Student-Parent Handbook 2019/2020
# Museum School Parent Handbook

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Welcome to the Museum School! We are very proud and excited to begin our 21st 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

Jaleh Raissi
1st Grade

Holly Aikin
2nd Grade

Lauren Barrett
3rd Grade

Heather Poirier
4th Grade

Emily Watson
5th Grade

Amy Huff Shah
6/7/8 Science

John Maschino
6/7/8 Social Studies

Teresa Muller
6/7/8 Mathematics

Larissa Frost & Mary Rohn
Education Specialists

Tiffany Yang
School Counselor

Adam Roberts
P.E. Teacher

Andrew Rae
Art Teacher

Jillian Williams
School Psychologist

Rachel Hawkins
Speech Pathologist

Megan Hanvey
Occupational Therapist
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
1st grade -  Jaleh Raissi  jaleh@museumschool.org
2nd Grade  Holly Aikin  holly@museumschool.org
3rd Grade  Lauren Barrett  lauren@museumschool.org
4th Grade  Heather Poirier  heatherp@museumschool.org
5th 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  Teresa Lin  teresa@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  Tiffany Yang  tiffany@museumschool.org
PE Teacher K-8  Adam Roberts  adam@museumschool.org
Art Teacher  Andrew Rae  andrew@museumschool.org

TEACHING ASSISTANTS
Andrea Hernandez  andrea@museumschool.org
Krystina Grammatica  krystina@museumschool.org
Ruby Santos-Padilla  ruby@museumschool.org
Kris Rudolph  kris@museumschool.org
Kate Borunda  kateb@museumschool.org
Carrie Johnston  carrie@museumschool.org
Marta Ambriz  marta@museumschool.org
Judy Phan  judy@museumschool.org
Ina Price  ina@museumschool.org

OFFICE MANAGER
Jane Perry  office@museumschool.org

I'm Safe Afterschool Program Supervisor
Jeremy Burns  jburns@ymca.org
I'm Safe Program Phone  619-548-9201
## Museum School Calendar

### Important Dates

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<td>1st Day of 1st Trimester</td>
<td>September 3rd</td>
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<td>Back to School Night</td>
<td>September 26</td>
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<td>Staff Development</td>
<td>November 1</td>
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<td>Veteran's Day</td>
<td>November 11</td>
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<td>Teacher Conferences Minimum Days</td>
<td>November 18, 19, 20, 21, 22</td>
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<td>Thanksgiving Week No School</td>
<td>November 25, 26</td>
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<td>Last Day 1st Trimester</td>
<td>November 22</td>
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<td>1st Day of 2nd Trimester</td>
<td>December 2</td>
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<td>Winter Break</td>
<td>December 20 – January 15</td>
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<td>January 20</td>
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<td>Lincoln’s Birthday</td>
<td>February 14</td>
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<td>Washington’s Birthday</td>
<td>February 17</td>
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<td>Last Day 2nd Trimester</td>
<td>March 27</td>
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<td>Spring Break</td>
<td>March 30 – April 22</td>
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<td>1st Day of 3rd Trimester</td>
<td>April 23</td>
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<td>Memorial Day Weekend</td>
<td>May 25</td>
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<td>July 4th Weekend</td>
<td>July 3</td>
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<td>Last Day of School</td>
<td>July 9</td>
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### 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 23
- Smarter Balanced Testing  
  June 8 - 26

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

- Monday, September 9th at 4:15 pm
- Monday, October 14th at 4:15 pm
- Tuesday, November 12th at 4:15 pm
- Monday, December 15th at 4:15 pm
- Monday, February 10th at 4:15 pm
- Monday, March 9th at 4:15 pm
- Monday, May 11th at 4:15 pm
- Monday, June 8th at 4:15 pm
- Monday, June 22nd at 4:15 pm

### Special Events

- JOG-A-THON – Friday, December 6th, 2019
- Winter Showcase – Friday, December 20th 2019
- 100th Day of School – February 27, 2020
- Dr. Seuss – Read Across America – Friday, February 28th
- 8th Grade Field Trip to San Francisco – April 19 – 22
- 6th Grade Camp -

