



Guide Book

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MC² Rules/Policies

The five basic rules that MC² requires you to abide by are:

- **To Invest in your learning.**
- **To Respect yourself, others and all property.**
- **To Value others' contributions.**
- **To Use self-control.**
- **To Be safe.**

All policies below reinforce the five MC² rules. There is a list of more in-depth policy information on the MC² website, which fall under the categories:

- **Curriculum Policies**

At the original MC², these policies were created by the Curriculum Committee -- a team of parents, students and staff. They explain the agreements for different available privileges provided by the school, the ability to play sports during school hours, or to have independent blocks rather than studios.

- **Governance Policies**

These policies, created and passed by both the Staff Senate and Governance Council, OR passed at a Whole Community Meeting, basically consist of contracts a student and their parents have to sign in order to have certain privileges such as bringing an iPad home, or

requirements in order to be marked with an excused absence, or rules concerning Dress Code, PDA (Public Displays of Affection), technology usage, etc.

- **Procedures**

This category describes the day to day operations that provide clear expectations for students and staff. These can be set more flexibly, and change depending on the overall school climate.

- **Board Policies**

These are state required policies that MC² uses. Example of some of these are policies on bullying, nondiscrimination, rights of disabled or handicapped persons, etc. All of these are found at this link: <http://www.mc2school.org/academics/leadership/mc2-board-of-trustees/>

More information on each of these policies and rules are contained on the WIKI page of MC²'s [website: http://mc2school.wikispaces.com/](http://mc2school.wikispaces.com/), or at the front office of the Monadnock Campus.

Habits

Habits are the skills and characteristics that MC² believes prepare students for college, work, and life. They are one way you are assessed. There are seventeen habits in MC² that you are evaluated on. These are: *Ownership, Community, Self Direction, Collaboration, Character, Quality Work, Curiosity and Wonder, Critical Thinking, Creative Thinking, Decision Making, Information, Technology, Management, Organization, Leadership, Problem Solving, and Communication.*

Habits for students build through each phase in a variety of ways. Sometimes, without the student even knowing it. For example, in Phase One, ownership is shown most commonly because new students show investment in their work and will ask for help to some degree. As this habit grows, it slowly builds with other habits throughout the other phases. Like quality work, or self direction. Because without ownership, quality work cannot be gained because there is no investment in their work, and so on.

Certain levels of habits are required to do things like, off campus eating, or taking iPads/MacBooks home. Habits are graded through the quality, participation, and effort of your work. There are many different indicators that show which level of specific habits you are showing.

The habit levels are:

- Emerging (lowest)
- Progressing
- Proficient (the preferred average)
- Exemplary
- Lifelong (highest)

You're evaluated through these habits through proficiency. Proficiency is shown when comparing an action against a rubric describing different levels of habits (shown above).

Students are evaluated with these rubrics in studios, in personal interactions, in community events, and by staff members. You may also submit habit evaluations through Project Foundry that can be evaluated by your advisor later.

Habit ratings are also reset at the beginning of each quarter. So just because you demonstrated good habits in one quarter, doesn't mean they carried on to the next.

Checklist/Credits

So checklists are exactly what they sound like. A list with items to check off as complete.

They contain the essential knowledge, habits, and other learning opportunities you need in order to graduate high school from the MC² standards. There are four different phase checklists, P1, P2, P3, P4. Each require select items in order to gateway (move) into the next phase (grade). A brief summary of what are on these checklists are:

- Quarterly ILPs
- Goal efficiency with your advisor.
- Proficient EODs/EOWs.
- Internship(s).
- Community Service.
- Treks.
- Phase portfolios.
- Habit progression.
- College prep (post secondary planning).
- Gateway portfolios and exhibitions.

If you don't know what a portfolio is--it's basically a collection of your school work for a specific subject. Phase portfolios are subjects such as Civics, Numbers & Quantities, ELA, Wellness, etc.

Then there's the essential knowledge checklists, which contain the required competencies/credits for your portfolios, such as Algebra, Geometry, World Studies, Civics, etc.

