



Charter School Application

*Providing high-quality educational opportunities
for students in the state of Indiana*

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Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community. Education One at Trine University currently authorizes 11 schools in Fort Wayne, Gary, Indianapolis, South Bend, and Springville, Indiana.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by its own board of directors separate from Trine University. The Managing Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant deisnee.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

Education One utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Application Process Overview

Applicant Submits Letter of Intent:

Recommended Timeline for Submission: One Year Prior to Start of School

Interested candidates must submit a [Letter of Intent](#) to the Managing Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:

Recommended Timeline for Submission: One Year Prior to Start of School

Following the submission of a Letter of Intent, an applicant will submit an [Initial Proposal](#), describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Managing Director (Q & A):

Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Managing Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application and Participates in Capacity Interview:

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Managing Director.

After an initial review of the application, the Managing Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed.

Application Specification and Submission Instructions

- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- The application narrative should not exceed 75 pages. Attachments do not count toward the page limit.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be including in an answer(s) to meet expectation standards.
- Send an electronic copy of the application as one PDF to lindsay@education1.org.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute

the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

School Board Meeting

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, the Managing Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

Public Hearing

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing applicants will present their proposal to the community in a public forum. Applicants will be asked to answer questions from the Education One team, as well as members of the public. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. Education One will also accept written forms of support/opposition from the public.

Education One Board Meeting

Recommended Timeline for Submission: At Least Eight Months Prior to Start of School

The Managing Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
 - Right click on the attachment PDF saved in the Application Attachments folder.
 - Click "Get shareable link."
 - Click the drop down arrow next to "Restricted" and choose "Anyone with the link."
 - On the right, make sure "Viewer" is chosen.
 - Click the blue "Copy Link" button.
 - Paste the link into the table.
 - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	Description	Link
Attachment 1	Planned Curriculum <i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i>	Attachment 1
Attachment 2	Plan for Development of Curriculum <i>Provide a plan for how the curriculum will be developed between approval and opening, including the person responsible and key stages for completion.</i>	N/A
Attachment 3	Grade Level Learning Standards <i>Provide a complete set of the school's proposed learning standards for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i>	Attachment 3
Attachment 4	Exit Standards for Graduation <i>Provide the school's exit standards for graduating students from the last grade served by the school.</i>	Attachment 4
Attachment 5	Proposed School Calendar <i>Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.</i>	Attachment 5
Attachment 6	Proposed Daily & Weekly Schedules <i>Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.</i>	Attachment 6
Attachment 7	Enrollment Policy <i>Provide the school's proposed enrollment policy.</i>	Attachment 7
Attachment 8	Discipline Policy <i>Provide the school's proposed discipline policy.</i>	Attachment 8
Attachment 9	Evidence of Community Support <i>Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).</i>	Attachment 9
Attachment 10	Principal/School Leader Information <i>Provide the qualifications, resume, and professional biography for the proposed principal/school leader.</i>	Attachment 10
Attachment 11	Principal/School Leader Posting Information <i>Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.</i>	N/A
Attachment 12	Additional Leadership Team Information <i>Provide the qualifications, resume, and professional biography for any identified leadership team members.</i>	Attachment 12

Attachment 13	Non-Profit Status Proof/Board Policies <i>Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.</i>	Attachment 13
Attachment 14	Signed Statement of Assurances <i>Submit completed and signed Statement of Assurances for representative. Use the template provided by Education One.</i>	Attachment 14
Attachment 15	Organizational Charts for Governing, Managing & Staffing <i>Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.</i>	Attachment 15
Attachment 16	School's Governing Board <i>List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information and professional biographies for each individual listed.</i>	Attachment 16
Attachment 17	Board Member Information Sheets <i>Submit completed and signed information sheets for each board member. Use the template provided by Education One.</i>	Attachment 17
Attachment 18	Board Code of Ethics & Conflict of Interest <i>Provide the board's proposed Code of Ethics and Conflict of Interest policy.</i>	Attachment 18
Attachment 19	Term Sheet for Contract <i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i>	N/A
Attachment 20	Complete Staffing Chart for School <i>Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.</i>	Attachment 20
Attachment 21	Personnel Policy/Employee Manual <i>Provide a personnel policy or an employee manual if developed.</i>	Attachment 21
Attachment 22	Leadership Evaluation Tool <i>Provide leadership evaluation tools that have been developed.</i>	Attachment 22
Attachment 23	Teacher Evaluation Tool <i>Provide teacher evaluation tools that have been developed.</i>	Attachment 23
Attachment 24	Proof of Secured Facility <i>Provide proof of commitment for the facility.</i>	N/A
Attachment 25	Facility Description <i>Provide supporting documents that detail the facility (10 page limit).</i>	N/A
Attachment 26	Start-up Plan/Timeline <i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i>	Attachment 26
Attachment 27	Completed Budget Workbook <i>Use the workbook provided by Education One.</i>	Attachment 27
Attachment 28	Insurance/Levels of Coverage <i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i>	Attachment 28
Attachment 29	Budget Narrative <i>Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.</i>	Attachment 29
Attachment 30	Historical Performance Workbook <i>Use the workbook provided by Education One.</i>	Attachment 30
Attachment 31	3 Years of Audited Financials for IN Schools <i>Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements</i>	Attachment 31

Attachment 32	<p style="text-align: center;">3 Years of Audited Financials for Whole Organization</p> <i>Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements</i>	Attachment 32
Attachment 33	<p style="text-align: center;">Litigations</p> <i>Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.</i>	N/A

APPLICATION COVER SHEET

Name of team or entity applying:	Matchbook Learning Schools of Indiana
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Name of proposed school:	Matchbook College, Career, & Technical Institute
Primary contact person:	Dr. Amy Swann
Mailing address:	1163 N. Belmont Ave. Indianapolis, IN 46222
Phone number:	317-226-4263
Email address:	amy@matchbooklearning.com
Fax:	317-226-3303

Primary contact for facilities planning:	Don Stewart
Phone number:	317-696-9607
Email address:	dstewart@matchbooklearning.com

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Amy Swann	CEO, Matchbook Learning Schools of Indiana	CEO, Matchbook Learning Schools of Indiana
Sheila Corbin	Principal, Matchbook Learning at Wendell Phillips School 63	Director of Academics, Matchbook Learning Schools of Indiana
Eric McGuire	Director of Personalization, Matchbook Learning Schools of Indiana	Director of Personalization, Matchbook Learning Schools of Indiana
Natalie Woods	Director of Outreach and Social Services, Matchbook Learning Schools of Indiana	Director of Outreach and Social Services, Matchbook Learning Schools of Indiana

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School(s) Information

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Matchbook College, Career & Technical Institute	2022 or 2023	Replication	Haughville, Indianapolis, Indiana	9	9-12

Model or Focus of Proposed School:	Hybrid learning model for college, career and technical training.
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Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? Yes No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the CMO or other partner organization:

Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	At Capacity 2027-28
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	60	65	65	65	70	70
10	0	60	65	65	65	70
11	0	0	60	65	65	65
12	0	0	0	60	65	65
Adult	0	0	5	10	10	10
Total	60	125	195	265	275	280

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Matchbook Learning used historical enrollment data from 2018-present to determine the enrollment goals with conservative estimates for the grades during expansion until reaching capacity. MCCTI will start as a school offering 9th grade only and will subsequently add a grade level per academic year until all grades are offered through 12th grade. Enrollment goals for each growth year at a grade level are below the typical enrollment numbers for MBL to ensure we can meet operational needs and have consistently outpaced enrollment goals across grades K-8.

Mission and Vision

State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The Matchbook Learning core vision is that ALL students will become competent global citizens. All students will pursue this vision through clear individualized pathways, focused on what they want to be when they grow up and how they can enhance and improve their local and global communities. We seek to expand our current work in the Haughville neighborhood on the Near West side of Indianapolis.

Matchbook Learning’s mission is to equip our K-12 students with the skills, knowledge, training, and certifications to successfully transition from 12th grade into college or a career with a living wage. Our students will experience purposeful field work in one or more of our certification and career pathways including Information Technology (IT) & Computer Science, Automotive, HVAC, Welding, Videography & Broadcasting, Building Trades, and Education.

For replication only schools, provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

Matchbook Learning was formed in 2011 as a national non-profit school turnaround management organization, the first of its kind to turnaround our nation's underperforming public schools using a student-centered, competency-based, blended model of school. We are the first and still only blended, competency based charter school model targeting schools in need of transformation. We believe transforming existing schools for the 21st-century represents our nation's most pressing social and public sector challenge.

For replication only schools, provide an overview of the organization's strategic vision, five-year growth plan, and rationale for developing new schools or replicating an existing school or model. Briefly describe the communities where the organization is seeing approval to expand and explain how each proposed school would meet identified needs in its respective community.

Matchbook Learning has been solely focused on turnaround work in the Haughville neighborhood in Indianapolis since 2018. With the formation of an Innovation School Partnership with Indianapolis Public Schools, Matchbook Learning has transformed Wendell Phillips School 63 from a persistently failing neighborhood school into a school community focused on academic and social/emotional growth for all students. As a K-8 school, Wendell Phillips School 63 is rapidly becoming a model for excellence in urban education by taking a community school approach to deliver a competency based education, combined with project based learning opportunities to ensure the students and families of Haughville are able to secure a better future. With the current growth strategy to expand offerings up to grade 12, Matchbook Learning is recommitting to the vision of ensuring high quality education opportunities for the community from within the neighborhood boundary.

Our long term goals in Indianapolis have always focused on serving the Haughville community, one of the highest poverty areas in Indianapolis. Beyond our current K-8 school, we want to further serve and enhance the landscape of the community by providing real opportunities to learn and grow into pathways for good jobs. Currently many of the students who leave us after 8th grade struggle in high school. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear obtainable pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

Our long term plan is to expand our impact beyond our current and proposed school in three strategic ways:

- 1. Documenting and sharing out our steps for developing and launching an innovative community school model with community partners.*
- 2. Training and developing a pipeline of diverse teachers.*
- 3. Sharing our learning through professional development, tours, the pod cast we are starting, and video blogs.*

Our new school model has been developed with community partners to meet the needs of the community we are currently serving. It is not a model that can be placed in another community as an exact replica. We do believe the method and learning we are acquiring for developing a community school model that meets the needs of a community could be replicated as a framework but not duplicated as an exact copy.

We determined our goal school size based on current school enrollment, increasing community support, and survey data from our parents and students in November 2020. Through our survey, over half of our parents and students demonstrated interest in attending our high school without any description of the academic model and offerings. The survey also engaged parents and students in identifying interest in certain career pathways, certifications, and apprenticeships. 88.2% of our parents and 75.3% of our students demonstrated interest in one or more of the career pathways aligned with our community partnerships and academic model in the November 2020 survey.

For replication only schools, describe the student populations and educational needs served by any existing schools operated by the applicant or proposed ESP, and the anticipated populations and needs for each proposed school.

Matchbook Learning at Wendell Phillips School 63 currently serves a diverse student population of approximately 650 students predominantly from the Haughville and Hawthorne neighborhoods of Indianapolis. 51.4% of students are Hispanic/Latino, 39.6% of students are Black, 5% are White and 3.9% are Multiracial. 97.5% of students qualify for free/reduced lunch meals and 42.5% of students are English Language Learners. 8.7% of Students qualify for Special Services through an IEP.

Because our proposed school will remain in the same community and will predominantly exist as a feeder from our K-8 school, we anticipate continuing to serve the same student group demographics and academic needs we currently serve, while remaining as a choice school for the entire city, given that Indianapolis Public Schools operates a fully choice model for high school.

For replication only schools, provide an overview of the education program proposed for replication, including key non-negotiables of the education model. Briefly explain how and why the program was selected for replication, and the research base and performance record that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

The Matchbook Learning College, Career & Technical Institute model is a blend of expeditionary learning, project based learning, personalized learning, small group, apprenticeships, and online learning. Student experiences and the courses within our sector initiative and certification areas will generally last for 4-9 weeks during which students are highly engaged in sustained in-depth thematic studies. For our Core 40 courses students will continue to experience the Matchbook Learning model of blended and personalized instruction with hub small group times for concept development and project based learning.

Student learning will take place in maker spaces, hands on learning bays, small group settings, inside a main hub building, and at other learning locations throughout the community depending on the task, project, or learning experience.

Currently, the westside does not have career and technical vocational schools that offer universal certifications in HVAC, Automotive, Building Trades (electric, plumbing, carpentry), IT Data Analytics & Security. This means the community lacks real pathways that lead directly into good jobs that pay a living wage and allow students and families to stabilize.

We want to further serve the Haughville community, one of the highest poverty areas in Indianapolis, beyond our current K-8 school. Currently many of the students who leave us after 8th grade struggle in high school. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear obtainable pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

Our new College, Career and Technical Institute will be launched with community partners such as Marian University's Klipsch Educators College and St. Joseph's College. Other partners include local trade unions and City Wheels. With the village and our leadership team's combined 65 years of educational experience, we know that we can build a great and sustainable school for the community.

SECTION I: EDUCATIONAL PROGRAM DESIGN & CAPACITY

Curriculum and Instructional Design

Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. If multiple schools are being proposed explain any differences among them.

All courses and curriculum experiences will incorporate the workforce standards as well as the 4 overarching pillars:

- Communication
- Critical thinking and problem solving
- Collaboration
- Creativity and innovation

The Matchbook Learning College, Career & Technical Institute model is a blend of expeditionary learning, project based learning, personalized learning, small group, and online learning. Class cohorts will operate with an approximate 25:1 student teacher ratio, though primarily instruction will occur in smaller groups 12:1 in small group hub time. Student experiences and the courses within our sector initiative and certification areas will generally last for 4-9 weeks during which students are highly engaged in sustained in-depth thematic studies. For our Core 40 courses students will continue to experience the Matchbook Learning model of blended and personalized instruction with hub small group times for concept development and project based learning.

Matchbook College, Career & Technical Institute Model

Matchbook College, Career & Technical Institute Model					
Sector Initiatives & Certifications		Core 40 Diploma		Whole Student Learning & Supports	
Job Training Experiences, Apprenticeships & Certifications	Workforce Standards Blended into Core 40 Curriculum	Learning in Small Group Hubs & Project Based Learning	Blended Online Learning & Personalized Pathways	Social Emotional & Soft Skills Plus Mentors	Tutoring & Individualized Supports

Student learning will take place in maker spaces, hands on learning bays, small group settings, inside a main hub building, and at other learning locations throughout the community depending on the task, project, or learning experience.

120-Minute ELA Hub Block:

Time	Literacy Component
20 Minutes	Shared / Close Reading (whole group) Wit & Wisdom
80-100 Minutes	Small Group Rotations <ul style="list-style-type: none"> · Blended – MBL Spark Playlists (personalized to every student’s needs) – Learn & Practice, Writing About Reading · Teacher Led (Shared/Guided/Strategy/Gradual Release) – Wit & Wisdom, Small Group Instruction, Concept Development, Conferences, Goal Setting · Collaborative – Peer Conferences & Assistance, MBL Apply Projects, Writing About Reading · Independent – MBL Spark Assess & Reflect, Extended Practice, Writing About Reading
40 Minutes	Research/ and Writing Wit & Wisdom & 6+1 Traits of Writing
5-10	Conferring Conversations – Goal Setting

120-Minute Math Hub Block:

Time	Guided Math Model Guidelines
10 minutes	Fluency Practice - Eureka Math
20 minutes	Application Problem - Eureka Math
At least 20 minutes each (80 minutes total)	Small Group Rotations <ul style="list-style-type: none"> · Blended – Playlists (personalized to every student’s needs) – Learn & Practice, Writing About Math · Teacher Led (Shared/Guided/Strategy/Gradual Release) – Eureka Math in Small Group Instruction, Concept Development, Conferences, Goal Setting · Collaborative – Peer Conferences & Assistance, MBL Apply Projects, Eureka Math, Writing About Math · Independent – Assess & Reflect, Extended Practice, Writing About Math
10 minutes	Student Debrief

Science & Social Studies Hub Blocks:

10 minutes	Application Problem - Experiment/Debate/Launch of Problem
20 minutes	Concept Development
At least 20 minutes each (80 Minutes Total)	<ol style="list-style-type: none"> 1. Small Group Rotations 2. Independent Work 3. Blended Learning

	4. Collaborative Project Work	
10 minutes	Student Debrief	

2. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.
3. Identify course outcomes and components specific to the curriculum. Demonstrate the alignment with applicable state standards.

See Attachment 1

Additionally, teachers will work on pacing guides in their department PLCs, through professional development with curriculum experts, and in collaboration with academic leadership. Additionally, all teachers will be trained in SIOP strategies and supported by our EL staff members on how to help and support EL students. These strategies will support students accessing the curriculum and advancing their language acquisition as well as the standards.

4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

The core curriculum utilized for math and reading is the research based Great Minds curriculum supplemented by Engage NY and the Matchbook Learning online programs for students and culturally responsive supplemental texts sets from Scholastic. Great Minds was selected because of its focus, coherence linking topics and thinking across grade levels, rigor pushing conceptual understanding, procedural skills and fluency, and application with equal intensity. According to Rand studies Eureka and Wit & Wisdom by Great Minds are now some of the most widely used curriculum throughout the US. Eureka Math which is not only the most widely utilized math curriculum in the United States, it also has numerous data stories demonstrating the success rate for schools utilizing it found at:

<https://greatminds.org/data>.

Additionally, the Great Minds curriculum aligns with the Matchbook Learning instructional model taking students through the procedural and conceptual understandings in learning and practicing through the learning cycle to application. The structure of the lessons in the Great Minds curriculum also seamlessly works with the Matchbook model in our instructional block with the ease of alignment with the small group teaching model, as well as the alignment of the research based instructional strategies utilized throughout the curriculum (i.e. cognitively guided instruction, fluency practice, close reading, application problems). Additionally, classrooms and schools across the country that have been observed by Matchbook Learning implementing the Great Minds curriculum that was developed by classroom teachers, are seeing student success and proficiency gains. For science the core research based curriculum and supplements that will be utilized with the MBL instructional practices are those recommended by the Indiana Science Institute for the new science standards, Inspire Science by McGraw-Hill. For social studies the core research based curriculum that will be utilized will be Social Studies Alive supplemented by Matchbook curated online programs, project based learning from the

Buck Institute, and performance assessment tasks aligned with the best practices from the Literacy Design Collaborative Core Tools and the NY Consortium Schools.

The Matchbook Learning “Playlists” accessed by students online through Google Classroom consists of online lessons and practice activities for each standard that offer student choices for how they want to extend their learning and practice each standard they are working on. The content providers used as resources and options in the “Playlists” to deliver the learning objectives were selected because of what Matchbook Learning has experienced first hand with respect to student results in high minority and high poverty schools, research studies supporting the content provider’s products, surveys of students and parents, as well as ensuring there is variety for differing learning styles. A listing of the content providers and links to the research supporting each can be found in the curriculum attachments.

Teachers will work on pacing guides in their department PLCs, through professional development with curriculum experts, and in collaboration with leadership. Additionally, all teachers will be trained in SIOP strategies and supported by our EL staff members on how to help and support EL students with accessing the curriculum and advancing their language acquisition as well as the standards.

5. If the curriculum is not already developed, provide, as **Attachment 2**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Matchbook Learning’s educational program is research-based in each of its components: small group instruction, curated online content, curriculum, assessments, and instructional strategies taught in professional development and utilized in the classrooms (i.e. reciprocal reading, formative assessment lessons, fact fluency, close reading, think aloud). There is also evidence from past implementation scores with similar student bodies as the proposed school in Indianapolis to show that the Matchbook model of instruction is rigorous, engaging and effective for urban high poverty, high minority, and currently low performing student populations. Those schools from which we can give results include:

- 2011 Launch of Matchbook Learning at AL Holmes, which was subsequently awarded “Reward School” status by the Michigan DOE based on having a top five percent growth track record over our two year engagement. During our 2 year contract Math proficiency on the state test according to the fall 2013 results increased by 28.2% and Reading proficiency by 33.1%.
- Brenda Scott in its first year with Matchbook Learning (2012-13) had the 5th highest school wide achievement gains of any school in the entire city of Detroit (69% of students made multiple years worth of growth).
- In 2013-14 teachers at Brenda Scott showed tremendous decile growth in Reading & Math both at the lower end of performance (reducing by more than half the % of students in the bottom decile) as well as the higher end of performance (more than doubling the percentage of students in the 40th percentile above in Reading and more than quintupling the percentage in Math)
- According to the NJ High School PARCC results in 2015-16 Merit Prep had over a 12% gain in students proficient in reading.

- 2016-17 state assessment results for Michigan Technical Academy show that all grade levels at least doubled the number of students proficient in reading and in math.
- * 2018-19 Matchbook Learning's core class instructional model took Wendell Phillips School 63 from an F to a D the first year of the school restart and first year of iLearn.

The Matchbook Learning (MBL) educational model combines on grade level instruction (research based curriculum & instructional strategies) with personalized instruction (vetted through LearnPlatform and monitored by the academic leadership team) that meets the individual student where they are to fill in content and skill gaps as they move towards standards competency on-grade level and beyond. Additionally, the MBL model of instructional practices takes the bulk of the concept development in the core curriculum and helps teachers to deliver that in small groups for more personalized delivery.

Since Matchbook Learning launched it's K-8 restart Matchbook Learning @ Wendell Phillips School 63 we have listened to the community and put in place experiences and opportunities the community wanted students to have. This includes students learning coding, robotics and the basic foundations from which a future IT career can be launched. Our students qualified and competed at the State Vex IQ Robotics championship in the first year of development. After year 1, we realized that we needed to broaden the scope of opportunities for students so we began to add some career development pathways into middle school student schedules on Fridays. To date, we have successfully piloted two career pathways at Matchbook Learning. Our students have demonstrated success and high levels of engagement the past two years in exploring the automotive and broadcasting pathways. Through a partnership with City Wheels on the eastside of Indianapolis, we have been able to take students to train basic automotive maintenance and have offered Broadcasting which has been led by an internal expert.

The Matchbook Learning Leadership Team has experience and results running high schools, developing curriculum and educational experiences that include career pathways, blended learning, expeditionary learning, project based learning, and in creating healthy supportive learning environments.

The instructional strategies and methods that will be utilized in the classrooms will be taught and reviewed during teacher professional development prior to the start of the school year and reinforced through individual teacher coaching and group professional learning communities throughout the school year. Some of the instructional strategies and instructional methods include:

- **Small Group Instruction** - Instruction altered to meet the needs of the students and implemented with students in a small group setting at the Teacher-Led Center or Hub Group. Groups are developed based on student assessment data for differentiation. Additionally, students will be assigned to extension reading and math groups based on data and their Tier status in our MTSS model.
- **Formative Assessments Lessons** from the Math Assessment Project experts - The lessons and strategies encourage teachers to meet students where the students are and utilize the way the individual student's logic and reason through problems to guide the instruction.
<http://map.mathshell.org/lessons.php>
- **Reciprocal Teaching** - A reading strategy in which the students become the teachers and guide group discussions/logic sharing using four strategies: summarizing, questioning, clarifying and

predicting.

- **Close Reading** - Thoughtful, critical analysis of a text to gain a deeper understanding.
- **Gradual Release/Scaffolding** - One example is the “I Do, We Do, You Do” approach. The teacher assumes all responsibility during the beginning of the small group instruction and gradually releases the responsibility to the students until they can complete the task or demonstrate the skill independently.
- **Appropriate Text Complexity** - Teachers learn to determine the text complexity in order to select appropriate texts for students and groups.
- **CRISS** - How to Create Independence through Student owned Strategies (i.e. think-pair-share, Cornell notes, writer’s purpose, annotation).
- **Critical Thinking Strategies & Questioning** - Helping students to critically think and logic through problems and texts.
- **Project Based Learning** - “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge” (http://www.bie.org/about/what_pbl).
- **6 Traits of Writing** - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Convention.

7. **For replication only schools**, explain the organization’s approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.

Matchbook Learning’s approach to replicating and implementing our model including our curriculum and instructional design is to build on and learn from what is working in our current K-8 school serving the same community as well as our collective learning from implementing our instructional model in other states and schools. We maintain consistency with our core beliefs and values for all schools including personalizing learning to meet the needs and individual pathways for each student leveraging blended learning, real world experiences, and the community we serve.

8. **For replication only schools**, describe any key educational features that will differ from the operator’s or management provider’s existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new resources the variation would require.

Our current school is K-8 and the new school will be a high school building on the core instructional practices. We will be adding in high school appropriate innovations such as career pathways and apprenticeships. Those experiences and the real world projects and learning that our students do will allow them to demonstrate real world mastery of standards which they will get credit for towards their core 40 successful credit competition. Our school will also be hybrid so that students can learn and demonstrate their learning any time any where. The addition of the apprenticeships, dual credits, hybrid hub learning, and increased flexibility for student learning have been developed based on the community input we have received as well as community partner input and feedback.

Pupil Performance Standards

Meets Standard Expectation

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school’s pupil performance standards must be consistent with state and authorizer standards.

1. Describe the pupil performance standards for the school as a whole.

Matchbook Learning Schools of Indiana uses a standards based report card to demonstrate student academic performance. These standards are aligned with the Indiana Academic Standards for all grades, but the language of the standards is presented in student and family friendly language. Each standard is assigned a value on a 1-4 point scale to demonstrate student mastery of the standard. The evaluation key below demonstrates how those ratings are assigned.

Evaluation Key		
Exemplary	4	Demonstrates a deep understanding of key concepts and consistently applies and extends them above grade level.
Mastery	3	Demonstrates an understanding of key concepts and consistently applies them at grade level.
Partial Mastery	2	Demonstrates partial understanding of key concepts and/or inconsistently applies them at grade level.
Non Mastery	1	Demonstrates little understanding of key concepts and/or rarely applies them at grade level without support.

- Provide, in **Attachment 3**, a complete set of the school's proposed learning standards for one grade for each division (elementary, middle, high school) the school would serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will only serve one division, the exit standards provided in response to the fifth question in this section will suffice.

Since Matchbook College, Career and Technical Institute will serve only one division, we are providing the 12th grade exit standards. Included in the proposed learning standards are the Indiana Academic Standards for English and Language Arts, Mathematics, Science, as well as the additional MCCTI standards for Employability Skills Standards, Work Based Learning Standards and Habits of Mind.

- If you plan to adopt or develop additional academic standards beyond the state and authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

In addition to the academic standards, all students in grades K-12 will be assessed through Project Based Learning for Employability Skills and Habits of Mind. Employability Skills have been included in Attachment 3. Habits of Mind, Employability Skills, and Work Based Learning competencies have been included as high school exit standards in Attachment 4.

The development and adoption process of these standards will be guided by teacher input and reflection. Student performance standards will be chosen to reflect essential 21st Century learning skills as well as student and family friendly language. These standards will be updated along with key performance indicators as the language of the standards are developed or adjusted over time.

- Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion and graduation criteria will be reviewed annually with parents in orientation meetings, during conferences, and distributed in the Parent/Student handbooks.

Matchbook Learning's first priority is to ensure that students are mastering state-mandated academic standards. We have designed a school model that supports individual pacing; some students might require more than a year to catch up and master content

standards and other students may accelerate and be ready to move to the next course within the school year after successfully reaching all requirements. Because the student performance data is kept in real time, intervention and support plans are developed and implemented to prevent students from continually falling behind. Until students master the required standards, they will remain “progressing” rather than being “retained”.

The school recognizes the importance attendance plays in the development of each student. We want students to understand that this is a life skill that is necessary for future success. If we want students to be responsible for their own learning, it must begin with showing up and being accountable for themselves and with a commitment to their own educational achievement.

The following guidelines regarding promotion shall apply for Matchbook Learning Charter School students:

Academics	Demonstration	Behavior	Attendance
Standards based assessments for each content area and grade level. Students need to reach mastery level of the state required content standards.	Students will apply the skills they learn to demonstrations or projects aligned to the content standards.	Students will contribute positively to the school community and demonstrate professional, safe and cooperative behaviors.	Students will maintain excellent levels of attendance.

The fundamental basis of our grading and promotion system is the concept of mastery. Students must demonstrate mastery of coursework before moving on to the next level or grade. We use a mastery-based grading system where students earn grades A-C to reflect levels of mastery (70% or above) and D or I to reflect levels of approaching standards mastery (69% or less). Academic interventions such as additional small group support will be provided to assist the student in moving towards mastery. This system enables the school to hold students to high expectations and ensure all students have a solid academic foundation as they progress in their coursework.

The Matchbook Learning school year is divided into semesters 1 and 2. Each semester contains two report periods. Additionally, students will receive quarterly progress reports 3-4 weeks before the report period ends to have an opportunity to address areas of concern. At the end of a school year, a cumulative grade is determined. The cumulative grade determines mastery status for course credit and is reported on the student’s transcript. Core academic courses that result in a cumulative grade below 70% may result in students being retained and/or needing additional summer enrichment to earn course credit.

Report Cards

Parents/guardians will be notified of report card dates. Report cards will either be sent home with students or mailed home. Parents/guardians may request a copy of their child's report card in the main office.

Grade Point Average

Grade Point Average (GPA) is used to measure and represent students’ academic achievement. All courses count towards the GPA. Colleges evaluate students based on their cumulative GPA, therefore maintaining a high GPA is very important. In order to prepare students for the GPA process in high school, we will use a GPA concept in middle school. Students will receive a cumulative GPA in middle school, which will help to apply for college/university.. Cumulative GPA is the total average GPA of the student and is computed only at the end of each semester based on the semester average grade. GPA is calculated by multiplying the course grade by the credits earned divided by credits attempted.

GPA VALUE	DESCRIPTION	GRADE	% OF GOAL MET
4	DISTINCTION	A	93-100
3.66	ADVANCED	B+	90-92
3.33	ADVANCED	B	87-89
3	ADVANCED	B-	83-86
2.66	MASTERY	C+	80-82
2.00	EMERGING MASTERY	C	70-79
1	EMERGING	D	65-69
0	INCOMPLETE	I	<65

Honor Roll

Honor Roll is calculated for each report period based on only the courses taken during that report period. It uses the same weighted GPA scale as outlined below. Honor Roll is calculated during the regular school year. To be eligible for Honor Roll, a student must pass all of his/her classes. Matchbook Learning recognizes students who excel academically with the following designations:

Honor Roll Chart	
Achievement:	GPA Range
Distinguished Honors	≥3.75
High Honors	3.5-3.74
Honors	3.25-3.49

- Provide, in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation

- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

- Describe how the school will meet state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

MCCTI will continue to grade students based on mastery of the standards for each course requirement. Credit will be awarded for students who achieve 3 or higher on 80% of the standards within a given course. Students will earn credit based on a combination of academic coursework, mastery based assessments, and performance rubrics to ensure students have multiple pathways to demonstrating grade level mastery on every standard. Course credits and performance ratings will be calculated and credit will be awarded accordingly. Transcripts will list courses along with specific performance indicators or standards within a given course. Transcripts will not reflect class rank or GPA, but will also demonstrate the additional standards for Work Based Learning, Habits of Mind, and other relevant workforce development/industry credentials as appropriate.

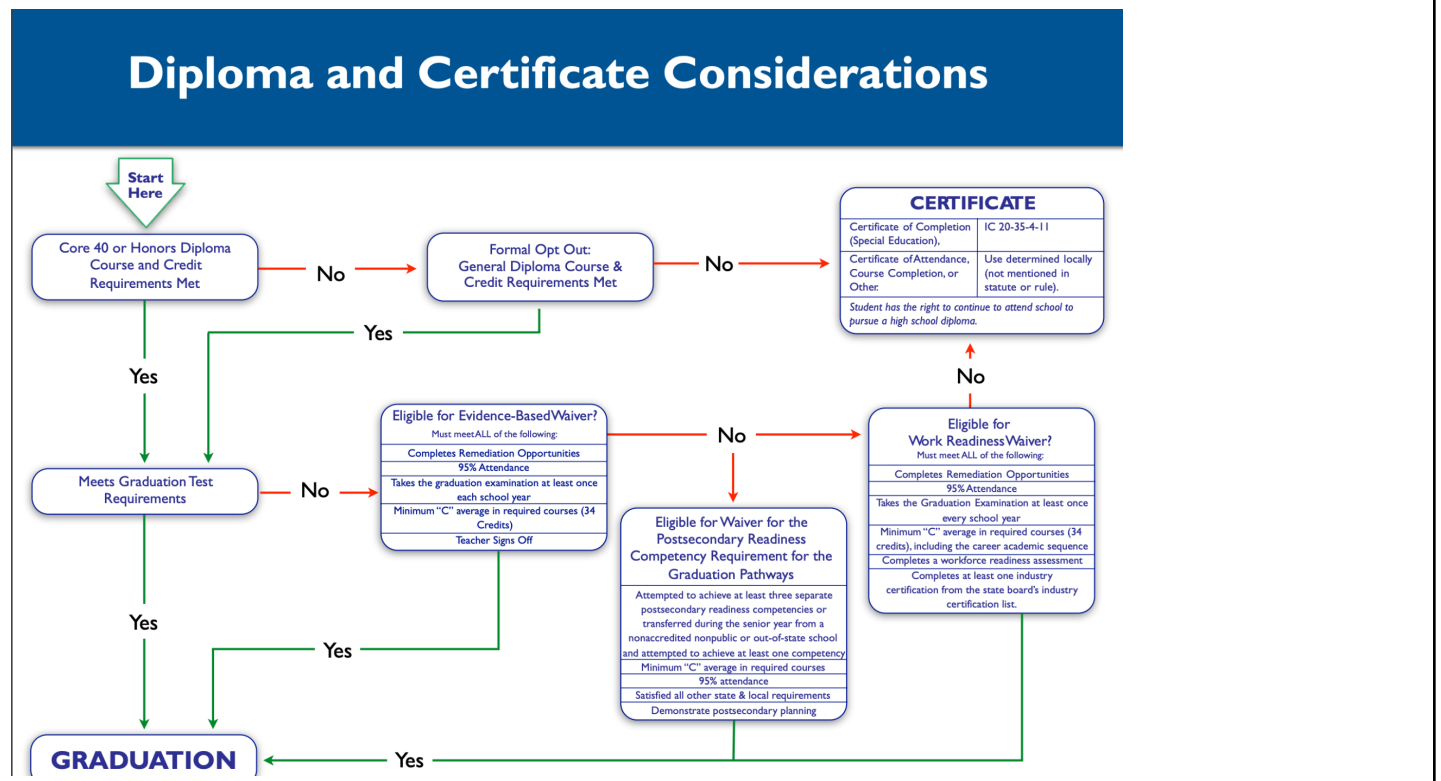
- Explain how the graduation requirements will ensure student readiness for college and/or careers?

The core focus of the MCCTI model is to ensure all students are ready to achieve their college or career goals through work based apprenticeships and experiences. Additionally, all students will be required to meet the Indiana Academic Core 40 graduation standards in addition to the new requirements for Project Based Learning, Service based and Work Based experiences. While also focusing on developing Employability Skills in students and Habits of Mind, we are confident that every MCCTI graduate will be successful. To that end, MCCTI is going to mentor every student for one year post graduation to ensure they have the necessary support to sustain their success in the college or career of their choosing.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

MCCTI will develop an internal tracking system within our student information system (SIS) to monitor student performance and to track progress toward graduation requirements. The bi-weekly Student Assistance Team will review student data and academic performance indicators along with student social and emotional needs to ensure relevant supports are in place for students in danger of dropping out or in danger of not graduating on time. The School Social worker and guidance counselor(s) will be responsible to lead these meetings along with the academic leadership team. MCCTI will also review, vet, and secure additional technology platforms used to monitor student progress towards postsecondary goals (e.g. Naviance) to determine what additional needs are necessary as the school grows within the first several school years towards its first graduating cohort.