For consistent updates of Special Events please the Calendar & Events page of our website at museumschool.org
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
The school encourages parent participation in decision making through School Site Council Meetings. The School Site Council is a group of teachers, parents, and classified employees that works with the school to develop, review and evaluate school improvement programs and school budgets. The membership of the SSC shall represent all major stakeholders in compliance with applicable law and in order to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission of the Museum School. The SSC will also provide feedback and input on the LCAP and the LCAP Federal Addendum.

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 carpool 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 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.

Google Classroom & Google Sites
A wonderful means of communication available to students and parents is through their child’s Google Classroom account. Google Classroom is an online learning management system that provides course descriptions, announcements and schedules. In the older grades, Google Classroom is used to provide and collect assignments, keep track of student work and provide grades. Parents are invited to receive either daily or weekly updates from their child’s classes and assignments.

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 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 18-22, 2019. 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 Google Classroom 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 9:00 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.
SCHOOL VOLUNTEER APPLICATION

DATE ____________

FULL NAME:__________________________________________________________________________
(FIRST) (MIDDLE) (LAST)

ADDRESS ____________________________ DATE OF BIRTH ______________
(STREET) (CITY) (ZIP) MO/DAY/YR

HOME PHONE _______________E-MAIL ___________________ ID # __________________
Govt. Issued ID Type & Number ________________________________________________

NOTIFY IN CASE OF EMERGENCY ____________________________________________________
(NAME) (PHONE)

CURRENT EMPLOYMENT ____________________________________________________________
(EMPLOYER’S NAME) (ADDRESS) (PHONE)

Please check whether you are a new or returning Museum School volunteer. ____ New ____ Returning
Do you have any criminal charges pending against you? ____ YES ____ NO
Have you ever been convicted* of a felony or misdemeanor? ____ YES ____ NO
Have you ever been convicted* of a sex, drug or weapon related offense? ____ YES ____ NO
Are you required to register as a sex offender under Penal Code 290.95? ____ YES ____ NO

*Conviction includes a finding of guilty by a court in a trial with or without a jury or a plea or verdict of guilty.
If “YES,” please explain:______________________________________________________________

Parent Volunteers:
Please check whether you plan to drive for a field trip during the school year. ____ YES ____ NO
Please list the name(s) of your child(ren):____________________________________________

For security reasons, a Megan’s Law background check will be conducted by school site staff
and you may be required to undergo a LiveScan background check with the DOJ & FBI.
Volunteer assignments may be terminated if service is unsatisfactory or no longer needed by the school.
You may not volunteer if you are required to register as a sex offender under California law.
I give my permission to have my personal and professional references researched and hold the Museum School and
any individuals providing the district with information harmless. By signing my name below, I declare under penalty
of perjury, that all the information on this application is true and correct. I also declare that I have read and agree to
follow the “Volunteer Code of Conduct.”

Volunteer Signature: _______________ Date: ______________
--------------------------------------------------------------------------------------------------------------------------

TO BE COMPLETED BY VOLUNTEER COORDINATOR:

TB test completed (Date): __________________________ Volunteer service ended (date): ______________

Volunteer category (check appropriate box and indicate date cleared):
Category A – One time Volunteer Govt. ID checked __________________________
Category B Megan’s Law database check – cleared __________________________
Driver Megan’s Law database check and/or LiveScan – cleared __________________________

Type of volunteer (check if appropriate):
Parent: _____ Family Member: _____ Intern: ______
Community Member: _____ Other __________________________

VOLUNTEER APPLICATIONS SHOULD BE FILED AT THE SCHOOL SITE WITH TB AND BACKGROUND
CLEARANCE DOCUMENTATION AND SAVED FOR 3 YEARS.
VOLUNTEER CODE OF CONDUCT

As a volunteer, I agree to abide by the following code of volunteer conduct:

1. Immediately upon arrival, I will sign in at the main office or the designated sign-in station.

2. I agree to follow the Museum School’s procedure for screening of volunteers.

3. I will wear or show volunteer identification whenever required by the school to do so.

4. I will use only adult bathroom facilities.

5. I agree to never be alone with individual students who are not under the supervision of teachers or school authorities (unless driving and a Volunteer Driver form and background check has been conducted).

