at a time deemed suitable by the teacher.

Volunteers

Volunteers are individuals who donate their time, without financial compensation, to benefit their communities. The volunteer's participation may occur in a classroom setting during the school day or outside the school setting as part of an extracurricular activity. *A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a guest and they do not complete a volunteer application.* School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

Volunteer Opportunities include:

- Tutoring
- Mentoring
- Athletics
- Classroom assistance
- Chaperoning Field Trips
- School/classroom events like career fairs and field trips
- Before/After-school programs
- Non-classroom (main office, library/media center, etc.) assistance
- Yard supervision
- Food service

Volunteer Requirements

All volunteers are required to complete a "School Volunteer Application Form." Volunteers may be subject to a criminal background/fingerprint check. No volunteer shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of a TB Risk Assessment with the past 60 days (to determine that he/she is free of active tuberculosis in compliance with CA Education Code section 49406. Volunteers who are found to be free of infectious TB shall thereafter be required to have a TB Risk Assessment every four years.

Acceptance as a volunteer is based on factors including, but not limited to:

- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- Megan's Law Registered Sex Offenders Background Check
- Live Scan fingerprinting, with clearance from Department of Justice
- A completed "School Volunteer Application Form" on file.
- Tuberculosis (TB) Clearance (Risk Assessment or Skin Test)
- Positive attitude; interest in and enthusiasm for working with children
- Ability to work cooperatively with school personnel and participate regularly
- Good communication skills, health, and personal hygiene; ethical conduct; dependability.

If you are interested in volunteering, please request a Volunteer Application in the Office, or from our School Counselor

A Message from the Friends of the Museum School Foundation: The Museum School, Your Children & Funding

As we all know, public funding for schools is perilous. Many schools have cut what they consider the extras - art, music, classroom aids, fieldtrips – and increased the number of students in each classroom. The Museum School **We have the autonomy to continue to offer a unique curriculum that allows for sewing, gamelan, art and more, but at a literal cost: \$600 for each child.** This magic number totals \$130,000 for the year and allows the school to keep the extra staff and programs that are make our school unique.

As a school, we must raise \$130,000 this year. Friends of the Museum School (FOMS) is a non-profit group of volunteers formed to create inventive and fun ways to raise that money. All donations to FOMS are tax deductible and **100% of the money collected by FOMS goes directly to the school.** FOMS is raising money for *all of our kids*. Here are some of the various ways we seek to raise funds for the Museum School:

1. **PLEDGE DRIVE.** This is the basic plea for money. If you cannot donate a lump sum of money, we understand. But please consider this— \$60 a month for 10 months would pay for 100% of the cut we are taking for a child to attend this school. \$30 a month would cover half, even \$10 or \$15 a month would make a world of difference. There is an automatic monthly option on the pledge form.
2. **FRIENDS & FAMILY PLEDGE DRIVE.** We provide you with letters and envelopes to send out to your friends and family who might be willing to donate a small amount to the school. Last year our Family and Friends drive raised almost \$40,000 in funds!
3. **RESTAURANT EVENTS.** Opportunities will come throughout the year to dine out with friends on a particular day and a particular restaurant with a percentage of proceeds spent going back to the school. It's a great time to socialize with other MS parents.
4. **SPECIAL EVENTS.** This is the bulk of our fundraising outside of just asking for money. This includes everything from our Annual Gala to the Gamelan Festival and the Art Auction. Invite friends and family members to these events, spend a little money, contribute your time and effort. They are not only money raising events but community building events as well – a great time to celebrate our marvelous school.
5. **GRANTS.** The Grants committee is continually working hard to supplement our efforts with grant money. If you are familiar with the process, please consider assisting this group.

All support is completely voluntary! Our goal is 100% participation by Museum School families in fundraising efforts. Participation will be different for each family. For some it may mean a significant annual gift, for others a modest monthly pledge, and for others help maintaining our facilities, or assisting with events. **You don't have to participate in all the above programs, but we hope you will participate in at least one of them, and hopefully more.** Know this: we will never ask you to buy things you don't need— no wrapping paper sales, no nut clusters, no overpriced candy bars. Requests fall into a few categories: outright asking for a donation or asking for your participation in community or family events or experiences.