The major difference between the two types of checklists, are that on the Essential Knowledge checklists, you can work on them in any order, meanwhile phase checklists **must** be done in order.

You can ask either Sarah Mandell at the front desk, or your advisor for one of these checklists. Both of them will gladly print them out for you.

And this is another brief summary, for wellness portfolios this time. Wellness portfolios are a collection of mental, and physical wellness experiences that can be used as credit. An example: playing on a football team, and researching science behind sleep patterns in a class would be physical and mental wellness. Basically, it's combined health and PE. The gateway portfolio however, is a collection of all of your work gathered throughout your current phase, and is vital to your gateway process. So from class, to workshop, to trek, to reading log, etc.

The J-Curve



The j-curve is something that every MC² student experiences. Basically, it's where you start out in MC² okay, and then as time goes on, you eventually get stuck in a rut that's hard to get out of. But once you do, you escalate rapidly. So just remember, you won't be stuck in that rut forever, just keep working, and let people help you.

The graph above shows the halfway point for stability that quickly drops, but then rises rapidly surpassing the original start by a landslide

Advisors and Advisories

When attending MC² you will be assigned one of the schools' advisors. The purpose of your advisor is to help you progress in your checklist, to remind you to set your goals for the week, to help you with Project Foundry, and to coach you through your EODs. They're there to overall help you in anyway possible, so communicate with them. If something doesn't seem to be working or you need help, you have to get their attention. And that doesn't mean once, it means email them, talk to them in person and bug them until you get the help you need. Or do all three. Also, when I say bug them, I don't mean be absolutely annoying. No need to be rude, right?

Your advisories are where you go at the beginning and end of everyday. In the morning, you set your goals in your end of day portal and how you plan to achieve them, and in the afternoon you reflect on your day and the goals you set in the morning. All of these advisories are used for classes, workshops, or places to work independently. They are also where all negotiations happen- for designing personalized learning, managing goals, and dealing with behavior/consequences.

EoDs/EoWs/EoQs

End of Days are a **daily** reflection about what you've done. What you did in your studios, what goals you set this morning, etc.

End of Weeks are a **weekly** reflection about what you've done. What did you do in your studios during this week, what goals did you plan to achieve this week, what habits you exhibited, etc.

End of Quarters are a **quarterly** reflection. It's the same concept as EoWs and EoDs, but reflects on your **entire** quarter.

- You need to keep proficient EOD stats in order to gain privileges to certain things.
- They also can count as English credit, so be somewhat professional about it and use proper grammar.
- They're also a great place to nag your advisor, to ask questions, to keep your parents up to date on what you're doing, and where you can communicate when doing an off site learning opportunity (like a trek, or internship).

Example of what's in an EOD:

“Today was very productive. My goal was to talk to my advisor about my trek and to get it approved. After completing my goal, I continued to work on my studio task, and finished my art project.

Morning Meeting

Morning Meeting is a gathering that happens every academic day. Monday, Wednesday and Friday. In it we do the pledge of allegiance (which you can respectfully abstain from), do announcements, and have sixty seconds of silence. Sixty seconds of silence is just a minute of complete peace. For the most part, no noise, no stress, just silence. During the sixty seconds you can use the time to wake up, meditate, and breathe.

If you do something that violates one of the school's rules, or policies, one of the consequences is to publicly apologize to the community during Morning Meeting. You are, and will always be applauded for doing so, because the structure seeks to amend broken bonds, rather than single out someone who caused a problem and suspend or expel them.

Community Builders, Props, and The Pledge

Community builders are games that we at MC² use to build trust and bring the community together. They are played once every week, and can vary to any type of interactive game really.

Props are a once a week appreciation announcements in which a member or two of the community read out from the Props bucket. The props bucket is an anonymous way of complimenting, showing appreciation to someone or just saying “nice job.” Anyone can give a prop. All you have to do is write it down on a piece of paper and put it in the props bucket. Any rude or offensive content written down will not be tolerated by the staff.

