

**Main Street  Scholars
Junior High-High School
Parent and Student Handbook
2019-2020**



Together, Investing in Your Child's Future!



Main Street Scholars
Junior High-High School
Parent-Student Handbook

Welcome to the Junior High-High School, home of the Owls of Half Moon Bay. We are a school for the 21st century student, each of whom finds his or her place in our community. Our instructors and staff support a small number of students (goal: 20 per grade level), teaching a Liberal Arts curriculum focused on the Trivium (logic, grammar, and rhetoric) across disciplines. We truly believe that with confidence every student will be able to reach his or her full potential.

Mission Statement

We build confidence

Our mission is to provide a rigorous curriculum while allowing each student to learn and develop at his or her individual pace. Together with the parents, students, and instructors every child will find and develop their academic curiosity and develop a confident, lifelong love of learning.

Vision Statement

Connect. Bond. Thrive.

Our vision is that each student connects with our school, a safe and trusting environment, where each student bonds with his or her instructor building confidence, in order for every student to thrive throughout their academic careers and into life.

In both our junior high and high school we:

- Provide a safe and convenient academic center for our community's children
- Respond to the academic needs of the children in our community
- Encourage all community members to share their unique talents with our school community
- Work with parents and other adults in our community to help us to fulfill our mission
- Incorporate the community's assets into our school community

School's Learning Outcomes

SCHOLARS

S: Successful Students *Our students* have an idea of their point of departure, what they learned along the way, what was easy, what was difficult, and what helped them to grow emotionally, socially, or academically. Basically, kids will learn about how they learn and be able to adjust to their needs. We help children to become unafraid to make mistakes, become self-correctors, become self-reliant learners, develop the confidence necessary to excel in their lives and become contributing members of their community.

C: Critical Thinkers *Our students* become thoughtful in their analysis of the world which surrounds their lives. These are students who view new information with a developed rubric to decipher the information and comprehend in an multi-layered interdisciplinary perspective.

H: Helpers in the Community *Our students* understand how each fits into the greater community outside of school. These are students who see their role as a community member. They participate in community, school-inspired and individually-inspired projects.

O: Open-minded *Our students* are invited to reflect on their own possible personal biases and prejudices to establish a point of departure. These students build relationships with all types of community members. They feel safe to express their own thoughts while listening to the ideas of other people who may be different than themselves. They are sensitive, compassionate, and reasonable when they encounter others from diverse cultural and social backgrounds.

L: Lifelong Learners *Our students* will continue to pursue academic, personal, and social interests, and will continue to develop throughout their lives. We teach students to assist and teach others, not only as a means of helping and sharing, but as one of the best ways of learning and of becoming future leaders, parents, and inclusive human beings.

A: Adaptable *Our students* are problem solvers who adapt and self-correct; students who accept reasoning as a basis for learning. Instructors mirror the importance of flexibility, resourcefulness, and collaboration in solving everyday problems. Students will

learn the best way to maximize resources to accomplish tasks and problems alike by relying on creative thinking and a willingness to rise above challenges.

R: Researchers *Our students* search and research to find the best possible evidence before drawing a conclusion of their own. They connect their research to their own lives and understand how their ideas connect to the community. They are thoughtful and reflective in their choices of evidence and how their work impacts their community. Students are encouraged to pursue their independent interests, to dig deeper into the curriculum and to continually ask questions and seek answers. Through interdisciplinary learning, students will test principles and ideas and attempt to visualize them happening in the real world.

S: Self-Confident Citizens *Our students* are viewed through a lens of competence each and every day. Each student is encouraged to see their own inherent skills and potential in order to maximize academic and personal achievement. These are students who learn to overcome fears and obstacles by developing confidence in the SCHOLARS' process, confidence in their teachers, and ultimately confidence in themselves.

Admissions Policy for New and Transfer Students

As a small private school, our prep school learning environment cannot accommodate the needs of every child. The admissions team determines if our program provides a suitable educational opportunity for a child seeking admission. We expect a child to shadow for a day (and in some cases up to a week...at cost) before we enroll that child as a permanent student. Usually, the student enrolls on a probationary basis for a month, when the admissions team decides whether to accept full enrollment. The admissions team makes all decisions and may seek Board approval before a child is accepted as a full-time student.

The criteria for acceptance depends upon how a student conducts him- or herself throughout the day. Since our customized curriculum depends on a student's maturity and independence, it is imperative that a student accept full responsibility for his or her own behavior. We expect all students to observe proper classroom manners, proper public manners, and display respect toward every person at MSS, including guests,

staff, teachers, and other students. For an infraction, namely inappropriate behavior, a student receives a warning so that he or she can understand the nature of his or her inappropriate behavior. A second offense will result in a discussion AND a call to the parent. A third infraction may result in suspension or expulsion.

Our students are given every opportunity to mature in a safe and trusting environment, so conducting themselves responsibly is a threshold requirement. In our prep school we work with all different types of students, with and without learning disabilities. However, we are not equipped to work with students who need more than an instructor relationship as we do not employ on-site therapists.

