

**Main Street  Scholars
Best Fit Student Handbook
2021-2022**



Together, Investing in Your Child's Future!

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 school vision is that each student connects with their learning in a safe and trusting environment, where each student bonds with his or her academic expert, building the confidence needed to thrive throughout their academic careers and into life.

Main Street Scholars:

- Provides a safe and convenient academic center for our community's children
- Responds to the academic needs of the children in our community
- Encourages all community members to share their unique talents with our school community
- Works with parents and other adults in our community to help us to fulfill our mission
- Incorporates the community's assets into our school community

School's Learning Outcomes

ADVOCATES

Best Fit Kids Learning Outcomes

Adaptable

Best Fit Kids develop the ability to adapt and change to improve their education, lives, and the lives of others in their communities, including their families, at school, and within their local community. These kids meet challenges with an open heart and mind in order to build a better future for themselves and the world. They seek solutions to problems

and use their education to guide their critical thinking skills exploring innovative and creative solutions to life problems they encounter.

Developed

Best Fit Kids find their own unique place within their community, then expand their experience to the greater world. These kids discover how to become a passionate and compassionate member of society by first developing a sense of self as each relates to the greater good of the community through participating in hands-on community projects, reflecting on the community's role in their own success as they develop global citizenship.

Voice

Best Fit Kids find and develop their "voice" as it relates to them personally, socially, emotionally, and academically. Kids discover their words matter and develop a sense of responsibility for how they speak to and listen to their school community. They develop a more empathetic and compassionate voice about the world around them by balancing personal needs with community needs. These kids use their voice to build up their own confidence as well as the confidence of others, and learn to understand and express their passions.

Ownership

Best Fit Kids take ownership of their learning by accepting their role as a prominent team player. "Students discover their words matter and develop a sense of responsibility for how they speak to and listen to their school community" with attention to both intention and impact. Academically they learn to take on the learning process and accept responsibility for doing their best to meet short-term goals (daily, weekly). They

understand and accept that their academic team is built on a shared power structure made up of parents, subject experts, and the student.

Confident

Best Fit Kids reflect on their work, efforts, and beliefs to be better able to build relationships with community members, inside and outside school. These kids build confidence by questioning their motives in order to improve their life and the lives of people in their communities and by setting a course that empowers them to succeed. They learn to listen and to be listened to which leads to better decision-making building a personal sense of confidence. When kids are given the opportunity to explore choices, through successes and failures, they can live their life more freely and responsibly.

Accountable

Best Fit Kids are thoughtful in their analysis and reflection about the world which encompasses their lives. These kids view and evaluate new information within its historical, cultural, social justice context. They learn to develop a sense of their place and personal impact in the world through reasoning and understanding the past and present circumstances that play a role in how the world works.

Team Player

Best Fit Kids are integral members of our Best Fit Team, made up of a parent/s, subject expert, and student, and for college-connected high school students, our college advisor. These kids succeed in developing an understanding of their role on the team, including how they learn, what their passions are, what their strengths and weaknesses are as well as accepting responsibility for their learning. Each student team member comes to an understanding of the value added to their life through their effort and participation within the Team. The Best Fit Team supports each child to become unafraid and accepting of the importance of making “mistakes” in order to build their confidence so they may become a self-reliant student who feels empowered to learn at a very high level in preparation for life.

Educated

Best Fit Kids bring their best to every class and understand the value of being well-educated, now and in the future. By fully participating in learning, giving their full effort, and recognizing the added value in life that a well-educated person brings to a community, Best Fit kids enhance the community and brighten the future for the world...these kids become not only confident leaders, but advocates.

Scholar

Best Fit students are scholars (one who studies) who learn to understand that learning itself is part of the maturation process, and the level and quality of curriculum provided subject experts leads kids to a deeper desire to learn more. These students are empowered by becoming well-educated by developing a sense of their world and becoming aware of the impact their lives have on the world they inhabit. Best Fit students develop the confidence to become the leader-advocates the world needs to thrive.

Admissions Policy for New and Transfer Students

As a small private school, our school learning environment cannot accommodate the needs of every child. The admissions team determines if our program provides a Best Fit educational opportunity for a child seeking admission. We expect a child to shadow for five days (at cost) before we enroll that child as a permanent student. Usually, the student enrolls on a probationary basis for a five week session, 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, experts, 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 with the parent. A third infraction may result in suspension or being asked to leave the school.