**Friends of the Museum School Meetings
will be announced during the school year.
All are welcome and encouraged to join us
with your enthusiasm and great ideas!**

Homework Policy

At the Museum School, homework is made up of three parts, which include **reasonable practice**, **parent assessment**, and **enriching projects**. Homework policies and workload vary per grade level. Be sure to check the expectations of your child's classes on your teachers' Haiku Page(s).

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 planners or backpacks each day. Middle School students' work and assignments can be found on their Haiku-Learning accounts. 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. Please check teacher Haiku-Learning Pages for updated information.

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 grades 3-5 and throughout the year for grades 6, 7 and 8, 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 and signed 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.

Social - Emotional Skills Building

The Museum School implements a number of elements to support social-emotional skills building, including the Second Step Program throughout grades K-8. This social-emotional program teaches and practices social and emotional skills necessary to develop skills such as empathy, emotion management, communication and problem solving. We will be concentrating on a trait of the month, during which time our staff will talk with kids and provide activities that explore and reinforce the trait. Our school Counselor, Rhiannon Pagán will be running a variety of groups and working with individuals to support friendship building, impulse control, anger and emotion management.

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, a student in grades 3-5 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.

In middle school grades, students may be involved in a Connections process similar to the Problem We Can Solve process. The student would work with a neutral staff member to discuss any adverse situation and develop a plan for correction and a collaborative conversation between the student and the referring teacher

Kickboard

This year, we are introducing Kickboard as a behavior support and tracking method for our students. It is an opportunity to recognize and reward when students are showing expected positive behaviors, emphasize exemplary behaviors, and to track negative behaviors from class to class and teacher to teacher. Kickboard has a Parent-Student portal that will allow you check on progress daily. Students will accumulate points or "dollars" that can be used toward classroom stores, a soon to arrive school store, or a variety of other rewards we are currently developing.

Our goal is to have all of our staff working with students in grades 3-8 to participate in recognizing behaviors. We aim to have a high positivity ratio in our overall use of the program. Kickboard allows us as a team to look at how our students are being acknowledged throughout the grade-span and we will review the data as a team to be sure we are using it effectively in building a more positive culture for our little school

School Success Program

If negative behaviors persist, a student may be referred to the Student Success Team process. The Student Success program will help to identify challenges, triggers and supports that are necessary for succeeding in the classroom. The program will be developed with all stake holders including the student, parents teachers and support staff. An initial meeting will be held to determine the areas of concern and strategies that may be implemented to support successful behaviors in class, at home and on the playground. This will be followed up, as necessary, by meetings to determine the progress and other possible interventions that may be necessary or simply to celebrate successes.

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 may not be allowed to attend subsequent field trips until the school's team is confident that the student will be safe and allow other students to learn. In the event that a student is held back from a field trip, they will be provided with educational activities to engage in while their classmates are on the 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 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, paraphernalia or being under the influence of any controlled substance, alcoholic beverage, tobacco or nicotine product, or intoxicant;
4. Robbery or attempted robbery of another person's property or school property;
5. Extortion or attempted extortion.
6. Significant damage or attempt to damage school or private property;
7. Stealing or attempt to steal school property or private property, or receive stolen property.
8. An obscene or offensive act or habitual profanity/vulgarity;
9. 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.
10. 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 MSC Board of Directors 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 Board of Directors 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, and those governed by State and Federal laws, 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 closed toed shoes, sneakers or comfortable walking shoes work best for the Museum School. We ask that students do not wear any clothing that may be deemed offensive by others, or have any reference to drugs, alcohol, weapons, sex, or any inappropriate items for school. Students wearing such items will be asked to call home for a change of clothing or provided a loaned shirt to cover up

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 Collaborative Board of Directors. The complaint will then be addressed according to the MSC Board 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. **Please label your child's belongings** when at all possible. Lost and found items are placed on a rack by the front of the school. Please check it regularly. At the end of each trimester, any left items may be donated to a charity.