Ultimately, MCCTI will use the following flowchart to determine graduation status and monitor progress towards graduation requirements per the Indiana Department of Education.



School Calendar and Schedule

Meets Standard Expectation

- School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of

days/hours of instruction.

The school calendar reflects the number of days needed for implementing our full educational program. It was developed with input from staff, parents, and the Board.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the schools daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. As **Attachment 6**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.

The school day is structured as an A/B rotating block day so that each student has 2 core blocks (120 minutes each) on A Day and the other 2 core blocks on B days in addition to career pathway learning blocks and built in SEL learning time. The instructional hours/minutes per day is 6 hours and 20 minutes daily with extension and extracurricular opportunities outside of the official school day hours of 9am to 4:15pm. As students progress from the 9-10 grades to the 11-12 grades pending credit completion, their schedules will shift to allow for more of a core and career full day rotation.

Matchbook has selected a rotating flexible block schedule because we have found it to be optimal at the high school level from previous experience and learning. Additionally, we have found with our current middle school students that they thrive more in a block schedule where there are less switches during the flow of the day.

School Culture

Meets Standard Expectation

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

In addition to the culture of becoming the best individual and global citizen that students can be through instructional practices and career pathway focuses, the school culture will also entail the following components:

- **Morning Meetings** - Including celebrations and Respectful Ways messages
- **Second Steps** - Social Emotional research based curriculum
- **CHAMPS** - Classroom management that teaches students how to be successful in the classrooms and common school areas. **The Matchbook Way** guide for teachers will be used to supplement their training on utilizing the CHAMPS methodology.
- **Positive learning moments** as well as **moments of pause**
- **Policy of first feed me/find out my needs and listen to me before moving into discipline** - overarching operating system
- **Supportive Staff & Clear Communication Lines**
- **Alternatives to Suspensions** - Designed to keep learning and growing happening by first having a student who is having trouble or acting out see the school counselor and if the student is not able to then return to their regular classroom, they then continue their learning and receive instruction with a certified teacher as

an alternative to suspension. Parents will be called any time a student has a disciplinary infraction by the teacher during their 20 minute parent block and by the school counselor or Dean of Culture.

- **Parent Partnerships -**
 - Teachers will have a 20 minute block of time every day during which they are expected to make contact with parents. This can be through both email and phone calls.
 - Parents will be contacted by school personnel if any issue arises and partnered with for how to support their students social and emotional development.
 - Periodically Surveying Parents – Not just sending out surveys that parents never see the results from is not enough. Once a parent survey goes out, the very next newsletter needs to address the results including concerns and/or ideas that come from the surveys.
 - Creating Volunteer On-Going Opportunities – Having a Menu of these items in the front office and in the monthly newsletter is really helpful. Helping a few parents take the lead and create a Parent Organization that maintains this for this school is also a good idea.
 - Creating Opportunities to Get to Know Each Other – Social opportunities where parents can get to know the staff and each other such as cookouts, coffee times, and celebrations helps.
 - Celebrations of Learning – Having a winter and spring evening that is a Celebration of Learning where parents of all backgrounds come and see the great things that students from all backgrounds have created and are presenting is a great way to get parents to the school and to help them see that parents of other backgrounds also care about what their students are doing.
 - Parent Council – Intentionally creating a true Parent Advisory Council that is representative of the diverse backgrounds in the school is critical. This does take intentional recruiting.
 - Periodically Surveying Parents – Not just sending out surveys that parents never see the results from is not enough. Once a parent survey goes out, the very next newsletter needs to address the results including concerns and/or ideas that come from the surveys.
- **Staff training on how to listen powerfully.**
- **Tiered Infraction System**
- **Empowering vs Negative Penalties**
- **Consistent Words and Definitions**
- **Positive Clarity & Non-Violent Communication**
- **Training on how to Share your Story**
- Focus on **When I Grow Up** - There will be posters of students from the school professionally dressed and photographed as if they already achieved the future

career they are working towards. This allows students to see that they can reach these goals and become who and what they want. Often students in struggling and high poverty schools believe that other kids get to reach these goals and have these careers so it is important for them to see and visualize the fact that they too can become what they strive to be.

- **Levels of Citizenship** - Framing both participation and leadership as citizens. The focus of celebrations and citizenship badges is creating a powerful place for everyone to be their best self.
- **Culture of Serving** - Everyone serving and helping the community, teachers, students, and peers.

The Matchbook School discipline plans adhere to IC 20-24-5.5 as shown through our tiered systems. Details of the tiered discipline system the school will utilize entails a tracking system of major and minor infractions is attached.

(https://docs.google.com/a/matchbooklearning.com/document/d/10Z_b22DRtWZO5N0MStKn2xgSB2a2245hm5caxxfK3Q/edit?usp=sharing)

Setting and supporting school culture from day one is critical for our students' success. We do this through parent meetings/partnerships, clear expectations communicated before day one, and starting every day with morning circles and review of our restorative practices. The training of staff, students and parents on our restorative practices is a key component to what we do. Restorative practices begin our day with staff circles followed by staff leading students in morning circles to begin their day. If students have concerns or conflicts throughout the day, they are able to request a restorative circle, conference, or supports.

In addition to restorative practices training, we also establish a Culturally Responsive Practices Team that is open to any and all staff members to join. This team meets bi-monthly to examine cultural practices in all that we do including our teaching practices and helps to determine next steps and professional development to ensure that we are being culturally responsive to each other and all those we serve. Parents are also invited to take part in at least two sessions and workshops throughout the year.

2. Explain how you will create and implement this culture for students, staff, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Implementing culture is a huge part of what we do every day from morning meetings, to restorative circles, social emotional learning time (research based Second Steps & Habits of Mind), to how everyone is greeted from the moment they step through the doors of the school or onto the virtual platform. It is such a high priority to us that we have experienced implementers and trainers in our current school that are ready to move into the new school to ensure staff, parent, and student training sessions occur in the summer leading up to the opening of school each year. New students and parents that join throughout the year will also be given information on our culture and walked through it by a member of our restorative practices team when they enroll.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Learners, and any students at risk of academic failure.

Our culture allows all students to be met where they are socially and through our social emotional learning times, special education supports, counseling support, and social workers we are able to help all students with the skills and tools they need to be successful. We do not have a one and done culture, in fact we have the opposite. We are constantly working to ensure that all students have the opportunity to restore relationships and feel pride in themselves. When students are struggling with our tier 1 restorative practice supports and social emotional learning time, we refer them to our Student Assistance Team which is composed of school administrators, social workers, special education representatives, EL representation, and restorative team members. This allows us to put our heads together to gather and align unique resources and plans for each student who is struggling emotionally, socially, and academically.

Supplemental Programming

Meets Standard Expectation

- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

1. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

In addition to the apprenticeships and community projects, students will have the opportunity to participate in the following extracurricular, intramural and competitive programs that have been requested by students and parents and sponsored by staff and community partners:

- Soccer (charter league)
- Basketball (charter league)
- Golf
- Chess
- Robotics
- Advanced High Speed Automotive Pit Club
- ROTC
- Tutoring & Peer Tutoring (virtual & in person) - This is supported by IU students as well as staff to increase during school and out of school tutoring and support options.
- Titan Club (an exercise club sponsored by community partners)
- Cross Country
- Other Clubs as requested or inspired by stakeholders

We will continue to offer and expand into our high school the extra curricular offerings that we currently have for our middle school. Our staff, community partners, and coaches are excited to expand and take on the opportunity to coach, support, and mentor our high school students as well.

2. Describe the programs or strategies to address student mental, emotional, and social development and health.

Matchbook Learning strongly believes students' social and emotional well being is at the core of children's lives. Our students will learn healthy ways to live healthily by creating a [portfolio](#) centered around Arthur L. Costa and Bena Kallick's "Habits of Mind". Through this portfolio, our students will build a portfolio that documents how they use the 16 Habits of Mind in their personal lives. Additionally, they will reflect on how each skill will help them in their job assignments, in further education experiences, and in their future. "Habits of Mind" will be the force through which staff is developed to interact with self, each other, and with students. As role models, teachers will help students develop habits of mind through scheduled lessons where students will learn about the 16 habits, followed up with skills application. The applications will be tracked in

their [Habit of Mind Skills Portfolio](#); a portfolio that will build each year students attend high school with Matchbook Learning.

Additionally, the teachers will receive training in the Indiana Department of Education SEL Competencies. Teachers will learn how to incorporate and turn the SEL Competencies, along with the the 16 Habits of Mind, into SEL standards that they will become part of their every day core instructional lessons.

Matchbook Learning’s restorative practices, counseling, social work groups, and social/emotional supports for students who have or are experiencing trauma will also be a consistent part of the successful practices that carry up to the high school from our K-8.

Remote Learning

Meets Standard Expectation

- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana’s digital learning department can be found here: <https://www.doe.in.gov/elearning>

MCCTI will only offer 100% virtual instruction days due to inclement weather or programmatic needs (e.g. teacher professional development, parent conference days, and election days). The MCCTI education model is a blended learning/hybrid model by design with certain days for virtual only instruction as discussed below. We have built into our calendar virtual learning days and inclement weather days will also become virtual learning. This schedule and the expectations detailed below will be reviewed with students, parents, and staff prior to school starting. We have 1:1 laptops, research based online programs for all subject areas, hotspots, and are a pilot school for the city wide at home learning internet to support this instruction. Additionally, we have wifi enabled hotspots we can issue to families in need ahead of potential outages and scheduled virtual learning days to ensure equity and access to our high quality educational offerings.

2. Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

Virtual Instruction Guidance

Key Things that Stay the Same Virtual or In Person:

- Clear and consistent communication with parents and students
- Creating explicit and consistent rituals and routines
- Continually finding ways to celebrate students & build community

Key Guidelines for Virtual Instruction:

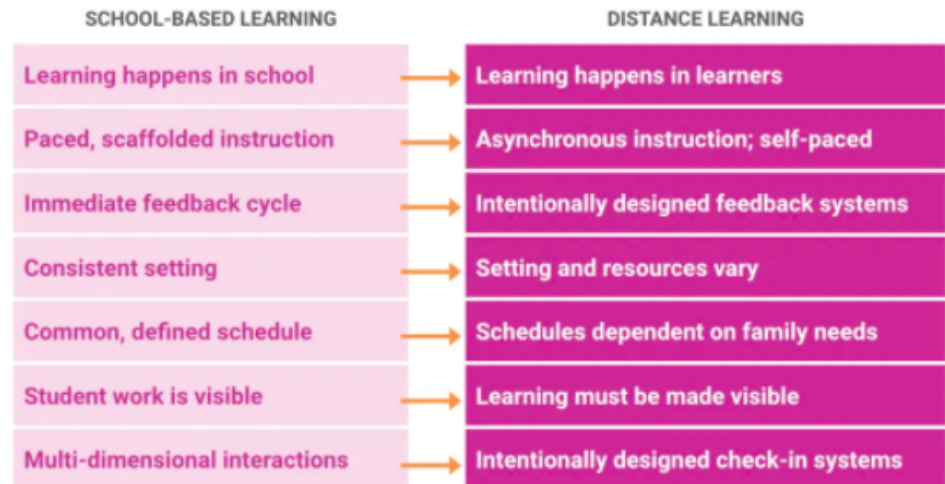
1. **Everything in Bite Sized Pieces** – Do not try to virtually feed them the entire elephant in at one time. “Online instruction is not conducive to covering large amounts of content, so you have to choose wisely, teaching the most important things at a slower pace.”
 - a. **Why?** Research shows that student **engagement drops significantly when videos or video lessons** that aren’t interactive **last more than 9-12 minutes** (Zoom’s can continue after this time but should include more question and answer or an interactive activity). So, break information into shorter sessions and blend

between synchronous and asynchronous learning activities. Use the “**spacing effect**” or **distributed practice** with the virtual tools you have access too because research has also shown that this can boost learning.

- b. It has become increasingly clear that spending 6 hours a day online is not ideal. The National Board of Professional Teaching standards recommend structured school time for different grade bands is as follows:
 - i. Elementary: 1-2 hours a day (This time doesn't have to be all at once, either. Should be broken into segments to allow time for processing and breaks) into
 - ii. Middle schools 2-3 hours a day
2. **Focused on authentic learning and outcomes** rather than time on tasks or activities, you might consider the backwards design or understanding by design approach to create authentic remote learning experiences.
 - a. Determine what matters most and prioritize desired outcomes: Consider what you want students to learn. I.e. content, knowledge skills, habits.
 - b. Identify how you might assess the desired outcomes (authentic tasks, demonstration of learning, creation of media or other content)
 - c. Design learning experiences and curate resources for students to learn that includes multiple opportunities to learn (small group, 1:1, asynchronously)
 - d. Provide Asynchronous and Synchronous learning experiences to guide the learning path.
3. **Make online learning as interactive as possible** (collaborate with Specials teachers for ideas on this). Sit and get is even less effective in a virtual setting.
4. **Be clear and consistent** –
 - a. Students should always know when and where to find their learning activities, assignments, lessons etc.
 - b. Directions should always be clear and very explicit (re-read a few times every time to make sure what you have written is clear, detailed, easy to understand). Creating multi-model directions at times are also a good idea. Some students will understand from reading and some may need a short video.
5. **Balance synchronous and asynchronous learning.**
 - a. **Synchronous** – everyone online at the same time.
 - i. **Use this time, especially in the first weeks for focusing on community, relationships, feedback, and guiding learning.**
 - ii. **Examples of Synchronous Learning (you can pick multiple not just one):**
 1. **Community building:** Relationships are foundational to learning and intentionally building community and a safe space to connect and learn is critical to start the year but also important to sustain the culture throughout the year.
 - a. Community check-in (whole group or small group)
 - b. Share celebrations
 - c. Discuss current events
 - d. Breakout groups
 - e. Show and tell
 2. **Whole Group Lesson:** Use this time to introduce new ideas or content where you can solicit input from students and encourage interaction.
 - a. readers/ writers workshop
 - b. Share a strategy
 - c. Introduce a concept
 - d. Launch projects or challenges
 - e. Question and Answer
 3. **Feedback + Guidance:** Create intentional time to connect and provide feedback to learners and ensure that peers can review and provide feedback and guidance as well.
 - a. 1:1 check in
 - b. Small Group Instruction
 - c. Peer Feedback
 - d. Goal setting
 4. **Celebrations of Student Learning:** Opportunities to make learning public and share progress is motivating and helps learners take ownership of their learning.
 - a. Virtual Exhibition
 - b. Student presentations

- c. Share and reflect on learning
 - d. Shoutouts
- b. **Asynchronous** – students accessing lessons and learning at different times, places and paces.
- i. This can be watching 5-12 minute video on new concept, working through learning links, doing online programs (Lexia, iReady, Dreambox, IXL, etc.), and activities from Google Classroom.
 - ii. **Examples of Asynchronous (you can pick multiple not just one):**
 - 1. **Teach New Skills or Content:** Record the content that you want all learners to have access to 1 time and allow students to engage at their own time.
 - a. Record a morning greeting
 - b. Create a mini video on specific information that you want all kids to hear
 - c. Record a Mini-Lesson 5-12 minutes
 - d. Model a strategy
 - e. Record a daily read-aloud of a chapter of a children’s book (for all ages)
 - 2. **Personalized Learning:** Guide students through a variety of learning activities and complete tasks at their own pace where they can slow down and speed up based on their grasp of the concept and their own context.
 - a. Curate videos, articles, practice activities for learners to engage and go deeper on a specific skill, concept, and practice
 - b. Use hyperdocs to link to a variety of resources that you want students to engage in
 - c. Choice Board: Provide voice and choice with clear parameters
 - 3. **Project Time/PBL:** Provide structure and opportunities to engage in interdisciplinary projects to learn and apply new knowledge and skills
 - a. Inquiry/ Passion projects
 - b. Research/ Investigate
 - c. Construct meaning
 - d. Make something
 - 4. **Reflection:** Build in time to reflect on goals, new learning and needs
 - a. Goal setting and progress check
 - b. Self-assessment
 - c. Review feedback
 - d. Critique and revision
6. **Parent communication needs to be even more streamlined, consistent, focused, and intentional.**
- a. Because parents are expected to play an even more prominent role in supporting student learning when kids are virtual, they need more support from you.
 - b. **Establish a consistent location and predictable schedule for sharing information** (i.e. a designated block of time for parent communication almost like parent office-hours). When parents know where and when to look for information from you, they’ll do a better job of keeping up with it and following through on their end. Weekly updates are a good way to keep everyone informed about what’s going on in your class. **The daily schedule must be turned into your supervisor and developed in collaboration with your team during summer training/planning. Any deviations must be approved and appropriately communicated out.**
 - c. **Set clear expectations and boundaries for communication.** When can students and parents expect to hear from you? How and when can they get in touch with you when needed?
 - d. **Create a backup plan for off-hours and tech support.** If parents or students need help outside of your regular office hours or they need help with technology, who can they contact? Make this information clearly available.
 - e. **Make communication multimodal.** Although it’s important to consistently post through one platform, it’s also helpful to provide the information in more than one mode. For example, you might offer written announcements and record the same announcements in a short video each week so students and parents can choose the format that works best for them.
 - f. **Provide parent tech training.** Parents will be better able to support students if they understand how to use the technology, so provide them with tutorials on the tech you use, including whatever platform you use to disseminate information. For example, first grade talked about posting videos to the Google Classroom in a "Parent Corner" that explains how we teach things like math, phonics, etc and accessing tech. Could use videos already created by Eureka, as well as create our own videos.

Key Shifts and Considerations for Distance Learning



7. Lesson Planning:

- a. Lessons are to be turned in on Sundays by 8 pm
- b. [CLICK THIS](#) for lesson plan templates that we will be using for virtual learning.
 - i. When you open, review each template and choose 1 lesson plan template that you would be using for the duration of virtual learning.
 - ii. Lesson plans should include the following:
 1. Learning objectives (scaffolded into bite size lessons for e-learning)
 2. CFU: what will you use to check for understanding? Include the specific question, prompt, or action that students are expected to perform.
 3. Supplementing Platform: which platform will you use to help supplement your lesson (IXL, NewsELA, Amplify, Eureka).
 - a. Please note, students must use certain platforms daily (ie Lexia, iReady, Dreambox, Core 5). These platforms are not for supplemental instruction.
 - b. Khan Academy is not to be used to teach, only to help you, the teacher, prepare for the lesson.
 4. When scheduling, please keep in mind the following parameters:
 - a. SIT: EVERY TEACHER must use the school's sit schedule
 - b. Airways/Clearsight: Each student must spend at least 45 minutes on this site 2x per week
 - c. SEL lessons are to be done on every Friday even during virtual learning days.

Sample Schedule:

- 9:15 - 10:15 Synchronous Math
- 10:20 - 11:20 Synchronous Reading
- 11:25-12:25 Synchronous Science
- 1:00 - 2:00 Synchronous Social Studies
- 2:05-4:15 Asynchronous Learning & Online Personalized Programs

References:

Poon, Jennifer: <https://www.gettingsmart.com/2020/07/strengthening-k-3-distance-learning/>
 Farah, Kareem: <https://www.edutopia.org/article/4-tips-supporting-learning-home>
 Project Zero: <https://pz.harvard.edu/thinking-routines#CoreThinkingRoutines>

- Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

Weekly **minimum** expectations by day:

		Reading	Math
Every Day		Assignments from your eLearning Teacher	
Monday	Zoom	30 minutes iReady Reading 30 minutes Lexia	30 minutes iReady Math 30 minutes DreamBox
Tuesday	Zoom	30 minutes Lexia	30 minutes iReady Math
Wednesday	Zoom	30 minutes iReady Reading	30 minutes DreamBox
Thursday	Zoom	30 minutes Lexia	30 minutes iReady Math
Friday	Zoom	30 minutes iReady Reading	30 minutes DreamBox

Attendance Requirements:

To be marked fully present, you must attend required zooms **and** complete your minutes on iReady, Lexia, and DreamBox

- ½ day, attending required eLearning zooms
- ½ day, learning app minutes

- Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

Expectations for EL and Special Education teachers as they support virtual learning:

- Continue to plan **learning activities** for students from Lexia & iReady and utilize the Great Minds videos Monday - Thursday
 - **Take attendance and track minutes in your data spreadsheets** of students you work with working virtually
 - **Make phone calls this after discovering students who are NOT logging in**

- Complete virtual lesson plan template
- Make a grade band schedule
- **Utilize both Google Classroom & Zoom *Document & Record all that you do!**
- Meet virtually with students and parents (minimum quarterly) to:
 - Review student data and goals
 - Review accommodations plans
 - Ensure ongoing support and communication
- Check emails daily & check for mandatory meetings
- Encourage our families to get on our Facebook page & sign up for class Dojo to receive classroom messages
- Record some fun messages and videos to send home to lift up our students
- Send videos through class Dojo and Google classroom so that multiple devices are available to the students
- Make sure core teachers have added you to their Google Classroom so you can easily add things
- Stay in contact with classroom teachers to help translate *Be mindful of the time that it takes for this. Send out information days in advance
- Send home activities that align with student goals
- Stay in contact weekly with classroom teachers, do virtual push ins to Zoom sessions, and ensure that accommodations and modifications are in place and are occurring.
- Weekly plan virtual small groups and individual meetings to ensure all minutes are met.
- Home visits may be required as well as home conferences depending on the student/family situation when virtual.

Special Populations

Meets Standard Expectation

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

1. Explain the methods used to identify the following special populations of students:
 - Special Education

- English Learners
- Below Grade Level Performance
- Gifted and Talented

For Special Education, English Learners, Below Grade Level Performance, and Gifted & Talented, Matchbook Learning utilizes our assessment system and virtual data walls to assess, monitor, design individual learning plans, and establish where in our MTSS program students need to be. The Matchbook College, Career & Technical Institute uses both formative and summative assessments to ensure progress towards individual student, population specific, and school wide goals. In addition to state mandated assessments and academic performance goals, the school establishes quarterly benchmark progress goals through module assessments, presentations (performance assessments), and Performance Series (diagnostic & adaptive assessment) academic growth goals for the school, subject areas, and individual students. The Performance Series test, administered three times a year, monitors progress, re-evaluates goals, and informs academic decisions. Other assessments utilized to measure academic success include Illuminate DNA and Great Minds formative and benchmark quarterly assessments, unit summative assessments, and student standard mastery pacing data collected through the online programs and Illuminate. Illuminate assessments are all from nationally vetted item banks, compiled by master teachers.

Using Assessment Data

All students are assessed during their first week at the school in order to determine their academic starting points, small group placements, and support needs. During weekly Professional Learning Communities (PLCs), teachers are given support on how to examine, analyze, monitor, and compare on-going assessment and learning data. Additionally, the Illuminate assessment platform supports the success of diverse learners by monitoring what programs and strategies work for individual students, the learning pace of students, and the areas where students need help or gaps filled.

The Matchbook Assessment System includes the following:

The Assessment	Who it is measuring & evaluating	What it is measuring & evaluating	When it is measuring & evaluating	Alignment Description
State Annual Assessments Including: ILEARN ACT/SAT End of Course WIDA -ACCESS	Whole School and Individual Students	Proficiency in reading, math, and state selected grade level subject areas.	Annually in spring – Reviewed by staff every summer or when scores are available.	The school will reach annual incremental increases (Incremental Target = Last Year's % Proficient + Annual Increment Needed to Reach 80% Proficiency on the State Assessment within six years).
Performance Series	Whole School, Departments, Grade Levels, Individual Students	Progress and Growth in Reading, Math, and Language Use	Three Times Each Year: · Fall · Winter · Spring - Reviewed by staff and Matchbook after every testing session for curriculum, instruction, and PD adjustments.	Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of improving the school and moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a department, or a grade level it also

				informs of adjustments that need to be made to the instructional focus and or program.
Illuminate Assessment	Individual Students	Mastery of State Standards	Given to students with each unit as well as quarterly benchmark assessments to monitor progress towards standards the standards mastery needed for the grade level.	The Illuminate Assessments have all been vetted and aligned to state standards and the Matchbook Curriculum Scope and Sequences. They allow us to track mastery, pacing, gaps, and needs on grade level standards.
Performance Assessments	Individual and Groups of Students as well as Grade Level Passing Rates	Mastery of On-Grade Level Standards & 21st Century College, Career, and Employment Readiness Standards	At the end of each Social Studies semester.	The performance assessments determine whether the Academy is preparing students with 21st century, college, and career readiness skills. The assessments also allow leadership to see how well students can transfer knowledge from class work to real world problems. Additionally, the performance assessments show how well students are grasping and able to work with on-grade level content when in a group with a real world challenge regardless of current individual academic levels.

To further assist students, parents, and teachers in monitoring student progress, Matchbook uses a competency based report card as well as parent and student conference days. The report cards show the number of standards the student has mastered, their pacing, and their growth towards proficiency. Additionally, the LMS that Matchbook utilizes allows parents to log in daily to monitor their student's progress.

- Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the special population groups listed above.

English Language Learners

Matchbook currently serves 43% EL students and expects that percentage to continue in the high school. Matchbook utilizes online content providers during the independent and blended portions of the instructional blocks to individualize for the needs of English Language Learners through program language options, the utilization of video, and the ability to adjust the reading Lexile levels of the presented material or concepts. Additionally, the Great Minds and Engage NY curriculum gives teachers guidance and modifications that specifically cater to the needs of ELL students and struggling readers. Compliance monitoring, goal setting, growth monitoring, and exiting the ELL program is conducted by a team comprising the ELL case manager, a parent, and in accordance with all state and federal laws.

Matchbook Learning has an EL department and contracts year round professional development for the department and teachers through Sole Education. This continuing development, support, and monitoring of practices helps our staff and students to continually grow and improve. Additionally, to

support and partner with the parents of our EL students we contract with language services and have numerous staff members that speak Spanish. Matchbook has also purchased a language learning online program that our parents can access to help them learn English and our staff can access to help them learn the languages that the students they serve speak.

An additional part of the Matchbook Learning enrollment process is identifying English Language Learners by our requirement to administer the Home Language Survey (HLS) to first time enrollees. The HLS is administered only once in any student's educational career. Home Language Survey for all new enrollees are required to be kept in the students' file, regardless of the languages recorded. A new HLS is administered to any students ONLY if the student is transferred from another state.

HLS questions to include:

- What is the native language of the student
- What language(s) is spoken most often by the student
- What language(s) is spoken by the student in the home

Special Education

When making educational placement decisions for students with disabilities, the Matchbook College, Career & Technical Institute will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team and together the team will make decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Matchbook College, Career & Technical Institute will follow all Special Education rules in Article 7 and regulations as issued by the Indiana Department of Education. If a child with a current IEP enrolls in the Matchbook College, Career & Technical Institute, the school will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA") as well as state laws and regulations. Additionally, the Matchbook College, Career & Technical Institute will utilize the training materials and videos provided by the Indiana Department of Education's Office of Special Education and the Indiana IEP Resource Center.

Matchbook Learning has an experienced Director of Special Services and highly qualified special education teachers with caseloads under 25 students to each special education teacher. Additionally, Matchbook has a full MTSS process that will be utilized at our high school. For additional testing and services such as OT, PT, therapy and other services as needed Matchbook contracts with Kids Count.

The Matchbook College, Career & Technical Institutes will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The school is responsible for providing a free appropriate public education to children with disabilities enrolled in the school that have been determined through an IEP to require Special Education programs and services.
2. The school will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in "Article 7" and articulated by the Indiana Department of Education Office of Special Education. Additionally, children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the school will ensure that the IEP is fully implemented in

accordance with IDEIA, and reviewed on an annual basis, or more frequently as determined by the IEP team.

Further, the Matchbook model allows for more “push in” and inclusion of students with special needs in the traditional classroom. The individualized and small group instruction constantly occurring in the regular classroom with the Matchbook tools and structures allows for special education teachers to “push in” classrooms, pull small groups, and conduct “one-on-one” instruction or conferencing to discuss and establish goals. The Matchbook model also provides, when needed, “pull out” services and extended one-on-one or small group instruction or assessments in special needs classroom settings. A Director of Special Services also works with leadership, staff, students, and parents to review all IEPs, perform re-evaluations, monitor programs and progress, ensure constant communication with stakeholders, and ensure compliance with state and federal regulations. Compliance monitoring, goal setting, growth monitoring, and exiting the special education program is completed by a team which includes the special education director, the student’s case manager, a parent, and in accordance with all state and federal laws.

Students Above and Below Grade Level

The Matchbook model of instruction and curriculum succeeds with gifted and talented students and those who are above grade level needing accelerated learning opportunities as it is designed to specifically meet students at the individual’s academic level as well as progress the student forward at their own pace. In order to identify accelerated students, the School uses Scantron’s Performance Series, an adaptive assessment, as well as Illuminate’s nationally vetted benchmark assessments. Once identified, the School allows a student to move forward at an individual pace so that the student is challenged. If a student finishes the current grade level standards halfway through the year, the School seamlessly moves the student on to the next level of standards continuing the individual learning progression. Further, the School organizes additional learning experiences and real world challenges for additional learning opportunities such as through project based learning, experiential learning, apprenticeships, technology challenges, and community opportunities.

As previously described, the Matchbook academic model was designed to meet each student where they are and propel them forward at an advanced rate whether they are advanced or below grade level. Additionally, the Matchbook College, Career & Technical Institute has a detailed Response to Intervention program we call SIT (Small group & Individualized Targeted instruction) that helps teachers, tutors, administrators, and parents know the roles in assisting, monitoring, and the identification process for students. The Matchbook model of instruction also provides more than one support and/or pathway for progressing forward so that it works for all students and varied types of learners. If a student is not progressing with the current educational pathway, then a new individualized learning path is customized for the student. Matchbook schools meet students, especially those who are below level, where they are in their logic and academic development AND help them to obtain on grade level content through small groups, cognitively guided instruction, assessments for learning, reciprocal reading, and other research based best practices.

3. Identify plans for monitoring and evaluating the progress and success of these special population student programs, specifically concentrating on Individualized Education Plans (IEPs) for Special Education students and Individualized Learner Plans (ILPs) for English Learners. For high schools only, identify the plans for promoting graduation for students with special needs.

Monitoring and evaluating the progress of students with IEPs and ILPs is an ongoing process. Special education teachers perform progress monitoring assessments 2x per month to monitor students' progress towards their annual goals. If the student is not making adequate progress toward their annual goal the teacher may either increase direct instruction focusing on the goal or hold a case conference to discuss modifying the goal so that it will be achievable by the end of the IEP. EL teachers provide small group instruction and also push-in to classes to provide support to EL students. Students with IEPs and ILPs also participate in local standardized testing (IReady and Performance Series). If their scores are in the bottom 25% of their grade level, the students receive additional Tier 3 intervention to address academic deficits. EL students also participate in yearly WIDA testing to monitor growth of English proficiency.

For our students who have more significant disabilities and do not participate in traditional standardized testing, their goals are progress monitored on a more frequent basis. If they are in a state testing grade level, they participate in the alternative assessment, I AM.

Students with identified disabilities and an IEP have transition plans within their IEP starting the year they turn 14. These transition plans help guide students toward classes and activities to prepare for life after high school. Students with IEPs will have access to the hands-on learning experiences (automotive, construction, etc.) which will help them earn credits toward graduation requirements. Special education teachers will provide special education support in core classes to ensure students with IEPs earn credits toward graduation. If there are students enrolled with more significant disabilities, they will participate in a life skills curriculum to develop their independent living skills. Those students will be working towards a certificate of completion.

4. Summarize the plans to have qualified staffing adequate for the anticipated special populations listed above.

Recruitment of qualified staff members will begin 6 months prior to opening. Existing staff that serve grades 7 and 8 will transfer into the new building to continue to serve the special populations. Additionally, positions for the new school will be posted internally for current MBL staff interested in serving at MCCTI. In Year 1, grades 7, 8 and 9 will be in the new school. Based on current enrollment trends of special population students, a reasonable projection of needed staff for Year 1 would be as follows: 1 EL teacher w/2 bilingual assistants, 1 Special Education teacher with 1/assistant, 1 Gifted/Talented teacher, 3 instructional assistants. Possible funding for these positions include Title III and NESP, Title 1, and Part B funds through IDEA. Progress towards fully staffing the school will be monitored and reported during bi-weekly leadership team meetings. All hiring processes and decision metrics will be utilized for our original start up year in 2018.

Student Recruitment and Enrollment

Meets Standard Expectation

- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. For new schools: Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

In the first year, we will be enrolling students in 9th grade with a target of 65 students per grade level. This targeted enrollment goal aligns with the number of middle school students per grade level that we currently serve. After the first year, we will target adding one grade level per year and just as our current school has increased in enrollment annually by grade level we hope to begin enrolling 70 students per grade level each year after.

We determined our goal school size based on our current school enrollment, the increase in our enrollment annually, our increasing community support, and the survey data from our parents and students in November 2020. We structured our survey to gain information broadly about high school choice within our rising 7th and 8th graders but further to gather insight on our development of a high school plan. The attached survey had an 86% response rate. When asked about whether or not a student would attend a Matchbook Learning high school if it was an option, more than half of our middle school students wanted to stay with Matchbook Learning solely on reputation alone. When specifically asked about attending a high school that focuses on particular career pathways and certifications as well as apprenticeships and learning in the community 88.2% of our parents wanted this for their students and 75.3% of our students to attend the school. We do expect an increase in our current school enrollment and our new school enrollment due to the fact that a new apartment building is being constructed directly across from our current school and within walking distance of the spaces we are looking to place our new school.

In order to recruit students, we will inform the students and parents we currently serve about our high school, work with the area churches such as Friendship Baptist, advertise through mailings, and utilize the Enroll Indy system. As a charter high school, we guarantee that we will follow all applicable enrollment policies, backfill and allocate any open seats through the Enroll Indy process. We will also comply with IC 20-24-3-4 and any applicable desegregation orders. Additionally, we will follow IC 20-24-5 with our admissions policies and criteria. Participating in the Enroll Indy system will allow parents and students to select and be matched with the Matchbook Learning school as a top choice based on what matters most to them (i.e. blended learning, 1:1 technology, proximity to their home, project based learning, apprenticeships, dual credit options). Matchbook Learning believes in both the value of a universal enrollment system and the fair placement of students into the high quality schools that are the best fit for their needs.

New Neighborhood Student Recruitment: There may be families in the neighborhood catchment area of the school who have chosen to attend a different school in the past, but would like to learn about and consider our innovative model's approach. We will directly market to those families in the neighborhood not currently attending the neighborhood school. This outreach will happen at designated community centers and frequented locations as well as a door-to-door campaign by our core school leadership team.

Recruitment Through Awareness: Specific door-to-door and community center outreaches are effective only to the extent that we connect with parents of school-age children. To cast a wider net, MBL will utilize marketing strategies to build greater awareness for the uniqueness of our model and its arrival in the neighborhood. This may include radio spots, targeted public bus advertisements, on-campus summer sign-up and back-pack giveaways, etc. Our completely new, competency-based model embedded with 21st century technology, career experience and college credits offers a unique window of opportunity to attract new families, adding to the school's diversity and growing the richness and closeness of our school community.

Schools in our area including our K-8, George Washington, and Crispus Attucks have all had increases in enrollment. There has been an increase in the number of students in our area and with the increase in

apartments being built this will continue to rise over the next few years. We expect the enrollment increases that we have experienced in our school to continue and that the parents and students we serve that are interested in the type of career and technical school we are looking to open will attend our high school.