The pledge of allegiance is a really big difference between MC² and other schools. We are a first amendment school; meaning we make a point of telling our students that they have the freedom of religion, and speech. If you or your belief restricts you or you don't believe in pledging yourself, you may **respectfully** abstain.

M.O.L.O

A M.O.L.O project is a task that every new MC² student must complete before moving onto any other work. The project can be about **anything** that interests you. Be it taking apart an engine with the end result being categorizing its parts, or researching your favorite animal to educate yourself on the environment they can live in or adapt to.

M.O.L.O projects are meant to show your advisors how much work you're willing to put into your tasks at MC², and that you have a goal and end result to achieve after each project. You have until the end of one quarter to finish and present the project. If you do not meet the deadline, your learning team (your parents and teachers), will meet and decide if this school is a good fit for you, or how you can get it done by the next quarter.

Examples of MOLOs:

- Taking apart a lawnmower engine, describing the procedure and talking about how the result and process demonstrates your learning.
- Talking about the psychological experience between watching a movie in the theater versus watching it at home, and what the engineering behind the devices used for both are and how they function.

- A presentation about what the Flower of Life is, and what it can apply to your life now, or in the future.

Entry Phase

Entry Phase is period of time that basically helps new students that joined the school with any high school credits adjust to the MC² structure. It also makes sure that the student knows the learning that was explained to them in their previous school year.

An example would be talking about Algebra. Basically the entry phase student would prove that they know the concepts of the class that they were taught.

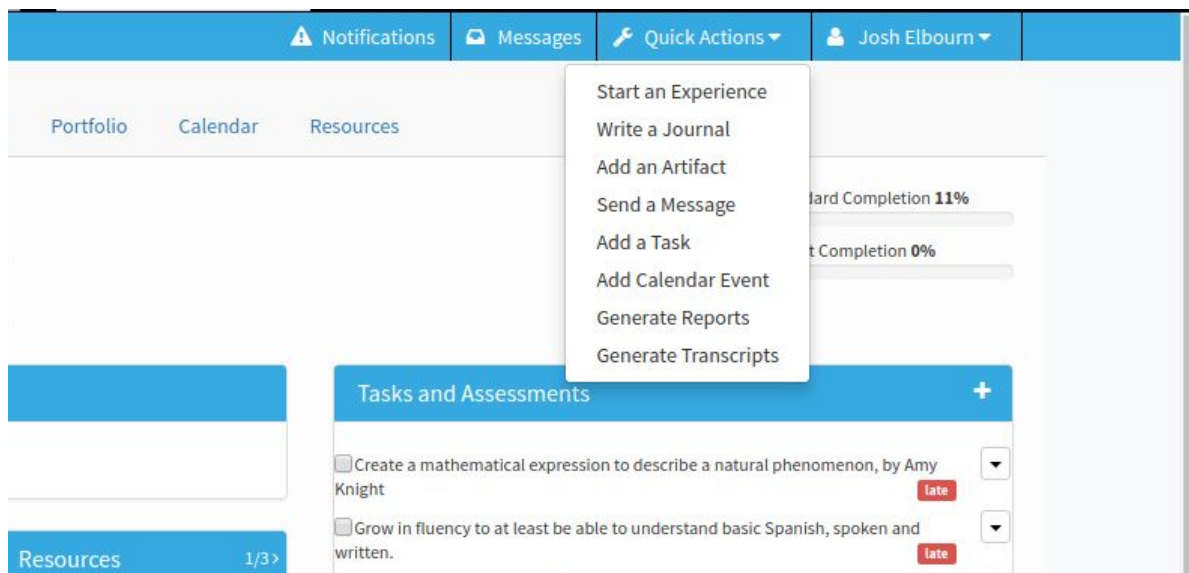
Once a student completes Entry Phase, they've proven they're ready for the rigors of an upper phase, and will not get tripped up by MC2 structures and expectations.

Basics to Project Foundry

Project Foundry is the most important tool in this school's structure. This is where you propose projects, treks, and etcetera. This is also how the staff **assesses** your work and your grade. If you run into issues with the program, it is not uncommon. It's admittedly not the perfect program, but you'll learn to adjust to it.