6. I will not contact students outside of school hours without permission from the students’ parents.

7. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange home directory information only with parental and administrative approval.

8. I will maintain confidentiality outside of school and will share with teachers and/or school administrators any concerns that I may have related to student welfare and/or safety.

9. I agree to not transport students without the written permission of parents or guardians or without the expressed permission of the school and will abide by Museum School’s transportation Volunteer Driver policy when transporting students.

10. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.

11. I agree to notify the school principal if I am arrested for a misdemeanor or felony sex, drug or weapon related offense.

12. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.

I agree to follow the Volunteer Code of Conduct at all times or cease volunteering immediately.

Volunteer Name: __________________________________________

Volunteer Signature: ________________________________________ Date: ____________
Volunteer Driver Requirements
All volunteer drivers must fill out the Volunteer Driver Form (sample below) and agree to the expectations on the following page:

Employee/Volunteer Personal Vehicle Use Form
2019-2020

Name: ___________________________ Birth Date: ___________________________
Driver's License: __________________ Expiration Date: ___________________
Year/Make of Auto: __________________
Vehicle License Number: __________________
Insurance Carrier/Agent: __________________
Phone: __________________
Policy Number: __________________ Expiration Date: __________________
Driving Restrictions: __________________

I certify the above information is correct and the insurance coverage is in force. I understand I must have liability insurance coverage in force and agree to advise the school, in writing, of any changes in the above information. I further certify that the above vehicle is mechanically safe. I have provided the Museum School with a copy of my license and insurance coverage.

______________________________________________ ______________________
Owner of Vehicle Signature Date

______________________________________________ ______________________
Driver Signature Date

NOTE: If you drive your personal automobile while on school business and you are involved in an accident, by law your liability insurance policy is used first. The school liability policy would be used only after your policy limits have been exceeded. The school does not cover, nor is it responsible for, comprehensive and collision coverage to your vehicle.

I have read the above and approve the use of this vehicle for the purpose stated.

______________________________________________ ______________________
Executive Director Date

or

______________________________________________ ______________________
Business Office Approval Date
I understand and agree that:

- All drivers must be at least 21 years old.
- I will maintain insurance coverage to at least the mandated state minimums and only volunteer to drive when such coverage is in place. I understand that while driving as a volunteer, I am liable in the event of illness, accident, injury, or death resulting from the use of my vehicle.
- I will, at minimum, provide the school office with my driver’s license to screen for a Megan’s Law background check, and further agree to undergoing a LiveScan background check with the California Department of Justice (DOJ) and the Federal Bureau of Investigations (FBI).
- All children must be transported in age and weight appropriate restraints in the back seat. No child below 60 pounds or 6 years of age may travel in the front seat.
- The number of individuals riding in my vehicle(s) will not exceed the number of passengers the vehicle is designed to carry.
- I will maintain my vehicle(s) in safe operating condition.
- I will operate my vehicle in a safe manner.
- I will follow the instructions for driving and chaperoning students given by the teacher sponsoring the field trip.
- I will notify the school office if I no longer want to be included on the volunteer drivers list.
- I will not consume alcohol or any other substance which would impair my judgment and/or ability to drive safely before or during any field trip.
- Drivers will be assigned a “partner car” with whom they will caravan for the duration of the field trip. Drivers may not stop while transporting children for any reason other than an emergency. If an emergency should occur, please proceed to the nearest safe destination and call for help. Do not stop at the side of the freeway or at the scene of an accident.
- Parents may not under any circumstances use a cellular phone while transporting students. If you find it necessary to make a call, proceed to the nearest safe destination, stop your vehicle and make the call.
- All cars transporting children will contain the following:
  - Emergency information for each child in the vehicle
  - Directions and map to destination
  - Teacher’s cellular phone number
  - School phone number

- The Museum School may at any time for any reason revoke its permission for me to drive its students, other than my own children, for events sponsored by the school.