Communication and Consistency

Our school communicates through our web page, email correspondence, face to face, signage, open houses, PawPrint (local High School newspaper), articles featured in the local newspaper, personal referrals through word of mouth, social media, and community presentations. We function at a high degree of consistency as we prioritize kids, parents, and instructors. We have a triangle of support — Board, Instructors, and Parents — which allows the members of our community to improve life skills, as well as academic skills in a safe comfortable environment. Each and every member of our school community is treated with respect and acceptance. Each and every member of our school community is committed to the vision and mission of MSS.

Grading Policies and Graduation Requirements

GPA (grade point average) calculated as follows, and applies to both high school and community college courses:

Mastery: 4(A) Proficiency: 3(B) Sufficiency: 2(C), we do not use D or F

Report Cards are issued at each semester's end, which means each student has two report cards per school year. Grades are reported as follows:

Grade	Grade Equivalent	Criteria
A	Mastery	Independent learner, completes full assignment demonstrating excellent comprehension of concepts, and can bring meaning and initiate solutions in real world situations

B	Proficiency	Independent learner, some guided instruction, completes every assignment demonstrating very good comprehension of concepts, accepts understanding of concept and its relationship to real world
C	Sufficiency	Needs direct instruction, may or may not complete all assignments, does not work independently, does develop a basic understanding of concepts, struggles to connect concepts with real world situations
I	Incomplete	Concept, assignment to be redone, completely

High School Graduation Requirements

Every student is required to earn the specified number credit units (see link). Every student at 15 years of age who successfully (proficiency) passes the first three semesters of high school may request concurrent enrollment in a local community college. Each student can combine approved courses from MSS and the community college to fulfill graduation requirements. Community college credits of 3 units will be counted as 5 units for the purpose of high school graduation.

[Graduation Requirements](#)

Attendance is counted from August 26, 2019 to May 29, 2020.

Sample Schedules

Sample: Junior High Coursework

Junior high course (7-8-9)	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
ENGLISH						
Grammar	Grammar rules	Grammar punctuation rules	Paragraph outline	Writing Perfect Paragraph	Perfect Essay construction	Perfected Essay construction
Reading and Writing	Reading and writing poetry	Reading and writing memoir	Reading and writing a Short story	Reading and writing for journalism	Research outline (3rd year only)	Family Tree research (3rd year only)
Literature The Narrative	Stories from ancient world: Creation Myths	Stories from Medieval World	Stories from a number of continents	Stories from American authors from Revolution	Stories from American authors post-Civil War	American authors personal essays
Shakespeare	3 Plays	1 Performance	3 Plays	1 Performance	3 Plays	1 Performance

History	Ancient History and Geography	Explorers and their timeline	Continents around the world	Human migration over time	Technology and Inventions over time	US Government
Math	Basic Foundations and finance	Basic Foundations and budget	Pre-algebra and stock market	Pre-algebra and investing	Algebra 1a and entrepreneurship	Algebra 1b and building a brand
Science	Weather and Climate	Earth's Water	Marine and our Coastside	Environmental Coastside Sustainability	Coastside Erosion and Plastics	Protecting the Coastside Service Project
Elective (no order)	cooking	tennis	sewing	piano	Horseback riding	gardening

High School Sequence (grades 10-12 with concurrent enrollment)

High school (10-11-12)	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
History UC/CSU A (minimum 3 semesters)	World geography continents/ explorers	Art History & Architecture: ancient-modern times	US History 1 Revolutions & Wars	US Gov't: local, state, and federal Branches	US History 2: Supreme Court Cases	Economics
English UC/CSU B (minimum 4 semesters)	Essay components (grammar/ sentence structure)	Citing texts	Comparative Essays	Informational Essays	Persuasive Essays	Senior Project Cultural
Creative Writing UC/CSU B (minimum 2 semesters)	poetry	memoir	Short story	journalism	Research paper (3rd year only)	Personal Expression (3rd year only)
Literature UC/CSU B (minimum 4 semesters)	Ancient World Epic stories, Greek and Roman myths; Bible as Literature	Modern World telling a story, Hero's Journey	United States Understanding our home culture	Major Novel Analysis of Moral Character of hero	Comparative Print media, mindfulness in advertising	Study your own history: Country of Origin
Great Works UC/CSU G (minimum 2 semesters)	Shakespeare 1	Shakespeare 2 performance	Shakespeare 3 Scene study	Shakespeare 4 Soliloquy		
Math UC/CSU C (minimum 4 semesters)	Geometry A	Geometry B	Algebra 2a	Algebra 2b	Trigonometry	Pre-calculus
Science UC/CSU D	Life A Biology: cell	Life B Earth:	Environmental Earth:	Marine Ecology	Chemistry With Lab	Physics or Conceptual

(minimum 3 semesters)	structure & function; genetics with lab	Coastside weather and climate; gardening & practical plant uses; evolution	Coastside ecosystems and how they are changing over time	Earth: Coastside ocean and marine wetlands with lab		Physics
World Language UC/CSU E (minimum 4 semesters; <i>same</i> language)	French Spanish German American Sign Language (ASL)	French Spanish German ASL	French Spanish German ASL	French Spanish German ASL	French Spanish German ASL	French Spanish German ASL
Electives UC/CSU F/G (min: 1 semester F/ G) CSM courses available	Equestrian Riding and Ownership	Nutrition/ Cooking	Sewing	Tennis	Community Service Library	Yoga