Matchbook Learning has had the following student and staff retention rates at our current K-8 school and expect them to continue through our new high school.

Staff Retention:

2019-2020: 88%

2020-2021: 82.1%

Student:

19-20: 81%

20-21: 85%

2. For Takeover schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

N/A

3. Provide, as **Attachment 7**, the school's Enrollment Policy, which should include the following:
 - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - A timeline and plan for student recruitment/engagement and enrollment;
 - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

Meets Standard Expectation

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

1. Describe in detail the school's approach to student discipline. Provide as **Attachment 8** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
 - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
 - An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
 - Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

Tiered Behavior & Academic Referral Plan

TIER III – After the 8th Behavior or Academic Referral

- Daily period with counselor and behavior modification instructor.
- Possible staff escort from classes.
- Student responsible for own BIP. Parent signature each night
- Anecdotal notes by teacher provided to Dean of Culture on Thursdays after school for parent contact Friday.

TIER II – After the 5th Behavior or Academic Referral

- Teacher, Mentor, & parent conference with Administration over behavior, academics, and possible future consequences.
- Referred to Student Assistance Team by teacher or grade level and mentor.
- Each teacher creates individual specific behavior intervention for student in their classroom.
- Goal chart created by the student with their mentor and monitored by mentor weekly.
- Anecdotal notes by each teacher or grade level team who will send the parent and administrators an academic and behavior weekly report each Friday.

TIER I – After the 3rd Behavior or Academic Referral

- Parent phone call after any referral by teacher and Administration.
- School counselor and Dean of Culture conference to develop intervention recommendations.
- Student conference with Administration to discuss future consequences.
- Student conference with mentor weekly.
- Anecdotal monitoring by each teacher.
- Grade/academic check by counselor and Dean of Culture for possible class adjustment.

The following Merit and Demerit system also helps teachers, students, and parents learn what a major and minor infraction are:

Demerit/Merit System

Demerits

In realizing that no situation will ever be the same the number of demerits per occurrence will be based on the professional judgment of the teacher. For example, the dress code could be a minor *or* major offense, based on the student's conduct.

- Minor infractions are occurrences that are resolved in the classroom, 1-2 demerits. Major infractions are situations that require an office referral, five (5) demerits.
- Earning five (5) demerits in a week will result in the loss of weekly celebration time and an office referral.

Merits

A merit is a point given back to a student by the teacher who gave the demerit. A teacher cannot give back more merits than demerits in a given week. Merits should be *earned*. Students should go above and beyond to make-up for the infraction caused. Each teacher will decide what is necessary for the student to receive a merit. For example, in science the student may come to the teacher to clean a mess that students made during a lab. A student may also earn a merit by cleaning desks after school or other random acts of kindness.

MINOR INFRACTION (1 Demerit)	MINOR INFRACTION (2 Demerits)	MAJOR INFRACTION (5 Demerits)
<ul style="list-style-type: none"> · Coming to class unprepared · Disruption in class · Dress Code · Gum in prohibited areas · Off task in class · Physical contact · Tardy 	<ul style="list-style-type: none"> · Abusive/ inappropriate language · Disrespect / non-compliance · Property misuse – abusing school or peer’s property · Inappropriate language · Technology/Cell Phone misuse or use without teacher permission (May also be collected and held by the teacher for the remainder of the class period.) 	<ul style="list-style-type: none"> · Abusive / inappropriate language to staff · Any write-ups · Disrespect / non-compliance / defiance · Fighting / physical aggression · Harassment · Theft · Threats

Parent and Community Involvement

Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school.

Since restarting Wendell Phillips Schools 63 in 2018, Matchbook Learning has been serving K-8 students on the near west side of Indianapolis in Haughville. In one year, we took a persistently failing school from an F to a D, the same year Indiana adopted ILEARN, a new, and more rigorous state assessment. At the end of every school year, we have consistently had students and parents asking us to start a high school so they could stay with Matchbook Learning because of their students’ success. Our 8th graders who matriculate into high school come back to visit for additional tutoring and support, because they trust our culture, they want our wrap around services, and they need the support we provide.

The same year Matchbook Learning opened, Indianapolis Public Schools (IPS) launched a reimagined high school program, which consolidated its college and career academies into four high school facilities across Indianapolis. At the same time, IPS launched a fully choice based high school model, where

students must decide which college, career, or military pathway before enrolling in high school. While this idea is imaginative, it has caused major limitations to the Haughville community. First, many students do not have exposure to the types of career opportunities available. Second, students often choose their high school based on name and location, rather than the available career pathways or academies. Third, the high school choice model does not allow for students to change pathways or schools more than once during their high school career.

Currently, the westside does not have career and technical vocational schools that offer universal certifications in HVAC, Automotive, Building Trades (electric, plumbing, carpentry), IT Data Analytics & Security. This means the community lacks real pathways that lead directly into good jobs that pay a living wage and allow students and families to stabilize. Additionally, there are no schools specializing in education pathways for students. Research has shown that there is a positive impact on students when educators come from the areas they serve, that understand the culture, and that look like the students they serve. Instead of only seeking to recruit from a diverse pipeline or implement diversity, equity and inclusion initiatives, Matchbook Learning wants to build a teacher pipeline in our community, with our students who will one day become Matchbook Learning educators.

In order to build this educator training pipeline, we need to inspire students to go into education and develop real pathways to success from kindergarten through college completion. This is a logical expansion of our current work in partnership with Klipsch Educator's College at Marian University and Elevate Indy.

We want to further serve the Haughville community which is one of the highest poverty areas in Indianapolis. We know that many of the students who leave us after 8th grade struggle in high school, despite actively engaging them in the high school choice process. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

The community has expressed to us in multiple ways that they want pathways to good jobs for students and we can deliver a modern vocational school to the community in Haughville with community partners and support. One of the ways has been through a survey of our families and students. We structured our survey to gain information broadly about high school choice within our rising 7th and 8th graders but further to gather insight on our development of a high school plan. The attached survey had an 86% response rate. When asked about whether or not a student would attend a Matchbook Learning high school if it was an option, more than half of our middle school students wanted to stay with Matchbook Learning solely on reputation alone. When specifically asked about attending a high school that focuses on particular career pathways and certifications as well as apprenticeships and learning in the community 88.2% of our parents wanted this for their students and 75.3% of our students to attend the school. We do expect an increase in our current school enrollment and our new school enrollment due

to the fact that a new apartment building is being constructed directly across from our current school and within walking distance of the spaces we are looking to place our new school.

We are also discussing the high school, what it will look like, and our goals with our community partners and PTO in our regular monthly meetings with them. Additionally, we have discussed the high school with our neighborhood associations including Haughville Strong, which has written a letter of support or us.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Since Matchbook Learning launched it's K-8 restart Matchbook Learning @ Wendell Phillips School 63 we have listened to the community and put in place experiences and opportunities the community wanted students to have. This includes students learning coding, robotics and the basic foundations from which a future IT career can be launched. After year 1, we realized that we needed to broaden the opportunities students have access to and we began to add them into student schedules on Fridays. Two of the career pathways that have shown success and high levels of engagement for students that we have piloted include automotive, through a partnership with City Wheels on the eastside of Indianapolis and Broadcasting which has been led by an internal expert.

In order to assess and build parent and community demand for the new high school, we have surveyed our current parents in November 2020, held open discussions in public community meetings, and continue to get their input on the design of the school through ongoing parent and community meetings. In December 2020, we met with our Board's Academic Committee to build out targeted learning pathways based on community data. In January 2021, we connected with our partners at 16 Tech who have community demographic data aligned with career pathways towards good paying jobs aligned with workforce needs. Also in the same month, we met with Ivy Tech Community College, Marian University, and City Life to pursue specific pathways in IT, automotive, HVAC, and welding to ensure our community partners needs are being met.

In March of 2021, we met with community members from Friendship Missionary Baptist church to discuss mission alignment and gathered additional support from the community for the project. In March and April of 2021, we met with Indianapolis Public Schools leadership to ensure that our proposed plan is in alignment with their goals to ensure adequate buy-in for this charter application with Trine University and the possibility of an innovation agreement if approved.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section II below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

We will continue to build on the family-school partnerships we have begun in our K-8. These plans include:

- Two celebrations of learning each year. During our celebrations (virtual in pandemic) we invite parents into the school to see students demonstrating their learning all over the building. Our average attendance at the celebration (pre-pandemic) is 600.
- Parent volunteer days throughout the school year to bring parents actively into the school and classrooms.
- Parent counsel to help review and give input on the school calendar, curriculum, school improvement plan, extra curricular offerings, parent & community events, and volunteer opportunities.
- Communication through Class Dojo, robo calls, monthly newsletters, social media, parent conference days.
- Parent Teacher Organization - Meets Monthly and supported by our Parent Coordinator.
- Diversity, Equity, & Inclusion Team - Group of parents helping to support our DEI efforts that want to continue for the high school as well. This will be an ongoing group any parent can join. So far they have developed our DEI Pledge that will be a living document reviewed annually.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community Partner	Representative from Organization	Address, phone number and email address	Nature of Support & Partnership	Is a letter of support included in Attachment 9?
Youth for Christ City Wheels	Ali King Executive Director Michael W. Robertson Chair of the Central Indiana Youth for Christ Board	Address: 1641 E Michigan St, Indianapolis, IN 46201 Phone: (317) 925-2828 aking@ciycg.org	Providing Mentors for kids and the Automotive & HVAC Certification Programs.	Yes
Marian University Klipsch Educators College & St. Joseph College	Robert Behning Dr. LaTonya Turner Dr. Jeff Jourdan	Address: 3200 Cold Spring Rd, Indianapolis, IN 46222 Phone: (317) 955-6000 lturner@marian.edu	IT & Computer Science Pathways & Certifications Aligned with Associate Degree, Teacher Pathways, as well as Design & Build Out of Competencies (learn & earn) and School Framework	Yes
16 Tech	Bob Coy, President & CEO Starla Hart	16 Tech White River Trail Indianapolis, IN 46202 shart@16tech.com	School & Business Connections, Thought & Design Partner	Yes
Broken Wings	J. Nicholas II	Indianapolis, IN 46224 317.762.4551	Support and Mentors	Yes
School on Wheels	Sally Bindley Alyssa Newell Kelly Coker	a: <u>2605 East 62nd Street, Suite 2005, Indianapolis, IN 46220</u> p: 317-202-9100	Tutoring Support for McKinney Vento Students	Yes
IUPUI - Family, School & Neighborhood Engagement	Khaula H.Murtadha Associate Vice Chancellor & Dr. Jim Grimm	Address: 777 Indiana Avenue, Suite 200 Indianapolis, IN 46202 Phone: 317-278-2000	Thought partner & community engagement support.	Yes

Mary Rigg Neighborhood Center	Andrew Lee, Director	PHONE: 317.639.6106 FAX: 317.639.2782 EMAIL: info@maryrigg.org	Community Support Partner	Yes
Elevate Indianapolis	Aaron Story President & CEO	Elevate Indianapolis PO Box 441456 Indianapolis, IN 46204 (317)201-1120	Mentors, SEL Classes & College/Career Classes, Projects, Planning	Yes
City Life	Daniel Marquez, City Life Director	Address: 1641 E Michigan St, Indianapolis, IN 46201 dmarquez@ciycg.org	Mentors & Groups	Yes

Educational Program Capacity

Meets Standard Expectation

- Evidence that school leadership and management team have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
- Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Name the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

CEO/Superintendent - Dr. Amy Swann (20+ Years Experience)
Principal & Director of Academics - Sheila Corbin (30+ Years Experience)
Director of Outreach & Social Services - Natalie Woods (+20 Years Experience)
Director of Finance - Don Stewart (+8 Years Experience)
Director of Special Services - Ann Schlosser (+30 Years Experience)
Director of Personalization - Eric McGuire (+14 Years Experience)
Instructional Coach - Sean Moore (+7 Years Experience)
Director of Virtual Learning - Jeff Mayo (+7 Years Experience)

2. Describe the teams individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

The Matchbook Learning Leadership Team has experience running high schools, developing curriculum and educational experiences that include career pathways, blended learning, expeditionary learning, project based learning, developing community schools, and in creating healthy supportive learning environments.

Principal & Director of Academics, Sheila Corbin has served for over three decades in education.. Prior to Matchbook Learning, Sheila was a 1st, 2nd, 4th, 5th, and 6th grade teacher. Sheila earned a Masters degree in Curriculum and Instruction and became an Instructional Coach to help teachers. Sheila also holds a Masters degree in Administration. Sheila went on to be the building Principal of a grades 1-6 building for seven years. In 2015, Sheila left the world of administration to become an Outreach Coordinator for the Indiana Department of Education to help schools in Indiana with school improvement. Principal Corbin has helped successfully lead Matchbook Learning's K-8 for the last 3 years and is ready to take on the challenge of our new innovative high school. Additionally, Ms. Corbin grew up in the neighborhood that Matchbook Learning currently serves and seeks to further serve.

The school leader will be accountable to the CEO/Superintendent, Dr. Amy Swann. Dr. Amy Swann the Chief Executive Officer for Matchbook Learning (MBL), former Mind Trust Innovation Fellow, mentor for the Gratitude Network, and a Senior Consultant for School Growth. She has spent the last 19+ years improving failing schools in Indianapolis, Danville & Lexington KY, Newark NJ, Detroit MI, and D.C. Under Dr. Swann's leadership multiple schools have moved out of the bottom 5% and are no longer failing. Prior to joining MBL, under Dr. Swann's leadership, Bate Middle school in Kentucky, went from being a "state watch list school" to being named one of the first national P21 Exemplar schools. Dr. Swann's work with performance assessments, project based learning, and personalized learning has been featured widely in publications including the Harvard Letter, District Administration, on the Next Generation Learning Challenges site, on PBS News Hour, on KET, in Chalk Beat, and in Tom Vander Ark's Getting Smart blog. In addition, Dr. Swann's leadership has been documented and written about in books such as: Five Critical Leadership Practices: The Secret to High Performing Schools by R. Ash & P. Hodge (2016), Beyond Measure: Rescuing an overscheduled, over tested, underestimated generation by Abeles, V. & Rubenstein, G. (2015), and The Test by Kamenetz, A. (2015). In addition to the national work that Dr. Swann has done, she has also spoken and published papers internationally during International Symposiums on Education Leadership in Jyvaskyla Finland, at the University of Shanghai, and in Uppsala, Sweden.

The Matchbook Learning leadership team has shown that we can bring together the entire community to support our kids and families to overcome barriers and challenges that they face. Below is a list of many of these endeavors:

- Restarting Wendell Phillips School 63 as a Community Neighborhood School
- Securing over 25 active, critical community partnerships to create a successful community school.
- Awarded a beautification grant from Indiana Department of Natural Resources to install a pollinator and butterfly garden in the park behind school.
- Indiana DNR installed native species plants around the front and south sides of the building for sustainable beautification.
- Ongoing partnership with Big Green Learning Garden
- Regularly hosting community events and meetings (IMPD Safety Briefings, Haughville Strong, WCDC, etc.)

- Partnership with City Life Wheels to provide hands on workforce development experiences for middle school students
- Successful launch of E-learning program serving over 1/3 of our student population.
- Launched VEX IQ robotics program for elementary and middle school; middle school team qualified for the state tournament in its first year (2018-2019).
- ELL community learning program in process with Marian University
- Sustaining partnership with “Reclaiming the Village” and Reverend Harrington
- Expanded sports offerings for boys and girls to include soccer, volleyball, flag football, cross country, and basketball by joining the ICSAA conference.
- Increased athletics opportunities by developing conference championship winning boy’s basketball and flag football program in the first two years of enrollment.
- Upcoming partnerships with Center for Leadership Development and Purdue Extension utilizing makerspace for additional learning opportunities for Matchbook Learning students through 16 Tech.

3. Describe the group’s ties to and/or knowledge of the target community.

Since restarting Wendell Phillips Schools 63 in 2018, Matchbook Learning has been serving K-8 students on the near west side of Indianapolis in Haughville where we want to expand to serve the community K-12. We have had 3 successful years serving in our current community and have continually grown the school’s enrollment from 475 to our current 650.

Our desire to serve students all the way through high school comes from community demand. In fact, we are in the process of securing a facility in the current community we serve. In order to do successfully, we intend to build the high school as a community school same as our K-8, with the support of our surrounding neighborhood associations, universities, resource centers, and churches.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.

Since Matchbook Learning launched it’s K-8 restart Matchbook Learning @ Wendell Phillips School 63 we have listened to the community and put in place experiences and opportunities the community wanted students to have. This includes students learning coding, robotics and the basic foundations from which a future IT career can be launched. After year 1, we realized that we needed to broaden the opportunities students have access to and we began to add them into student schedules on Fridays. Two of the career pathways that have shown success and high levels of engagement for students that we have piloted include automotive, through a partnership with City Wheels on the eastside of Indianapolis and Broadcasting which has been led by an internal expert.

The Matchbook Learning Leadership Team has experience running high schools, developing curriculum and educational experiences that include career pathways, blended learning, expeditionary learning, project based learning, and in creating healthy supportive learning environments.

Collaborating Community Partners:

- Youth for Christ City Wheels - Automotive & HVAC Certification Programs
- Marian University - IT & Computer Science Pathways & Certifications Aligned with Associate Degree, Teacher Pathways, as well as Design & Build Out of Competencies (learn & earn) and School Framework.
- 16 Tech - Workforce & Internship Partnerships & IT Pathway Support
- Ivy Tech (TBD) - Hoping for building trades (plumbing & electrical) and career pathways including support for the teacher development pathway.

5. Provide, as **Attachment 10**, the qualifications, resume and professional biography for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated identified student population. If no candidate has been identified, provide as **Attachment 11** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Matchbook Learning functions not with one leader but as a collaborative leadership team that has designed and restarted schools, specifically helping students find success by overcoming the barriers and challenges that they face. Beyond that, our leadership team in our current and previous leadership roles has a combined 65 years of experience taking on challenges and leading new initiatives to find education solutions for school communities. Our experience comes from having worked in traditional district schools, in public charter schools, as well as private schools, and at the state level within departments of education. We combine our broad school experience to solve education problems for schools in both new and research-based ways.

Matchbook's CEO Dr. Amy Swann will tag team the design, launch, and management of our high school with Sheila Corbin as the initial school Principal supported by Eric McGuire. Sheila Corbin has over 30 years of successful education experience including the last 3 years serving as a leader in Matchbook Learning's current K-8 school. Sheila will serve as the Principal of the high school in order to give it a solid starting foundation while we develop her successor. For our current K-8 we are bringing in an experienced Principal to ensure our current school stays on its current trajectory of successful gains and improvement. All of their qualifications and experience can be reviewed in their resumes included as Attachment 10.

Data points supporting Principal Corbin's qualifications to be the school leader include but are not limited to the following:

2000-2010: Corbin served as a facilitator on the district leadership team researching national models of success in career pathways. In 2007 the leadership team changed Decatur Central High School into four distinct Small Learning Communities including the: ICE (Imagine, Create, and Express) – Artful Learning, CHOICE – Expeditionary Learning, Quest & Inquiry – STEM Learning, and the New Tech School Of IDEAS Community – PBL Learning.

2005-2009: Instructional Coach at Lynwood Elementary in Decatur Township. Coordinated and facilitated NWEA scheduling and data collection. In charge of Special Education services in the building as well as Day-to-Day Operations. Facilitated teachers on the Curriculum Mapping process and educated/collaborated with staff on research-based professional development and strategies regarding student achievement.

2008-2010: Designated as Director of Valley Mills because we were in a progression of change. Sheila Corbin successfully integrated sixth grade back into the building as well as implementing a new Project Based Learning Model into the school. The redistricting and boundary lines changed the demographics of

the school and during the first year of the changes the school received a letter grade of a D from the DOE's report card.

2010-2015: After becoming Principal of Valley Mills, Project Based Learning was a success and with her leadership the school's grade raised to a B. For example, sixth grade's ELA and Mathematics pass percentage raised from a 72 to an 88 and a 77 to 82 respectively.

English/LA Grade 6	% Pass +			% Pass			% Total Pass		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
VM	12	16	21	60	52	66	72	68	88

Mathematics Grade 6	% Pass +			% Pass			% Total Pass		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
VM	17	13	13	59	59	68	77	72	82

2015-2017: Sheila Corbin was hired by the IDOE under State Superintendent, Dr. Glenda Ritz, as an Outreach Coordinator for School Improvement for Region 3. As Outreach Coordinator, Sheila worked with a number of schools in the region: 41 school corporations, 197 public schools, 18 non-public schools. Specifically working with a number of focus and priority schools, including 16 schools during the 2015-2016 school year. This was brought down to 11 schools during the 2016-2017 school year due to improved grades. A building principal had this to say after receiving their new school grade: "I am so glad to inform you that our preliminary/embargoed grade is a "C" / 78.6% for the 2016 school year. We are happy to say that we are exiting the monitoring status. Our teachers will continue to work very hard for our students to help make sure that our performance and growth scores remain positive. Thank you so much for all your continued help! It is so nice to know that we have a good friend at the State Department!"

2017-2018: Climate & Culture Specialist at Wendell Phillips 63 in the Indianapolis Public School System. Leader of PBIS Committee & worked on implementation of positive behavior systems within the building. Handled all disciplinary referrals and follow ups with teachers and parents on all different discipline outcomes. Successfully implemented positive behavior plans for 22 different students that kept them from being suspended.

2018-19: Matchbook Learning restarted Wendell Phillips School 63 and while most schools did not make letter grade gains with the introduction of the first year of the iLearn assessment in Indiana, Matchbook Learning did. For the first time in its history, School 63 earned a D as it's letter grade instead of an F outperforming neighboring public schools.

- Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 12**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Natalie Woods, our Director of Outreach & Social Services, has over twenty years of youth work and community outreach experience. Natalie has served as a camp counselor for the Community Alliance of the Far Eastside, Camp, Family, and Teen Director at the Ransburg YMCA, and most recently as the westside Program Support Coordinator for Girls Inc. of Greater Indianapolis. Natalie continues to serve the YMCA as an assistant cheerleading coach and Safe Sitter instructor. Natalie has a Bachelor's Degree in Physical Education/Exercise Science from Indiana State University and a Masters Degree in Organizational Leadership from Indiana Wesleyan University.

Ann Schlosser has served as Matchbook Learning's Director of Special Services including Interventions (MTSS Program), Special Education, and English Language Learners. Ann has 30 years of experience in the field of special education and special services. Prior to joining Matchbook Learning, Ann has been an elementary resource teacher, a self-contained classroom teacher, an autism consultant and a parent educator. Ann has also served as a special education supervisor, overseeing an early childhood assessment team, autism consultants and special education teachers in non-public schools.

Eric McGuire, our Director of Personalization, is an experienced urban school leader, teacher, community and college adjunct professor of philosophy. Eric has devoted the past 14 years to ensuring academic success for all students. Prior to joining Matchbook Learning, Eric was a Coordinator of High School Review at the NCAA Eligibility Center. Eric's previous school leadership experience was as an assistant principal in Indianapolis Public Schools. Eric holds a Bachelor of Arts degree from Marian College and a Master's degree in Philosophy from University College Dublin, Ireland.

Don Stewart, our Director of Finance, has 8 years of experience in the education system. Don served 21 years in the United States Army in various leadership positions culminating in head of operations for the Indianapolis Recruiting Battalion. Don served as Director of Admissions, Director of Career Services and Campus Director at the college level at schools in Indianapolis. Don also holds a Masters degree in Management from National American University.

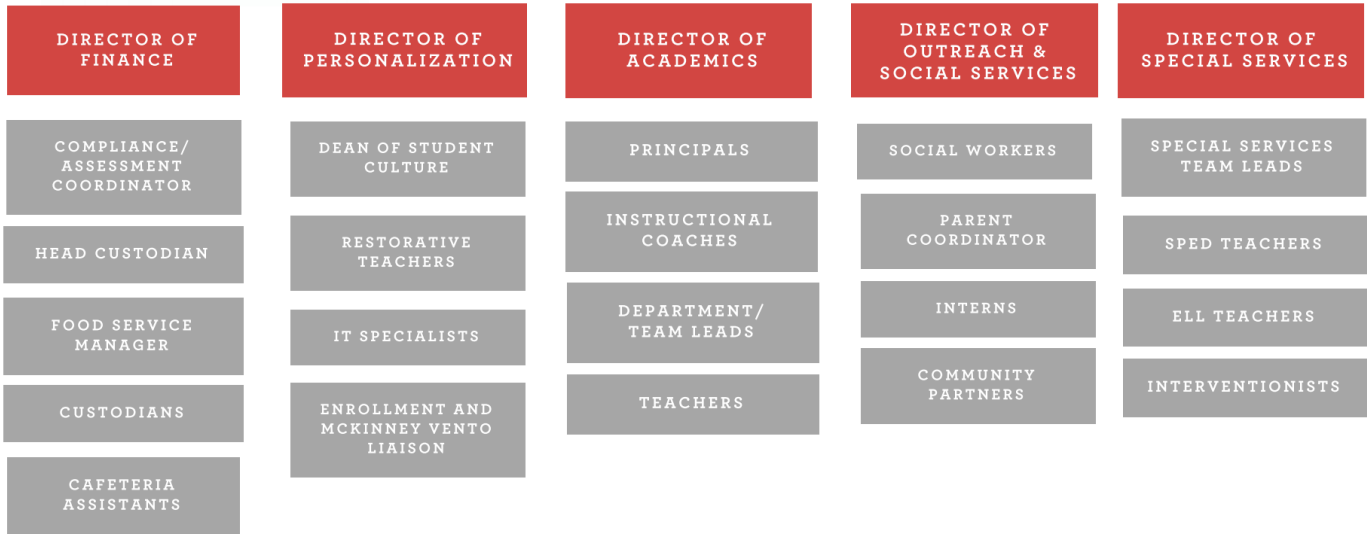
The organizational chart below depicts the areas and people each key member of leadership supports and oversees for both the current and new school:



mATCHBOOK
LEARNING

MATCHBOOK LEARNING
BOARD OF DIRECTORS

CEO



7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals

Matchbook's current CEO will supervise and coordinate all of the implementation plans leading up to the school launch. For the facility Matchbook is contracting with the nonprofit Center For Innovative Education Solutions to help oversee the purchase of the building and the coordination of contractors. The funds for this as well as additional support for the hiring and academic launch come from Matchbook's future needs fund. The funds to send Sean Moore the instructional coach for the high school to Relay's national principal training institute come from The Mind Trust.

SECTION II: OPERATIONS PLAN & CAPACITY

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 13**. Submit, as **Attachment 14**, the completed and signed Statement of Assurances.

Matchbook Learning is a nonprofit with federal tax-exempt status. Additionally we have a Board with adopted By-Laws and policies as shown in Attachment 13.

Organization Charts

Meets Standard Expectation

- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 15**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out. For replication only schools, organization charts should include both network management and all schools within the network.

Governing Board

Meets Standard Expectation

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board (*if applicable*).
- Sound plan for transforming existing board to assume its new duties or forming a new board (*if applicant is an existing not-for-profit organization other than a charter school governing board*).
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

Two sets of guiding principles will inform the Board's actions.

II. Trees, not forest.

Matchbook values having a local Board that governs its schools. Their local perspective is important because we need local advocates who bring local influence, advocacy, funding and support to our school. Our Board contextualizes our approach and methodology for Indiana standards, culture and preferences. Our school must reflect the fabric of the community we serve and so we deeply value this local perspective to inform and ground our work appropriately. Our local Board is made up of majority local leaders from Indianapolis.

III. Simple Template Reporting & Accountability

Matchbook works to simplify our bi-monthly and quarterly reporting into templatable "dashboards" (sample shown above) where our key academic, enrollment, financial, operational and community goals are tracked in green, yellow or red colors so that any Board member can quickly summarize where the school and our organization stands relative to our agreed upon goals at any Board meeting in a matter of seconds. Additionally, our CEO prior to each Board meeting provides a narrative summary that quickly brings the Board up to speed on the key issues or challenges facing the school/organization and where either a decision or discussion or both are warranted. This ensures Board members are adequately prepared and briefed BEFORE each Board meeting to ensure that the Board meetings themselves are not exercises in one-way communication or lengthy presentations but rather engage in meaningful, productive dialogue and learning.

Board Process for Policy Development & Decision Making

The governing Board will meet bi-monthly and all policies and decisions will be subject to public meetings, with consent agendas approved in advance, documents for discussion issued one week prior to the board meeting and public comments and board and management discussion held at every meeting. Our experience with public charter Boards in the past suggests that there are 3 key processes that ensure policies and decisions are made wisely, efficiently and effectively:

I. Board training

The Board is adequately trained on the kinds of policies and decisions it should be presiding over (see development plan below). Boards are most effective when they set policy - academic, operational and financial - but then hold management accountable for the execution of those policies.

II. Vision + Mission = A Guiding Set of Priorities and Explicit Tradeoffs

Policies must flow from an overarching, coherent and synergistic vision and mission that reinforces a core set of guiding priorities. HR Policies for example must be set from a guiding premise or set of priorities on the kind of staff the Board would like to recruit, develop and deploy in the school. Often these priorities have implicit tradeoffs embedded in them and the more explicit they can become, the clearer the execution (i.e. more experienced staff require higher salaries and a higher proportion of the budget and the converse is also true and so policy stems from whatever originating priority you set).

III. Evaluation = evidence

The soundness or effectiveness of any policy must be evaluated and that requires a recurring post-mortem on the question - did the policy set and the decisions that flowed from it result in maximizing our priorities, minimizing the tradeoffs and achieving our desired outcomes such that

our vision and mission as a school were advanced? This type of question requires data, or evidence, not anecdotal answers, to properly answer. Too often founding incorporation articles and charter documents state certain policies that are never revisited or challenged with new evidence. Annually, we intend to review all Board policies with the Board to ensure the evidence supports the policy's continuance or it does not.

FORMULATION, ADOPTION, AMENDMENT OF POLICIES

The governance of the charter school through policies directed toward providing a thorough and efficient education for its students is one of the most important functions of the board of trustees. Therefore, the board shall establish a careful process to ensure:

- A. Development of clear, workable, legal policies that reflect mature consideration of the will and needs of the school community, and
- B. Timely, accurate evaluation of the effectiveness of the policies in the achievement of school objectives and progress toward goals.

In order to ensure that the total policy process is implemented effectively, the board appoints a lead person as policy coordinator. In cooperation with the board, he/she shall establish procedures to implement this bylaw that shall include an action plan for the careful development of policies and their regular review; appropriate policy goal-setting; a process for evaluation of the school and its progress toward or achievement of policy goals; and appropriate standards of measurement and criteria for judging such progress.

The procedures shall conform in all respects to the bylaws of the board concerning agenda and meetings. The procedures shall provide a means whereby all interested parties in the school community may submit proposals for additions and amendments to the school governance manual, and may contribute opinions and information for the board's consideration.

The policy coordinator shall ascertain any conflicts between proposed and existing policies and bring them to the attention of the board at the first reading of the draft. Policies may be adopted on second reading by a majority vote of the members of the board present and voting or may be further revised until consensus is reached. NOTE: FIRST READING MEANS THE FIRST TIME THE POLICY IS PRESENTED, NOT THE FIRST TIME A POLICY IS APPROVED IN ITS FINAL FORM.

In the interest of efficient administration, the lead person shall have the power to decide all matters of detail that may arise for which no specific provision is made in the policies adopted by the board, but no emergency action shall constitute official board policy. The lead person shall present the matter at the next board meeting, so the board can consider policy to deal with that situation in the future. The board reserves to itself the right to final determination of what shall be the official policy of the School.

The Board sets policy, approves all financial, operational and academic decisions as reflected in the annual budget and updates each month on actual versus budget reports, and any variances therein. The Board holds the CEO responsible for adhering to the school budget, selecting and managing the school leaders and ensuring the Matchbook model is being implemented effectively.

2. Describe the governance structure, size, and composition at both the network (if applicable) and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for the composition of school governing boards. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The CEO manages the school leaders and reports to the Board bi-monthly on its actual expenditures vs budget, seeks approval on all vendor selection and expenditure decisions and reports quarterly on the academic progress of the school vis-a-vis its charter contract.

The school leaders manage the schools and are responsible for ensuring the Matchbook model is implemented according to its design by MBLI and the budget set by the school's Board. The school leader works in concert with the CEO to recommend for approval by the Board all curriculum selections, procedural and policy recommendations, calendar, budget allocations and vendor selections.

The Matchbook Learning Schools of Indiana ("MBLI") Board will be responsible for governing the schools, setting policy, holding MBLI and its CEO, Dr. Amy Swann, accountable to the established goals and objectives, and both annually in a performance review for the CEO as well as a bi-monthly review the performance of MBLI against the goals set by the board.

Sample of the Board Goals Tracking Dashboard:

Matchbook Learning - Board Dashboard of Performance Goals: 2020-21 School Year			
LEGEND	pass/on target		
	watch/concern		
	fail/problem		
	GOAL	ACTUAL	Frequency
Enrollment	608 Minimum Students - 650 Max Students		Count Day
Cash on Hand	\$175K+		monthly
COVID Recession Fund	6/30/20: \$500K+		annual
Student Success	95% Attendance *COVID19 May Affect This Rate		monthly average
	Chronic Absenteeism: Baseline		annual (baseline)
	Behavior Discipline Incidents - Fewer than 200 out of school suspensions.		annual
	80% of students >1 year+ growth on Perf Series in Reading		annual
	80% of students >1 year+ growth on Perf Series in Math		annual
	Project Based Learning Performance - 80% students passing Workforce Standards		bi-annual
	I-LEARN Growth IDOE Letter Grade: null to C		annual
	After school sports, events, & clubs - COVID19 Guidelines		monthly
	Student Survey Data: Implementation (Baseline Year)		annual
Staff Recruitment	80%+ offers accepted		annual
Staff Development	70% of 972 Observations and Conference/Feedback Occured		annual
	Teachers Growth - 80% of Teachers Demonstrate Holistic Growth According to Teaching Rubrics		annual
	100% of Retained Teachers Demonstrated Growth		annual
	Teacher Leadership Opportunity Areas: Minimum of 4 Teachers Participating in Teacher Leadership: 10		annual
Staff Retention	80%		annual
Parent Engagement	10 School Events		annual
Parent Involvement	70% of Parents Participate in Events, Parent Council, PTO, Conferences, or Volunteer Activities		annual
Community Partnership	Active Community Partners Meeting Needs in the Areas of:		
	Health & Safety - Goal 3+ Partners (or needs met)		Annual
	Academic Supports - Goal 4+ Partners Covering K-8 (or needs met)		Annual
	Materials & Financial Resources - Goal 4+ Partners (or needs met)		Annual
	Parents & Family Resources - Goal 2+ Partners (or needs met)		Annual
	Advocates - Goal 3+ Partners (or needs met)		Annual
	Whole Child & Mentoring - Goal 2+ Partners (or needs met)		Annual
Board Empowerment	85% Attendance		Monthly

Marian University’s Klipsch Educator’s College and St Joseph College are integral in the design, course development, and implementation of the Matchbook College, Career & Technical Institute. Marian University is partnering and working with the Matchbook Learning staff and school leaders to ensure that successful pathways for our students are collaboratively developed and implemented. Marian University also holds a seat on our Board to ensure that they are decision makers for the school.

3. **For replication schools only**, if there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

Matchbook Learning will only have one Board governing our 2 schools that make up our small K-12 network in the Haughvile neighborhood of Indianapolis.