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 for many classes 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 walking 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 northwest corner of 3rd 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

The Museum School carries School-Time Accident-Only Coverage which covers students while: attending regular classes; participating in school sponsored and directly supervised activities, (excluding all interscholastic sports) summer activities; and while traveling directly to and from: home and school for regular attendance; school and off campus locations to participate in school sponsored and directly supervised activities, provided such travel is arranged by and is under the direction of the School; or in School Vehicles anytime.

BENEFITS:

Medical Expense Benefit; payable on an excess basis: \$50,000 maximum per Accident

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

The Museum School 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 school also prohibits sexual harassment in which a student's grades, benefits, services, honors, program, or activities are dependent on submission to such conduct.

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 Use Policy and Agreement

Introduction

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The Museum School may provide students with Internet access and Google Drive accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Museum School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Museum School has promulgated and adopted the Student Computer Use Policy and Agreement ("Policy") to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Museum School. This agreement sets forth student responsibilities and duties when accessing and using the Internet through Museum School equipment and resource network and when using email accounts maintained by the Museum School. The Museum School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Museum School equipment and resource networks. The Museum School stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further the educational goals and purposes of the Museum School. Students are reminded that their use of Museum School equipment and resource networks reflect upon the Museum School, and Students should guide their activities accordingly. Further, students acknowledge there is no right to privacy in their internet, Google Drive or email access through the Museum School.

Student Responsibilities

1. **Use Limited to an Educational Purpose.** The student acknowledges that access to the Internet via Museum School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Museum School equipment and resource networks only in a manner specified in the policy.

a. **Educational Purpose.** "Educational purpose" means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Museum School approved personal research activities, or other purposes as defined by the Museum School from time to time.

b. **Inappropriate Use.** An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Museum School policy.

2. **Plagiarism.** Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by

someone else and claiming the work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright. Student agrees that he or she will Museum School equipment or resource networks or Museum School email accounts in the following manner:

a. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.

b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.

c. Student will not make threats against others.

d. Student will not reveal personal information about others.

e. Student will not use email to send chain letters or "spam" email to a list of people or to an individual.

f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.

g. All communications will be polite and respectful of others.

h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Museum School in writing.

4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Museum School, other students, or the community.

5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

6. Privacy. Student acknowledges that computer equipment, Internet access networks, and museumschool.org email accounts are owned by the Museum School, and may be provided to students for educational purposes. The Museum School reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Museum School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

a. Routine system maintenance.

b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.

c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized by the Museum School in writing.

8. Information About Other People. Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.

9. Violation of Policy. The Student acknowledges that violation of this Policy can result in a loss of all Internet access, Google Drive and computer privileges. If Student violates this Policy, or in any other way uses Museum School equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Museum School should deem the activity in question a use consistent with educational purposes stated in this Policy. If the Museum School deems that the use is inconsistent with the educational purposes stated in this Policy, the Museum School may terminate the Student's Internet and computer privileges. However, because one of the educational purposes in providing Internet access it to teach students to use the internet appropriately, The Museum School reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and computers. Student also acknowledges that the Museum School will contact the proper legal authorities if the Museum School concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

10. It is the policy of Museum School to fully comply with the Children's Internet Protection Act [CIPA]. In addition to the formal adoption of this Appropriate Use Policy, the following actions are being taken to ensure CIPA compliance:

- An open meeting with the community will be held to discuss Internet benefits and risks, and to discuss the Appropriate Use Policy and Student Internet Permission Agreement. Students and their parent/guardian are expected to execute the associated Agreement to indicate their understanding of and agreement to comply with the AUP, prior to gaining access to technology resources.