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 additional funding we need per 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 or on our school’s website under the DONATE page.

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. JOG-A-THON – Our 2nd Annual Jog-a-Thon will be held on Friday December 6th and we hope to beat last year’s record of $32,000!

4. 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.

5. SPECIAL EVENTS. This is the bulk of our fundraising outside of just asking for money. This includes everything from our Annual Gala, to a This Includes You! concert 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.

6. 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 Google Classroom 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 Google Classroom 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.

I’m Safe After School Homework Headstart
The I’m Safe After School 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 I’m SAFE 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 Restorative Practices Community Building 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. We 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 may 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 continuing with 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 to 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 stakeholders 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.

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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 Summary

The complete policy for Suspension & Expulsion is available in the school office and on the school's website under About -> Policies.

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. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Section 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempt to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause
seriously bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

16. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any grades 4 to 8, inclusive.

19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless
telephone, or other wireless communication device, computer, or pager, of a
communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A “burn page” means an Internet Web site
            created for the purpose of having or more of the effects as listed in
            subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of
            having one or more of the effects listed in subparagraph (1) above. “Credible
            impersonation” means to knowingly and without consent impersonate a pupil
            for the purpose of bullying the pupil and such that another pupil would
            reasonably believe, or has reasonably believed, that the pupil was or is the
            pupil who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects
            listed in subparagraph (1) above. “False profile” means a profile of a fictitious
            pupil or a profile using the likeness or attributes of an actual pupil other than
            the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
        (a) For purposes of this clause, “cyber sexual bullying” means the dissemination
            of, or the solicitation or incitement to disseminate, a photograph or other visual
            recording by a pupil to another pupil or to school personnel by means of an
            electronic act that has or can be reasonably predicted to have one or more of
            the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A
            photograph or other visual recording, as described above, shall include the
            depiction of a nude, semi-nude, or sexually explicit photograph or other visual
            recording of a minor where the minor is identifiable from the photograph,
            visual recording, or other electronic act.
        (b) For purposes of this clause, “cyber sexual bullying” does not include a
            depiction, portrayal, or image that has any serious literary, artistic,
            educational, political, or scientific value or that involves athletic events or
            school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute
   pervasive conduct solely on the basis that it has been transmitted on the Internet or is
   currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted
   infliction of physical injury to another person may be subject to suspension, but not expulsion, except
   that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a
   crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be
   subject to discipline pursuant to subdivision (1)(a)-(b).

   w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of
      this type, the student had obtained written permission to possess the item from a certificated school
      employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and/or recommended for
   expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object
      unless, in the case of possession of any object of this type, the student had obtained written
      permission to possess the item from a certificated school employee, with the Executive
      Director or designee’s concurrence.
   b) Brandishing a knife at another person.
   c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et
      seq.
d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Museum School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Museum School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Museum School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Museum School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.
Authority to Expel
As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Museum School Collaborative Board of Directors following a hearing before it or by the Museum School Collaborative Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Museum School Collaborative Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Charter school practice for Special Education students will be in accord with policies and procedures adopted by the Museum School Collaborative Board of Directors 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. A General Complaint Policy and forms may be found on the school’s website under About->Policies.

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, and approved by the Museum School Collaborative Board of Directors, 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.

Mental Health Services Available at the Museum School
The Museum School has a full-time School Counselor and a part-time School Psychologist. Our School Counselor, Tiffany Yang, provides socio-emotional curriculum and conducts activities with all students throughout the school. Additionally, she provides both group and individual counseling to support students in academics and emotional needs. The Museum School also partners with SAY San Diego to facilitate mental health supports outside of the school when necessary. If you are interested in receiving services for your child, please contact Tiffany Yang at tiffany@museumschool.org or contact the school's Director, Phil Beaumont at phil@museumschool.org.
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.