4. **For replication schools only**, explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

The Board will balance the interests of both schools by ensuring that parents from each school have the opportunity to be heard during Board meetings and by ensuring that equity is at the forefront of the decisions made by the Academic Committee, the Finance Committee, Legal Committee, the Community & Partnerships Committee, as well as the Development Committee.

5. As **Attachment 16**, list the members of the school's proposed governing board, network and/or independent, with the following information:
 - Role with the school;
 - Current job title;
 - Current employer;
 - Summary of members' interests in and qualifications for serving on the school's board; and
 - Full resumes (including contact information and professional biographies for each individual listed).
6. As **Attachment 17**, provide a completed and signed Board Member Information Sheet for each proposed Board member.
7. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal governing board will take place.

N/A

8. If this application is being submitted by an existing non-profit organization respond to the following:
 - Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

The existing non-profit Board will govern the new school.

- If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The current Board was built and structured to govern the existing school and the planned eventual expansion to K-12.

- If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

N/A

9. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

Matchbook's current board members were selected to fill the expertises needed in legal, education and academics, local stakeholders and experts in the community and partnerships, in finance, and experience in governing charter schools. Matchbook Learning will continue to recruit local individuals to govern Matchbook Learning Schools of Indiana (MBLI). The recruitment process begins with the Board deciding there is a need or gap and that an additional Board member should be appointed. Then the CEO begins recruiting and vetting potential candidates that align with the Board's mission and vision. After the initial recruitment process the Board then interviews the potential candidate and determines their fit for serving on the Board and their alignment and understanding of the Board's mission and the school/community needs.

The Board meets every other month. The finance committee meets monthly to review the financials and the other committees (Community Partnerships & Outreach, Academics & Culture, Executive, & Legal) meet every other month or as needed.

Board Member	Strength &/or Committee
Sajan George - Board Chair	Founder Matchbook Learning
Russell Menyhart	Legal & Policies
Mike Cosack	Experienced Charter Board Member & Finance
Jennifer Poon	Education - Academics
Dr. Kurt Nelson	Education Leadership & Academics
Ali King	Community Relations & Partnerships
Maureen Donohue Krauss	Community & City Perspectives & Finance
Bill Taft	Development & Finance

10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 18**, the board's proposed Code of Ethics and Conflict of Interest policy.

There are not any current conflicts of interest and the Board's Legal committee Chair Russell Menyhart, Partner at Taft Law helps to be proactive and oversee actions to keep from having any perceived or conflict of interest that could arise. The Board's Code of Ethics and Conflict of Interest Policy are included in Article 5 of the By-Laws.

11. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

High performing schools come from high performing Boards. We do not believe you can have a high performing school without it. However, high performing boards in our experience are more than just talented people who serve, but such Boards are foundationally built upon consistent, thorough board development strategies. We employ two such strategies.

1. Initial Board Training Partner

Matchbook has a partnership with an organization called Boardable to provide initial training to the Board. This training provides the groundwork on how to run a public meeting, Indiana State requirements, the role of Board members, charter school finance, etc. We believe it is best to outsource this initial "bootcamp" training BEFORE formal Board meetings commence to a respected third party. By leveraging a third party (i.e. local Chamber of Commerce), it provides a necessary level of separation between management/CMO and the Board to ensure their roles are adequately defined and segregated otherwise the Board can become too dependent upon management and not sufficiently hold management accountable for the results it is expecting.

2. Continuous Board Training

This will happen both formally and informally. Formally, each year at a Board retreat, the same outsourced training partner mentioned above can be re-engaged to provide both a refresher course as well as advanced courses and training as Boards evolve through various life cycle stages (i.e. planning, launch, start-up, iterate, sustain, scale). Informally, Matchbook's CEO will meet individually with each Board member between Board meetings so that every Board member is met 1:1 at least quarterly or more. In addition to relationship building, this is an opportunity for the Board member to dig deeper into a particular area(s) of interest (i.e. school finance, performance assessment, HR recruitment, community engagement, school discipline statistics, etc.). These informal lunches or coffees coupled with site visits and classroom tours expand the Board's knowledge into the deeper areas that may interest them and be relevant and needed by the school and its management.

Matchbook Learning will continue to recruit local individuals to govern Matchbook Learning Schools of Indiana (MBLI). We do not recruit parents for the board because it creates a conflict of interest with a parent essentially being one of the bosses for the CEO/ED role. It's the same rationale for not having staff on the board. We do, however, recruit parents to participate in our Board committees, CEO Advisory Board, have public comments section every Board meeting where we encourage them to speak, and have parents develop our school improvement plans with us.

The Board recruitment process begins with the Board deciding there is a need or gap and that an additional Board member should be appointed. Then the CEO begins recruiting and vetting potential candidates that align with the Board's mission and vision. After the initial recruitment process the Board then interviews the potential candidate and determines their fit for serving on the Board and their alignment and understanding of the Board's mission and the school/community needs.

Advisory Bodies

Meets Standard Expectation

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

The advisory bodies and councils we have include:

- Parent Advisory Council (PAC)
- Teacher Professional Relations Group

In addition to the advisory bodies and councils parents are also invited to be part of our Board Committees.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Parent Advisory Council (PAC):

The School Parent Advisory Council is open each year to parents that want to be involved. The role is to provide advice and assistance to school administrators and educators relating to the Academic Achievement Plan, programs, activities, resources and services in order to help the school attain its goal of providing each child with the best education possible. Committee may:

- Assist by providing input on the educational priorities of the school based on achievement data
- Offer advice on a variety of school issues (school climate, social-emotional learning, Title I, special education, ELL, attendance, extracurricular activities, etc.)

- Promote and encourage parent and community participation in the school
- Provide volunteers and fund raising activities to enhance the school experience for students
- Provide a communication link between the school and the community
- Help identify the concerns of students, parents, and community members and assist in developing solutions
- Parents or guardians whose children attend the school are eligible to serve as members of the advisory committee

Teacher Professional Relations Group:

Purpose: To ensure that teachers & staff have an avenue to have their voices heard, their questions addressed, and to increase communication in both directions.

Process:

1. Annually grade level teacher teams elect who they want their representative to be.
 - a. This representative must promise to bring everything their team members or other staff members bring to them to the TPR group. (Anonymously if requested.)
 - b. Representatives must also promise to model respect to all staff members and be willing to listen to all staff members.
 - c. It is also imperative that representatives keep things confidentially shared with them or the group, confidential. Any breach of confidentiality will lead to immediate dismissal from the group.
2. Each representative must be willing to commit to an after school meeting with the CEO, Dr. Swann, every other month. During the meeting representatives will share, respectfully listen to others, and discuss as a team the following:
 - a. Ideas for improvement that have been brought to them.
 - b. Celebrations that have been brought to them.
 - c. Concerns that have been brought to them.
3. Each representative must also commit to 2 individual 1:1 check-ins with the CEO, Dr. Swann, even if there are 0 concerns or ideas that have been brought to or developed by the representative. If concerns or ideas have been brought to the representative, the representative promises to schedule an individual check in with the CEO that can be in school, outside of school, virtual, or any form that works best.

Grievance Process

Meets Standard Expectation

- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objective to a governing board policy or decision, administrative procedure, or practice at the school.

If a parent or student has an objection to a governing Board policy or decision, administrative procedure, or practice at the school they are encouraged to first meet with the Principal or CEO to explain their complaint or concern. If the principal or CEO are not able to resolve the issue, the Board Chair may be asked to hold a mediation session or the parent/student can give the CEO and Board chair a written complaint to be presented to the Board in it's next meeting. Parents and students are able to attend any Board meeting and can publicly make any complaints or voice any concerns directly to the full board during the standing time for Public Comment at each meeting.

Students, parents/guardians and visitors are encouraged to report (anonymously or not) an act of harassment, any ethical violation, intimidation or bullying to school administration on the same day when the individual witnessed or received reliable information regarding any such incident. A bullying report form can be requested in the main office, or from any member of the Restorative Team. The bullying report form can also be accessed online at www.matchbooklearningindy.org. Formal action for violations of the school code of student conduct may not be taken solely on the basis of an anonymous report.

School Management Contracts

Meets Standard Expectation

- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year, mission, leadership team, and current geographic footprint.

Not Applicable

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

Not Applicable

3. Provide, **Attachment 19**, the following:
 - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
 - Draft of the proposed management contract detailing all the above limits; and
 - Evidence that the service provider is authorized to do business in Indiana.
4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will

monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Not Applicable

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

Not Applicable

STAFFING

Staff Structure

Meets Standard Expectation

- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools (*if applicable*).
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

1. Provide, as **Attachment 20**, a complete staffing chart for the network (if applicable) and school(s). The staffing chart(s) and accompanying notes or roster should identify the following:
 - Year 1 positions, as well as positions to be added in future years;
 - Administrative, instructional, and non-instructional personnel;
 - The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - Operational and support staff.
2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

The CEO will be responsible and accountable to the proposed school's Board, ensuring and reporting bi-monthly on the school's progress vis-a-vis its charter contract goals and board goals to ensure the highest levels of fiscal integrity and transparency, academic growth and stakeholder accountability are maintained and timely addressed. The CEO will also be responsible for ensuring the Matchbook model is appropriately contextualized for Indiana and implemented as intended. The CEO will be accountable to the school Board.

The school leader, Sheila Corbin, will be responsible for the day to day running of the school, the safety and academic achievement of all students, the safety and career development and growth of all school staff and the engagement and service of parents and families that choose our proposed school. The school leader will be accountable to the CEO, Dr. Amy Swann.

All of the Matchbook Learning Directors will support both schools and their areas in them. They will all report to the CEO and will have weekly 1:1 meetings to ensure that all areas and personnel are both supported and tracking towards meeting their established goals.

All teachers will be supported and coached both by their school principals and their assigned instructional coaches. Instructional coaches will be supervised and coached by the school principals.

The teacher-student classroom ratios should average 1:25 and the total adult-student ratio in the school will be approximately 1:8.

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation

- Compensation packages, systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the school
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 21**, a personnel policy or an employee manual, if developed.

Matchbook Learning utilizes contracts for all of our at-will employees so that they have a clear and in writing understanding of work expectations, ethical expectations, compensation, time off, terms, duties, termination, and miscellaneous information.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Matchbook works to benchmark our compensation to what is considered competitive for Indianapolis charter schools, striving to be in the top half (50th percentile or higher) of those average ranges, indexed somewhat for experience level. Our starting teacher salary is \$47K and salary increases generally go with market averages ranging from 1-3% annually. We provide a comprehensive health, dental, vision, counseling support and liability insurance package through TriNet. We also provide a 403b plan through TransAmerica.

In addition to an intentional and focused recruiting system Matchbook Learning focuses year round on the development and retention of teachers. Every teacher receives coaching support and development as well as leadership and collaboration opportunities. Additionally, in order to further retain and develop highly effective teachers our Director of Personalization works to find out the future dreams of staff members so that we can help them along their individualized pathways.

In the same way Matchbook Learning believes in student centered learning, we also believe in teacher centered learning and growth. In order to help meet the needs of all of our teachers we have developed an aligned evaluation and support system that goes hand in hand helping to move teachers along our teaching continuum. Most teachers new to a Matchbook Learning School start as “Minimally Effective” Teachers in our Development Continuum. They can and will progress from there to become “Effective” and eventually “Highly Effective” teachers according to the seven core dimensions of our student-centered, competency based blended model: i) vision and goal setting, ii) planning and strategy, iii) personalized learning, iv) monitoring student progress, v) building student agency, vi) classroom management, vii) student products and outcomes. Our teacher development and support begins with 2 intense weeks of teacher training prior to the school year starting, plus a minimum of 40 observations and 20 individualized coaching sessions for every teacher every year. In addition to individually helping our teachers grow, we also help our teachers grow in teams with weekly content and progress monitoring professional learning community meetings.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

We have a non-traditional model and so we seek non-traditional teachers. All teachers must possess threshold competence levels in pedagogy, content expertise, classroom management and an evident belief in every child's potential and passion to realize that potential in every child under their care. Using data from a scientific, research based survey assessment called the "[Judgment Index](#)", we have analyzed our past teachers' judgment index profiles, cross referencing these profiles with each teacher's class wide student achievement gains and their qualitative observational data (over 40 observational data points per teacher per year). We have found that the most successful teachers in our model exhibit 3 intangible qualities: grit, curiosity and coachability. See this recent description of how we recruit for these 3 specific qualities in our selection process and why it is important to our model's success:

http://blogs.edweek.org/edweek/next_gen_learning/2017/09/recruiting_teachers_for_personalized_competency-based_schools.html (Attachment 30)

To make the pool of "highly qualified" candidates, according to ESEA standards as wide as possible to select from, we will begin target marketing our job postings with social media outreaches (i.e. similar to the Edweek article above) that link to those job postings both locally in Indiana as well as nearby Midwestern States (i.e. KY, OH, MI, IL, etc.) to generate traffic, interest and both passive and active candidates in various alumni job boards and other teacher frequented sites. We partner with an HR platform and service called "JAZZ" that assists with this viral marketing and social media effort.

We will hire all teaching staff by July of the year we open in order to ensure that the new teaching staff will be part of our 3 week teacher professional development training sessions in July each year.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Each school personnel opening is posted internally and on the JAZZ HR platform. Candidates are ranked according to a rubric and selected for a 15-30 minute screening either by phone or Zoom video platform. The initial screening ensures candidates meet minimum job requirements and understand the basic requirements of the role and organization. Candidates are then subject to additional rounds of interviews including a team interview with multiple members of leadership. Organizational fit, mindset, capability to perform the essential functions of the job, and all other factors are scored during the interview.

Typically, after the final team interview, a conditional offer is sent to the candidate within 48 hours. Upon signing the employment agreement, the candidate completes a formal reference check, expanded background check for criminal history, and any DCS cases. Once a candidate completes all background checks, reference checks, and onboarding tasks, the counter-signed agreement is returned to the candidate. This begins the at-will employment term, in accordance to the employment agreement.

Matchbook Learning Schools of Indiana complies with all state and federal regulations regarding employment conditions. All employees are considered at-will, and the employer reserves the right to terminate employment, without cause with 30 days notice. All employees are given regular 1:1 coaching and support from their direct supervisor. The school uses performance improvement plans and written notices to ensure staff performance metrics are sustained. With the exception of gross misconduct or student safety concerns, school personnel are given multiple coaching opportunities and support before a dismissal is determined.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any leadership evaluation tool(s) that you have developed already.

Matchbook Learning is a bit fanatical about professional development for school leaders, including offering a coaching plan for each administrator in order to help him/her to continually grow as a professional and become the best he/she can be. Our goal and commitment is to build on the natural strengths, instincts, and talent of each person to maximize the results we can achieve individually and as a team. Matchbook Learning's CEO serves as the primary coach for administrators.

The Administrator Coaching Plan includes but is not limited to on-going feedback, professional development experiences, supportive resources, weekly conferences, continual collaboration and communication, as well as help and consultation when needed and/or requested.

The school leader is developed and evaluated according to our Administrator Evaluation System in Attachment 22.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 23**, any teacher evaluation tool(s) that already exist for the school.

Teachers serve as facilitators, coaches, and guides for students as they progress along individualized learning paths. Teachers use real-time data to meet individual student needs and monitor student progress in the Matchbook Learning competency based model. Teachers also work with student groups to model, on the application of learning, on demonstrations of mastery, and on higher order 21st century skills.

Key Elements of the Teacher Evaluation & Support System

Administrative Evaluations	Coaching Support
<ul style="list-style-type: none">• Formal Evaluations• 90 day review cycles• 2 Annual Formal Observations• On Going Formative Observations & Conferencing• Mid-Year Formative Evaluation & Conference• Assistance with Professional Growth Planning• Annual Summative Evaluation & Conference	<ul style="list-style-type: none">• 3-4 Observations Every 3 Weeks (minimum 40 per year) by Designated Administrator• Feedback & Short Term Goal Setting Sessions Every 2 Weeks with Designated Administrator• On-Demand Individualized PD & Training• Long Term Career Counseling & Goal Setting• Weekly Professional Development & Collaboration Sessions

Teachers as Learners:

Meeting Teachers Where They Are

Matchbook Learning believes in teacher centered learning and growth. In order to help meet the needs of all of our teachers we have developed an evaluation and support system that go hand in hand helping to move teachers along our teaching continuum. Most teachers new to a Matchbook Learning School start as “Minimally Effective” Teachers in our Development Continuum. They can and will progress from there to become “Effective” and eventually “Highly Effective” teachers according to the seven core dimensions of our student-centered, competency based blended model: i) vision and goal setting, ii) planning and strategy, iii) personalized learning, iv) monitoring student progress, v) building student agency, vi) classroom management, vii) student products and outcomes.

Our administrators form a supportive team to ensure that the individual teachers are getting the coaching, professional development, and supports they need to become effective teachers, teacher leaders, and beyond.

Teacher: Competencies & Indicators

The Matchbook Learning evaluation system for teachers has two major categories, Teacher Practices and Student Outcomes. In order to support teachers with clear expectations for the teacher practices, that we believe drive student outcomes, they are broken into three major areas, Instructional Practices, Professional Responsibilities, and Project Based Teaching. Under the three main areas there are five major competencies: (1) Classroom Environment, (2) Planning, (3) Instruction and Assessment, (4) Professional Responsibilities, and (5) Project Based Teaching. Competencies in classroom management, instructional and professional practices are determined through multiple observations, feedback and coaching. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for our teachers.

Evaluation Criteria		
Area	Competencies	Indicators
Instructional Practices	Classroom Environment (Appendix A)	<ul style="list-style-type: none"> • Building Positive Relationships • Physical Environment • Routines and Procedures • Student Behavior
Instructional Practices	Planning & Preparation (Appendix B)	<ul style="list-style-type: none"> • Identify and Analyze the Complexity of Standards • Instructional Alignment • Pacing • Differentiated Planning
Instructional Practices	Instruction & Assessment (Appendix C)	<ul style="list-style-type: none"> • Instructional Rigor • Cognitive Engagement • Use of Time • Personalized Instruction • Implementing Assessment Strategies • Analyze Data • Actionable Feedback
Professional Responsibilities	Professional Responsibilities (Appendix D)	<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork • Professional Growth
Project Based Teaching	Project Based Teaching Practices (Appendix E)	<ul style="list-style-type: none"> • Student Voice & Choice • Standards Based Criteria • Scaffolding • Real World • Project Management Tools • Teamwork & Active Facilitation

*For detailed guides to the levels of performance for each area see the appendixes A through E.

Guide to Performance Level Ratings:

Not Effective (1)	Developing (2)	Effective (3)	Exemplary (4)
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Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge
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Support & Coaching Cycle

Observing

- The designated Administrator will observe classrooms for 2 weeks in a continuous cycle.
- Competency “Baldrige” evidence will be reviewed during coaching sessions and in 90 day review cycle meetings for achievement.
- During the 3-week period, each instructor should be expected to receive 3-4 observations:
 - Self-contained classrooms: 1-2 observations for ELA; 1-2 observations for Math
 - Departmentalized classrooms: 1-2 AM observations; 1-2 PM observations
 - Project Based Learning Instructing/Facilitating Friday Observations
- Feedback will be reserved for discussion during coaching sessions unless warranted by the situation.

Coaching

- Following each 2-week observation period (unless a shorter period is needed between coaching sessions), the designated Administrator will schedule coaching sessions with each teacher.
- The duration of each coaching session is 30-45 minutes in length.
- Several points of discussion take place during the session:
 - Provided feedback from observations
 - Review previously agreed upon short-term goals
 - Set 1-2 new short-term goals
 - Provide on-demand training and/or PD
 - Discuss Performance Series goals and results
 - Performance Series is a nationally normed adaptive diagnostic assessment that is aligned with the Common Core State Standards. The assessment gives proficiency levels and data for individualized targeted instruction.
 - Discuss and Analyze student formative and summative data.
- Quarterly, the focus shifts to coaching on professional ambitions during which time long-term goals are shared in order to gain insight on the individual. These sessions allow for individualized coaching and learning for each teacher so that all Matchbook Learning teachers are continually learning and reaching for their personal goals with support. This is critical to the culture of a learning community and helps to ensure that our teachers are continually striving for their goals with support and not going stagnate as they move along in their careers.

7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory or ineffective leadership or teacher performance first leads to a performance improvement plan, increased coaching and modeling support, and both internal and external professional development. The performance improvement plans are developed with the employee and their evaluator. For teachers the instructional coach is also part of developing the teachers performance improvement plan.

Improvement plans are developed with 1-3 specific goals that will have the greatest impact on performance improvement. The plans contain 15, 30, and 60 day cycles of goals, weekly check-ins and benchmarks. When a staff member successfully completes an improvement plan both improving and becoming effective in their position, we celebrate them and honor their accomplishment with a gift. If a staff member does not successfully complete their improvement plan, we help them with a 30 day plan to transition to a new job. We do not retain teachers and leaders who are not growing or are ineffective.

Professional Development

Meets Standard Expectation

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and

are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Identify the person or position responsible for professional development.

Matchbook functions as a collaborative team. The following people are responsible for Professional Development of staff on their specialty areas and what all staff members need to know and be trained in:

- CEO - Vision, Mission, Matchbook Model, Leadership Effective Practices, DEI
- Principals & Director of Academics - All things Academic & School Culture, DEI, PBL
- District McKinney Vento Representative - McKinney Vento Training
- Director of Personalization - Online Platforms for Personalization, Safety, HR
- Director of Finance - HR & Benefits
- Director of Outreach & Social Services - Student Assistance Team, Social Services, Family Services, Community Partnerships
- Director of Special Services - Special Education, EL & SIOP Training, Intervention Training
- Reading Specialist - Reading & Interventions
- Math Specialist - Math & Interventions
- Instructional Coaches - All things Academic & Classroom Management, PBL
- Restorative Team & Dean - Restorative Practices & School Culture
- Teacher Leaders - Teacher Mentor Training & Other Subject Specific Trainings

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

All staff annually are offered both internal and external professional development relevant to their area, content, and grade levels served. This includes but is not limited to the following:

- New Teacher Training - Provided internally by Teacher Leaders and their individual mentors on blended learning, PBL, the Matchbook Model of Instruction and Culture
- Math Training - Internally supported and developed to meet individual needs by our Math Instructional Coach as well as annually offering Math Curriculum training on Eureka math delivered by Great Minds experts.
- ELA Training - Internally supported and developed to meet individual needs by our Read Instructional Specialist as well as Orton Gilligham training through Marian University, ELA Curriculum training from Amplify.
- Restorative Practices Training - Annually led by the Restorative Team
- EL & SIOP Training - Annually contracted with SOLE Education for trainings and follow up supports
- Special Education Training - Annually conducted by Director of Special Services
- Technology Training - Annually conducted by Tech Team and contracted with specific online providers as well as TechAdemics

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Date	Topic	Who Attends	Who Leads
Mon. 7/12/2022	8:30-9:15 Welcome to Matchbook - The Why, Leadership Intros, Restorative Practices, Level System, Students with Trauma, & Habits of Mind	New Teachers	Admin, Natalie, & Restorative Team
Tues 7/13/2022	Reading SIT & MTSS Structure, Planning and Effectively Utilizing Reading Curriculum Amplify and On-line Programs for Reading	New Teachers	Ginger, Eric, & Teachers
Wed.	Math & Effectively Learning and Planning with	New Teachers	Moore, Donahoe & Eric

7/14/2022	Eureka Math & On-line Math Programs		
Thur. 7/15/2022	PBL 101 (It is and it is not)	New Teachers	Sheila & Admin
Fri. 7/16/2022	Classroom Checklist & Lunch with Leadership	New Teachers	Admin & Restorative
Mon 7/19/2022	Welcome Back! Refocus on Why, DEI Pledge, Bias Training	All Staff (Seating in Bands with Admin/Dep Lead)	Swann
Tues 7/20/2022	Illuminate, Using Data to Guide All We Do, How to Progress Monitor	All Staff (Seating in Bands with Admin/Dep Lead)	Swann, Sheila, Eric
Wed. 7/21/2022	SIOP	All Staff (Seating in Bands with Admin/Dep Lead)	Ann & SOLE
Thur 7/22/2022	Apprenticeships, Community Partnerships, College and Career When I Grow Up Planning	All Staff (Seating in Bands with Admin/Dep Lead)	Eric, Natalie, Marian, City Wheels, Board
Fri. 7/23/2022	Data - iLearn & PSAT - Initial SIT - Half Day	SIT All Staff are in Grades (Seating in Bands with Admin/Dep Lead)	Admin & Ginger
Mon 7/26/2022	New Online Programs & Virtual/In Person Teaching Planning and Process	All Staff in Grade Levels	Eric & Admin
Tues 7/27/2022	Safety, Mandatory Trainings, and Protocols	All Staff in Grade Levels	Eric, Don, Nurse
Wed 7/28/2022	Trauma & Restorative Practices	All Staff in Grade Levels	PSDI & Restorative, Admin
Thurs. 7/29/2022	Assessment Expectations & Calendar Review followed by Who are your kids? Data Driven Prep Time with Expectations	All Staff in Grade Levels	Admin in grade bands
Fri 7/30/2022	6+1 Writing, PBL Expectations Review, & Classroom Checklist Completion Time	All Staff	Admin

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Matchbook Learning believes that professional development and follow up coaching is key to developing and continuing to be the best school possible. We have instructional coaches to give follow up coaching, modeling and support throughout the year so that our PD is never a set number of hours and done. Additionally, all grade levels have common planning times so that weekly PLCs can occur as grade level teams. There are also weekly department PLC times built into our teachers weeks for planning and development.

There are 20 days (120 hours) of professional development built into the calendar throughout the year with an additional after school hour each month. This includes 3 weeks leading into each school year and a week after the students are gone in order to reflect on what we learned throughout the year and plan for improvements to put into action in the next year. Additionally, teachers and staff

are offered online PD and the ability to attend conferences specific to their area and/or content. We cover those days/hours utilizing network substitutes.

PERFORMANCE MANAGEMENT

Meets Standard Expectation

- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

The Matchbook College, Career & Technical Institute uses both formative and summative assessments to ensure progress towards individual student and school wide goals. In addition to state mandated assessments and academic performance goals, the school establishes quarterly benchmark progress goals through module assessments, presentations (performance assessments), and Performance Series (diagnostic & adaptive assessment) academic growth goals for the school, subject areas, and individual students. The Performance Series test, administered three times a year, monitors progress, re-evaluates goals, and informs academic decisions. Other assessments utilized to measure academic success include Illuminate DNA and Great Minds formative and benchmark quarterly assessments, unit summative assessments, and student standard mastery pacing data collected through the online programs and Illuminate. Illuminate assessments are all from nationally vetted item banks, compiled by master teachers.

The Matchbook Assessment System includes the following:

The Assessment	Who it is measuring & evaluating	What it is measuring & evaluating	When it is measuring & evaluating	Alignment Description
State Annual Assessments Including: ILEARN ACT/SAT End of Course WIDA -ACCESS	Whole School and Individual Students	Proficiency in reading, math, and state selected grade level subject areas.	Annually in spring – Reviewed by staff every summer or when scores are available.	The school will reach annual incremental increases (Incremental Target = Last Year's % Proficient + Annual Increment Needed to Reach 80% Proficiency on the State Assessment within six years).

Performance Series	Whole School, Departments, Grade Levels, Individual Students	Progress and Growth in Reading, Math, and Language Use	Three Times Each Year: - Fall - Winter - Spring - Reviewed by staff and Matchbook after every testing session for curriculum, instruction, and PD adjustments.	Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of improving the school and moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a department, or a grade level it also informs of adjustments that need to be made to the instructional focus and or program.
Illuminate Assessment	Individual Students	Mastery of State Standards	Given to students with each unit as well as quarterly benchmark assessments to monitor progress towards standards the standards mastery needed for the grade level.	The Illuminate Assessments have all been vetted and aligned to state standards and the Matchbook Curriculum Scope and Sequences. They allow us to track mastery, pacing, gaps, and needs on grade level standards.
Performance Assessments	Individual and Groups of Students as well as Grade Level Passing Rates	Mastery of On-Grade Level Standards & 21st Century College, Career, and Employment Readiness Standards	At the end of each Social Studies semester.	The performance assessments determine whether the Academy is preparing students with 21st century, college, and career readiness skills. The assessments also allow leadership to see how well students can transfer knowledge from class work to real world problems. Additionally, the performance assessments show how well students are grasping and able to work with on-grade level content when in a group with a real world challenge regardless of current individual academic levels.

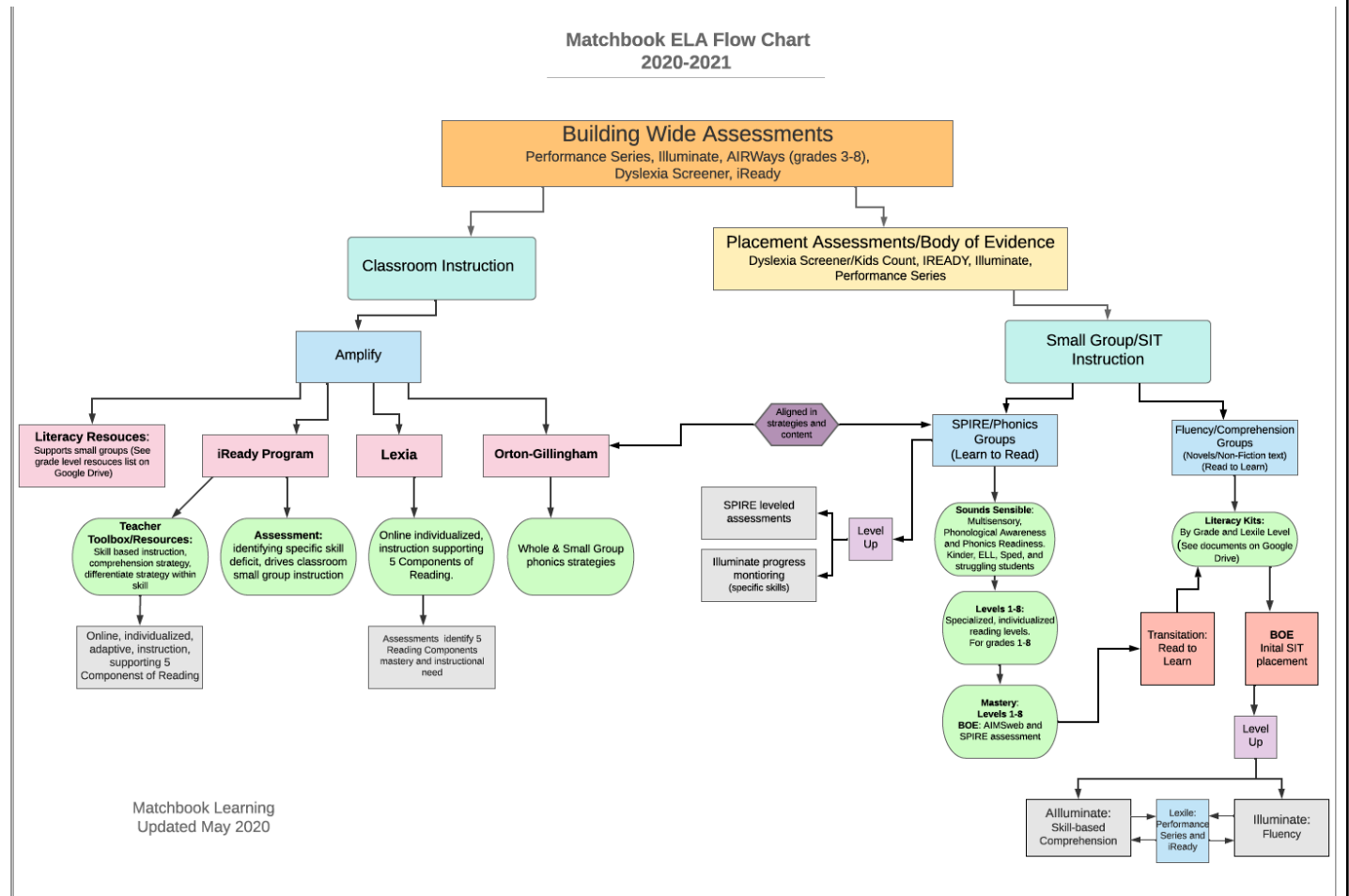
To further assist students, parents, and teachers in monitoring student progress, Matchbook uses a competency based report card as well as parent and student conference days. The report cards show the number of standards the student has mastered, their pacing, and their growth towards proficiency. Additionally, the LMS that Matchbook utilizes allows parents to log in daily to monitor their student's progress.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Using Assessment Data
All students are assessed during their first week at the school in order to determine their academic

starting points, small group placements, and support needs. During weekly Professional Learning Communities (PLCs), teachers are given support on how to examine, analyze, monitor, and compare on-going assessment and learning data. Additionally, the Illuminate assessment platform supports the success of diverse learners by monitoring what programs and strategies work for individual students, the learning pace of students, and the areas where students need help or gaps filled.

Additionally, student data from Performance Series, Illuminate, and iReady help to inform our MTSS process and intervention placements as you can see from the flowchart below.



To further assist students, parents, and teachers in monitoring student progress, Matchbook uses a competency based report card as well as parent and student conference days. The report cards show the number of standards the student has mastered, their pacing, and their growth towards proficiency. Additionally, the LMS that Matchbook utilizes allows parents to log in daily to monitor their student's progress.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

Matchbook functions as a collaborative team and everyone in leadership is responsible for managing and interpreting data for classroom teachers both academic and culture data. Weekly in PLCs the instructional coaches overseen by the principals will walk teachers through their current data, ensure that the school Data Wall is up to date, and that teachers understand the why behind the data as well as how to utilize the data to guide instruction and interventions.

The Director of Personalization will also monitor the online data from programs throughout the year and will coordinate with experts at Learn Platform and specific program companies for data specific PDs when needed from the companies.

4. Explain the training and support that school leadership and teachers will receive in analyzing interpreting, and using performance data to improve school learning.

Teachers and school leadership will receive ongoing coaching and support on utilizing data to improve learning. The CEO and Director of Personalization will help guide and train the principals and coaches monthly. The Principal and coaches will help to guide the teachers weekly on how to utilize the data for increased learning.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If student academic achievement expectations and goals are not met at the:

- School-wide level - We analyze the data 3 times a year with the Board's Academic Committee and School Improvement Planning Team. We utilize that information to determine the corrective steps which could include but are not limited to:
 - Professional Development
 - Restructuring Schedules
 - Evaluating & Revamping Core Instructional Practices
 - Evaluating & Revamping Intervention Processes
 - Analyzing Instructional Programs and Materials to Adjust and/or Supplement
- Classroom level - Data is analyzed weekly with classroom teachers and they are coached on a regular cycle as described in the Teacher Evaluation System. If during iReady or Performance Series Benchmark assessments the classroom is not making expected progress towards the goals, the teacher will be put on an Improvement Plan and will be given additional coaching and support.
- Individual Student Level - If a student is not meeting expectations or meeting their goals weekly as they are progress monitored this triggers additional intervention support. If they are not progressing and meeting their individual goals on the iReady and Performance Series assessments, this triggers our MTSS program.

6. Describe the network's plans (if applicable) to monitor performance of the portfolio as a whole. What actions will be taken if the network as a whole fails to meet academic expectations and goals?

The Board monitors the academic and other goals and expectations every other month as shown previously in the goals tracking dashboard. The Academic Committee also meets regularly to analyze data and push on areas that need improvement or further development and monitoring. The Board utilizes this to evaluate the CEO and to hold the CEO and network accountable. If changes in structures, leadership, or the finances to focus further on the goals and expectations, the Board will make that happen.