Our students are given every opportunity to mature in a safe and trusting environment, so conducting themselves responsibly is a threshold requirement. In our 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 academic relationship as we do not employ on-site therapists.

Communication and Consistency

Our school communicates through our monthly newsletters, web page, email correspondence, face to face, signage, open houses (in person or on zoom), articles featured in the local newspaper, personal referrals through word of mouth, social media,

google classroom, and community presentations. We function at a high degree of consistency as we prioritize kids, parents, and academic experts. We also have a larger triangle of support — Board, School, 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

Main Street Scholars follows California law and requirements for all enrolled high school students. MSS high school students are enrolled concurrently in grades 10-12 and at a local community college to complete high school graduation requirements. Community college classes may be transferable to a four year college or university, or are taken for high school graduation, or simply just for high interest or fun.

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

Transcripts are issued at each semester’s end, which means each student has two reporting periods per school year. Every five weeks parents receive a “narrative” about their child’s progress, based on the following:

[GPA requirement | UC Admissions](#)

[MSS High School Graduation Requirements, Aug 2021](#)

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

Conferences

Parents, students, or experts may ask for a conference at any time; MSS does not schedule mandatory conferences as we believe in a more open line of communication. Our Best Fit Team keeps open lines of communication so mandatory conferences are not a practice of MSS.

High School Graduation Requirements

Every student is required to earn the specified number of credit units ([Graduation Requirements](#)) as set out by the state of California. Every student at 15 years of age –10th grade year – who successfully (proficiency) passes the first year 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. A single-semester community college class is equal to a full-year high school class. For example, a community college class in one semester is equal to a full year high school class. Additionally, community college courses receive an extra point (up to 2) in a student's GPA calculation, and are counted as full college credits with transferability to a four year university.

Junior High Coursework

Junior high course (7-8-9)
Humanities
History
English

Math Pre-algebra Intermediate Math 1
Science Interdisciplinary Earth, Physical, Life
World Language French, Spanish (others upon request)

High School Sequence (grades 10-12 with concurrent enrollment) any of the one year high school courses may be taken at a local community college, which are completed for credit in one semester;

successfully pass core community college courses receive extra points (up to 8) added to high school GPA

[Course Catalog a-g 2021](#)

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	World	US	US	US Gov	Econ
English UC/CSU B (minimum 4 semesters)	World Literature	World Literature	US Literature	US Literature	British Literature	British Literature
Math UC/CSU C (minimum 4 semesters)	Intermediate 1/2	Intermediate 1/2	Intermediate 2/3	Intermediate 2/3	Pre-calculus/Calculus Statistics	Pre-Calculus/Calculus Statistics
Science UC/CSU D (minimum 3 semesters)	Life Biology	Life Biology	Chemistry	Chemistry	Physics	Physics
World Language UC/CSU E (minimum 4 semesters; <i>same language</i>)	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
Fine Arts/ Electives						

UC/CSU F/G (min: 1 semester F/ G) Fine Arts: CSM courses available						
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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

- sugary beverages (soda) of any type are not allowed at school
- phones are tools and may be used during class, or to contact a parent (not friends)
- if your child exchanges his, her, their phone number with another student, we recommend that the parents are aware of this arrangement. 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, then that student's phone will be held in the office between 9-3. We believe that kids need social interaction with other students, and we understand that phones are part of a student's comfortability, but requires maturity and compliance so the phones do not become a destruction to learning.

Off Campus 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.”

Off Campus Lunch Privilege

Our 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. Students mature at different rates accepting more responsibility, together we can give more independence.

Appropriate School Language

Disrespectful language directed at another child will not be tolerated and may be considered 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 a teacher, parent, or head of school. As deemed necessary, 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
- Dress accordingly, appropriately
- Student Phone usage
- 1:5 adult to student (one teacher and one parent)
- Mandatory parent meeting (explain purpose)
- Parent costs include all transportation
- Meals not included in cost; extra activities not included in cost (movies)

- Parents must provide their own insurance
- Medical release forms
- Non-refundable deposit
- Parent leader: Arancha Casal 650-206-0804
- Payments and/or donations to Main Street Scholars

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.