Staff – Student Interactions & Boundaries
All staff are also trained on appropriate and inappropriate Staff – Student Interactions and Boundaries. The following are the guidelines for all staff at the Museum School.

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined
For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors
Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-
approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the School Director along with the rationale therefor.

2. Kissing of ANY kind

3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]

4. Full frontal or rear hugs and lengthy embraces

5. Sitting students on one’s lap (grades 3 and above)

6. Touching buttocks, thighs, chest or genital area

7. Wrestling with students or other staff member except in the context of a formal wrestling program

8. Tickling or piggyback rides

9. Any form of sexual contact

10. Any type of unnecessary physical contact with a student in a private situation

11. Intentionally being alone with a student away from school

12. Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such

13. “Dating” or “going out with” a student

14. Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”

15. Taking or requesting photographs or videos of students for personal use or posting online

16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts

17. Leaving campus alone with a student for lunch

18. Sharing a bed, mat, or sleeping bag with a student

19. Making, or participating in, sexually inappropriate comments

20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres

21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented

23. Discussing your personal troubles or intimate issues with a student

24. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

25. Giving students a ride to/from school or school activities without the express, advance written permission of the School Director and the student's parent or legal guardian

26. Being alone in a room with a student at school with the door closed and/or windows blocked from view

27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer

28. Staff mirroring the immature behavior of minors

29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

**This policy does not prevent:** 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one’s self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

**Acceptable Behaviors**
1. Pats on the shoulder or back
2. Handshakes
3. “High-fives” and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from School Director to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off campus

11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)

12. Keeping the door wide open when alone with a student

13. Keeping reasonable and appropriate space between you and the student

14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing

15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior

16. Keeping after-class discussions with a student professional and brief

17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult)

19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later

20. Recognizing the responsibility to stop ‘Unacceptable Behaviors’ of students and/or co-workers

21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours

22. Prioritizing professional behavior during all moments of student contact

23. Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate
behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

**Boundaries Reporting**

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of ‘grooming behavior,’ he or she must report the suspicion to the School Director promptly. “Grooming behavior” is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. Suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of ‘unacceptable behaviors’ observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

**Mandated Reporting**

All Museum School staff members are mandated reporters. As such, if, within their professional capacity or within the scope of employment, a staff member observes or gains possession of knowledge that a child has been a victim of child abuse or sexual abuse (or reasonably suspects it), California Penal Code Section 11166 requires the staff member to immediately report this information or suspicion directly to the county child protective agency (CPS) or local police/sheriff.
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.

Museum School’s Cell Phone Policy:

- All Museum School students must complete a cell phone contract BEFORE bringing a cell phone on campus. Once a cell phone contract is on file, it is valid for the entire time a student attends Museum School.
- We ask that families and students use the main office to communicate messages from home or school.
- Museum School is not responsible for lost or stolen cell phones, nor do we have the resources to investigate if they are lost or stolen.
- If you feel your child must have a cell phone, it must remain in their backpack, with a teacher or in the office while the student is on campus. This includes before and after school (I'M SAFE).
- If the student needs to call a parent/guardian after school they cannot do so on campus. They may either use the school office phone or they may use their cell phone once outside the front gates.
- All staff and students must be consistent with implementation of this policy and the procedures above in order to ensure the learning process is not impacted or disrupted by cell phone use. Teachers will report any cell phone violation to the director.