FACILITIES

If the applicant is seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

Meets Standard Expectation

- Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
 - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium

N/A

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
 - Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms

N/A

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

N/A

5. Identify any other significant facilities needs not already specified, including:
 - Playground, large common space for assemblies and other large group meetings

N/A

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

Yes No

If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood.

Desired Location(s):

7. Is the applicant willing to share the facility with another school?

Yes No

8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

N/A

Part B: Independent Facilities

Meets Standard Expectation

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

We currently have a contract to use Tim Norton from Colliers Realestate to help us identify a facility or land to purchase. Then we will continue working with the nonprofit Center for Innovative Education Solutions to help us coordinate the facility feasibility study towards purchase, renovation plans, construction, and general contracting. Matchbook Learning has engaged with CIES for a facility feasibility study and will continue to partner as additional opportunities are pursued. Bondry Management Consultants LLC is helping

us to secure the financing for the renovations needed upon securing of a facility within the Haughville community.

Matchbook Learning Schools of Indiana has a board approved Realtor who works in partnership with CIES to locate possible real estate sites to consider for building or renovation to house the school. Currently, our Board of Directors has a working group within the board that is focused on supporting the facility management process. In our past feasibility study for a school facility, we employed Schmidt Architects to develop a plan and timeline for necessary renovations and improvements. Dependent on facility needs as we determine possible opportunities, we will re-engage with Schmidt Architects to ensure compliance with all facility needs.

Facility Selection and Renovation Timeline:

January 2021: Matchbook Learning Board of Directors Forms a building facility committee to guide the work of the overall board. Matchbook Learning Board of Directors approves pursuit of due diligence and applications for a charter to secure a facility for high school expansion.

February 2021: Matchbook Learning Board Appoints Tim Norton as Realtor and continues discussions of multiple facility opportunities within the community.

Ongoing as opportunities are reviewed: School Facility Committee meets, reviews and vets potential sites and buildings for high school launch.

September 2021: Secure a building facility, finalize the feasibility and renovation/repair plan and secure financing (if necessary) to renovate the building to meet code requirements, ADA needs and the academic and safety functions of a school.

November 2021: Board meeting to approve facility plan and renovation costs to ensure final financing and budgetary goals are met.

December 2021-December 2022: Building renovations are initiated (conservative estimate since timelines are TBD by facility) are complete and the building is available by end of 2022 to have a semester to move academic and operational programs in place.

January 2023: New school facility is a partial occupancy with a deadline of May 2023 to have all IT, phone, technology and academic furniture in place for inspection and final preparations for school.

July 2023: Open house, tour and dedication of new school facility.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 24**.
3. Briefly describe the facility including location, size, and amenities. You may provide, as **Attachment 25**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

We are looking to purchase or build a facility that complies with all ADA requirements and will allow for the following:

Core Space Requirements - 6 large grade level hub meeting locations with 4 breakout projects and tutoring rooms for each level.

Space requirements per community partner - Each program needs 1-2 rooms plus lot room for add on automotive bays.

START UP & ONGOING OPERATIONS

Meets Standard Expectation

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.

- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 26**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook) and provide it as **Attachment 27**.
2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

Bus transportation will not be provided for all students as a primary means of travel to and from school. However, a significant percentage of our students qualify for McKinney Vento services which is why our budget reflects transportation costs. As a potential IPS Innovation Partner School, we intend to primarily offer IndyGO bus passes as part of the IPS transportation offerings for high school, though our priority is to be located within the neighborhood we currently serve. The majority of the students can walk to school. We will however provide transportation to McKinney Vento students in accordance with Federal Law and transportation for modern apprenticeship opportunities, field trips, and athletics.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Our school safety plan is based on the Standard Response Protocol-Extended. Matchbook College, Career & Technical Institute is committed to providing a safe learning environment by responding to crisis events using standard language and action based strategies. The Student Assistance Team ("SAT") members are the primary responders to crisis events at this school. The SAT consists of the following team members: CEO/Head of School, Principal(s), Social Worker(s), Director of Personalization, Director of Special Services, Director of Finance, and Restorative Teacher(s).

*In the event of an emergency, any staff members can initiate the safety plan. Staff members should call x300 and state (in plain language) the safety threat, location, and next steps. Matchbook Learning will place the school in one of the following protocols: (1) LOCKOUT, (2) LOCKDOWN, (3) EVACUATE, (4) SHELTER, and (5) HOLD. These 5 protocols cover the majority of school safety events that occur in schools. Each of these protocols has specific directions that are action based. When announced, the essential directions are described over the public address system and repeated. *This list is not exhaustive.*

The Director of Personalization serves as the lead safety administrator for the school and will develop the comprehensive school safety plan based on the Standard Response Protocol-Extended once a building location is finalized and renovation is complete.

The school will be outfitted with a security camera system and electronic locking system with card access for all entries. The school will be supported by IPS Police as part of the IPS Innovation agreement in partnership with IMPD.

4. Provide, as **Attachment 28**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- Staffing, professional development, performance management, general operations, and facilities management

Don Stewart, our Director of Finance and Operations, has previous experience as the Campus Operations Director of a college as well as 21 years of operational experience from the military. His experience teamed with CEO Dr. Amy Swann's years of experience with facilities management, staffing, professional development, performance management, and general operations creates a firm foundation for Operational Leadership. Additionally, Matchbook has a strong Board with successful experience and expertise in staffing, professional development, performance management, general operations, and facilities management to help support the network and school teams.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Dr. Amy Swann has experience with building acquisition and renovations from Detroit and New Jersey but will be supported by Bill Taft, who is one of the most qualified and experienced people in Indianapolis for facilities planning, acquisition, and build-out. Bill is leading the Board committee charged with facilities acquisition and build-out. Bill Taft has served as the Indianapolis Executive Director for the Local Initiatives Support Corporation (LISC) since 2005. LISC Indianapolis has invested over \$240 Million to leverage almost a Billion dollars of investment in the core urban neighborhoods of Indianapolis. These investments in comprehensive community development include affordable housing, small businesses, community facilities, charter schools, commercial corridor revitalization, and green spaces. These occurred through LISC leadership in the Great Indy Neighborhoods Initiative, Fostering Commercial Urban Strategies, Centers for Working Families, and Great Places 2020. Since becoming a national LISC Program Vice-President in 2014, Bill has also overseen programs in Chicago, Minneapolis-St. Paul, and Duluth Minnesota, and has led efforts to expand LISC's economic development efforts nationally.

Bill served as the president of Southeast Neighborhood Development, Inc. (SEND) from 1991-2005. Under Bill's leadership SEND invested over \$35 Million into the early phases of revitalizing the Fountain Square Area of Indianapolis, created its cultural district, founded the SENSE Charter School, and formed partnerships with the University of Indianapolis.

Before SEND, Bill was the Executive Director of Main Street Richmond, and he also served with the Pennsylvania Avenue Development Corporation, Senator Richard Lugar, and the National Park Service.

Bill is a director of Employ Indy, the Indianapolis Housing Trust Fund, Heart Change, the Citizens Energy Community Advisory Committee, Indianapolis Public Schools Facility Advisory Committee, Full Circle Development, and Redeemer Presbyterian Church. He holds an undergraduate degree from Cedarville University, and a Masters Degree from Ball State University.

Bill has been recognized with the Indianapolis Business Journal Michael Carroll Award for Civic Leadership, 40 under 40, IHEDA/IACED Community Development Leadership Award, the ICND Carl Lile Partnerships Award, Ball State University Mid-Career Preservation Award, ICND Carl Lile Award, and the IACED Staff of the Year Award.

In addition to Bill Taft, Matchbook has contracted David Rosenberg and The Center for Innovative Education Solutions with a full team of experienced people at facilities acquisition and management, including managing build-out and the renovations our building needs.

SECTION III: FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintains strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The school uses the policies put in place by the Board of Directors to maintain controls on expenditure items and any purchasing agreements. A spreadsheet is used to track expenditures on a month to month and a yearly basis which allows the Finance Officer to plan and budget costs the school will incur throughout the year. This allows the Finance Officer to ensure funds are allocated in the most efficient way possible for the school. Matchbook Learning Schools of Indiana (MBLI) has a Director of Finance who serves in this capacity with over 8 years of experience leading and managing financial systems. In addition to his experience, MBLI strategically contracts with outside vendors to provide additional financial oversight and compliance with State and Federal regulations. "Jitasa" is the identified third party vendor for all accounting procedures while "Trinet" is a vendor for payroll, time management, and other HR functions. This use ensures additional accountability and financial oversight by an external partner, with which regular meetings ensure accuracy and efficiency of systems.

The school uses an accounting firm "Jitasa" to assist in the day to day and month to month actions in the accounting process. The school's Finance Officer works closely with Jitasa to ensure the accounting procedures are handled and maintained to a high level of efficiency. The school also uses a third party payroll system "TRI NET" to assist in ensuring payroll is distributed in a timely and efficient manner. The Finance Officer works closely with TRI Net and Jitasa to ensure payroll reports are accurate and reported correctly for every payroll period.

Internal controls have been set up and established to ensure the school maintains compliance with all of its financial reporting requirements. The CEO and Director of Finance serve as the primary internal process for approval of procurement, expenditures, and overall budget management and compliance. Procurement for federal and state grants as well as technology procurement is supported by the Director of Personalization and follows all state and federal regulations/requirements. An example of one internal control is a two signature approval process for all expenditures processed by the school. The school also controls access and only allows a minimum number of employees to have access to financial software. Following the federal reporting guidelines of the State Board of Accounts allows the internal controls to work very effectively for financial oversight.

All funding decisions and budget amendments are reported regularly to the Board of Directors Finance Committee and are reported to the entire board at every board meeting. This serves as another level of oversight and control to ensure financial goals and needs are met and contingency plans (if necessary are developed or implemented). During the budget development process, the school's

finance team (CEO and Director of Finance) seek regular input and feedback from the board prior to a vote for approval. Additionally, it is the financial philosophy of the organization, as a non-profit entity to budget conservatively for revenue estimates and costs to ensure long term financial viability. Budget modeling over a 7 year period was completed in the spring of 2019 in conjunction with Board policies and expectations.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The Board of Directors establishes policies and procedures that the school will use to conduct all of its financial activities. These policies and procedures are the direct responsibility of the Director of Finance who serves under the supervision and support of the CEO. Approval for all expenditures are co-signed by the CEO and prepared by the Director of Finance with regular conversations with the board. The Board has established a financial oversight committee that meets each month with school officials to ensure all financial oversight is being adhered to. The schools administration is responsible for the day to day financial oversight and ensures all actions taken adheres to the policies prescribed by the Board of Directors.

The Director of Finance is directly responsible for payroll, accounting, accounts receivable, accounts payable, and grant fiscal management. The Director prepares purchase orders, supply orders, and other procurement activities with final sign off from the CEO. All requests from academic members of the leadership team flow through the Director of Finance and/or CEO to ensure compliance and allocations are within the Board approved budget.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

The school is required by the Board of Directors and the State Board of Accounts to conduct an annual audit of all its financial activities for each year. The school uses an outside auditing service, Donovan CPAs to conduct each audit. The financial audit consists of an extensive review of all financial activities from Credit Card usage to financial oversight of all grants.

The administrative operation is audited and reviewed by the Department of Education to ensure items such as curriculum, training etc are within required standards of the Board of Directors and the Department of Education.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

The school will ensure financial transparency to the authorizer and the public by submitting monthly reports to the authorizer. The school will ensure accountability is upheld of reporting to the authorizer on a monthly basis. The annual audit will always be published to ensure the public and our community can see the schools financials. Another form of transparency is the Form 9 which is publicly reported on a semi annual basis. The schools board meetings are always open to the public as well and will be put out to the community to ensure any person in the public can observe all the schools functions. Board approved minutes which detail the school's current financial position and cash balances are posted publicly on the school website and discussed publicly in school board meetings, which are in compliance of the Indiana Open Door Policy.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

The school will contract a payroll service, accounting firm and an auditing firm to assist in all financial activities the school performs. These services will assist in the financial oversight the school needs to maintain a quality education service to our community.

TRI NET Payroll Service - \$120,000 per year

Jitas Accounting Firm - \$55,000 per year

Donovan CPAs Auditors - \$24,000 per audit

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

The school plans to maintain liability insurance to indemnify the school, its board and all employees. This insurance will include general liability and educators legal liability. The school also plans to maintain an umbrella liability insurance to assist against tort claims as well.

7. Submit the Charter Application Budget and Staffing Workbook (provide the completed workbook as **Attachment 27**, and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-pupil revenue projections provided by the authorizer.

8. Budget Narrative: As **Attachment 29**, present a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:

- Per-Pupil Revenue
- Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development;
- Accounting and internal controls.

The school has a highly qualified Board of Directors which will lead in all aspects of the schools financial plan. The school has qualified personnel in all aspects of financial management to ensure financial oversight is adhered to on a consistent basis. The schools employees are all interviewed and qualifications are checked for each position the school hires for. The school has a highly qualified staff that will ensure all areas when it comes to finance will adhere to all policies provided by the Board of Directors.

SECTION IV: PERFORMANCE EVALUATION INFORMATION

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as **Attachment 30**, and be sure to complete all sheets in the Workbook).
2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's distinctive performance.

Matchbook Learning has had a personalized learning model specializing in school improvement. Our previous schools have been restart and were all failing when we took them over with many having 0 proficient kids as the starting point. Below are some of our key school data points that were successful because of the focus on reading across the subject areas, competency based education, project based learning, and personalized learning through our blended instruction model.

2003-2007: Swann co-led a literacy initiative for Tates Creek High school which led to the school reading proficiency scores going from 43% proficient to 74% proficient.

2011-14: As the principal at Bate Middle School Dr. Swann helped in leading the school from being a state "watch list school" all the way to one of 25 schools in the nation to receive the designation of P21 Exemplar School by the Partnership for 21st Century Skills in 2013

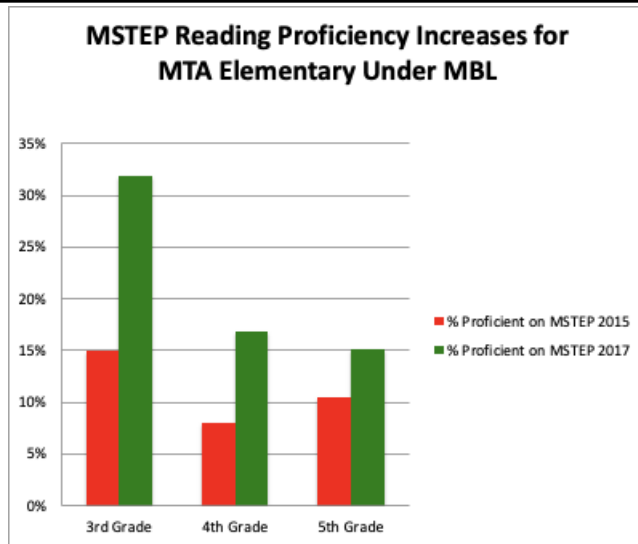
2011-13: A.L. Holmes, a K-8 bottom 5% Detroit Public School more than doubled the percentage of students proficient on the State Exam from 22% to 46%, receiving an award from the State as a "Reward School", a status reserved for schools in the top 5% or who have a growth rate like one.

2012-14: Brenda Scott, a K-8 bottom 5% public school also in Detroit had only 7 out of 832 students proficient in either reading or math. This school in partnership with Matchbook Learning then achieved the 5th fastest growth rate in the city, with more than two thirds of its students achieving multiple years of growth in a single year.

2013-15: Burns, a K-8 public school in Detroit was the very lowest performing school in the entire State of Michigan for 4 years in a row. In its partnership with Matchbook Learning, Burns had double-digit gains in proficiency and was named by Education Week, a national publication, as one of eight K-8 models in the country worth studying.

2014-17: Merit Prep, a middle and high failing charter school in Newark was on academic probation and in threat of closure when Matchbook took it over. The school received a successful 5-year charter renewal by the State in 2016.

2015-17: Michigan Technical Academy, a bottom 5% elementary and accompanying middle charter school in Detroit was also under the threat of closure when Matchbook took it over, had double digit gains in proficiency in our model.



- Identify any notable challenges that the school has overcome in achieving results.

School improvement always comes with challenges because achieving results takes changes. Changes in culture, in instruction, and in owning accountability.

- Explain the ways in which the school's success has informed or affected how other schools in the network or organization operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

Matchbook Learning has revised and revisited our model and expectations annually based on our data successes, challenges, and failures to ensure that we are always improving and serving each unique school community to the best of our ability.

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's performance.

2018-19: Matchbook Learning restarted Wendell Phillips School 63 and while most schools did not make letter grade gains with the introduction of the first year of the iLearn assessment in Indiana, Matchbook Learning did. For the first time in its history, School 63 earned a D as it's letter grade instead of an F outperforming neighboring public schools. So, while many schools wouldn't celebrate a D and it is below where we want the school to be, it is a good start for year 1 of restart and our internal data shows we are going to continue to improve from there. The challenge we face this current school year with data is getting to the 95% marker for students who take the state assessment since about 10% of our parents refuse to allow their kids to come, even socially distanced, to the school during the COVID pandemic to take the test.

- Explain the specific strategies that are being employed to improve performance.

Strategies employed to improve performance:

- Increased coaching and data support
- Increased intervention staff for increased MTSS program
- Increased professional development in math and reading

- Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

Expectation for satisfactory performance:

- Increasing student math achievement as measured by All students making a minimum of 1 year's worth of growth according to Scantron's Performance Series.
- Increasing student reading achievement as measured by All students making a minimum of 1 year's worth of growth according to Scantron's Performance Series.

Rationale for Expectation and Measures: Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a department, or a grade level it also informs of adjustments that need to be made to the instructional focus and or program.

Assessment Reliability and Scoring Consistency: The Scantron Performance Series assessment is a nationally normed adaptive assessment that demonstrates student growth. Information and research on Scantron's Performance Series can be found at: <http://www.performanceseries.com/>.

Scantron's Performance Series assessment is used to determine growth over a given year. Given that Matchbook Learning students are usually 1-2 years (or more) behind grade level proficiency, we seek to have across the board aggregate growth to ensure we are meeting satisfactory requirements knowing that proficiency data will lag behind growth. To support this trend and analysis, we have provided our Scantron Performance Series Yearly growth comparisons from Year 1 and Year 3 below. (Please note: we do not have full year growth data for Year 2 due to COVID-19 school closures.)

Performance Series Reading Full Year Gains by Grade Level

Grade	2018-2019 (full year)	2020-2021 (full year)
K	+203	+166
1	+229	+241
2	+211	+258
3	+100	+225
4	+150	+210
5	+139	+234
6	+80	+180
7	+44	+90
8	+82	+107

Performance Series Mathematics Full Year Gains by Grade Level

Grade	2018-2019 (full year)	2020-2021 (full year)
K	+225	+221
1	+194	+204
2	+234	+242
3	+161	+175
4	+159	+109
5	+102	+179
6	+97	+156
7	+34	+159
8	+106	+128

- For all schools operating in the state of Indiana, provide as **Attachment 31** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
- For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.
- List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”

N/A

- List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

In two past Matchbook Learning charter schools, Merit Prep and Michigan Technical Academy, the State did not “restart” the schools under Matchbook which meant the school’s historical performance (its “F” status or bottom 5% rating) was not reset with a clean slate and so these schools closed due to the historical performance prior to Matchbook and not because of Matchbook’s double digit gains in proficiency and strong growth since takeover. This led to our relocation to Indianapolis where a true long-term restart contract could be pursued.

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

In February 2021, Matchbook Learning Schools of Indiana was notified of an EEOC complaint against the organization by a former employee. The claim is currently pending with EEOC. The complainant is alleging racial discrimination and retaliation. Matchbook Learning Schools of Indiana is confident that the complaint will be dismissed without merit soon and is willing to provide additional details to the Charter Authorizer upon request.

SECTION V: INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

The Matchbook College, Career and Technical Institute model will build upon the success of accelerating student learning in grades K-8 to redesign the vocational school model for the 21st century. Using project based learning and modern apprenticeships, our school will provide pathways to actual careers personalized to individual student interest. Different from a typical CTE school, our model will ensure that we are partnering with industries that lead into high demand careers. Through specific career pathways, Matchbook will prioritize those that meet the interest and needs of our school's community in order to improve the culture and strength in the neighborhood.

The school will have multiple pathways for students interested in careers directly out of high school in addition to multiple pathways to post-secondary learning. Our organization believes that personalizing the learning pathway for students, aligned with their career interests and abilities, will ultimately lead to long term success for individuals and subsequently the community. This model will also build upon the community partnerships forged during the turnaround work started in 2018 to ensure that the instructional model also aligns with the needs of the community.

Our school will use standards based grading aligned with the Indiana Academic Standards and Core 40 Diploma requirements that will ensure Education One is capable of holding the school to high academic accountability standards. By partnering with industry leaders we will ensure that every student, upon graduation, has a tangible pathway for success in life. The school will constantly revise its model and offerings to meet the demand for additional career pathways and outcomes. Crucially, the school will offer mentoring and support for students during their first year after graduation to ensure that the success they experienced in high school remains with them in their emerging careers.

The Matchbook College, Career & Technical Institute model is a blend of expeditionary learning, project based learning, personalized learning, small group, apprenticeships, and online learning. Student experiences and the courses within our sector initiative and certification areas will generally last for 4-9 weeks during which students are highly engaged in sustained in-depth thematic studies. For our Core 40 courses students will continue to experience the Matchbook Learning model of blended and personalized instruction with hub small group times for concept development and project based learning.

What sets apart the MCCTI model is that student learning will take place in maker spaces, hands on learning bays, small group settings, inside a main hub building, and at other learning locations throughout the community depending on the task, project, or learning experience. All of the learning opportunities will be real world aligned to attainable careers supported by the employment sectors themselves in partnership with the school.

Currently, the westside does not have career and technical vocational schools that offer universal certifications in HVAC, Automotive, Building Trades (electric, plumbing, carpentry), IT Data Analytics & Security. This means the community lacks real pathways that lead directly into good jobs that pay a living wage and allow students and families to stabilize.

We want to further serve the Haughville community, one of the highest poverty areas in Indianapolis, beyond our current K-8 school. Currently many of the students who leave us after 8th grade struggle in high school. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear obtainable pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

Our new College, Career and Technical Institute will be launched with community partners such as Marian University's Klipsch Educators College and St. Joseph's College. Other partners include local trade unions and City Wheels. With the village and our leadership team's combined 65 years of educational experience, we know that we can build a great and sustainable school for the community.

Attachment 1

High School Mathematics - Curriculum Modules & Standards Alignment

MATHEMATICS: Algebra I

Data Analysis and Statistics	
AI.DS.1	Understand statistics as a process for making inferences about a population based on a random sample from that population. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
AI.DS.2	Understand that statistics and data are non-neutral and designed to serve a particular interest. Analyze the possibilities for whose interest might be served and how the representations might be misleading.
AI.DS.3	Use technology to find a linear function that models a relationship between two quantitative variables to make predictions, and interpret the slope and y-intercept. Using technology, compute and interpret the correlation coefficient.
AI.DS.4	Describe the differences between correlation and causation.
AI.DS.5	Summarize bivariate categorical data in two-way frequency tables. Interpret relative frequencies in the contexts of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in data.

Number Systems and Expressions

AI.NE.1	Explain the hierarchy and relationships of numbers and sets of numbers within the complex number system. Know that there is an imaginary number, i , such that $i^2 = -1$. Understand that the imaginary numbers along with the real numbers form the complex number system.
AI.NE.2	Simplify algebraic rational expressions, with numerators and denominators containing monomial bases with integer exponents, to equivalent forms.
AI.NE.3	Simplify square roots of monomial algebraic expressions, including non-perfect squares.
AI.NE.4	Factor quadratic expressions (including the difference of two squares, perfect square trinomials and other quadratic expressions).
AI.NE.5	Add, subtract, and multiply polynomials. Divide polynomials by monomials.

Functions

AI.F.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Understand that if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . Understand the graph of f is the graph of the equation $y = f(x)$ with points of the form $(x, f(x))$.
AI.F.2	Evaluate functions for given elements of its domain, and interpret statements in function notation in terms of a context.
AI.F.3	Identify the domain and range of relations represented in tables, graphs, verbal descriptions, and equations.
AI.F.4	Describe, qualitatively, the functional relationship between two quantities by analyzing key features of a graph. Sketch a graph that exhibits given key features of a function that has been verbally described, including intercepts, where the function is increasing or decreasing, where the function is positive or negative, and any relative maximum or minimum values, Identify the independent and dependent variables.

Linear Equations, Inequalities, and Functions

AI.L.1	Represent real-world problems using linear equations and inequalities in one variable, including those with rational number coefficients and variables on both sides of the equal sign. Solve them fluently, explaining the process used and justifying the choice of a solution method.
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AI.L.2	Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.
AI.L.3	Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line). Find the equation of a line, passing through a given point, that is parallel or perpendicular to a given line.
AI.L.4	Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.
AI.L.5	Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard. Recognize that different forms reveal more or less information about a given situation.
AI.L.6	Represent real-world problems using linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Graph the solutions to a linear inequality in two variables as a half-plane.
AI.L.7	Solve linear and quadratic equations and formulas for a specified variable to highlight a quantity of interest, using the same reasoning as in solving equations.

Systems of Linear Equations and Inequalities

AI.SEI. 1	Understand the relationship between a solution of a system of two linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing; approximate solutions when the coordinates of the solution are non-integer numbers.
AI.SEI. 2	Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions, including cases with no solution and infinitely many solutions. Solve systems of two linear equations algebraically using elimination and substitution methods.
AI.SEI. 3	Write a system of two linear equations in two variables that represents a real-world problem and solve the problem with and without technology. Interpret the solution and determine whether the solution is reasonable.
AI.SEI. 4	Represent real-world problems using a system of two linear inequalities in two variables. Graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes with and without technology. Interpret the solution set and determine whether it is reasonable.

Quadratic and Exponential Equations and Functions

AI.QE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations.
AI.QE.2	Represent real-world and other mathematical problems that can be modeled with simple exponential functions using tables, graphs, and equations of the form $y = ab^x$ (for integer values of $x > 1$, rational values of $b > 0$ and $b \neq 1$) with and without technology; interpret the values of a and b .
AI.QE.3	Use area models to develop the concept of completing the square to solve quadratic equations. Explore the relationship between completing the square and the quadratic formula.
AI.QE.4	Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), finding square roots, using the quadratic formula, and factoring, as appropriate to the initial form of the equation.
AI.QE.5	Represent real-world problems using quadratic equations in one or two variables and solve such problems with technology. Interpret the solution(s) and determine whether they are reasonable.
AI.QE.6	Graph exponential and quadratic functions with and without technology. Identify and describe key features, such as zeros, lines of symmetry, and extreme values in real-world and other mathematical problems involving quadratic functions with and without technology; interpret the results in the real-world contexts.
AI.QE.7	Describe the relationships among a solution of a quadratic equation, a zero of the function, an x-intercept of the graph, and the factors of the expression. Explain that every quadratic has two complex solutions, which may or may not be real solutions.

Standards		ALGEBRA I MODULES				
				3	4	5
N-RN.B	3				X	
N-Q.A*	1					
	2					X
	3					X
A-SSE.A*	1a				X	
	1bff				X	
	2				X	
A-SSE.B	3a-c			X(c)	X(ab)	
A-APR.A*	1ff				X	
A-APR.B	3				X	
A-CED.A*	1			X	X	X
	2				X	X
	3					
	4					
A-REI.A*	1					
	3					

A-REI.B*	4a-b				X	
A-REI.C	5					
	6					
A-REI.D*	10					
	11			X	X	
	12					
F-IF.A*	1			X		
	2			X		
	3ff			X		
F-IF.B*	4			X	X	X
	5			X	X	X
	6			X	X	X
F-IF.C	7a-b			X	X	
	8a				X	
	9			X	X	
F-BF.A	1a			X		X
F-BF.B	3			X	X	
	1a-c			X		X(bc)

F- LE.A	2			X		X
	3			X		
F- LE.B	5			X		

Stand ards		GEOMETRY MODULES				
		1	2	3	4	5
G-CO.A	1	X				
	2	X				
	3	X				
	4	X				
	5	X				
G-CO.B*	6	X				
	7	X				
	8	X				
G-CO.C*	9	X				
	10	X				
	11	X				
G-CO.D	12 ^{ff}	X				

	13	X				
G-SRT.A*	1a-b		X			
	2		X			
	3		X			
G-SRT.B*	4		X			
	5ff		X			
G-SRT.C*	6		X			
	7		X			
	8		X			
G-C.A	1					X
	2					X
	3					X
G-C.B	5					X
G-GPE.A	1					X
G-GPE.B*	4ff				X	X
	5ff				X	
	6				X	
	7ff				X	
G-GMD.A	1			X		

	3			X		
G-GMD.B	4			X		
G-MG.A*	1		X	X		
	2			X		
	3		X	X		

C C S S		ALGEBRA II MODULES			
		1	2	3	4
N- RN.A*	1			X	
	2			X	
N-Q.A	2	X		X	
N- CN.A	1	X			
	2	X			
N-CN- C	7	X			
A- SSE.A*	2ff	X			
A- SSE.B*	3c			X	
	4			X	

A- APR.B *	2	X			
	3	X			
A- APR.C	4	X			
A- APR.D	6ff	X			
A- CED.A	1			X	
A- REI.A*	1	X			
	2	X			
A- REI.B	4b	X			
A- REI.C	6	X			
	7	X			
A- REI.D*	11			X	
F-IF.A	3ff			X	
F-IF.B*	4			X	
	5			X	
	6			X	
F-IF.C	7ce	X(c)	X(e)	X(e)	
	8b			X	
	9			X	
	1a- b			X	

F- BF.A*	2			X	
F-BF.B	3ff			X	
	4a			X	
F-LE.A	2			X	
	4			X	
F-LE.B	5			X	
F-TF.A	1		X		
	2		X		
F-TF.B	5		X		
F-TF.C	8		X		
G- GPE.A	2	X			
S-ID.A	4				X
S-ID.B	6a		X		
S-IC.A	1				X
	2				X
S-IC.B*	3				X
	4				X
	5				X
	6				X

S-CP.A	1				X
	2				X
	3				X
	4				X
	5				X
S-CP.B	6				X
	7				X

C C S S		PRECALCULUS & ADVANCED TOPICS MODULES				
		1	2	3	4	5
N- CN.A	3	X				
N- CN.B	4	X				
	5	X				
	6	X				
N- CN.C	8			X		
	9			X		
	1		X			

N- VM.A	2		X			
	3		X			
N- VM.B	4a- c		X			
	5a- b		X			
N- VM.C	6		X			
	7		X			
	8	X	X			
	9		X			
	10	X	X			
	11	X	X			
	12	X				
A- APR.C	5			X		
A- APR.D	7			X		
A- REI.C	8					
	9					
F-IF.C	7d				X	
	9				X	
F- BF.A	1c				X	

F- BF.B	4b- d			X		
	5			X		
F-TF.A	3				X	
	4				X	
F-TF.B	6				X	
	7				X	
F-TF.C	9				X	
G- SRT.D	9				X	
	10				X	
	11				X	
G-C.A	4				X	
G- GPE.A	3			X		
G- GMD. A	2			X		
S- CP.B	8					X
	9					X
S- MD.A	1					X
	2					X
	3					X

	4					X
S- MD.B	5a- b					X
	6					X
	7					X

Sample 9th Grade ELA Lesson

9.1.1 Lesson 4 Introduction

In this lesson, students continue their reading and analysis of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves.” Students read pages 225–227 (from “Stage 1: The initial period is one in which everything is new” to “our parents were sending us away for good. Neither did they”) in which the pack arrives at St. Lucy’s and begins the initial stages of adjustment to human society. Students analyze how Russell develops the pack as a character in itself. Student learning is assessed via a Quick Write at the end of the lesson: How does Russell develop the pack as a character?

For homework, students preview the reading for the following lesson by boxing any unfamiliar words and conducting brief searches into the words’ meanings. Students also continue reading their Accountable Independent Reading (AIR) texts through the lens of a focus standard and prepare for a brief discussion on how they applied the focus standard to their texts.

Standards

Assessed Standard(s)	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Addressed Standard(s)	

SL.9-10.1.c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

Assessment

<p>Assessment(s)</p>
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Russell develop the pack as a character?
<p>High Performance Response(s)</p>

A High Performance Response should:

- Identify the ways in which Russell develops the pack as a character (e.g., Russell develops the pack through their interactions with other characters; Russell uses the pronoun “we” to develop the pack as a character).
- Analyze how these techniques develop the pack as a character (e.g., Russell uses the pack’s interactions with other characters. The pack’s relationship with the local wolves and farmers shows how they live an “outsider’s existence” in the forest (p. 227). The pack’s parents are ostracized by local farmers who “threaten” them with “pitchforks” (p. 227). In turn, as werewolves, the pack’s parents ostracize the local wolves by having “sometimes-thumbs, and regrets, and human children” (p. 227). These interactions show why the pack has been sent to St. Lucy’s, because their parents want them to live in “human society” (p. 227) rather than in the forest, which Claudette describes as a “green purgatory” (p. 227). When the pack arrives at St. Lucy’s, Russell develops them through their interactions with the nuns; by baring “row after row of tiny, wood-rotted teeth,” the pack shows itself to be wild and afraid (p. 226)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- **hirsute (adj.)** – hairy; shaggy
- **sinewy (adj.)** – muscular; strong
- **barbaridad (Spanish n.)** – crudity of style, taste, expression, etc.
- **apiary (n.)** – a place where bees are kept
- **pidgin (n.)** – any broken form of a language
- **purgatory (n.)** – any condition or place of temporary suffering

Vocabulary to teach (may include direct word work and/or questions)

- **backwoods (adj.)** – unsophisticated
- **ostracized (v.)** – excluded, by general consent, from society, friendship, conversation, privileges, etc.

Additional vocabulary to support English Language Learners (to provide directly)

- lasso (n.) – a rope with a loop that is used for catching animals
- deacon (n.) – a member of some Christian churches who has special duties
- werewolves (n.) – people who sometimes change into wolves especially when the moon is full
- heifers (n.) – young female cows

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.1, RL.9-10.3, SL.9-10.1.c, L.9-10.4.a • Text: "St. Lucy's Home for Girls Raised by Wolves" by Karen Russell, pp. 225–227 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Work Accountability 3. Introduction to Annotation 4. Reading and Discussion 5. Paraphrasing and Quotations 6. Quick Write 7. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 10% 4. 45% 5. 10% 6. 10% 7. 5%

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the Annotation Markings Bookmark for each student
- Student copies of the Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies
- Copies of the Tips for Integrating Quotations Handout for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.1 and RL.9-10.3. In this lesson, students analyze how Russell develops the pack as a character. Students engage in evidence-based discussion and complete the lesson with a Quick Write.

4 Students look at the agenda.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.4.a. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

4 Students read and assess their familiarity with standard L.9-10.4.a.

Instruct students to talk in pairs about what they think the standard and substandard mean. Lead a brief discussion about these standards.

(Student responses may include:

- The standard talks about determining the meaning of words as they are used in a text.
- Substandard L.9-10.4.a focuses on using context as a strategy for determining word meaning.

Activity 2: Work Accountability

10%

Instruct students to talk in pairs about how they applied focus standard RL.9-10.1 or RI.9-10.1 to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

4 Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Introduction to Annotation

10%

Discuss the importance of annotation by asking the following questions:

What are some purposes for marking the text?