If you have any questions about Project Foundry, I recommend you to go to your advisor about it.

Creating proposals:













Click or tap on the “Quick Actions” menu, and select start an experience. After clicking on it, it will lead you to a list displaying all available proposal types.

Select a learning opportunity proposal form ✕

- Community Service Proposal**
For Community Service Phase Checklist credit.
- EK Portfolio**
For any Essential Knowledge Portfolio Checklist credit. Use when all related competencies are demonstrated as Proficient or higher.
- EK Projects & CBRPs**
For any and all projects connected to Essential Knowledge Competencies.
- Graduation Research Project proposal**
For the Graduation Research Project.
mc2school.wikispaces.com/Graduation+Research+Project
- Habits**
For use when recognizing demonstration of habits, separate from Essential Knowledge credit.

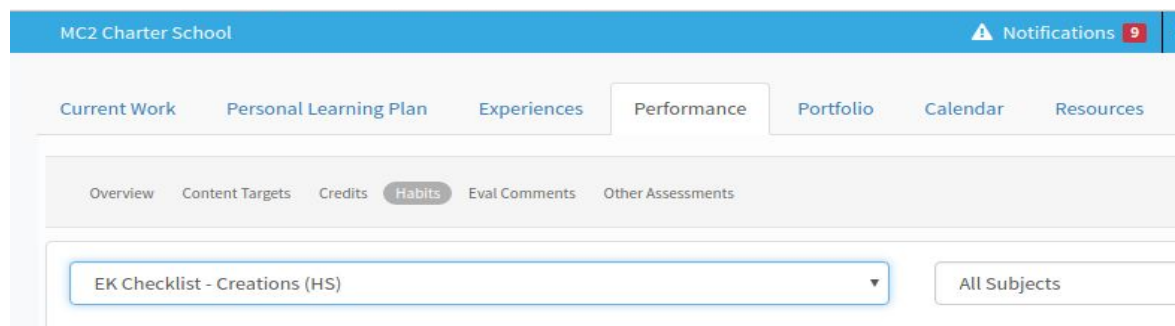
After you select the proposal you want, you have to fill out the plan, then submit it to your advisor to approve. Each category marked with an asterisk means that it **must** be filled out.

Adding tasks after getting your proposal approved.

Current Work		+
	Submitted Architecture of Anne Franks' House CCBRP	▼
	Submitted Ascent of Man Book Report CCBRP	▼
	Submitted Character Description/Sketches Night CCBRP	▼
	Submitted Character Timeline of The Great Gatsby CCBRP	▼
	Active Chemistry Competency: Energy	▼
	Submitted Cheshire Children's Museum Help	▼
	Active Get a Gateway CBRP	▼
	Submitted Gun Law Awareness	▼
	Active Linguist: Spanish	▼
	Submitted MC2 Open House	▼
and 9 more Experiences		

In order to create a task after you already created a project, simply go to the “Current work” tab, select your project in the “Current Work” Box, and click the dropdown menu on the right of the title. Select “Add a Task”, then add your task.

Checking your habits and credits:



Click on the performance tab, and then underneath it you can view your credits or your habit results.

Learning Studios

Learning studios are your block one, two, and three classes throughout the academic days of the week. Each quarter's studios are generated by the staff after they research **all** the checklists and then they offer them based on student checklist/credit needs and interests.

- A handy tip for when you enter a studio, is to set up your google drive folders.
- Create folders for each class, and then click share permission, and send it to that class's teacher.
- From there your teachers can see your work, and give you feedback.

These classes can be extended by your teacher on Project Foundry after Doc-Week ends, in case you need more time to work on them.

Independent Work

Independent work is a proposal in which tasks take the place of projects you're supposed to be doing during studio time. The requirements for Independent Work go as followed:

- Proficient EODs.
- Current ILP.
- Last Exhibition was Exemplary or better.
- Complete Schedule Planner.
- Proficiency in the majority of habits.