Cell Phone Violations

- If a student “checks” or uses their phone to talk, text photograph or access the internet, the phone will be collected for the student to pick up from the main office at the end of the school day. The student’s parent/guardian will be notified.
• In the case of a second violation of Museum School cell phone policy, the parent will need to pick up the phone from the main office and the student will not be allowed to bring his or her phone to school for the remainder of the trimester, or for a period determined by the School’s Director.
Curriculum

While interaction and collaboration takes place across grade levels throughout the year, instruction at the Museum School is generally divided among three tiers of learning; Kindergarten through 2nd grade, 3rd through 5th grade, and the middle school program, grades 6 - 8. The K-2 tier is predominantly a contained classroom model in which the students remain with their teacher throughout the day, visited by enrichment class teachers providing a stable and secure environment for our young learners. In the 3rd – 5th grade tier, students begin to travel from classroom to classroom for instruction from a variety of teachers throughout the day. Students are grade level groupings for certain subjects and in mixed aged groupings for other subjects throughout the day. Similarly, students in the middle school program travel from class to class in a block schedule receiving instruction from an experienced team of instructors.

As a part of its regular weekly schedule, the Museum School will incorporate a series of intervention blocks known in the K-5 program as “Power Hour” These will occur three times a week with each day focused on a different subject. Academically, the series of intervention blocks enables the teaching staff to engage in targeted, small-group instruction in English Language Arts, Mathematics and Socio-Emotional Skill Development. A major component of the Museum School’s goal to address the social-emotional health of the child is the proactive use of a restorative practice-based education system, which has been proven effective in reducing suspensions and improving community relations.

In the K-5 grades, students will work with homeroom teachers, paraprofessionals and/or Education Specialists to receive small-group instruction that matches their level of need. Students will work on small rotations and will be grouped according to CAASPP achievement data, Acadience Benchmark (or similar) data as well as teacher recommendations. The instruction for each small group will be differentiated to match the needs of each student.

See below for more specific information on the curriculum for each tier.

Kindergarten through 2nd Grade

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 the Wonders K-5 ELA program a balanced, comprehensive English language arts program.

Wonders is designed to meet the challenges of today's classroom and reach all learners. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction. A wealth of print and digital resources provide support for

- Building a strong literacy foundation including making meaning, phonological awareness, phonics, word recognition and fluency
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations to develop language
- Writing to sources
This program incorporates basic processes and instruction methods 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.

Math

In Kindergarten the Museum School uses the Progress in Mathematics program published by Sadlier. Progress in Mathematics provides rigorous content focused on building deep conceptual understanding of key math skills and concepts at each grade level. Combining individual and group lessons that incorporate both hands on manipulatives and engaging workbook lessons. From 1st Grade through 5th Grade, the Museum School uses Envision 2.0 math curriculum. Envision allows for deep conceptual understanding by connecting ideas. The program is organized into clusters of connected topics and lessons. Students learn to see relationships, ask questions, and try different approaches. The program provides problem-based learning that drives students to engage in productive struggle in developing processes to tackle the problems.

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 teaching artist, Andrea Hernandez, to learn to play the Indonesian gamelan, through the Center for World Music's World Music in Schools Program.

Art – Students will work with our credential art teacher, Andrew Rae to 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. Students will study an Artist of the Month, learning about the artist, prominent works, and techniques. Students will then have the opportunity to create work based on the artist.

Grade 3-5 Curriculum

Language Arts
Students are initially evaluated by their reading level on a standardized assessment tool (ARI), or DIBELS.

Children will be instructed through the Wonders K-5 ELA program a balanced, comprehensive English language arts program.

Wonders is designed to meet the challenges of today's classroom and reach all learners. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction. A wealth of print and digital resources provide support for

- Building a strong literacy foundation including making meaning, phonological awareness, phonics, word recognition and fluency
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations to develop language
- Writing to sources

During the final trimester of the year focus will be given to Personal Learning Projects (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.

Math
Students in grades 3-5 use the Envision Math 2.0 Program, through Pearson Publishing. Tied in with the Common Core Standards, it 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 PowerSchool Learning pages.

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 2018/2019 school year our kids will work in the Drama Department, Money Matters Department, Science of the Senses, Zoology 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 food demonstrations to the entire school community.

We invite you to attend Department Presentations. Please see the Calendar section for dates and times.