(Student responses may include:

- Marking the text helps the reader to remember what they are reading by recording their thoughts about the text.
- Marking the text helps the reader to keep track of important ideas.
- Marking the text helps the reader to think about unfamiliar words.
- Marking the text helps the reader to question the text or make connections between ideas.

Explain to students that marking the text, or *annotation*, is a skill for reading closely.

i Note the relationship of annotation to standard RL.9-10.1: annotation helps students look closely at textual evidence to determine a text’s meanings.

How does annotation impact the way you read?

(Student responses may include:

- o Annotation connects the reader to the text more deeply by making a reader read more actively and pay close attention to details.
- o Annotation makes it difficult to just read because it slows down your reading.

Explain that readers use shorthand ways of marking text so as not to take time away from their reading. Display and explain the following codes:

- Box unfamiliar words.
- Star (*) important or repeating ideas.
- Put a question mark (?) next to a section you are questioning or confused about, and write your question down.
- Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way, and provide a brief note explaining the connection.

Distribute copies of the Annotation Markings Bookmark. Explain that it is important for students to annotate the text with their thinking alongside the codes. Explain that students will use these codes throughout the year, beginning with their reading of “St. Lucy’s Home for Girls Raised by Wolves,” to keep track of their thinking about the text.

i Differentiation Consideration: To help students remember annotation codes, consider posting them in the classroom, or instructing students to copy the codes into their notebooks or agendas.

Activity 4: Reading and Discussion

45%

Instruct students to form groups. Post or project the questions below for students to discuss. Instruct students to annotate the text as they read and discuss, and to keep track of character development in the text using the Character Tracking Tool.

i If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

i Differentiation Consideration: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How does Russell describe the pack?

Instruct student groups to read pages 225–227 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 1: The initial period is one in which everything is new” to “our parents were sending us away for good. Neither did they”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *hirsute* means “hairy; shaggy,” *sinewy* means “muscular; strong,” *barbaridad* means “crudity of style, taste, expression, etc.,” *apiary* means “a place where bees are kept,” *pidgin* means “any broken form of a language,” and *purgatory* means “any condition or place of temporary suffering.”

i Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

4 Students write the definitions of *hirsute*, *sinewy*, *barbaridad*, *apiary*, *pidgin*, and *purgatory* on their copies of the text or in a vocabulary journal.

i Differentiation Consideration: Consider providing students with the following definitions: *lasso* means “a rope with a loop that is used for catching animals,” *deacon* means “a member of some Christian churches who has special duties,” *werewolves* means “people who sometimes change into wolves especially when the moon is full,” and *heifers* means “young female cows.”

4 Students write the definitions of *lasso*, *deacon*, *werewolves*, and *heifers* on their copies of the text or in a vocabulary journals.

Why were the nuns’ faces “pinched with displeasure”?

(The nuns are displeased because the pack is behaving like wolves and not like girls. The pack is “overturning dresser drawers,” pawing through clean underwear, and “smashing lightbulbs” (p. 225). The pack is also “jump[ing] from bunk to bunk” (p. 225) and peeing on everything.

What is the impact of the narrator’s use of the pronoun “we” to describe the pack?

(The narrator frequently refers to the pack as “we,” which means that members of the pack see each other as one.

i Consider reminding students that a pronoun is a word (such as *I*, *he*, *she*, *you*, *it*, *we*, or *they*) that is used instead of a noun or noun phrase.

How does the comparison of the pack to the Copacabana girls develop the pack as a character?

(The Copacabana girls are described as “fat” and “languid” with “silky” pelts, and eat “guava right out of your hand” (p. 226), which means they are less wild and more obedient. The comparison shows how much more uncivilized the “hirsute” and “sinewy” (p. 226) pack is.

Given the pack’s behavior, what can you infer Sister Josephine means by “*backwoods*”)?

(Russell describes the pack as “hirsute,” and as moving by “knuckling along” with “terrible posture,” suggesting that the pack is not fully developed and acts more like wolves than humans (p. 226). This suggests that “backwoods” may mean unsophisticated or unrefined.

i Consider drawing students' attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.

How do the pack's interactions with the nuns develop the pack as a character?

(They bare "row after row of tiny, wood-rotted teeth" (p. 226) at the nuns, which shows that the pack is afraid and aggressive.

Remind students to annotate their texts for character development, using the code "CD."

How are the girls different from their parents? What causes this difference?

(The girls are human, but their "mothers and fathers were werewolves" (p. 227). The girls are human because the parents' werewolf "condition skips a generation" (p. 227).

What can you infer about the meaning of *ostracized*, given the relationship of the pack's parents to the farmers and the local wolves?

(*Ostracized* might mean excluded; their parents lived "an outsider's existence" because of their relationship with the farmers and local wolves (p. 227).

i Consider drawing students' attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.

i Differentiation Consideration: If students struggle, consider asking the following scaffolding questions:

What do the pack's parents do to the farmers?

(The pack's parents eat the farmers' "fruit pies" and "terroriz[e] the heifers" (p. 227).

How do the farmers respond to these actions?

(The farmers "threaten" the pack's parents with "pitchforks" (p. 227).

How do the pack's parents "ostracize[]" the local wolves?

(The pack's parents ostracize the local wolves by having "sometimes-thumbs, and regrets, and human children" (p. 227), meaning they are werewolves, not actual wolves.

Why do the pack's parents enroll their daughters in St. Lucy's?

(Student responses may include:

- o Their parents wanted "something better for [them]" (p. 227), which means that unlike their parents, the pack had a chance at being "fully bilingual" (p. 227) and becoming "naturalized citizens of human society" (p. 227). In other words, they want them to have a chance at being accepted by human society.

- Their parents enrolled them in St. Lucy's so that the pack can "study a better culture" there (p. 227). They think their children will have a better life if they learn human ways.

Lead a brief whole-class discussion of student responses.

Instruct students to discuss the following question in their groups:

Describe the pack's interactions with each other and other characters (e.g., the nuns, their families, local wolves).

(Student responses may include:

- The pack's interaction with each other is playful and destructive. They "jump[] from bunk to bunk," "smash[] lightbulbs," spray "exuberant yellow streams" of urine on the bunks, and "buckl[e] in kinetic laughter" (p. 225) with each other.
- The pack's interaction with the nuns is aggressive and fearful. The pack shows its fear when it bares "row after row of tiny, wood-rotted teeth" (p. 226) at the nuns, and the narrator bites Sister Josephine's ankle.
- The pack has a loving bond with their families. Their parents want "something better for [them]" (p. 227), so they send them away to St. Lucy's to have a chance at a better life.
- The pack is ostracized by the local wolves because they have "sometimes-thumbs, and regrets, and human children," meaning they are partly human (p. 227).

i Consider reminding students that this is an opportunity to apply standard SL.9-10.1.c by participating effectively in a collaborative discussion. Students may especially focus on posing and responding to questions, incorporating others into the discussion, and challenging or verifying ideas and conclusions.

i Remind students that they should keep track of character development in the text using the Character Tracking Tool.

Lead a brief whole-class discussion of student responses.

Activity 5: Paraphrasing and Quotations

10%

Remind the students of their work with standard RL.9-10.1 in 9.1.1 Lesson 1. Tell students that the standard requires them to use evidence from the text to support their analysis. Explain that to cite evidence, students may quote directly from the text or paraphrase the text.

4 Students listen.

Post or project the following direct quote from "St. Lucy's Home for Girls Raised by Wolves":

"They lived an outsider's existence in caves at the edge of the forest, threatened by frost and pitchforks." (p. 227)

Post or project the following example and ask students the following questions:

The narrator explains, "They lived an outsider's existence in caves at the edge of the forest" (p. 227).

What is the same about these two examples?

(Both examples use some of the same words from the text.

What is different about these two examples?

(Student responses may include:

- All of the words in the first example are in quotation marks.
- The second example is shorter and includes only part of the first example.
- The second example includes some words outside of the quotation marks.

Explain to students that both examples are taken from "St. Lucy's," but that the second example demonstrates how to use a quote when making a statement about the text.

As needed, provide direct instruction on the mechanics of quoting directly from the text, including how to use appropriate punctuation (commas and quotation marks). Consider instructing students on the correct placement of commas and quotation marks when quoting directly from the text. Review the Tips for Integrating Quotations Handout with students.

Post or project the following example:

They were outsiders who were threatened by farmers and the elements.

What is the same about this example in comparison to the first two examples?

(This example is about the same part of the text as the first two examples.

What is different about this example in comparison to the first two examples?

(Student responses should include:

- This example uses no quotation marks.
- This example uses different words from the first two examples.

Explain to students that this example demonstrates how to *paraphrase*, which means "to rephrase or restate the text in one's own words without changing the meaning of the text." Remind students that when paraphrasing the text, they should not use direct quotes from the text.

Instruct students to practice using direct quotes and paraphrasing as they read and discuss the text, as well as in their Quick Write responses.

Activity 6: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt, using paraphrase and direct quotation to cite textual evidence:

How does Russell develop the pack as a character?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

4 Students listen and read the Quick Write prompt.

i Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

4 Students independently answer the prompt using evidence from the text.

(See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

For homework, students read pages 227–230 (from “That first afternoon, the nuns gave us free rein” to “It all felt like a sly, human taunt”), boxing any unfamiliar words and conducting brief searches into the words' meanings.

Also for homework, students should continue to read their AIR text through the lens of focus standard RL.9-10.1 or RI.9-10.1, and prepare for a 3–5 minute discussion of their text based on that standard.

4 Students listen.

Extending Work

Read pages 227–230 (from “That first afternoon, the nuns gave us free rein” to “It all felt like a sly, human taunt”) to preview tomorrow's reading. Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Continue to read your Accountable Independent Reading through the lens of focus standard RL.9-10.1 or RI.9-10.1 and prepare for a 3–5 minute discussion of your text based on that standard.

Annotation Markings Bookmark

Annotation Markings Bookmark	Annotation Markings Bookmark	Annotation Markings Bookmark	Annotation Markings Bookmark
<p>Box unfamiliar words.</p> <p>Star (*) important or repeating ideas.</p> <p>Put a question mark (?) next to a section you're questioning or confused about.</p> <p>Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.</p> <p>Remember to write notes in the margin as you read to record your ideas and thoughts.</p>	<p>Box unfamiliar words.</p> <p>Star (*) important or repeating ideas.</p> <p>Put a question mark (?) next to a section you're questioning or confused about.</p> <p>Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.</p> <p>Remember to write notes in the margin as you read to record your ideas and thoughts.</p>	<p>Box unfamiliar words.</p> <p>Star (*) important or repeating ideas.</p> <p>Put a question mark (?) next to a section you're questioning or confused about.</p> <p>Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.</p> <p>Remember to write notes in the margin as you read to record your ideas and thoughts.</p>	<p>Box unfamiliar words.</p> <p>Star (*) important or repeating ideas.</p> <p>Put a question mark (?) next to a section you're questioning or confused about.</p> <p>Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.</p> <p>Remember to write notes in the margin as you read to record your ideas and thoughts.</p>

Model Character Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to keep track of character development throughout the module. Trace character development in the texts by noting how the author introduces and develops characters. Cite textual evidence to support your work.

Text:	<p>“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</p>
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Character	Trait	Evidence
The Pack	Uncivilized	<p>As compared to the “fat” and “languid” girls from Copacabana with “silky” pelts, who eat “guava right out of your hand” (p. 226), the “hirsute” and “sinewy” (p. 226) pack is much less civilized.</p> <p>The members of the pack “[jump] from bunk to bunk,” “[smash] lightbulbs, spray “exuberant yellow streams” of urine on the bunks, and “buckl[e] in kinetic laughter” (p. 225) with each other.</p>
	Afraid, aggressive	The pack bares “row after row of tiny, wood-rotted teeth” (p. 226) at the nuns.
	Human	Even though their “mothers and fathers were werewolves” (p. 227), the pack is human because their parents’ “condition skips a generation” (p. 227).
	Outsider status	The pack leads an “outsider’s existence” with their parents because of their relationship with the farmers, who resent them for “eating their silled fruit pies and terrorizing the heifers” (p. 227). At the same time, the pack “[can’t] keep up with the purebred wolves,” whom their parents ostracize “by having sometimes-thumbs, and regrets, and human children” (p. 227). The forest becomes a “green purgatory” for the pack (p. 227).

Tips for Integrating Quotations Handout

Step 1:

- Select a quotation you would like to integrate into your piece.
 - Sample: “We went knuckling along the wooden floor on the calloused pads of our fists, baring row after row of tiny, wood-rotted teeth.” (p. 226)

Step 2:

- Select a word, or several words, from that quotation that carry significant ideas.
 - Sample: “We went knuckling along the wooden floor,” “baring row after row of tiny, wood-rotted teeth” (p. 226).

Step 3:

- Compose a sentence that includes those words and the point you want to make. There are several ways to do this:

1. Write a complete sentence and use a colon to introduce the quote.

Sample: The narrator describes the animal-like behavior of the pack: “We went knuckling along the wooden floor” (p. 226).

2. Write a statement ending in *that* to introduce the quote.

Sample: The narrator describes the pack’s aggressive behavior when she says that “[they] bar[ed] row after row of tiny, wood-rotted teeth” (p. 226).

3. Write a statement followed by a comma to introduce the quote.

Sample: The narrator states, “We went knuckling along the wooden floor” (p. 226).

4. Insert short quotations into your own sentence.

Sample: Russell uses descriptive language when she portrays the pack’s “wood-rotted teeth” (p. 226) to emphasize the pack’s wildness.

English Language Arts: Grades 11-12

Reading

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined*

Reading: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

**11-
12.RL.1**

Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

**11-
12.RL.2.
1**

Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.

**11-
12.RL.2.
2**

Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

<p>11- 12.RL.2. 3</p>	<p>Analyze how the author's choices impact character development over the course of a text (<i>e.g. how the characters are introduced and developed</i>).</p>
<p>11- 12.RL.2. 4</p>	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>
<p>Structural Elements and Organization</p>	
<p>11- 12.RL.3. 1</p>	<p>Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (<i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall meaning and effect of a work.</p>
<p>11- 12.RL.3. 2</p>	<p>Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (<i>e.g., satire, sarcasm, irony, or understatement</i>) in order to understand the perspectives.</p>
<p>Synthesis and Connection of Ideas</p>	
<p>11- 12.RL.4. 1</p>	<p>Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.</p>
<p>11- 12.RL.4. 2</p>	<p>Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.</p>

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

11-12.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
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Key Ideas and Textual Support

11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
11-12.RN.2.2	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, or individuals develop throughout the text.

Structural Elements and Organization

11-12.RN.3.1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5
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	<i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
11- 12.RN.3. 2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
11- 12.RN.3. 3	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (<i>e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>) and analyzing how style and content contribute to the power and persuasiveness of the text.
Synthesis and Connection of Ideas	
11- 12.RN.4. 1	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
11- 12.RN.4. 2	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
11- 12.RN.4. 3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

11-
12.RV.1

Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

11-
12.RV.2.
1

Use context to determine or clarify the meaning of words and phrases.

11-
12.RV.2.
2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 7

Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.

11-
12.RV.2.
3

Analyze nuances in the meaning of words with similar denotations.

11-
12.RV.2.
4

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

11- 12.RV.2. 5	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
Vocabulary in Literature and Nonfiction Texts	
11- 12.RV.3. 1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i>) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).
11- 12.RV.3. 2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
11- 12.RV.3. 3	Interpret figures of speech in context and analyze their role in the text.

Writing

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create,*

critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
11-12.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
Handwriting	
11-12.W.2	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
Writing Genres: Argumentative, Informative, and Narrative	

11-
12.W.3.
1

Write **arguments** in a variety of forms that –

- a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Use rhetorical strategies to enhance the effectiveness of the claim
- c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a consistent style and tone appropriate to purpose and audience.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

11-
12.W.3.
2

Write **informative** compositions on a variety of topics that –

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension.
2. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
5. Establish and maintain a style appropriate to the purpose and audience.

6. Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).

11-
12.W.3.
3

Write **narrative** compositions in a variety of forms that –

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- b. Create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome(*e.g., a sense of mystery, suspense, growth, or resolution*).
- e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

The Writing Process

<p>11-12.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

<p>11-12.W.5</p>	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., <i>MLA</i>, <i>APA</i>) for citation. f. Present information, choosing from a variety of formats.
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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

Demonstrate command of English grammar and usage, focusing on:

1. Pronouns– Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 6

- *Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

2. Verbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.*

3. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.*

4. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

- *Recognizing and correcting misplaced and dangling modifiers.*

5. Usage- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.*

11-
12.W.6.
2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

1. Capitalization—Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Applying correct usage of capitalization in writing.*

2. Punctuation –Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.*

3. Spelling –Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Applying correct spelling patterns and generalizations in writing.*

Speaking and Listening

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening

Learning Outcome

11-12.SL.1	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
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Discussion and Collaboration

11-12.SL.2.1	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
11-12.SL.2.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
11-12.SL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
11-12.SL.2.4	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11-12.SL.2.5	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension	
11- 12.SL.3. 1	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
11- 12.SL.3. 2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
Presentation of Knowledge of Ideas	
11- 12.SL.4. 1	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
11- 12.SL.4. 2	Create engaging presentations that make strategic and creative use of digital media (<i>e.g., textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance audience understanding of findings, reasoning, and evidence.
11- 12.SL.4. 3	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions.</i></p>

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

**11-
12.ML.1**

Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.

Media Literacy

**11-
12.ML.2.
1**

Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

**11-
12.ML.2.
2**

Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

Employability Skills Competencies

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.
4. Independence Successfully carry out expectations with minimal supervision.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.
6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.
8. Integrity Act in a trustworthy and honest manner.
9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

11. Aptitude Awareness

Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.

12. Decision-Making

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.

13. Initiative

Apply self-motivation and self-direction to work and learning.

14. Attention to Detail

Achieve thoroughness and accuracy when accomplishing a task.

15. Problem Solving

Apply critical and creative thinking skills to resolve problems.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation

Recognize and manage one's emotions.

17. Connection

Demonstrate the ability to network with others through social awareness and cultural sensitivity.

18. Collaboration

Work well with others in a team.

Work Based Learning Competencies:

Content Standards	
Domain 1	
Core Standard 1: Students will be able to assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.	
Standards	
WBL-1.1	Research multiple career pathways related to the field of interest
WBL-1.2	Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.3	Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.4	Re-evaluate career pathway plan to determine appropriate postsecondary educational options
Domain 2	
Core Standard 2: Students will be able to understand and apply the personal qualities that affect success	
Standards	
WBL-2.1	Choose ethical courses of action
WBL-2.2	Evaluate feedback to improve job performance
WBL-2.3	Demonstrate a positive customer/client attitude
WBL-2.4	Utilize appropriate etiquette for various occasions
WBL-2.6	Analyze discrimination laws and give examples of discrimination
WBL-2.7	Maintain confidentiality and integrity
WBL-2.8	Utilize effective communication and interpersonal skills
WBL-2.9	Demonstrate information, communications, and technology literacy
Domain 3	
Core Standard 3: Students will be able to understand workplace safety and workplace practices	
Standards	
WBL-3.1	Identify causes of accidents and apply safety procedures to prevent accidents
WBL-3.2	Develop characteristics of professionalism
WBL-3.3	Collaborate effectively with team members (classroom or the workplace)
WBL-3.4	Demonstrate an eagerness to learn new responsibilities or improve current

		responsibilities
	WBL-3.5	Exhibit initiative in learning new skills and improving workplace skills
	WBL-3.6	Summarize emergency preparedness plans for chosen career pathway
	WBL-3.7	Examine workplace regulations, health and safety guidelines and inspections for chosen career pathway
	WBL-3.8	Analyze licensure requirements for facilities and employees in chosen career pathway

Domain 4

Core Standard 4: Students will be able to develop strategies for an effective transition from school to career

Standards		
	WBL-4.1	Prepare a formal search, application and interview using the latest trends.
	WBL-4.2	Demonstrate personal accountability and work productivity
	WBL-4.3	Develop skills to give and receive constructive criticism
	WBL-4.4	Exhibit leadership and responsibility in the professional setting
	WBL-4.5	Demonstrate critical thinking and problem solving in the professional setting
	WBL-4.6	Evaluate feedback to improve job performance and create professional work habits
	WBL-4.7	Create a five year career goal plan

Domain 5

Core Standard 5: Students will evaluate their own career portfolio and pathway plan

Standards		
	WBL-5.1	Prepare and update a career portfolio based on a career pathway plan, which will include a resume, sample cover letters, letters of recommendation, examples of work and technical skills, internship or work experience summaries, validation of work/internship experience, industry certifications, documentation of extracurricular and community service activities, and awards
	WBL-5.2	Complete the training agreement document with signatures from the employer, internship coordinator, parents, and student
	WBL-5.3	Create a training plan (based on content standards) in collaboration with the employer, teacher, and parents that include work-based learning goals and content related standards
	WBL-5.4	Create an evidence based presentation portfolio

PROCESS STANDARDS FOR MATHEMATICS

The Process Standards demonstrate the ways in which students should develop conceptual understanding of mathematical content, and the ways in which students should synthesize and apply mathematical skills.

<u>PROCESS STANDARDS FOR MATHEMATICS</u>	
<u>PS.1: Make sense of problems and persevere in solving them.</u>	<u>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</u>
<u>PS.2: Reason abstractly and quantitatively.</u>	<u>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of</u>

	<p><u>quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</u></p>
<p><u>PS.3: Construct viable arguments and critique the reasoning of others.</u></p>	<p><u>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</u></p>
<p><u>PS.4: Model with mathematics.</u></p>	<p><u>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those</u></p>

	<p><u>relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</u></p>
<p><u>PS.5: Use appropriate tools strategically.</u></p>	<p><u>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</u></p>
<p><u>PS.6: Attend to precision.</u></p>	<p><u>Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</u></p>

<p><u>PS.7: Look for and make use of structure.</u></p>	<p><u>Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.</u></p>
<p><u>PS.8: Look for and express regularity in repeated reasoning.</u></p>	<p><u>Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</u></p>

MATHEMATICS: Algebra II

<p><u>Data Analysis, Statistics, and Probability</u></p>	
<p><u>All.DS P.1</u></p>	<p><u>Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.</u></p>
<p><u>All.DS P.2</u></p>	<p><u>Interpret and compare univariate data using measures of center (mean and median) and spread (range, inter-quartile range, standard deviation, and variance). Understand the effects of outliers on the statistical summary of the data.</u></p>

<u>All.DS</u> <u>P.3</u>	<u>Use technology to find a linear, quadratic, or exponential function that models a relationship for a bivariate data set to make predictions; Interpret the correlation coefficient for linear models.</u>
<u>All.DS</u> <u>P.4</u>	<u>Using the results of a simulation, decide if a specified model is consistent to those results. Construct a theoretical model and apply the law of large numbers to show the relationship between the two models.</u>
<u>All.DS</u> <u>P.5</u>	<u>Understand dependent and independent events, and conditional probability; apply these concepts to calculate probabilities.</u>
<u>All.DS</u> <u>P.6</u>	<u>Understand the Fundamental Counting Principle, permutations, and combinations; apply these concepts to calculate probabilities.</u>

Arithmetic and Structure of Expressions

<u>All.AS</u> <u>E.1</u>	<u>Explain how extending the properties of integer exponents to rational numbers allows for a notation for radicals in terms of rational exponents (e.g. $5^{1/3}$) is defined to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.)</u>
<u>All.AS</u> <u>E.2</u>	<u>Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u>
<u>All.AS</u> <u>E.3</u>	<u>Rewrite algebraic rational expressions in equivalent forms (e.g., using properties of exponents and factoring techniques). Add, subtract, multiply, and divide algebraic rational expressions.</u>

<u>All.AS</u> <u>E.4</u>	<u>Rewrite rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.</u>
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<u>Functions</u>	
<u>All.F.1</u>	<u>Understand composition of functions and combine functions by composition.</u>
<u>All.F.2</u>	<u>Define and find the inverse of a function. Verify functions are inverses algebraically and graphically.</u>
<u>All.F.3</u>	<u>Understand that if the graph of a function contains a point (a, b), then the graph of the inverse relation of the function contains the point (b, a); the inverse is a reflection over the line $y = x$.</u>
<u>All.F.4</u>	<u>Explore and describe the effect on the graph of $f(x)$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative) with and without technology. Find the value of k given the graph of $f(x)$ and the graph of $f(x) + k$, $k f(x)$, $f(kx)$, or $f(x + k)$.</u>

Systems of Equations and Inequalities

<u>All.SEI.</u> <u>1</u>	<u>Solve a system of equations consisting of a linear equation and a quadratic equation in two variables algebraically and graphically with and without technology.</u>
<u>All.SEI.</u> <u>.2</u>	<u>Represent and solve real-world systems of linear equations and inequalities in two or three variables algebraically and using technology. Interpret the solution set and determine whether it is reasonable.</u>
<u>All.SEI.</u> <u>3</u>	<u>Represent real-world problems using a system of linear equations in three variables. Understand that the algebraic steps to solve a two variable system can be extended to systems of equations in three variables.</u>

Quadratic Equations and Functions

<u>All.Q.1</u>	<u>Represent real-world problems that can be modeled with quadratic functions using tables, graphs, and equations; translate fluently among these representations. Solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable.</u>
<u>All.Q.2</u>	<u>Use completing the square to rewrite quadratic functions in vertex form and graph these functions with and without technology.</u>
<u>All.Q.3</u>	<u>Understand that different forms of a quadratic equation can provide different information. Use and translate quadratic functions between standard, vertex, and intercept form to graph and identify key features, including intercepts, vertex, line of symmetry, end behavior, and domain and range.</u>
<u>All.Q.4</u>	<u>Use the discriminant to determine the number and type of solutions of a quadratic equation. Find all solutions and write complex solutions in the form of $a \pm bi$ for real numbers a and b.</u>

Exponential and Logarithmic Equations and Functions

<u>All.EL.</u> <u>1</u>	<u>Graph exponential and logarithmic functions with and without technology. Identify and describe key features, such as intercepts, domain and range, asymptotes and end behavior. Know that the inverse of an exponential function is a logarithmic function.</u>
<u>All.EL.</u> <u>2</u>	<u>Identify the percent rate of change in exponential functions. Classify them as representing exponential growth or decay.</u>
<u>All.EL.</u> <u>3</u>	<u>Use the properties of exponents to rewrite expressions to describe transformations of exponential functions.</u>
<u>All.EL.</u> <u>4</u>	<u>Use the properties of exponents to derive the properties of logarithms. Evaluate exponential and logarithmic expressions.</u>
<u>All.EL.</u> <u>5</u>	<u>Solve exponential and logarithmic equations in one variable.</u>
<u>All.EL.</u> <u>6</u>	<u>Represent real-world problems using exponential and logarithmic functions and solve such problems with technology. Interpret the solutions and determine whether they are reasonable.</u>

Polynomial, Rational, and Other Equations and Functions

<u>All.PR.</u> <u>1</u>	<u>Solve real-world and other mathematical problems involving polynomial equations with and without technology. Interpret the solutions and determine whether the solutions are reasonable.</u>
<u>All.PR.</u> <u>2</u>	<u>Graph mathematical functions including:</u> <u>a. polynomial functions;</u> <u>b. rational functions;</u> <u>c. square root functions;</u> <u>d. absolute value functions; and,</u> <u>e. piecewise-defined functions</u> <u>with technology. Identify and describe features, such as intercepts, domain and range, end behavior, and lines of symmetry.</u>
<u>All.PR.</u> <u>3</u>	<u>Solve real-world and other mathematical problems involving radical and rational equations. Give examples showing how extraneous solutions may arise.</u>
<u>All.PR.</u> <u>4</u>	<u>Solve absolute value linear equations and inequalities in one variable.</u>

Science and Engineering Process Standards (SEPS)

The Science and Engineering Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Science and Engineering Process Standards from the Content Standards is intentional; the separation of the standards explicitly shows that what students are doing while learning science is extremely important. The Process Standards reflect the way in which students are learning and doing science and are designed to work in tandem with the science content, resulting in robust instructional practice.

Science and Engineering Process Standards

<p><u>SEPS.1 Posing questions (for science) and defining problems (for engineering)</u></p>	<p><u>A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.</u></p>
<p><u>SEPS.2 Developing and using models and tools</u></p>	<p><u>A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models.</u></p> <p><u>Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.</u></p>
<p><u>SEPS.3 Constructing and performing investigations</u></p>	<p><u>Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.</u></p>

<p><u>SEPS.4 Analyzing and interpreting data</u></p>	<p><u>Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: “Does this make sense?” “Could my results be duplicated?” and/or “Does the design solve the problem with the given constraints?”</u></p>
<p><u>SEPS.5 Using mathematics and computational thinking</u></p>	<p><u>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</u></p>
<p><u>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</u></p>	<p><u>Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.</u></p>

<p><u>SEPS.7 Engaging in argument from evidence</u></p>	<p><u>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</u></p>
<p><u>SEPS.8 Obtaining, evaluating, and communicating information</u></p>	<p><u>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</u></p>

The Indiana Academic Standards for Content Area Literacy (Science/Technical Subjects) indicate ways in which educators incorporate literacy skills into science at the 6-12 grade levels.

<p><u>LEARNING OUTCOMES</u></p>	<p><u>LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS</u></p> <p><u>Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences</u></p>
	<p><u>GRADES 9-10</u></p>

	<p><u>9-10.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</u></p>
	<p><u>9-10.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</u></p>

<p><u>KEY IDEAS AND TEXTUAL SUPPORT</u></p>	<p><u>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</u></p> <p><u>Extract and construct meaning from science and technical texts using a variety of comprehension skills</u></p>
	<p><u>GRADES 9-10</u></p>
	<p><u>9-10.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</u></p>
	<p><u>9-10.LST.2.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.</u></p>
	<p><u>9-10.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</u></p>

<p><u>STRUCTURAL ELEMENTS AND ORGANIZATION</u></p>	<p><u>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</u></p> <p><u>Build understanding of science and technical texts, using knowledge of structural organization and author’s purpose and message</u></p>
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	<u>GRADES 9-10</u>
	<u>9-10.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</u>
	<u>9-10.LST.3.2: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</u>
	<u>9-10.LST.3.3: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</u>

<u>SYNTHESI</u> S A N D C O N N E C T I O N O F I D E	<u>LST.4: SYNTHESIS AND CONNECTION OF IDEAS</u> <u>(READING)</u>
	<u>Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims</u>
	<u>GRADES 9-10</u>
	<u>9-10.LST.4.1: Translate quantitative or technical information expressed in words in a text into visual form (e.g., <i>a table or chart</i>) and translate information expressed visually or mathematically (e.g., <i>in an equation</i>) into words.</u>
	<u>9-10.LST.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</u>

<u>A</u> <u>S</u>	<u>9-10.LST.4.3: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</u>
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<u>WRITING</u> <u>GENRES</u>	<u>LST.5: WRITING GENRES (WRITING)</u> <u>Write for different purposes and to specific audiences or people</u>
	<u>GRADES 9-10</u>
	<u>9-10.LST.5.1: Write arguments focused on discipline-specific content.</u>
	<u>9-10.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</u>

<u>THE</u> <u>WRITING</u> <u>PROCESS</u>	<u>LST.6: THE WRITING PROCESS (WRITING)</u> <u>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</u>
	<u>GRADES 9-10</u>

	<p><u>9-10.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</u></p>
	<p><u>9-10.LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</u></p>

<p><u>THE RESEA RCH PROCE SS</u></p>	<p><u>LST.7: THE RESEARCH PROCESS (WRITING)</u></p> <p><u>Build knowledge about the research process and the topic under study by conducting short or more sustained research</u></p>
	<p><u>GRADES 9-10</u></p>
	<p><u>9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u></p>

	<p><u>9-10.LST.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).</u></p>
	<p><u>9-10.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</u></p>

Content Standards

For the high school science courses, the content standards are organized around the core ideas in each particular course. Within each core idea are indicators which serve as the more detailed expectations within each of the content areas.