- Museum School uses a *proxy server* approach to *block access* to Internet web sites deemed inappropriate for students by the school administration, faculty and community. This involves the OpenDNS proxy server technology combined with a categorized (e.g., violence, sexually explicit, etc.) subscription service as well as a manual block list and a manual "white list" managed by the school administration and shared with other schools. Nevertheless, it is not technically possible to guarantee that all inappropriate sites on the Internet will be blocked (and probably not possible to reach 100% agreement on what is inappropriate).

PLEASE SIGN & RETURN THE INTERNET USE POLICY AGREEMENT ON THE FINAL PAGE OF THIS HANDBOOK.

Curriculum **Kindergarten – 2nd grade Curriculum**

Language Arts

The 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 reading series, anthologies, novel units, teacher-created materials, and teacher resource books. Children will be instructed through a 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.

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.

Physical Education – Working with our PE teacher, Adam Roberts, students develop gross motor skills while having fun, learning to cooperate in active games and skills based activities

Music – Students will work with Center for World Music artists on Fridays to learn music from around the globe including Indonesian gamelan, Indian tabla and other traditions. On Tuesdays, students learn music components from western traditions including solfege, notation, recorder, guitar, rhythm and pitch.

Art – Students engage in a variety of techniques, tools and media. Projects are both individual and collective. Some projects are accomplished in one class session, while others involve a multi-step process that requires several sessions to complete. Inspiration comes from a wide variety of sources including children’s literature, historical artists/art movements, recycled materials/donated materials, current classroom curriculum, seasons, nature, cultural influences, and the imagination of the art instructor. Basic elements of art and design are practiced at appropriate grade levels.

Grade 3-5 Curriculum

Language Arts

The upper grade (3-5) 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 Common Core Standards in 5th 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 three 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 two 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 once each trimester.

The last trimester of the year will include a focus 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.

Expository Reading and Writing with Tanya

The goal of this Language Arts group is to build a strong foundation of non-fiction reading and writing skills. Students will be working on word study, which will include mini-spelling and grammar lessons, and paragraph editing. The students will experience an expository 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/ Identifying answers from a text – Students will practice reading strategies while reading independently and identifying answers from a text.

The students will also experience an Expository Writer's Workshop, in which they will be required to be active learners. The workshop will include mini-lessons (comparing/contrasting, cause/effect, writing reports, persuasive essays, qualities of good writing, editing skills, etc.) Then the students will write independently. 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 this Writer's Workshop are: To promote a love for writing, to practice writing effective paragraphs and expository essays, and to learn the writing process: prewriting, drafting, revising, editing, and publishing.

Narrative Writing with Miss Heather

In this workshop students will be covering the following goals in a fun and informative class that will include crafting our own puppets with voice-overs, to record and present personal narratives.

Standards Based Reading and Writing Conventions:

- attain grade/learning-level proficiency in grammar, punctuation, conventions and mechanics
- increase skills in formatting, editing, and revising a story
- increase enjoyment and stamina during reading and writing

Biographies and Autobiographies:

- reading about, and discussing, important "social justice warriors" and others, both past and present
- comparing and contrasting styles of writing and points of view
- actively participating in independent, small group, and whole class reading times

Narrative Writing:

- author creative stories and personal narratives
- actively participate in independent, small group, and whole class writing activities

Writing Opinion and Text with Miss Emily

Students will explore opinion text and practice supporting their opinion while citing evidence and strengthening their persuasive techniques. We will read short texts and discuss various opinions, read a

novel and formulate points of view in writing and at the end of the session students will present a persuasive speech on a topic of their choice.

Common Core Standards addressed in this Language Arts Rotation (varies slightly by grade level):

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Math Programs

Students in grades 3-5 the Envision Math Program, through Pearson Publishing. Tied in with the Common Core Standards. Each uses a problem based 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 and technology to discover the natural tendencies of formulae and develop deeper understanding of the relationships that occur in mathematics..

Students may access the student reference books and play games online, and parents can look up the corresponding pages if they have any difficulty in understanding the assignment. Directions on how to access the online components of the Envision Math Program will be provided to students and through teacher blogs.