Identifying and Creating Personal Boundaries

We believe that every child needs to be able to conduct themselves in a way that creates a safe, caring environment. No student will be allowed to bully or abuse another student, teacher, or adult. We offer a weekly compassionate listening (non-violent communication) course to help our students develop, and practice, the power of empathetic speaking and listening skills. Students are responsible for their individual behavior while they are at school. If a student offends someone at school or breaks a behavior rule, he or she will be listened to by the administrator so the child might explain their behavior. Each child is encouraged to be responsible for all they say and do. If warranted, a child's parent may be called to participate in the solution; however, whenever possible, the student is responsible for the solution. If an apology is required or a "promise" to follow the rules is stated, then the child will be given the opportunity to follow a corrective action to solve the problem. It is our firm belief that "all moments are teaching moments" and we refrain from all punitive solutions. It is our firm wish that we guide our students to self-advocacy, self-efficacy, and self-correcting their own words

and actions. We expect each student to reflect and evaluate their choices with the hope of becoming truly responsible for their decisions.

Nondiscrimination-Harassment Policy

We do not allow any discrimination on the basis of race, religion, gender, gender identity, or sexual orientation. Harassment is not allowed, and we commit to a culture of diversity and inclusion. Ours is a culture of Kindness and Civility among all who come here: students, parents, instructors, coaches, visitors, and staff.

Specific Expectations

- hats of any type are to be removed upon entering the building, including hoodie hats
- carbonated beverages of any type are not allowed at school
- phones are to be kept in a secured place during school hours, which may include the office
- phones are not to be used between 9:00 and 3:00, unless in an emergency situation.
- if your child exchanges his or her phone number with another student, we recommend that the parents are aware of this arrangement since problems can arise (sexting, bullying, etc). Parents are the first monitors of their child's phone usage. If you have any limits (other than the ones listed) please make certain that the Head of School is aware of your limitations so we can support your decision.
- if a student does not comply with phone policy (no use between 9-3), then that student's phone will be held in the office between 9-3. We believe that kids need social interaction with other students, but we do not want any student on their phone during the school day.

Outside Behavior: All school rules will be enforced whether the student is in class or not in class, whether in Carter Park, on Main Street, or visiting a local business. Being allowed to go to

the local restaurants and businesses is a privilege, which can be revoked for failure to behave in an appropriate manner—appropriate “public behavior.”

High School Student Lunch Privilege

Our high school students have the privilege of leaving campus for lunch, from 12:00-12:45.

Each is expected to demonstrate responsible behavior, which is courteous and respectful to all businesses and their employees and other customers.

Junior High School Student Lunch

Junior high school students who demonstrate exemplary public behavior will be able to leave school to purchase their lunch locally; they may not bring their phones out to lunch. Any misbehavior by a student during off-campus lunch will result in suspension of this privilege. This is not a punitive decision, rather it is responsive to their need for independence, yet respectful of their level of maturity equal to the privilege. Students mature at different rates accepting more responsibility, together we can give more independence.

Disrespectful language directed at another child will not be tolerated and may be considering bullying, or violent communication. Since most bullying between students occurs outside the range of adults, students are encouraged to tell the other students to stop, “that it is not okay to speak with them that way.” If their request does not happen or resolve the situation, every student is encouraged to tell their advisor. Both students will be guided through an empathetic listening (non-violent communication) exercise to resolve the situation. The kids spend a lot of their day at school so we expect them to learn to speak and listen in a way that is mutually beneficial to all.

Field Trips

Field trips are an important part of the educational process. Students become more aware and competent about our community and world when they venture outside the school into the real

world. Through exploration of the world around them, students become engaged with how the natural world, as well as the community functions.

We strive to look outside our school building and realize the full potential of our community as we instruct our students. At MSS, we view the world, and especially our local environment, as our classroom. During the course of the year, our students participate in a variety of learning experiences with community organizations that work with us to educate our students and fulfill our mission of building confidence. These field experiences are typically day events, but may include those with greater time commitments.

Overnight trips:

- Permission Slip, signed by parent, (it will include all information about trip)
- Travel arrangements made by School: parent responsibility to and from School or airport
- Student Behavior contract
- Dress accordingly, appropriately
- Student Phone usage
- 1:5 adult to student (one teacher and one parent)
- Mandatory parent meeting (explain purpose)
- Cost includes all ground transportation
- Meals not included in cost; extra activities not included in cost (movies)
- Medical release forms
- Non-refundable deposit
- Parent leader: Arancha Casal 650-206-0804
- Payments and/or donations: Rebecca, bookkeeper 650-440-4725

Some of our families may not be able to afford a field trip for their student. If you are able, we encourage you to contribute an additional donation to help a student who would not otherwise be able to attend some of these field trips. All donations are completely voluntary.