A copy of the policy and all other policies are kept at the front office of the campus.

Internship Days & Workshops

Internship Days are on Tuesdays and Thursdays. During internship days, *if* you have an internship, you will be driven to it by a staff member, and then retrieved at the student and teacher's determined time of leave.

If you *do not* have an internship, you remain on the school campus and participate in workshops or independent projects. Workshop topics are selected by the staff. The topics usually have to do with academic progress in EK and Phase checklists. Staff *do* take suggestions from students. If you have an idea of what would be interesting to learn about, talk to one of the staff members about it.

Independent Projects On Internship Days

Independent projects are projects uploaded to Project Foundry and approved by the student's advisor. Rather than participate in a workshop on internship days, you may quietly work on one of these projects if allowed by your advisor.

On internship days, independent projects must be aligned to career competencies in order to be approved.

- You can only work on these projects if:
 - Your advisor approves it on Project Foundry.
 - You're working quietly and efficiently.

Guest Speakers

Guest speakers are people from the Cheshire County community, or beyond, that come in to talk about their career, and tips they have for us. A guest speaker meeting on average takes about an hour after advisory ends, in which they introduce and explain themselves. At the end of the interlude, they give the students the ability to ask questions. You can also request certain guest speakers you know, or ask the staff to find someone in a specific subject area, like a reporter.

Examples of some guest speakers were:

- a Cosmetologist (hairstylist and skincare).
- Coast Guard, Marine, and Air Force Recruiters.
- Employment Agents (people who find jobs for people).
- a Sculpture Artist.

Treks

Treks are a certain type of learning opportunity in which you can participate in an off-site (outside of school) project. They can be during school hours or after. The proposal *needs* to be *approved* on Project Foundry in order for it to be considered an off site learning opportunity.

In order for a trek to be assessed and completed, the student needs to do pre-trek work, and post-trek work for the project. Post-trek work is the work you do after you go on the trek, and pre trek work is the work you do that leads up to the trek.

The "rule of thumb" advisors use is to give advanced notice for feedback:

- A 1 day trek needs to be proposed and approved 1 week before.
- A 1 week trek needs to be proposed and approved 1 month before.
- A 1 month trek needs to be proposed and approved immediately.

Independent Blocks

Independent blocks are very similar to independent projects and independent work--except--they take the place of your academic studios. Independent blocks **must** be approved by the staff on Project Foundry, and **must** be proposed one quarter before you start them.

These blocks **must** have:

- Evidence of learning.
- Proficient to exemplary habits.
- Proficiency in independent work

CCBRPs & Reading Logs

CCBRPs stand for College Career Bound Reading Projects. These projects consist of the procedure of reading a book, reflecting on it, and creating a project of your own design on it. The project piece does not have to be a specific task. It could range from drawing pictures of the main characters and talking about their purpose in the book, or to any type of career based project, and so on and so forth.

Reading Logs are less complicated. Reading Logs require you to read a book, then summarize the plot of it to show that you've read it and understand the concept of the story.

- You require 5 CCBRPs per phase.
- You also require 4 Reading Logs per phase.

CCBRPs and Reading Logs cannot use the same book. An example: if you have a CCBRP about *The Catcher and The Rye*, you can't use it for a Reading Log also.

CCBRPs and Reading Logs can also be about any type of book. Not just academic textbooks. They could range from the *Diary of Anne Frank*, to *The Catcher and The Rye*, or to *The Hunger Games*.

End of Day Clean-Up

At the end of every quarter, week, or a really messy day, the whole community cleans their advisories and the rooms surrounding them. This includes:

- Vacuuming.
- Wiping down tables and chairs.
- Putting away chairs.
- Cleaning kitchen dishes.
- Mopping the floor.
- Cleaning any other piece of dirt or grime.

Your participation in these deep cleans are observed by the staff, and you are given a specific level of habits due to how much you contribute or how effective you are at your task without authority around to instruct.