Homework assignments generally do not take much time as the program focuses more on accuracy and understanding as opposed to volume of work.

Project Based Learning – ‘Departments’

As part of the Museum School’s regular curriculum, all upper grade (3-5) 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 five different departments, working

in each department for a consecutive six-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 2015/2016 school year our kids will work in the Drama Department, Ancient Civilizations Department, Coding & Computer Science, National Parks and the Kitchen Science Department.

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 six-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.

Upper Grade Rotations (3-5)

Each Monday, Tuesday and Wednesday, our upper grade students have the opportunity to attend four different rotations (two per day) plus a PE day. The rotations include:

Yoga – Students learn elements of yoga through certified instructors

PE - Students will engage in a range of rigorous and fun activities addressing skills, strength, balance and endurance. Our PE classes will be taught, this year, by Adam Roberts a credentialed PE teacher who holds his Masters of Arts in Teaching.

Homeroom – Homeroom teachers will have the benefit of working with their homeroom classes in smaller groups (13 students) to complete projects, conduct assessments, student conferences, Socratic Seminars and other activities.

Art – Students engage in a variety of techniques, tools and media. Projects are both individual and collective. Some projects are accomplished in one class session, while others involve a multi-step process that requires several sessions to complete. Basic elements of art and design are practiced at appropriate grade levels.

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

Music (World Music) –All students in grades k-5 will participate in our school’s gamelan program taught by Center for World Music artist, Andrea Hernandez. Each student will receive a well-rounded overview of world music, while focusing with exposure to traditional western instruments too. In addition, students will learn elements of western traditions through music notation, rhythm & pitch, solfege and learn instruments such as recorder and guitar

Middle School Curriculum

The goal of the Museum Middle School curricular structure is to foster the natural curiosity of adolescents at an age where they are becoming increasingly aware of the larger world around them. Through project-based learning, the development of critical thinking skills as they are applied in the classroom is more than just an academic exercise—in an information age, it is essential for healthy civic engagement with the society that these students will inherit as adults.

Healthy civic engagement is actively pursued through the curricular methodologies of the various disciplines. At all times, students are encouraged to develop a relationship to society that is ethical, humane, and involved. Middle school students, in the process of developing an awareness of a larger world and searching for their own place within it, demonstrate a natural and burning curiosity about world events when they are provided with a forum in which to do so. Adolescents want to know about, discuss, and understand these events. An effective middle school classroom is one that celebrates this curiosity and facilitates the discussions that the students yearn for. The interpersonal skills naturally explored in adolescence are therefore harnessed by channeling student energy and curiosity into project-based work that enables them to recognize the benefits of civic engagement that is fostered by working with others.

A central component to successful project-based learning is the enabling of students to recognize their own methods of learning. Students are encouraged to identify their own strengths and, through reflection, target skills that they wish to develop and enhance. Individual reflective work is facilitated through such activities as peer critique, student-led conferences, and Presentations of Learning (POLs).

THE MIDDLE SCHOOL PROGRAM AT THE MUSEUM SCHOOL

- Facilitates the development of abstract and critical thinking skills, and the application of concrete skills to this process.
- Facilitates the discovery of the larger world, how it works, and the individual's place within it.
- Facilitates the relationship of the individual to society by making the contingencies of citizenship an active, engaging, and exciting set of responsibilities.

The Common Core Standards for middle school are directly addressed through a variety of rigorous and innovative curriculum structures that involves four major components:

1. Standard curriculum comprised of instruction in History, Language Arts, Mathematics, and Science and in developmental groupings that meets on most school days. Language Arts classes rotate by trimester with successive focuses upon narrative and persuasive writing, literature, and informational materials. Cross-curricular lessons are created wherever feasible.
2. Departments comprised of innovative, interdisciplinary, long-term projects that involve multiple grade levels and that rotate throughout the school year.
3. Personal Learning Plans (PLPs) that involve individualized, inquiry-based, project-based learning. PLPs target research and writing skills, presentation skills, active involvement with community resources, and peer critique.
4. Rotations/Electives comprised of instruction in art, music, dance, physical education, (including health and nutrition), technology, foreign language, and socio-emotional development.