<u>Indiana Integrated Chemistry and Physics</u>	
<u>Standards 1: Constant Velocity</u>	<p><u>ICP.1.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a constant velocity and apply those representations to qualitatively and quantitatively describe the motion of an object.</u></p>
	<p><u>ICP.1.2 Describe the slope of the graphical representation of position vs. clock reading (time) in terms of the velocity of the object moving in one dimension.</u></p>
	<p><u>ICP.1.3 Distinguish between the terms “distance” and “displacement,” and determine the value of either given a graphical or mathematical representation of position vs. clock reading (time).</u></p>
	<p><u>ICP.1.4 Distinguish between the terms “speed,” “velocity,” “average speed,” and “average velocity” and determine the value of any of these measurements given either a graphical or mathematical representation.</u></p>

<u>Standard 2:</u> <u>Uniform</u> <u>Acceleration</u> <u>n</u>	<u>ICP.2.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a constant acceleration and apply those representations to qualitatively and quantitatively describe the motion of an object in terms of its change in position or velocity.</u>
	<u>ICP.2.2 Describe the differences between average velocity and instantaneous velocity and be able to determine either quantity given a graph of position vs clock reading (time).</u>
	<u>ICP.2.3 For an object thrown vertically, qualitatively describe or quantitatively determine the velocity and acceleration at various positions during its motion.</u>

<u>Standard 3:</u> <u>Newton's</u> <u>Laws of</u> <u>Motion</u> <u>(One</u> <u>Dimension</u> <u>)</u>	<u>ICP.3.1 Develop pictorial and graphical representations which show that a single external applied force changes the velocity of an object, and that when no force acts, the velocity of an object remains constant.</u>
	<u>ICP.3.2 Construct force diagrams and combine forces to determine the equivalent single net force acting on the object when more than one force is acting on the object.</u>
	<u>ICP.3.3 Distinguish between forces acting on a body and forces exerted by the body. Categorize forces as contact forces, friction, or action at a distance (field) forces.</u>
	<u>ICP.3.4 Develop pictorial and graphical representations which show that a non-zero net force on an object results in an acceleration of the object and that the acceleration of an object of constant mass is proportional to the total force acting on it, and inversely proportional to its mass for a constant applied total force.</u>
	<u>ICP.3.5 Qualitatively describe and quantitatively determine the magnitude and direction of forces from observing the motion of an object of known mass.</u>

	<u>ICP.3.6 Qualitatively describe and quantitatively determine the acceleration of an object of known mass from observing the forces acting on that object.</u>
	<u>ICP.3.7 Develop pictorial and graphical representations which show that when two objects interact, the forces occur in pairs according to Newton's third law and that the change in motion of each object is dependent on the mass of each object.</u>

<u>Standard 4: Energy</u>	<u>ICP.4.1 Define energy as a quantity that can be represented as being within a system that is distinct from the remainder of the universe and is measured in Joules.</u>
	<u>ICP.4.2 Identify forms of energy present in a system (kinetic, gravitational, elastic, etc.), and pictorially represent the distribution of energies, such as using pie or bar charts.</u>
	<u>ICP.4.3 Understand and explain that the total energy in a closed system is conserved.</u>
	<u>ICP.4.4 Qualitatively and quantitatively analyze various scenarios to describe how energy may be transferred into or out of a system by doing work through an external force or adding or removing heat.</u>

<u>Standard 5: Particle Theory of Matter</u>	<u>ICP.5.1 Develop pictorial representations which show that matter is made of particles.</u>
	<u>ICP.5.2 Describe the assumptions used to develop the kinetic theory of gasses.</u>
	<u>ICP.5.3 At the particle level, describe the relationship between temperature and the average kinetic energy of particles in the system and describe how a thermometer measures the temperature of a system.</u>

	<u>ICP.5.4 Distinguish “temperature” from “thermal energy,” compare and contrast the Fahrenheit, Celsius, and Kelvin temperature scales, and convert temperatures between them.</u>
	<u>ICP.5.5 Evaluate graphical or pictorial representations that describe the relationship among the volume, temperature, and number of molecules and the pressure exerted by the system to qualitatively and quantitatively describe how changing any of those variables affects the others.</u>
	<u>ICP.5.6 Describe and demonstrate how the kinetic theory can be extended to describe the properties of liquids and solids by introducing attractive forces between the particles.</u>
	<u>ICP.5.7 Analyze a heating / cooling curve to describe how adding or removing thermal energy from a system changes the temperature or state of an object and be able to identify the melting and freezing temperatures of the system.</u>
	<u>ICP.5.8 Collect and use experimental data to determine the number of items in a sample without actually counting them and qualitatively relate this to Avogadro's hypothesis.</u>

<u>Standard 6: Describing Substances</u>	<u>ICP.6.1 Distinguish between elements, mixtures, and compounds based on their composition and bonds and be able to construct or sketch particle models to represent them.</u>
	<u>ICP.6.2 Develop graphical and mathematical representations to show that mixtures can be made in any proportion and separated based on the properties of the components of the mixture and apply those representations to quantitatively determine the ratio of components.</u>
	<u>ICP.6.3 Cite the evidence that supports the idea that some pure substances are combined of elements in a definite ratio, as for example seen in electrolysis of water.</u>

	<u>ICP.6.4 Given the periodic table, determine the atomic mass, atomic number, and charges for any element.</u>
	<u>ICP.6.5 Given a periodic table, understand and describe the significance of column location for the elements by calculation of molar ratios of known compounds.</u>
	<u>ICP.6.6 Develop graphical and mathematical representations that describe the relationship between volume and mass of an object, describe the slope in terms of the object's density, and apply those representations to qualitatively and quantitatively determine the mass or volume of any object.</u>
	<u>ICP.6.7 Describe how both density and molecular structure are applicable in distinguishing the properties of gases from those of liquids and solids.</u>

<u>Standard 7: Representin g Chemical Change</u>	<u>ICP.7.1 Pictorially or mathematically represent chemical changes using particle diagrams and chemical equations.</u>
	<u>ICP.7.2 Demonstrate the Law of Conservation of Matter in terms of atoms and mass of substances by balancing equations.</u>
	<u>ICP.7.3 Differentiate the basic types of reactions, for example: synthesis, decomposition, combustion, single replacement, and double replacement.</u>
	<u>ICP.7.4 Using balanced equations and stoichiometric calculations, demonstrate the principle of Conservation of Matter in terms of atoms and mass.</u>

<u>Standard 8: Electricity and Magnetism</u>	<u>ICP.8.1 Describe electrical current in terms of the motion of electrons within a device and relate the rate of motion of the electrons to the amount of current measured.</u>
	<u>ICP.8.2 Describe the relationship among voltage, current, and resistance for an electrical system consisting of a single voltage source and a single device.</u>
	<u>ICP.8.3 Describe on a macroscopic scale how any distribution of magnetic materials (e.g. iron filings, ferrofluid, etc.) aligns with the magnetic field created by a simple magnet.</u>

<u>Standard 9: Waves</u>	<u>ICP.9.1 Develop qualitative particle models of mechanical waves and explain the relationship of the particles and their interactions in transverse and longitudinal waves, as well as, how waves appear in nature as in water waves and tsunamis, ground waves in earth quakes, and sound waves.</u>
	<u>ICP.9.2 Develop and apply a simple mathematical model regarding the relationship among frequency, wavelength, and speed of waves in a medium as well.</u>
	<u>ICP.9.3 Qualitatively describe the reflection and transmission of a mechanical wave at either a fixed or free boundary or interface.</u>
	<u>ICP.9.4 Describe how interacting waves produce different phenomena than singular waves in a medium (e.g. periodic changes in volume of sound or resonance).</u>
	<u>ICP.9.5 Describe and provide examples of how modern technologies use mechanical or electromagnetic waves and their interactions to transmit information.</u>

<u>Standard:</u> <u>Nuclear</u> <u>Energy</u>	<u>ICP.10.1 Describe and compare/contrast the atomic models suggested by Rutherford and Bohr.</u>
	<u>ICP.10.2 Describe the model of the atomic nucleus and explain how the nucleus stays together in spite of the repulsion between protons.</u>
	<u>ICP.10.3 Develop and apply simple qualitative models or sketches of the atomic nucleus that illustrate nuclear structures before and after undergoing fusion, fission, or radioactive decay.</u>
	<u>ICP.10.4 Distinguish between fusion, fission, and radioactivity and qualitatively compare the amount of energy released in these processes.</u>
	<u>ICP.10.5 Explain the potential applications and possible consequences as the result of nuclear processes such as the generation of energy at nuclear power plants, including the potential damage that radioactivity can cause to biological tissues.</u>

Habits of Mind Standards:

1. Persisting

Be like a postage stamp—stick to one thing until you get there.

Margaret Carty



Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, to develop a system, structure, or strategy to attack a problem. They employ a range and have repertoire of alternative strategies for problem solving. They collect evidence to indicate their problem-solving strategy is working, and if one strategy doesn't work, they know how to back up and try another. They recognize when a theory or idea must be rejected and another employed. They

have systematic methods of analyzing a problem that include knowing how to begin, knowing what steps must be performed, and what data need to be generated or collected. Because they are able to sustain a problem solving process over time, they are comfortable with ambiguous situations.

Students often give up in despair when the answer to a problem is not immediately known. They sometimes crumple their papers and throw them away saying, "I can't do this," "It's too hard," or, they write down any answer to get the task over with as quickly as possible. Some have attention deficits; they have difficulty staying focused for any length of time, they are easily distracted, they lack the ability to analyze a problem, to develop a system, structure, or strategy of problem attack. They may give up because they have a limited repertoire of problem solving strategies. If their strategy doesn't work, they give up because they have no alternatives.

2. Managing Impulsivity

"...goal directed self-imposed delay of gratification is perhaps the essence of emotional self-regulation: the ability to deny impulse in the service of a goal, whether it be building a business, solving an algebraic equation, or pursuing the Stanley cup."

Daniel Goleman, Emotional Intelligence (1995) p. 83



Effective problem solvers have a sense of deliberativeness: They think before they act. They intentionally form a vision of a product, plan of action, goal or a destination before they begin. They strive to clarify and understand directions, develop a strategy for approaching a problem and withhold immediate value judgments before fully understanding an idea. Reflective individuals consider alternatives and consequences of several possible directions prior to taking action. They decrease their

need for trial and error by gathering information, taking time to reflect on an answer before giving it, making sure they understand directions, and listening to alternative points of view.

Often students blurt the first answer that comes to mind. Sometimes they shout out an answer, start to work without fully understanding the directions. They lack an organized plan or strategy for approaching a problem. They may take the first suggestion given or operate on the most obvious and simple idea that comes to mind rather than considering more complex alternatives and consequences of several possible directions.

3. Listening To Others—With Understanding and Empathy

Listening is the beginning of understanding....

Wisdom is the reward for a lifetime of listening.

Let the wise listen and add to their learning and let the discerning get guidance –

Proverbs 1:5



Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989). Some psychologists believe that the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior. Being able to paraphrase another person's ideas, detecting indicators (cues) of their feelings or emotional states in their oral and body language (empathy), accurately expressing another person's concepts, emotions and problems—all are indications of listening behavior (Piaget called it "overcoming ego-centrism").

They are able to see through the diverse perspectives of others. They gently attend to another person demonstrating their understanding of and empathy for an idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it.

Senge and his colleagues (1994) suggest that to listen fully means to pay close attention to what is being said beneath the words. You listen not only to the “music,” but also to the essence of the person speaking. You listen not only for what someone knows, but also for what he or she is trying to represent. Ears operate at the speed of sound, which is far slower than the speed of light the eyes take in. Generative listening is the art of developing deeper silences in yourself, so you can slow your mind’s hearing to your ears’ natural speed, and hear beneath the words to their meaning.

We spend 55 percent of our lives listening yet it is one of the least taught skills in schools. We often say we are listening but in actuality, we are rehearsing in our head what we are going to say next when our partner is finished. Some students ridicule, laugh at, or put down other students’ ideas. They interrupt are unable to build upon, consider the merits of, or operate on another person’s ideas. We want our students to learn to devote their mental energies to another person and invest themselves in their partner’s ideas.

We wish students to learn to hold in abeyance their own values, judgments, opinions, and prejudices in order to listen to and entertain another person’s thoughts. This is a very complex skill requiring the ability to monitor one’s own thoughts while, at the same time, attending to their partner’s words. This does not mean that we can’t disagree with someone. A good listener tries to understand what the other person is saying. In the end he may disagree sharply, but because he disagrees, he wants to know exactly what it is he is disagreeing with.

4. Thinking Flexibly

“If you never change your mind, why have one?”



An amazing discovery about the human brain is its plasticity—its ability to “rewire,” change and even repair itself to become smarter. Flexible people are the ones with the most control. They have the capacity to change their mind as they receive additional data. They engage in multiple and simultaneous outcomes and activities, draw upon a repertoire of problem solving strategies and can practice style flexibility, knowing when it is appropriate to be broad and global in their thinking and when a situation requires detailed precision. They create and seek novel approaches and have a well-developed sense of humor. They envision a range of consequences.

Flexible people can approach a problem from a new angle using a novel approach {deBono (1970) refers to this as *lateral thinking*.} They consider alternative points of view or deal with several sources of information simultaneously. Their minds are open to change based on additional information and data or reasoning, which contradicts their beliefs. Flexible people know that they have and can develop options and alternatives to consider. They understand mean-ends relationships being able to work within rules, criteria and regulations and they can predict the consequences of flouting them. They understand not only the immediate reactions but are also able to perceive the bigger purposes that such constraints serve. Thus, flexibility of mind is essential for working with social diversity, enabling an individual to recognize the wholeness and distinctness of other people’s ways of experiencing and making meaning.

Flexible thinkers are able to shift, at will, through multiple perceptual positions. One perceptual orientation is what Jean Piaget called, *egocentrism*—perceiving from our own point of view. By contrast, *allocentrism* is the position in which we perceive through another persons’ orientation. We operate from this second position when we empathize

with other's feelings, predict how others are thinking, and anticipate potential misunderstandings.

Another perceptual position is “macro-centric.” It is similar to looking down from a balcony at ourselves and our interactions with others. This bird’s-eye view is useful for discerning themes and patterns from assortments of information. It is intuitive, holistic and conceptual. Since we often need to solve problems with incomplete information, we need the capacity to perceive general patterns and jump across gaps of incomplete knowledge or when some of the pieces are missing.

Yet another perceptual orientation is micro-centric—examining the individual and sometimes minute parts that make up the whole. This “worm’s-eye view,” without which science, technology, and any complex enterprise could not function, involves logical analytical computation and searching for causality in methodical steps. It requires attention to detail, precision, and orderly progressions.

Flexible thinkers display confidence in their intuition. They tolerate confusion and ambiguity up to a point, and are willing to let go of a problem trusting their subconscious to continue creative and productive work on it. Flexibility is the cradle of humor, creativity and repertoire. While there are many possible perceptual positions—past, present, future, egocentric, allocentric, macro centric, visual, auditory, kinesthetic—the flexible mind is activated by knowing when to shift perceptual positions.

Some students have difficulty in considering alternative points of view or dealing with more than one classification system simultaneously. THEIR way to solve a problem seems to be the ONLY way. They perceive situations from a very ego-centered point of view: “My way or the highway!” Their mind is made up; “Don’t confuse me with facts, that’s it.”

5. Thinking About our Thinking (Metacognition)

When the mind is thinking it is talking to itself.

Plato



Occurring in the neocortex, metacognition is our ability to know what we know and what we don't know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking. While "inner language," thought to be a prerequisite, begins in most children around age five, metacognition is a key attribute of formal thought flowering about age eleven.

Probably the major components of metacognition are developing a plan of action, maintaining that plan in mind over a period of time, then reflecting back on and evaluating the plan upon its completion. Planning a strategy before embarking on a course of action assists us in keeping track of the steps in the sequence of planned behavior at the conscious awareness level for the duration of the activity. It facilitates making temporal and comparative judgments, assessing the readiness for more or different activities, and monitoring our interpretations, perceptions, decisions and behaviors. An example of this would be what superior teachers do daily: developing a teaching strategy for a lesson, keeping that strategy in mind throughout the instruction, then reflecting back upon the strategy to evaluate its effectiveness in producing the desired student outcomes.

Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means becoming increasingly aware of one's actions and the effect of those actions on others and on the environment; forming internal questions as one searches for information and meaning, developing mental maps or plans of action, mentally rehearsing prior to performance, monitoring those plans as they are employed—being conscious of the need for midcourse correction if the plan is not meeting expectations, reflecting on the plan upon completion of the implementation

for the purpose of self-evaluation, and editing mental pictures for improved performance.

Interestingly, not all humans achieve the level of formal operations (Chiabetta, 1976). And as Alexander Luria, the Russian psychologist found, not all adults metacogitate (Whimbey, 1976). The most likely reason is that we do not take the time to reflect on our experiences. Students often do not take the time to wonder why we are doing what we are doing. They seldom question themselves about their own learning strategies or evaluate the efficiency of their own performance. Some children virtually have no idea of what they should do when they confront a problem and are often unable to explain their strategies of decision making (Sternberg and Wagner, 1982). When teachers ask, “How did you solve that problem; what strategies did you have in mind?” or, “Tell us what went on in your head to come up with that conclusion.” Students often respond by saying, “I don’t know, I just did it.”

We want our students to perform well on complex cognitive tasks. A simple example of this might be drawn from a reading task. It is a common experience while reading a passage to have our minds “wander” from the pages. We “see” the words but no meaning is being produced. Suddenly we realize that we are not concentrating and that we’ve lost contact with the meaning of the text. We “recover” by returning to the passage to find our place, matching it with the last thought we can remember, and, once having found it, reading on with connectedness. This inner awareness and the strategy of recovery are components of metacognition.

6. Striving For Accuracy and Precision

A man who has committed a mistake and doesn't correct it is committing another mistake.

Confucius



Embodied in the stamina, grace and elegance of a ballerina or a shoemaker, is the desire for craftsmanship, mastery, flawlessness and economy of energy to produce exceptional results. People who value accuracy, precision and craftsmanship take time to check over their products. They review the rules by which they are to abide; they review the models and visions they are to follow; and they review the criteria they are to employ and confirm that their finished product matches the criteria exactly. To be craftsmanlike means knowing that one can continually perfect one's craft by working to attain the highest possible standards, and pursue ongoing learning in order to bring a laser like focus of energies to task accomplishment. These people take pride in their work and have a desire for accuracy as they take time to check over their work. Craftsmanship includes exactness, precision, accuracy, correctness, faithfulness, and fidelity. For some people, craftsmanship requires continuous reworking. Mario Cuomo, a great speechwriter and politician, once said that his speeches were never done—it was only a deadline that made him stop working on them!

Some students may turn in sloppy, incomplete or uncorrected work. They are more anxious to get rid of the assignment than to check it over for accuracy and precision. They are willing to suffice with minimum effort rather than investing their maximum. They may be more interested in expedience rather than excellence.

7. Questioning and Posing Problems

The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill.

To raise new questions, a new possibility, to regard old problems from a new angle, requires creative imagination and marks real advances....

Albert Einstein



One of the distinguishing characteristics between humans and other forms of life is our inclination, and ability to FIND problems to solve. Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know. Effective questioners are inclined to ask a range of questions. For example: requests for data to support others' conclusions and assumptions—such questions as,

“What evidence do you have....?”

“How do you know that's true?”

“How reliable is this data source?”

They pose questions about alternative points of view:

“From whose viewpoint are we seeing, reading or hearing?”

“From what angle, what perspective are we viewing this situation?”

Students pose questions, which make causal connections and relationships:

“How are these people (events) (situations) related to each other?”

“What produced this connection?”

They pose hypothetical problems characterized by “iffy”-type questions:

“What do you think would happen IF....?”

“IF that is true, then what might happen if...?”

Inquirers recognize discrepancies and phenomena in their environment and probe into their causes: “Why do cats purr?” “How high can birds fly?” “Why does the hair on my head grow so fast, while the hair on my arms and legs grows so slowly?” “What would happen if we put the saltwater fish in a fresh water aquarium?” “What are some alternative solutions to international conflicts other than wars?”

Some students may be unaware of the functions, classes, syntax or intentions in questions. They may not realize that questions vary in complexity, structure and purpose. They may pose simple questions intending to derive maximal results. When confronted with a discrepancy, they may lack an overall strategy of search and solution finding.

8. Applying Past Knowledge to New Situations

“I’ve never made a mistake. I’ve only learned from experience.”

Thomas A. Edison



Intelligent human beings learn from experience. When confronted with a new and perplexing problem they will often draw forth experience from their past. They can often be heard to say, “This reminds me of...” or “This is just like the time when I...” They explain what they are doing now in terms of analogies with or references to previous experiences. They call upon their store of knowledge and experience as sources of data to support theories to explain, or processes to solve each new challenge. Furthermore, they are able to abstract meaning from one experience, carry it forth, and apply it in a new and novel situation.

Too often students begin each new task as if it were being approached for the very first time. Teachers are often dismayed when they invite students to recall how they solved a

similar problem previously and students don't remember. It's as if they never heard of it before, even though they had the same type of problem just recently. It is as if each experience is encapsulated and has no relationship to what has come before or what comes afterward. Their thinking is what psychologists refer to as an "episodic grasp of reality" (Feuerstein 1980). That is, each event in life is a separate and discrete event with no connections to what may have come before or with no relation to what follows. Furthermore, their learning is so encapsulated that they seem unable to draw forth from one event and apply it in another context.

9. Thinking and Communicating with Clarity and Precision

"The limits of my language are the limits of my mind. All I know is what I have words for."

Ludwig Wittgenstein



Language refinement plays a critical role in enhancing a person's cognitive maps and their ability to think critically which is the knowledge base for efficacious action. Enriching the complexity and specificity of language simultaneously produces effective thinking.

Language and thinking are closely entwined. Like either side of a coin, they are inseparable. When you hear fuzzy language, it is a reflection of fuzzy thinking. Intelligent people strive to communicate accurately in both written and oral form taking care to use precise language, defining terms, using correct names and universal labels and analogies. They strive to avoid overgeneralizations, deletions and distortions. Instead they support their statements with explanations, comparisons, quantification, and evidence.

We sometimes hear students and other adults using vague and imprecise language. They describe objects or events with words like *weird*, *nice*, or *OK*. They call specific objects using such nondescriptive words as *stuff*, *junk* and *things*. They punctuate sentences with meaningless interjections like *ya know*, *er* and *uh*. They use vague or general nouns and pronouns: “*They* told me to do it.” “*Everybody* has one.” “*Teachers* don’t understand me.” They use non-specific verbs: “Let’s *do* it.” and unqualified comparatives: “This soda is *better*; I like it *more*.”

10. Gathering Data through All Senses

“Observe perpetually.”

Henry James



The brain is the ultimate reductionist. It reduces the world to its elementary parts: photons of light, molecules of smell, sound waves, vibrations of touch—which send electrochemical signals to individual brain cells that store information about lines, movements, colors, smells and other sensory inputs.

Many scientists say we actually have nine senses: External senses that are engaged from external sources include sight, sound, taste, touch, and smell. They provide information about the outside world. Pain, balance, thirst and hunger are considered to be our internal senses. They provide information about the body and its needs. For example, the sense of hunger shows that the body needs food.

Intelligent people know that all information gets into the brain through these sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, visual, Most linguistic, cultural, and physical learning is derived from the environment by observing or taking in through the senses. To know a wine it must be drunk; to know a role it must be acted; to

know a game it must be played; to know a dance it must be moved; to know a goal it must be envisioned. Those whose sensory pathways are open, alert, and acute absorb more information from the environment than those whose pathways are withered, immune, and oblivious to sensory stimuli do.

Furthermore, we are learning more about the impact of arts and music on improved mental functioning. Forming mental images is important in mathematics and engineering; listening to classical music seems to improve spatial reasoning.

Social scientists solve problems through scenarios and role-playing; scientists build models; engineers use cad-cam; mechanics learn through hands-on experimentation; artists experiment with colors and textures. Musicians experiment by producing combinations of instrumental and vocal music.

Some students, however, go through school and life oblivious to the textures, rhythms, patterns, sounds and colors around them. Sometimes children are afraid to touch, get their hands “dirty” or feel some object might be “slimy” or “icky.” They operate within a narrow range of sensory problem solving strategies wanting only to “describe it but not illustrate or act it”, or “listen but not participate.” To insure powerful learning, we want students to experience the world through as many different avenues as possible.

11. Creating, Imagining, and Innovating

“The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.”

John Schaar, Political Scientist,

University of Santa Clara,

Author, Loyalty in America



All human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Creative human beings try to conceive problem solutions differently, examining alternative possibilities from many angles. They tend to project themselves into different roles using analogies, starting with a vision and working backward, imagining they are the objects being considered. Creative people take risks and frequently push the boundaries of their perceived limits (Perkins 1985). They are intrinsically rather than extrinsically motivated, working on the task because of the aesthetic challenge rather than the material rewards. Creative people are open to criticism. They hold up their products for others to judge and seek feedback in an ever-increasing effort to refine their technique. They are uneasy with the status quo. They constantly strive for greater fluency, elaboration, novelty, parsimony, simplicity, craftsmanship, perfection, beauty, harmony, and balance.

Students, however, are often heard saying, “I can’t draw,” “I was never very good at art,” “I can’t sing a note,” “I’m not creative.” Some people believe creative humans are just born that way; it’s in their genes and chromosomes.

12. Responding with Wonderment and Awe

“The most beautiful experience in the world is the experience of the mysterious.”

Albert Einstein



Describing the 200 best and brightest of the All USA College Academic Team identified by USA Today, Tracey Wong Briggs (1999) states, “They are creative

thinkers who have a passion for what they do.” Efficacious people have not only an “I CAN” attitude, but also an “I ENJOY” feeling. They seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own and request enigmas from others. They enjoy figuring things out by themselves, and continue to learn throughout their lifetimes.

Some children and adults avoid problems and are “turned off” to learning. They make such comments as, “I was never good at these brain teasers,” or “Go ask your father; he’s the brain in this family.” “It’s boring.” “When am I ever going to use this stuff?” “Who cares?” “Lighten up, teacher, thinking is hard work,” or “I don’t do thinking!” Many people never enrolled in another math class or other “hard” academic subjects after they didn’t have to in high school or college. Many people perceive thinking as hard work and therefore recoil from situations, which demand “too much” of it.

We want our students, however to be curious; to commune with the world around them; to reflect on the changing formations of a cloud; feel charmed by the opening of a bud; sense the logical simplicity of mathematical order. Students can find beauty in a sunset, intrigue in the geometrics of a spider web, and exhilaration at the iridescence of a hummingbird’s wings. They see the congruity and intricacies in the derivation of a mathematical formula, recognize the orderliness and adroitness of a chemical change, and commune with the serenity of a distant constellation. We want them feel compelled, enthusiastic and passionate about learning, inquiring and mastering.

13. Taking Responsible Risks

“There has been a calculated risk in every stage of American development—the pioneers who were not afraid of the wilderness, businessmen who were not afraid of failure, dreamers who were not afraid of action.”

Brooks Atkinson



Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they “live on the edge of their competence.” They seem compelled to place themselves in situations where they do not know what the outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process and they learn to view setbacks as interesting, challenging and growth producing. However, they are not behaving impulsively.

Their risks are educated. They draw on past knowledge, are thoughtful about consequences and have a well-trained sense of what is appropriate. They know that all risks are not worth taking!

Risk taking can be considered in two categories: those who see it as a venture and those who see it as adventure. The venture part of risk taking might be described by the venture capitalist. When a person is approached to take the risk of investing in a new business, she will look at the markets, see how well organized the ideas are, and study the economic projections. If she finally decides to take the risk, it is a well-considered one.

The adventure part of risk taking might be described by the experiences from project adventure. In this situation, there is spontaneity, a willingness to take a chance in the moment. Once again, a person will only take the chance if they know that there is either past history that suggests that what they are doing is not going to be life threatening or if they believe that there is enough support in the group to protect them from harm. Ultimately, the learning from such high-risk experiences is that people are far more able to take actions than they previously believed.

It is only through repeated experiences that risk taking becomes educated. It often is a cross between intuition, drawing on past knowledge and a sense of meeting new challenges.

Bobby Jindal, Governor of Louisiana states,

“The only way to succeed is to be brave enough to risk failure.” (Briggs, 1999 p 2A)

When someone holds back from taking risks, he is confronted constantly with missed opportunities. Some students seem reluctant to take risks. Some students hold back games, new learning, and new friendships because their fear of failure is far greater than their experience of venture or adventure. They are reinforced by the mental voice that says, “if you don’t try it, you won’t be wrong” or “if you try it and you are wrong, you will look stupid.” The other voice that might say, “if you don’t try it, you will never know” is trapped in fear and mistrust. They are more interested in knowing whether their answer is correct or not, rather than being challenged by the process of finding the answer. They are unable to sustain a process of problem solving and finding the answer over time, and therefore avoid ambiguous situations. They have a need for certainty rather than an inclination for doubt.

We hope that students will learn how to take intellectual as well as physical risks. Students who are capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers, are more likely to be successful in an era of innovation and uncertainty.

14. Finding Humor

“People who laugh actually live longer than those who don’t laugh. Few persons realize that health actually varies according to the amount of laughter.”

James J. Walsh



Another unique attribute of human beings is our sense of humor.

Laughter transcends all human beings. Its' positive effects on psychological functions include a drop in the pulse rate, the secretion of endorphins, an increased oxygen in the blood. It has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. People who engage in the mystery of humor have the ability to perceive situations from original and often interesting vantage points. They tend to initiate humor more often, to place greater value on having a sense of humor, to appreciate and understand others' humor and to be verbally playful when interacting with others. Having a whimsical frame of mind, they thrive on finding incongruity and perceiving absurdities, ironies and satire; finding discontinuities and being able to laugh at situations and themselves. Some students find humor in all the "wrong places"—human differences, ineptitude, injurious behavior, vulgarity, violence and profanity. They laugh at others yet are unable to laugh at themselves.

We want our students to acquire the characteristic of creative problem solvers, they can distinguish between situations of human frailty and fallibility that are in need of compassion and those that are truly funny (Dyer, 1997).

15. Thinking Interdependently

"Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it."

Willie Unsoeld

Renowned Mountain Climber



Human beings are social beings. We congregate in groups, find it therapeutic to be listened to, draw energy from one another, and seek reciprocity. In groups we contribute our time and energy to tasks that we would quickly tire of when working alone. In fact, we have learned that one of the cruelest forms of punishment that can be inflicted on an individual is solitary confinement.

Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual. Probably the foremost disposition in the post industrial society is the heightened ability to think in concert with others; to find ourselves increasingly more interdependent and sensitive to the needs of others. Problem solving has become so complex that no one person can go it alone. No one has access to all the data needed to make critical decisions; no one person can consider as many alternatives as several people can.

Some students may not have learned to work in groups; they have underdeveloped social skills. They feel isolated; they prefer their solitude. “Leave me alone—I’ll do it by myself.” “They just don’t like me.” “I want to be alone.” Some students seem unable to contribute to group work either by being a “job hog” or conversely, letting others do all the work.

Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It also requires the development of a willingness and openness to accept the feedback from a critical friend. Through this interaction the group and the individual continue to grow. Listening, consensus seeking, giving up an idea to work with someone else’s, empathy, compassion, group leadership, knowing how to support group efforts, altruism—all are behaviors indicative of cooperative human beings.

16. Learning Continuously

“Insanity is continuing to do the same thing over and over and expecting different results.”

Albert Einstein



Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this Habit of Mind are always striving for improvement, always growing, always learning, always modifying and improving themselves. They seize problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.

A great mystery about humans is that we confront learning opportunities with fear rather than mystery and wonder. We seem to feel better when we know rather than when we learn. We defend our biases, beliefs, and storehouses of knowledge rather than inviting the unknown, the creative and the inspirational. Being certain and closed gives us comfort while being doubtful and open gives us fear.

From an early age, employing a curriculum of fragmentation, competition and reactivity, students are trained to believe that deep learning means figuring out the truth rather than developing capabilities for effective and thoughtful action. They have been taught to value certainty rather than doubt, to give answers rather than to inquire, to know which choice is correct rather than to explore alternatives.

Our wish is for creative students and people who are eager to learn. That includes the humility of knowing that we don't know, which is the highest form of thinking we will ever learn. Paradoxically, unless you start off with humility you will never get anywhere, so as the first step you have to have already what will eventually be the crowning glory

of all learning: the humility to know—and admit—that you don't know and not be afraid to find out.

English Language Arts: Grades 11-12

Reading

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined*

Reading: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

**11-
12.RL.1**

Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

**11-
12.RL.2.
1**

Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.

**11-
12.RL.2.
2**

Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

<p>11- 12.RL.2. 3</p>	<p>Analyze how the author's choices impact character development over the course of a text (<i>e.g. how the characters are introduced and developed</i>).</p>
<p>11- 12.RL.2. 4</p>	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>
<p>Structural Elements and Organization</p>	
<p>11- 12.RL.3. 1</p>	<p>Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (<i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall meaning and effect of a work.</p>
<p>11- 12.RL.3. 2</p>	<p>Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (<i>e.g., satire, sarcasm, irony, or understatement</i>) in order to understand the perspectives.</p>
<p>Synthesis and Connection of Ideas</p>	
<p>11- 12.RL.4. 1</p>	<p>Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.</p>
<p>11- 12.RL.4. 2</p>	<p>Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.</p>

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

11- 12.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
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Key Ideas and Textual Support

11- 12.RN.2. 1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
11- 12.RN.2. 2	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
11- 12.RN.2. 3	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.

Structural Elements and Organization

11- 12.RN.3. 1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5
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	<i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
11-12.RN.3.3	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (<i>e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>) and analyzing how style and content contribute to the power and persuasiveness of the text.
Synthesis and Connection of Ideas	
11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
11-12.RN.4.2	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
11-12.RN.4.3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

11-
12.RV.1

Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

11-
12.RV.2.
1

Use context to determine or clarify the meaning of words and phrases.

11-
12.RV.2.
2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 7

Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.

11-
12.RV.2.
3

Analyze nuances in the meaning of words with similar denotations.

11-
12.RV.2.
4

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

11- 12.RV.2. 5	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
Vocabulary in Literature and Nonfiction Texts	
11- 12.RV.3. 1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i>) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).
11- 12.RV.3. 2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
11- 12.RV.3. 3	Interpret figures of speech in context and analyze their role in the text.

Writing

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create,*

critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
11-12.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
Handwriting	
11-12.W.2	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
Writing Genres: Argumentative, Informative, and Narrative	

11-
12.W.3.
1

Write **arguments** in a variety of forms that –

- a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Use rhetorical strategies to enhance the effectiveness of the claim
- c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a consistent style and tone appropriate to purpose and audience.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

11-
12.W.3.
2

Write **informative** compositions on a variety of topics that –

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension.
2. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
5. Establish and maintain a style appropriate to the purpose and audience.

6. Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).

11-
12.W.3.
3

Write **narrative** compositions in a variety of forms that –

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- b. Create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (*e.g., a sense of mystery, suspense, growth, or resolution*).
- e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

The Writing Process

<p>11-12.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

<p>11-12.W.5</p>	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. f. Present information, choosing from a variety of formats.
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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

Demonstrate command of English grammar and usage, focusing on:

1. Pronouns– Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 6

- *Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

2. Verbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.*

3. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.*

4. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

- *Recognizing and correcting misplaced and dangling modifiers.*

5. Usage- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.*

11-
12.W.6.
2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

1. Capitalization—Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Applying correct usage of capitalization in writing.*

2. Punctuation –Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.*

3. Spelling –Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Applying correct spelling patterns and generalizations in writing.*

Speaking and Listening

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening

Learning Outcome

11-12.SL.1	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
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Discussion and Collaboration

11-12.SL.2.1	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
11-12.SL.2.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
11-12.SL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
11-12.SL.2.4	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11-12.SL.2.5	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension	
11- 12.SL.3. 1	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
11- 12.SL.3. 2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
Presentation of Knowledge of Ideas	
11- 12.SL.4. 1	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
11- 12.SL.4. 2	Create engaging presentations that make strategic and creative use of digital media (<i>e.g., textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance audience understanding of findings, reasoning, and evidence.
11- 12.SL.4. 3	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions.</i></p>

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

**11-
12.ML.1**

Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.

Media Literacy

**11-
12.ML.2.
1**

Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

**11-
12.ML.2.
2**

Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

Employability Skills Competencies

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.
4. Independence Successfully carry out expectations with minimal supervision.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.
6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.
8. Integrity Act in a trustworthy and honest manner.
9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

11. Aptitude Awareness

Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.

12. Decision-Making

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.

13. Initiative

Apply self-motivation and self-direction to work and learning.

14. Attention to Detail

Achieve thoroughness and accuracy when accomplishing a task.

15. Problem Solving

Apply critical and creative thinking skills to resolve problems.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation

Recognize and manage one's emotions.

17. Connection

Demonstrate the ability to network with others through social awareness and cultural sensitivity.

18. Collaboration

Work well with others in a team.

Work Based Learning Competencies:

Content Standards	
Domain 1	
Core Standard 1: Students will be able to assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.	
Standards	
WBL-1.1	Research multiple career pathways related to the field of interest
WBL-1.2	Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.3	Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.4	Re-evaluate career pathway plan to determine appropriate postsecondary educational options
Domain 2	
Core Standard 2: Students will be able to understand and apply the personal qualities that affect success	
Standards	
WBL-2.1	Choose ethical courses of action
WBL-2.2	Evaluate feedback to improve job performance
WBL-2.3	Demonstrate a positive customer/client attitude
WBL-2.4	Utilize appropriate etiquette for various occasions
WBL-2.6	Analyze discrimination laws and give examples of discrimination
WBL-2.7	Maintain confidentiality and integrity
WBL-2.8	Utilize effective communication and interpersonal skills
WBL-2.9	Demonstrate information, communications, and technology literacy
Domain 3	
Core Standard 3: Students will be able to understand workplace safety and workplace practices	
Standards	
WBL-3.1	Identify causes of accidents and apply safety procedures to prevent accidents
WBL-3.2	Develop characteristics of professionalism
WBL-3.3	Collaborate effectively with team members (classroom or the workplace)
WBL-3.4	Demonstrate an eagerness to learn new responsibilities or improve current

		responsibilities
	WBL-3.5	Exhibit initiative in learning new skills and improving workplace skills
	WBL-3.6	Summarize emergency preparedness plans for chosen career pathway
	WBL-3.7	Examine workplace regulations, health and safety guidelines and inspections for chosen career pathway
	WBL-3.8	Analyze licensure requirements for facilities and employees in chosen career pathway

Domain 4

Core Standard 4: Students will be able to develop strategies for an effective transition from school to career

Standards		
	WBL-4.1	Prepare a formal search, application and interview using the latest trends.
	WBL-4.2	Demonstrate personal accountability and work productivity
	WBL-4.3	Develop skills to give and receive constructive criticism
	WBL-4.4	Exhibit leadership and responsibility in the professional setting
	WBL-4.5	Demonstrate critical thinking and problem solving in the professional setting
	WBL-4.6	Evaluate feedback to improve job performance and create professional work habits
	WBL-4.7	Create a five year career goal plan

Domain 5

Core Standard 5: Students will evaluate their own career portfolio and pathway plan

Standards		
	WBL-5.1	Prepare and update a career portfolio based on a career pathway plan, which will include a resume, sample cover letters, letters of recommendation, examples of work and technical skills, internship or work experience summaries, validation of work/internship experience, industry certifications, documentation of extracurricular and community service activities, and awards
	WBL-5.2	Complete the training agreement document with signatures from the employer, internship coordinator, parents, and student
	WBL-5.3	Create a training plan (based on content standards) in collaboration with the employer, teacher, and parents that include work-based learning goals and content related standards
	WBL-5.4	Create an evidence based presentation portfolio

PROCESS STANDARDS FOR MATHEMATICS

The Process Standards demonstrate the ways in which students should develop conceptual understanding of mathematical content, and the ways in which students should synthesize and apply mathematical skills.