Community Meetings

Community Meetings can be serious structure changing decisions. If someone believes something is important enough of a problem, and that they want to make a community-wide change, they **must** announce it during morning meeting at the beginning of the day, and the students and staff will talk through it and decide if it's affecting a big enough of a population of people for a community meeting.

These meetings follow Robert's Rules of Order. Only one person may talk at a time, and address whatever they think they need to. When deciding on how to fix the problem, a student **must** announce a proposal, and if someone agrees with it, they can second it. If there is an objection, the proposal can be **amended** or changed. If someone seconds the amendment, it is called to a vote. Once the majority votes for the proposal, it will be thrown into effect immediately. If not enough of the school community votes yes, then it is denied, and new proposal or amendment must be made.

This varies in time. It could go for an hour, or it can go for an entire school day. Or even multiple school days. As stated before: this is for serious matters.

Incident Reports

Students that have observed another student having made a **Poor Behavior Choice** is encouraged by staff to write an incident report. Both the reported student and the anonymous student that reported them should be given appropriate opportunity to provide his or her perspective, and to participate in negotiating consequences.

Incident Report Protocol

1. Each person involved in an incident should be asked to write his or her account individually, preferably immediately after the incident happens.
2. If that is not possible, the write up should occur as soon after the incident as possible.
3. As much as possible, it is important to have accounts from every person involved. This is especially important if someone is being accused of having made a Poor Behavior Choice.
4. Incident reports should be sent to the advisors of the student(s) involved, as well as to the Director.
5. Advisors will compile the incident reports before determining follow up steps with recommendations from the rest of the staff.

Bad Behavior Choices

<p><u>Noncompliant</u></p> <ul style="list-style-type: none"> ● Saying “no” or ignoring ● Being off task ● Videos/Computer games ● Lying/Misleading <p><u>Disrespectful</u></p> <ul style="list-style-type: none"> ● Swearing ● Sarcasm/Rudeness ● Rude Gestures <p><u>Hurtful</u></p> <ul style="list-style-type: none"> ● Threatening ● Name Calling 	<p><u>Disruptive</u></p> <ul style="list-style-type: none"> ● Yelling ● Distracting/Provoking ● Interrupting <p><u>Physical Mischief</u></p> <ul style="list-style-type: none"> ● Roughhousing/Throwing ● Stealing ● Going AWOL (absent without leave) ● Being Reckless <p><u>Dangerous Behavior</u></p> <ul style="list-style-type: none"> ● Physical Contact ● Throwing Things ● Using/Having weapons
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Gatewaying

Gatewaying is the process of moving up into the next grade/phase. Each student in order to gateway needs specific items in order to do so, which are labelled below:

- Checklist Requirements.
- A Gateway Portfolio, which is a collection of your experiences.
- Phase Required Habits.

A gateway portfolio consists of three different learning opportunities which can be a trek, a studio, a research project, etc. Basically anything that demonstrates your learning. For phases one and four you need a minimum of three learning experiences. For phase two you need four learning experiences, and for phase three you need five experiences.

Also, after the portfolio, you have to present your learning to Elizabeth or Chris, your advisor, your parents, two outside panelists and a student panelist. In order to successfully complete your gateway presentation, the panelists have to grade you to at least proficient.

Doc-Week

Doc-Week is a dedicated week to students to work on whatever they need to. It occurs during the last week of each quarter in which all students have time to upload their work to Project Foundry in order to gain credit.

During Doc-Week the school also sets up community based challenges for each advisory to compete in. The winners get bragging rights but that's about it.

Contributions

Walker Sorensen, for supplying me with his own Project Foundry guidelines and explanations.

Julia Rioux, for giving me student based feedback, suggestions, and understanding.

Elizabeth Cardine, for edits, detailing of information. and for supplying me with more knowledge about MC²'s procedures.

Ben Bigaj, for allowing me to use his habit descriptions from his phase three gateway portfolio for this guide book.

Adrian Julius, for supplying me with additional student based feedback.

Conclusion

I hope this guide has helped those who didn't understand the system from day one, and will continue to help everyone else apart of our small community at MC².

Let's *Make it Work!*