COMMUNITY BUILDING AND TEAMWORK

Community building and teamwork is integrated into the student's academic experience in a variety of ways.

1. Advisory Program: The Museum School incorporates the Second Step program with grade-level activities from kindergarten through 8th grade that provides all students with common problem-solving vocabulary and skills. A school counselor and psychologist provides active and consistent consultation.

In addition, 6th grade students are provided with guidance in the transition to middle school (such as organizational skills and socio-emotional development), and 8th grade students are guided through an intensive process of reflection upon their academic and social growth through middle school in preparation for the transition to high school.

2. **Class Trips:** 6th grade students attend a four-day program at Camp Marston in Julian where a variety of fun and adventurous activities develop teamwork that carries over back at school. 8th grade students participate in a four-day trip to San Francisco that mixes together fun teambuilding adventures with experiential learning tied directly into the Humanities and Science curricula.
3. **Student Committees:** Middle school students have spearheaded several committees, such as a Dance Committee and a Yearbook team, that have considerably enhanced the school community and spirit. Such student innovation is central to the program philosophy, and proposals for new committees, such as student government, are always considered and encouraged.
4. **Collaborative Partnerships:** The middle school program actively seeks collaboration with community organizations and institutions wherever possible to enhance the learning experience. Partnerships have included such organizations as Edudance, Young Audiences of San Diego, Toussaint Academy, Merrill Gardens Retirement Home, and the Museum of Contemporary Art. The museums in Balboa Park are accessible by walking and are utilized frequently. In general, The Museum School's location in Banker's Hill facilitates the use of the larger community of San Diego and its many resources.
5. **Student Mentorship:** As a K-8 school with one classroom per grade level, students are provided with ample opportunities to learn from one another. Middle school students are partnered with lower school students for such activities as campus beautification or classroom assistance.
6. **Presentation Skills:** Middle school students have many opportunities through the curricular program to present their projects and learning to larger audiences. Repeated opportunities enable students to develop and refine their presentation skills in preparation for the world that awaits them as adults.
7. **Active Parent Involvement:** Parent communication is highly valued and encouraged. Direct parent involvement through volunteering significantly enhances the middle school program. Teachers and parents are considered to be partners in the education of Museum Middle School children.
8. **After School Program and Partnerships:** The Prime Time before-and-after school program, run by the YMCA, is considered to be an integral part of the school community rather than simply a service for working parents. Prime Time staff and teachers communicate regularly and actively seek to navigate a child's experience throughout all portions of their day. In addition, after-school classes are offered through partnering organizations in such activities as chess, Ballet Folklorico and hip hop dance, Gamelan, and Spanish.

Middle School Math with Miss Heather

Middle school students in grades 6-8 will use the CMP3 Program. Classes are held on a block schedule with three periods per week. Homework will be given each period with a due date of the next class period.

All students are expected to properly format their work with name, date period and title of assignment and all work should be completed in pencil only. Our math curriculum comes with access to online student support for each lesson in addition to an online student textbook and student workbook pages. Students will not be expected to bring their textbooks home, and if necessary can access it through the website. Directions for this will be provided to students.

Students can also access the **Khanacademy.com** tutorials and practice exercises to focus on specific skills. Students may be assigned Khan Academy activities during class as well.

Assessments

Report Cards

This year the Museum School uses 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.

Conferences

As mentioned in the Parent Involvement Section, beyond the regularly scheduled conferences the week of November 14– 18, 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 a combination of Progress in Mathematics (K-2), Envision mathematics program (3-5) and CPM3 (6-8), each of 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 progress 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

In the final trimester 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.