**Enrichment Classes**

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 3-5 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.

Spanish Conversation – Students participate two to three times a week in small group Spanish lessons with a focus on conversation and reading.

**Middle School Curriculum**

**Middle School Curricular Philosophy**

The goal of the Museum Middle School curricular structure is to capitalize on the natural curiosity of adolescents at an age when they are becoming increasingly aware of the larger world around them. A mix of student-centered instructional methods, such as project-based learning, inquiry-based activities, and student presentations, strengthens students’ critical thinking skills. In an information age, a variety of learning opportunities is essential for healthy civic engagement with the society that these students will inherit as adults.

The school motto, “Learning together, learning for life,” 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 engaged. 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 the world when they are provided with a forum in which to do so. Adolescents want to know about, discuss, and understand the world around them. 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 conceptually complex work across disciplines.

A central component to the success of the Middle School curriculum is its ability to effectively enable 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 the revision process in written work, peer critique, student-led conferences, Presentations of Learning (POLs), and the advisory process.

**The Middle School Program at the Museum School**

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. A standards-based curriculum in history, language arts, mathematics and science utilizes a block schedule, allowing time for a deeper exploration of concepts and ideas. Language arts classes rotate by trimester with successive focuses upon argumentative 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 rotate throughout the school year. Some examples are drama, robotics, storytelling, study skills and stopmotion.
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. Middle School students have weekly rotations comprised of instruction in art, physical education, and world music.

**Advisory Intervention Blocks – Grades 6-8**

In the middle school grades, students will engage in the Advisory course for four 45-minute sessions weekly. 6-8 grade students meet regularly in developmentally appropriate groups of 12-15 students for targeted skills instruction in the core curriculum (usually Math and Language Arts), with groupings established by assessment data and overall student need.

The other three intervention blocks (Advisory) rotate through a physical education session, an Advisory session that utilizes talking circles and other research-based restorative practices, and an additional academically-focused session in which students check their grade reports for each core course, take stock of their own progress, and use targeted executive function strategies to map out their academic goals for the week.

**Personal Growth and Community Building**

Community building and opportunities for personal growth are integrated into the student’s academic experience in a variety of ways.

1. **Advisory Program**: The middle school advisory program is a proactive, three-year process that encourages students to identify their own strengths and areas of challenge, both academically and socially. Students set manageable goals for themselves, work actively to achieve those goals, and reflect upon their growth.

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 may participate in an optional four-day trip to San Francisco that mixes together fun team-building adventures with experiential learning tied directly into the humanities and science curricula.

3. **Associated Student Body**: Middle School students have spearheaded several committees within ASB, 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 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, Scripps Institute of Oceanography, San Diego River Park Foundation, ArtFORM, Merrill Gardens Retirement Home, and the Museum of Contemporary Art. The museums in Balboa Park are accessible by walking and are utilized frequently for experiential learning. 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 given opportunities to learn from one another. Older students guide younger students in their learning.

6. **Presentation Skills**: Middle School students have many opportunities 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 students.

**Assessments**

**Report Cards**
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 13–16, 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.

**Acadience / DIBELS**
DIBELS and Acadience Learning are teacher administered reading and math assessments that are given one-on-one and designed to diagnose student reading and math skills and strategies as well as to inform classroom instruction. Students are assessed with the Acadience and/or DIBELS typically twice a year at the Museum School.

**Math Tests**
The Museum School uses a combination of Progress in Mathematics (K), Envision mathematics program (1-5) and Utah Math (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 Smarter Balance Test. Museum School students are provided with test taking skills and preparation classes prior to testing.

The Museum School will be testing students in the month of June 2020. For more specific dates see your child’s Google Classroom 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.

Many homework assignments for older students can be found on your child’s Google Class Page. Simply ask your child to log into their Google Classroom page and search for updated assignments.

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 that later before it becomes a major issue.
PARENT HANDBOOK RECEIPT FORM 2019-20
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 either a hard copy or electronic 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, websites, 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___________