With the advent of the new Common Core Standards and the passage of Assembly Bill 484, schools

now participate in the new Smarter Balanced computer-adaptive assessments rather than the STAR tests which are being phased out. An exception is for students in 5th and 8th grade who will take the STAR test in science only.

The Museum School will be testing students in the month of June 2017. For more specific dates see your child's Haiku Pages or Museum School Calendar.

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.

THE MUSEUM SCHOOL
Written by Museum School Parent – Dan Cote
See the video at museumschool.org

D A E A
 It's all cool at the Museum School
 D A E A
 Learning for life is the golden rule
 D A E A
 Children, staff and our parents too
 D A E A
 Learning together is what we do

A
 Reading, Writing, 'Rithmetic,
 D E A
 Social Studies, Science, History too
 A
 And Gamelan's another part of
 D E D
 Everything that we get to do

D
 Dance & Movement, Publishing
 A
 Art and Music and P.E.
 B7
 Singing, Sewing, Cooking too
 D E
 There's a lot that we get to do

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 D A E D
 Learning together is what we do

D A
 Living by the guiding principles
 A B7
 Will help us grow as people
 B7 D E
 And we'll become the leaders of tomorrow

A
 Exploring at Balboa Park
 D E A
 The museums and the wonders of art
 A
 Symphonies, a farm or two
 D E
 Learn abroad at the beach and zoo

D
 Fieldtrips to the library
 A
 Reaching out to our community
 B7
 PLPs and school meetings
 D E
 Learn about justice and peace

D A E A
 It's all cool at the Museum School
 D A E A
 Learning for life is the golden rule
 D A E A
 Children, staff and our parents too
 D A E D
 Learning together is what we do

D A E A
 It's all cool at the Museum School (3X)

PLEASE FILL IN THE FORM BELOW AND RETURN TO THE SCHOOL OFFICE:

STUDENT NAME: _____

GRADE: _____

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT-PARENT HANDBOOK

By my signature below, I acknowledge that I have received a copy of The Museum School's Student-Parent Handbook, on the date indicated below. I acknowledge that it is my responsibility to read and review the Student-Parent Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the handbook.

I understand that the Student-Parent Handbook contains important information regarding The Museum School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times.

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

DATE: _____

ACKNOWLEDGEMENT OF THE TERMS OF THE MUSEUM SCHOOL'S INTERNET USE POLICY

I, _____, parent or guardian of _____ have read and understand the Student Internet Use Policy and Agreement contained in the Student/Parent Handbook and agree to the terms and conditions that are set out in the Policy. As the parent or guardian of this student, I understand that Internet access at the Museum School is designed to be curriculum driven and for educational purposes only. Precautions have been taken to eliminate access to controversial materials and I will not hold the school or teacher responsible for materials acquired on the network.

Parent Signature

Date

I, _____, have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Student's Signature

Date

STUDENT MEDIA RELEASE AND CONSENT FORM

Throughout the school year, students may be highlighted in efforts to promote Museum School activities and achievements. For example, students may be featured in materials to train teachers and/or increase public awareness of our school through newspapers, radio, TV, the web, DVDs, displays, brochures, and other types of media.

I, as the parent or guardian of _____, hereby give the Museum School and its employees, representatives, and authorized media organizations permission to print, photograph, and record my child for use in audio, video, film, or any other electronic, digital and printed media.

- a. This is with the understanding that neither the Museum School nor its representatives will reproduce said photograph, interview, or likeness for any commercial value or receive monetary gain for use of any reproduction/broadcast of said photograph or likeness. I am also fully aware that I will not receive monetary compensation for my child's participation.
- b. I understand that my child's name will not be used in association of any likeness unless I am informed and sign a separate consent form
- c. I further release and relieve the Museum School, its Board of Trustees, employees, and other representatives from any liabilities, known or unknown, arising out of the use of this material.

I certify that I have read the Media Consent and Release Liability statement and fully understand its terms and conditions.

Please Print Name of child(ren) _____

Signature of parent or guardian _____ **Date** _____