<u>PROCESS STANDARDS FOR MATHEMATICS</u>	
<u>PS.1: Make sense of problems and persevere in solving them.</u>	<u>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</u>
<u>PS.2: Reason abstractly and quantitatively.</u>	<u>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of</u>

	<p><u>quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</u></p>
<p><u>PS.3: Construct viable arguments and critique the reasoning of others.</u></p>	<p><u>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</u></p>
<p><u>PS.4: Model with mathematics.</u></p>	<p><u>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those</u></p>

	<p><u>relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</u></p>
<p><u>PS.5: Use appropriate tools strategically.</u></p>	<p><u>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</u></p>
<p><u>PS.6: Attend to precision.</u></p>	<p><u>Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</u></p>

<p><u>PS.7: Look for and make use of structure.</u></p>	<p><u>Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.</u></p>
<p><u>PS.8: Look for and express regularity in repeated reasoning.</u></p>	<p><u>Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</u></p>

MATHEMATICS: Algebra II

<p><u>Data Analysis, Statistics, and Probability</u></p>	
<p><u>All.DS</u> <u>P.1</u></p>	<p><u>Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.</u></p>
<p><u>All.DS</u> <u>P.2</u></p>	<p><u>Interpret and compare univariate data using measures of center (mean and median) and spread (range, inter-quartile range, standard deviation, and variance). Understand the effects of outliers on the statistical summary of the data.</u></p>

<u>All.DS</u> <u>P.3</u>	<u>Use technology to find a linear, quadratic, or exponential function that models a relationship for a bivariate data set to make predictions; Interpret the correlation coefficient for linear models.</u>
<u>All.DS</u> <u>P.4</u>	<u>Using the results of a simulation, decide if a specified model is consistent to those results. Construct a theoretical model and apply the law of large numbers to show the relationship between the two models.</u>
<u>All.DS</u> <u>P.5</u>	<u>Understand dependent and independent events, and conditional probability; apply these concepts to calculate probabilities.</u>
<u>All.DS</u> <u>P.6</u>	<u>Understand the Fundamental Counting Principle, permutations, and combinations; apply these concepts to calculate probabilities.</u>

Arithmetic and Structure of Expressions

<u>All.AS</u> <u>E.1</u>	<u>Explain how extending the properties of integer exponents to rational numbers allows for a notation for radicals in terms of rational exponents (e.g. $5^{1/3}$) is defined to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.)</u>
<u>All.AS</u> <u>E.2</u>	<u>Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u>
<u>All.AS</u> <u>E.3</u>	<u>Rewrite algebraic rational expressions in equivalent forms (e.g., using properties of exponents and factoring techniques). Add, subtract, multiply, and divide algebraic rational expressions.</u>

<u>All.AS</u> <u>E.4</u>	<u>Rewrite rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.</u>
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<u>Functions</u>	
<u>All.F.1</u>	<u>Understand composition of functions and combine functions by composition.</u>
<u>All.F.2</u>	<u>Define and find the inverse of a function. Verify functions are inverses algebraically and graphically.</u>
<u>All.F.3</u>	<u>Understand that if the graph of a function contains a point (a, b), then the graph of the inverse relation of the function contains the point (b, a); the inverse is a reflection over the line $y = x$.</u>
<u>All.F.4</u>	<u>Explore and describe the effect on the graph of $f(x)$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative) with and without technology. Find the value of k given the graph of $f(x)$ and the graph of $f(x) + k$, $k f(x)$, $f(kx)$, or $f(x + k)$.</u>

Systems of Equations and Inequalities

<u>All.SEI.</u> <u>1</u>	<u>Solve a system of equations consisting of a linear equation and a quadratic equation in two variables algebraically and graphically with and without technology.</u>
<u>All.SEI.</u> <u>.2</u>	<u>Represent and solve real-world systems of linear equations and inequalities in two or three variables algebraically and using technology. Interpret the solution set and determine whether it is reasonable.</u>
<u>All.SEI.</u> <u>3</u>	<u>Represent real-world problems using a system of linear equations in three variables. Understand that the algebraic steps to solve a two variable system can be extended to systems of equations in three variables.</u>

Quadratic Equations and Functions

<u>All.Q.1</u>	<u>Represent real-world problems that can be modeled with quadratic functions using tables, graphs, and equations; translate fluently among these representations. Solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable.</u>
<u>All.Q.2</u>	<u>Use completing the square to rewrite quadratic functions in vertex form and graph these functions with and without technology.</u>
<u>All.Q.3</u>	<u>Understand that different forms of a quadratic equation can provide different information. Use and translate quadratic functions between standard, vertex, and intercept form to graph and identify key features, including intercepts, vertex, line of symmetry, end behavior, and domain and range.</u>
<u>All.Q.4</u>	<u>Use the discriminant to determine the number and type of solutions of a quadratic equation. Find all solutions and write complex solutions in the form of $a \pm bi$ for real numbers a and b.</u>

Exponential and Logarithmic Equations and Functions

<u>All.EL.</u> <u>1</u>	<u>Graph exponential and logarithmic functions with and without technology. Identify and describe key features, such as intercepts, domain and range, asymptotes and end behavior. Know that the inverse of an exponential function is a logarithmic function.</u>
<u>All.EL.</u> <u>2</u>	<u>Identify the percent rate of change in exponential functions. Classify them as representing exponential growth or decay.</u>
<u>All.EL.</u> <u>3</u>	<u>Use the properties of exponents to rewrite expressions to describe transformations of exponential functions.</u>
<u>All.EL.</u> <u>4</u>	<u>Use the properties of exponents to derive the properties of logarithms. Evaluate exponential and logarithmic expressions.</u>
<u>All.EL.</u> <u>5</u>	<u>Solve exponential and logarithmic equations in one variable.</u>
<u>All.EL.</u> <u>6</u>	<u>Represent real-world problems using exponential and logarithmic functions and solve such problems with technology. Interpret the solutions and determine whether they are reasonable.</u>

Polynomial, Rational, and Other Equations and Functions

<u>All.PR.</u> <u>1</u>	<u>Solve real-world and other mathematical problems involving polynomial equations with and without technology. Interpret the solutions and determine whether the solutions are reasonable.</u>
<u>All.PR.</u> <u>2</u>	<u>Graph mathematical functions including:</u> <u>a. polynomial functions;</u> <u>b. rational functions;</u> <u>c. square root functions;</u> <u>d. absolute value functions; and,</u> <u>e. piecewise-defined functions</u> <u>with technology. Identify and describe features, such as intercepts, domain and range, end behavior, and lines of symmetry.</u>
<u>All.PR.</u> <u>3</u>	<u>Solve real-world and other mathematical problems involving radical and rational equations. Give examples showing how extraneous solutions may arise.</u>
<u>All.PR.</u> <u>4</u>	<u>Solve absolute value linear equations and inequalities in one variable.</u>

Science and Engineering Process Standards (SEPS)

The Science and Engineering Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Science and Engineering Process Standards from the Content Standards is intentional; the separation of the standards explicitly shows that what students are doing while learning science is extremely important. The Process Standards reflect the way in which students are learning and doing science and are designed to work in tandem with the science content, resulting in robust instructional practice.

Science and Engineering Process Standards

<p><u>SEPS.1 Posing questions (for science) and defining problems (for engineering)</u></p>	<p><u>A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.</u></p>
<p><u>SEPS.2 Developing and using models and tools</u></p>	<p><u>A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models.</u></p> <p><u>Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.</u></p>
<p><u>SEPS.3 Constructing and performing investigations</u></p>	<p><u>Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.</u></p>

<p><u>SEPS.4 Analyzing and interpreting data</u></p>	<p><u>Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: “Does this make sense?” “Could my results be duplicated?” and/or “Does the design solve the problem with the given constraints?”</u></p>
<p><u>SEPS.5 Using mathematics and computational thinking</u></p>	<p><u>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</u></p>
<p><u>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</u></p>	<p><u>Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.</u></p>

<p><u>SEPS.7 Engaging in argument from evidence</u></p>	<p><u>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</u></p>
<p><u>SEPS.8 Obtaining, evaluating, and communicating information</u></p>	<p><u>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</u></p>

The Indiana Academic Standards for Content Area Literacy (Science/Technical Subjects) indicate ways in which educators incorporate literacy skills into science at the 6-12 grade levels.

<p><u>LEARNING OUTCOMES</u></p>	<p><u>LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS</u></p> <p><u>Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences</u></p>
	<p><u>GRADES 9-10</u></p>

	<p><u>9-10.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</u></p>
	<p><u>9-10.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</u></p>

<u>KEY IDEAS AND TEXTUAL SUPPORT</u>	<u>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</u> <u>Extract and construct meaning from science and technical texts using a variety of comprehension skills</u>
	<u>GRADES 9-10</u>
	<p><u>9-10.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</u></p>
	<p><u>9-10.LST.2.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.</u></p>
	<p><u>9-10.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</u></p>

<u>STRUCTURAL ELEMENTS AND ORGANIZATION</u>	<u>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</u> <u>Build understanding of science and technical texts, using knowledge of structural organization and author’s purpose and message</u>
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	<u>GRADES 9-10</u>
	<u>9-10.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</u>
	<u>9-10.LST.3.2: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</u>
	<u>9-10.LST.3.3: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</u>

<u>SYNTHESI</u> S A N D C O N N E C T I O N O F I D E	<u>LST.4: SYNTHESIS AND CONNECTION OF IDEAS</u> <u>(READING)</u> <u>Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims</u>
	<u>GRADES 9-10</u>
	<u>9-10.LST.4.1: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</u>
	<u>9-10.LST.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</u>

<u>A</u> <u>S</u>	<u>9-10.LST.4.3: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</u>
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<u>WRITING GENRES</u>	<u>LST.5: WRITING GENRES (WRITING)</u> <u>Write for different purposes and to specific audiences or people</u>
	<u>GRADES 9-10</u>
	<u>9-10.LST.5.1: Write arguments focused on discipline-specific content.</u>
	<u>9-10.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</u>

<u>THE WRITING PROCESS</u>	<u>LST.6: THE WRITING PROCESS (WRITING)</u> <u>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</u>
	<u>GRADES 9-10</u>

	<p><u>9-10.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</u></p>
	<p><u>9-10.LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</u></p>

<p><u>THE RESEA RCH PROCE SS</u></p>	<p><u>LST.7: THE RESEARCH PROCESS (WRITING)</u></p> <p><u>Build knowledge about the research process and the topic under study by conducting short or more sustained research</u></p>
	<p><u>GRADES 9-10</u></p>
	<p><u>9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u></p>

	<p><u>9-10.LST.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).</u></p>
	<p><u>9-10.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</u></p>

Content Standards

For the high school science courses, the content standards are organized around the core ideas in each particular course. Within each core idea are indicators which serve as the more detailed expectations within each of the content areas.

<u>Indiana Integrated Chemistry and Physics</u>	
<u>Standards 1: Constant Velocity</u>	<u>ICP.1.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a constant velocity and apply those representations to qualitatively and quantitatively describe the motion of an object.</u>
	<u>ICP.1.2 Describe the slope of the graphical representation of position vs. clock reading (time) in terms of the velocity of the object moving in one dimension.</u>
	<u>ICP.1.3 Distinguish between the terms “distance” and “displacement,” and determine the value of either given a graphical or mathematical representation of position vs. clock reading (time).</u>
	<u>ICP.1.4 Distinguish between the terms “speed,” “velocity,” “average speed,” and “average velocity” and determine the value of any of these measurements given either a graphical or mathematical representation.</u>

<u>Standard 2:</u> <u>Uniform</u> <u>Acceleration</u> <u>n</u>	<u>ICP.2.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a constant acceleration and apply those representations to qualitatively and quantitatively describe the motion of an object in terms of its change in position or velocity.</u>
	<u>ICP.2.2 Describe the differences between average velocity and instantaneous velocity and be able to determine either quantity given a graph of position vs clock reading (time).</u>
	<u>ICP.2.3 For an object thrown vertically, qualitatively describe or quantitatively determine the velocity and acceleration at various positions during its motion.</u>

<u>Standard 3:</u> <u>Newton's</u> <u>Laws of</u> <u>Motion</u> <u>(One</u> <u>Dimension</u> <u>)</u>	<u>ICP.3.1 Develop pictorial and graphical representations which show that a single external applied force changes the velocity of an object, and that when no force acts, the velocity of an object remains constant.</u>
	<u>ICP.3.2 Construct force diagrams and combine forces to determine the equivalent single net force acting on the object when more than one force is acting on the object.</u>
	<u>ICP.3.3 Distinguish between forces acting on a body and forces exerted by the body. Categorize forces as contact forces, friction, or action at a distance (field) forces.</u>
	<u>ICP.3.4 Develop pictorial and graphical representations which show that a non-zero net force on an object results in an acceleration of the object and that the acceleration of an object of constant mass is proportional to the total force acting on it, and inversely proportional to its mass for a constant applied total force.</u>
	<u>ICP.3.5 Qualitatively describe and quantitatively determine the magnitude and direction of forces from observing the motion of an object of known mass.</u>

	<u>ICP.3.6 Qualitatively describe and quantitatively determine the acceleration of an object of known mass from observing the forces acting on that object.</u>
	<u>ICP.3.7 Develop pictorial and graphical representations which show that when two objects interact, the forces occur in pairs according to Newton's third law and that the change in motion of each object is dependent on the mass of each object.</u>

<u>Standard 4: Energy</u>	<u>ICP.4.1 Define energy as a quantity that can be represented as being within a system that is distinct from the remainder of the universe and is measured in Joules.</u>
	<u>ICP.4.2 Identify forms of energy present in a system (kinetic, gravitational, elastic, etc.), and pictorially represent the distribution of energies, such as using pie or bar charts.</u>
	<u>ICP.4.3 Understand and explain that the total energy in a closed system is conserved.</u>
	<u>ICP.4.4 Qualitatively and quantitatively analyze various scenarios to describe how energy may be transferred into or out of a system by doing work through an external force or adding or removing heat.</u>

<u>Standard 5: Particle Theory of Matter</u>	<u>ICP.5.1 Develop pictorial representations which show that matter is made of particles.</u>
	<u>ICP.5.2 Describe the assumptions used to develop the kinetic theory of gasses.</u>
	<u>ICP.5.3 At the particle level, describe the relationship between temperature and the average kinetic energy of particles in the system and describe how a thermometer measures the temperature of a system.</u>

	<u>ICP.5.4 Distinguish “temperature” from “thermal energy,” compare and contrast the Fahrenheit, Celsius, and Kelvin temperature scales, and convert temperatures between them.</u>
	<u>ICP.5.5 Evaluate graphical or pictorial representations that describe the relationship among the volume, temperature, and number of molecules and the pressure exerted by the system to qualitatively and quantitatively describe how changing any of those variables affects the others.</u>
	<u>ICP.5.6 Describe and demonstrate how the kinetic theory can be extended to describe the properties of liquids and solids by introducing attractive forces between the particles.</u>
	<u>ICP.5.7 Analyze a heating / cooling curve to describe how adding or removing thermal energy from a system changes the temperature or state of an object and be able to identify the melting and freezing temperatures of the system.</u>
	<u>ICP.5.8 Collect and use experimental data to determine the number of items in a sample without actually counting them and qualitatively relate this to Avogadro's hypothesis.</u>

<u>Standard 6: Describing Substances</u>	<u>ICP.6.1 Distinguish between elements, mixtures, and compounds based on their composition and bonds and be able to construct or sketch particle models to represent them.</u>
	<u>ICP.6.2 Develop graphical and mathematical representations to show that mixtures can be made in any proportion and separated based on the properties of the components of the mixture and apply those representations to quantitatively determine the ratio of components.</u>
	<u>ICP.6.3 Cite the evidence that supports the idea that some pure substances are combined of elements in a definite ratio, as for example seen in electrolysis of water.</u>

	<u>ICP.6.4 Given the periodic table, determine the atomic mass, atomic number, and charges for any element.</u>
	<u>ICP.6.5 Given a periodic table, understand and describe the significance of column location for the elements by calculation of molar ratios of known compounds.</u>
	<u>ICP.6.6 Develop graphical and mathematical representations that describe the relationship between volume and mass of an object, describe the slope in terms of the object's density, and apply those representations to qualitatively and quantitatively determine the mass or volume of any object.</u>
	<u>ICP.6.7 Describe how both density and molecular structure are applicable in distinguishing the properties of gases from those of liquids and solids.</u>

<u>Standard 7: Representin g Chemical Change</u>	<u>ICP.7.1 Pictorially or mathematically represent chemical changes using particle diagrams and chemical equations.</u>
	<u>ICP.7.2 Demonstrate the Law of Conservation of Matter in terms of atoms and mass of substances by balancing equations.</u>
	<u>ICP.7.3 Differentiate the basic types of reactions, for example: synthesis, decomposition, combustion, single replacement, and double replacement.</u>
	<u>ICP.7.4 Using balanced equations and stoichiometric calculations, demonstrate the principle of Conservation of Matter in terms of atoms and mass.</u>

<u>Standard 8: Electricity and Magnetism</u>	<u>ICP.8.1 Describe electrical current in terms of the motion of electrons within a device and relate the rate of motion of the electrons to the amount of current measured.</u>
	<u>ICP.8.2 Describe the relationship among voltage, current, and resistance for an electrical system consisting of a single voltage source and a single device.</u>
	<u>ICP.8.3 Describe on a macroscopic scale how any distribution of magnetic materials (e.g. iron filings, ferrofluid, etc.) aligns with the magnetic field created by a simple magnet.</u>

<u>Standard 9: Waves</u>	<u>ICP.9.1 Develop qualitative particle models of mechanical waves and explain the relationship of the particles and their interactions in transverse and longitudinal waves, as well as, how waves appear in nature as in water waves and tsunamis, ground waves in earth quakes, and sound waves.</u>
	<u>ICP.9.2 Develop and apply a simple mathematical model regarding the relationship among frequency, wavelength, and speed of waves in a medium as well.</u>
	<u>ICP.9.3 Qualitatively describe the reflection and transmission of a mechanical wave at either a fixed or free boundary or interface.</u>
	<u>ICP.9.4 Describe how interacting waves produce different phenomena than singular waves in a medium (e.g. periodic changes in volume of sound or resonance).</u>
	<u>ICP.9.5 Describe and provide examples of how modern technologies use mechanical or electromagnetic waves and their interactions to transmit information.</u>

<u>Standard:</u> <u>Nuclear</u> <u>Energy</u>	<u>ICP.10.1 Describe and compare/contrast the atomic models suggested by Rutherford and Bohr.</u>
	<u>ICP.10.2 Describe the model of the atomic nucleus and explain how the nucleus stays together in spite of the repulsion between protons.</u>
	<u>ICP.10.3 Develop and apply simple qualitative models or sketches of the atomic nucleus that illustrate nuclear structures before and after undergoing fusion, fission, or radioactive decay.</u>
	<u>ICP.10.4 Distinguish between fusion, fission, and radioactivity and qualitatively compare the amount of energy released in these processes.</u>
	<u>ICP.10.5 Explain the potential applications and possible consequences as the result of nuclear processes such as the generation of energy at nuclear power plants, including the potential damage that radioactivity can cause to biological tissues.</u>

Habits of Mind Standards:

1. Persisting

Be like a postage stamp—stick to one thing until you get there.

Margaret Carty



Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, to develop a system, structure, or strategy to attack a problem. They employ a range and have repertoire of alternative strategies for problem solving. They collect evidence to indicate their problem-solving strategy is working, and if one strategy doesn't work, they know how to back up and try another. They recognize when a theory or idea must be rejected and another employed. They

have systematic methods of analyzing a problem that include knowing how to begin, knowing what steps must be performed, and what data need to be generated or collected. Because they are able to sustain a problem solving process over time, they are comfortable with ambiguous situations.

Students often give up in despair when the answer to a problem is not immediately known. They sometimes crumple their papers and throw them away saying, "I can't do this," "It's too hard," or, they write down any answer to get the task over with as quickly as possible. Some have attention deficits; they have difficulty staying focused for any length of time, they are easily distracted, they lack the ability to analyze a problem, to develop a system, structure, or strategy of problem attack. They may give up because they have a limited repertoire of problem solving strategies. If their strategy doesn't work, they give up because they have no alternatives.

2. Managing Impulsivity

"...goal directed self-imposed delay of gratification is perhaps the essence of emotional self-regulation: the ability to deny impulse in the service of a goal, whether it be building a business, solving an algebraic equation, or pursuing the Stanley cup."

Daniel Goleman, Emotional Intelligence (1995) p. 83



Effective problem solvers have a sense of deliberativeness: They think before they act. They intentionally form a vision of a product, plan of action, goal or a destination before they begin. They strive to clarify and understand directions, develop a strategy for approaching a problem and withhold immediate value judgments before fully understanding an idea. Reflective individuals consider alternatives and consequences of several possible directions prior to taking action. They decrease their

need for trial and error by gathering information, taking time to reflect on an answer before giving it, making sure they understand directions, and listening to alternative points of view.

Often students blurt the first answer that comes to mind. Sometimes they shout out an answer, start to work without fully understanding the directions. They lack an organized plan or strategy for approaching a problem. They may take the first suggestion given or operate on the most obvious and simple idea that comes to mind rather than considering more complex alternatives and consequences of several possible directions.

3. Listening To Others—With Understanding and Empathy

Listening is the beginning of understanding....

Wisdom is the reward for a lifetime of listening.

Let the wise listen and add to their learning and let the discerning get guidance –

Proverbs 1:5



Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989). Some psychologists believe that the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior. Being able to paraphrase another person's ideas, detecting indicators (cues) of their feelings or emotional states in their oral and body language (empathy), accurately expressing another person's concepts, emotions and problems—all are indications of listening behavior (Piaget called it "overcoming ego-centrism").

They are able to see through the diverse perspectives of others. They gently attend to another person demonstrating their understanding of and empathy for an idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it.

Senge and his colleagues (1994) suggest that to listen fully means to pay close attention to what is being said beneath the words. You listen not only to the “music,” but also to the essence of the person speaking. You listen not only for what someone knows, but also for what he or she is trying to represent. Ears operate at the speed of sound, which is far slower than the speed of light the eyes take in. Generative listening is the art of developing deeper silences in yourself, so you can slow your mind’s hearing to your ears’ natural speed, and hear beneath the words to their meaning.

We spend 55 percent of our lives listening yet it is one of the least taught skills in schools. We often say we are listening but in actuality, we are rehearsing in our head what we are going to say next when our partner is finished. Some students ridicule, laugh at, or put down other students’ ideas. They interrupt and are unable to build upon, consider the merits of, or operate on another person’s ideas. We want our students to learn to devote their mental energies to another person and invest themselves in their partner’s ideas.

We wish students to learn to hold in abeyance their own values, judgments, opinions, and prejudices in order to listen to and entertain another person’s thoughts. This is a very complex skill requiring the ability to monitor one’s own thoughts while, at the same time, attending to their partner’s words. This does not mean that we can’t disagree with someone. A good listener tries to understand what the other person is saying. In the end he may disagree sharply, but because he disagrees, he wants to know exactly what it is he is disagreeing with.

4. Thinking Flexibly

“If you never change your mind, why have one?”



An amazing discovery about the human brain is its plasticity—its ability to “rewire,” change and even repair itself to become smarter. Flexible people are the ones with the most control. They have the capacity to change their mind as they receive additional data. They engage in multiple and simultaneous outcomes and activities, draw upon a repertoire of problem solving strategies and can practice style flexibility, knowing when it is appropriate to be broad and global in their thinking and when a situation requires detailed precision. They create and seek novel approaches and have a well-developed sense of humor. They envision a range of consequences.

Flexible people can approach a problem from a new angle using a novel approach {deBono (1970) refers to this as *lateral thinking*.} They consider alternative points of view or deal with several sources of information simultaneously. Their minds are open to change based on additional information and data or reasoning, which contradicts their beliefs. Flexible people know that they have and can develop options and alternatives to consider. They understand mean-ends relationships being able to work within rules, criteria and regulations and they can predict the consequences of flouting them. They understand not only the immediate reactions but are also able to perceive the bigger purposes that such constraints serve. Thus, flexibility of mind is essential for working with social diversity, enabling an individual to recognize the wholeness and distinctness of other people’s ways of experiencing and making meaning.

Flexible thinkers are able to shift, at will, through multiple perceptual positions. One perceptual orientation is what Jean Piaget called, *egocentrism*—perceiving from our own point of view. By contrast, *allocentrism* is the position in which we perceive through another persons’ orientation. We operate from this second position when we empathize

with other's feelings, predict how others are thinking, and anticipate potential misunderstandings.

Another perceptual position is “macro-centric.” It is similar to looking down from a balcony at ourselves and our interactions with others. This bird’s-eye view is useful for discerning themes and patterns from assortments of information. It is intuitive, holistic and conceptual. Since we often need to solve problems with incomplete information, we need the capacity to perceive general patterns and jump across gaps of incomplete knowledge or when some of the pieces are missing.

Yet another perceptual orientation is micro-centric—examining the individual and sometimes minute parts that make up the whole. This “worm’s-eye view,” without which science, technology, and any complex enterprise could not function, involves logical analytical computation and searching for causality in methodical steps. It requires attention to detail, precision, and orderly progressions.

Flexible thinkers display confidence in their intuition. They tolerate confusion and ambiguity up to a point, and are willing to let go of a problem trusting their subconscious to continue creative and productive work on it. Flexibility is the cradle of humor, creativity and repertoire. While there are many possible perceptual positions—past, present, future, egocentric, allocentric, macro centric, visual, auditory, kinesthetic—the flexible mind is activated by knowing when to shift perceptual positions.

Some students have difficulty in considering alternative points of view or dealing with more than one classification system simultaneously. THEIR way to solve a problem seems to be the ONLY way. They perceive situations from a very ego-centered point of view: “My way or the highway!” Their mind is made up; “Don’t confuse me with facts, that’s it.”

5. Thinking About our Thinking (Metacognition)

When the mind is thinking it is talking to itself.

Plato



Occurring in the neocortex, metacognition is our ability to know what we know and what we don't know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking. While "inner language," thought to be a prerequisite, begins in most children around age five, metacognition is a key attribute of formal thought flowering about age eleven.

Probably the major components of metacognition are developing a plan of action, maintaining that plan in mind over a period of time, then reflecting back on and evaluating the plan upon its completion. Planning a strategy before embarking on a course of action assists us in keeping track of the steps in the sequence of planned behavior at the conscious awareness level for the duration of the activity. It facilitates making temporal and comparative judgments, assessing the readiness for more or different activities, and monitoring our interpretations, perceptions, decisions and behaviors. An example of this would be what superior teachers do daily: developing a teaching strategy for a lesson, keeping that strategy in mind throughout the instruction, then reflecting back upon the strategy to evaluate its effectiveness in producing the desired student outcomes.

Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means becoming increasingly aware of one's actions and the effect of those actions on others and on the environment; forming internal questions as one searches for information and meaning, developing mental maps or plans of action, mentally rehearsing prior to performance, monitoring those plans as they are employed—being conscious of the need for midcourse correction if the plan is not meeting expectations, reflecting on the plan upon completion of the implementation

for the purpose of self-evaluation, and editing mental pictures for improved performance.

Interestingly, not all humans achieve the level of formal operations (Chiabetta, 1976). And as Alexander Luria, the Russian psychologist found, not all adults metacogitate (Whimbey, 1976). The most likely reason is that we do not take the time to reflect on our experiences. Students often do not take the time to wonder why we are doing what we are doing. They seldom question themselves about their own learning strategies or evaluate the efficiency of their own performance. Some children virtually have no idea of what they should do when they confront a problem and are often unable to explain their strategies of decision making (Sternberg and Wagner, 1982). When teachers ask, “How did you solve that problem; what strategies did you have in mind?” or, “Tell us what went on in your head to come up with that conclusion.” Students often respond by saying, “I don’t know, I just did it.”

We want our students to perform well on complex cognitive tasks. A simple example of this might be drawn from a reading task. It is a common experience while reading a passage to have our minds “wander” from the pages. We “see” the words but no meaning is being produced. Suddenly we realize that we are not concentrating and that we’ve lost contact with the meaning of the text. We “recover” by returning to the passage to find our place, matching it with the last thought we can remember, and, once having found it, reading on with connectedness. This inner awareness and the strategy of recovery are components of metacognition.

6. Striving For Accuracy and Precision

A man who has committed a mistake and doesn't correct it is committing another mistake.

Confucius



Embodied in the stamina, grace and elegance of a ballerina or a shoemaker, is the desire for craftsmanship, mastery, flawlessness and economy of energy to produce exceptional results. People who value accuracy, precision and craftsmanship take time to check over their products. They review the rules by which they are to abide; they review the models and visions they are to follow; and they review the criteria they are to employ and confirm that their finished product matches the criteria exactly. To be craftsmanlike means knowing that one can continually perfect one's craft by working to attain the highest possible standards, and pursue ongoing learning in order to bring a laser like focus of energies to task accomplishment. These people take pride in their work and have a desire for accuracy as they take time to check over their work. Craftsmanship includes exactness, precision, accuracy, correctness, faithfulness, and fidelity. For some people, craftsmanship requires continuous reworking. Mario Cuomo, a great speechwriter and politician, once said that his speeches were never done—it was only a deadline that made him stop working on them!

Some students may turn in sloppy, incomplete or uncorrected work. They are more anxious to get rid of the assignment than to check it over for accuracy and precision. They are willing to suffice with minimum effort rather than investing their maximum. They may be more interested in expedience rather than excellence.

7. Questioning and Posing Problems

The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill.

To raise new questions, a new possibility, to regard old problems from a new angle, requires creative imagination and marks real advances....

Albert Einstein



One of the distinguishing characteristics between humans and other forms of life is our inclination, and ability to FIND problems to solve. Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know. Effective questioners are inclined to ask a range of questions. For example: requests for data to support others' conclusions and assumptions—such questions as,

“What evidence do you have....?”

“How do you know that's true?”

“How reliable is this data source?”

They pose questions about alternative points of view:

“From whose viewpoint are we seeing, reading or hearing?”

“From what angle, what perspective are we viewing this situation?”

Students pose questions, which make causal connections and relationships:

“How are these people (events) (situations) related to each other?”

“What produced this connection?”

They pose hypothetical problems characterized by “iffy”-type questions:

“What do you think would happen IF....?”

“IF that is true, then what might happen if...?”

Inquirers recognize discrepancies and phenomena in their environment and probe into their causes: “Why do cats purr?” “How high can birds fly?” “Why does the hair on my head grow so fast, while the hair on my arms and legs grows so slowly?” “What would happen if we put the saltwater fish in a fresh water aquarium?” “What are some alternative solutions to international conflicts other than wars?”

Some students may be unaware of the functions, classes, syntax or intentions in questions. They may not realize that questions vary in complexity, structure and purpose. They may pose simple questions intending to derive maximal results. When confronted with a discrepancy, they may lack an overall strategy of search and solution finding.

8. Applying Past Knowledge to New Situations

“I’ve never made a mistake. I’ve only learned from experience.”

Thomas A. Edison



Intelligent human beings learn from experience. When confronted with a new and perplexing problem they will often draw forth experience from their past. They can often be heard to say, “This reminds me of...” or “This is just like the time when I...” They explain what they are doing now in terms of analogies with or references to previous experiences. They call upon their store of knowledge and experience as sources of data to support theories to explain, or processes to solve each new challenge. Furthermore, they are able to abstract meaning from one experience, carry it forth, and apply it in a new and novel situation.

Too often students begin each new task as if it were being approached for the very first time. Teachers are often dismayed when they invite students to recall how they solved a

similar problem previously and students don't remember. It's as if they never heard of it before, even though they had the same type of problem just recently. It is as if each experience is encapsulated and has no relationship to what has come before or what comes afterward. Their thinking is what psychologists refer to as an "episodic grasp of reality" (Feuerstein 1980). That is, each event in life is a separate and discrete event with no connections to what may have come before or with no relation to what follows. Furthermore, their learning is so encapsulated that they seem unable to draw forth from one event and apply it in another context.

9. Thinking and Communicating with Clarity and Precision

"The limits of my language are the limits of my mind. All I know is what I have words for."

Ludwig Wittgenstein



Language refinement plays a critical role in enhancing a person's cognitive maps and their ability to think critically which is the knowledge base for efficacious action. Enriching the complexity and specificity of language simultaneously produces effective thinking.

Language and thinking are closely entwined. Like either side of a coin, they are inseparable. When you hear fuzzy language, it is a reflection of fuzzy thinking. Intelligent people strive to communicate accurately in both written and oral form taking care to use precise language, defining terms, using correct names and universal labels and analogies. They strive to avoid overgeneralizations, deletions and distortions. Instead they support their statements with explanations, comparisons, quantification, and evidence.

We sometimes hear students and other adults using vague and imprecise language. They describe objects or events with words like *weird*, *nice*, or *OK*. They call specific objects using such nondescriptive words as *stuff*, *junk* and *things*. They punctuate sentences with meaningless interjections like *ya know*, *er* and *uh*. They use vague or general nouns and pronouns: “*They* told me to do it.” “*Everybody* has one.” “*Teachers* don’t understand me.” They use non-specific verbs: “Let’s *do* it.” and unqualified comparatives: “This soda is *better*; I like it *more*.”

10. Gathering Data through All Senses

“Observe perpetually.”

Henry James



The brain is the ultimate reductionist. It reduces the world to its elementary parts: photons of light, molecules of smell, sound waves, vibrations of touch—which send electrochemical signals to individual brain cells that store information about lines, movements, colors, smells and other sensory inputs.

Many scientists say we actually have nine senses: External senses that are engaged from external sources include sight, sound, taste, touch, and smell. They provide information about the outside world. Pain, balance, thirst and hunger are considered to be our internal senses. They provide information about the body and its needs. For example, the sense of hunger shows that the body needs food.

Intelligent people know that all information gets into the brain through these sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, visual, Most linguistic, cultural, and physical learning is derived from the environment by observing or taking in through the senses. To know a wine it must be drunk; to know a role it must be acted; to

know a game it must be played; to know a dance it must be moved; to know a goal it must be envisioned. Those whose sensory pathways are open, alert, and acute absorb more information from the environment than those whose pathways are withered, immune, and oblivious to sensory stimuli do.

Furthermore, we are learning more about the impact of arts and music on improved mental functioning. Forming mental images is important in mathematics and engineering; listening to classical music seems to improve spatial reasoning.

Social scientists solve problems through scenarios and role-playing; scientists build models; engineers use cad-cam; mechanics learn through hands-on experimentation; artists experiment with colors and textures. Musicians experiment by producing combinations of instrumental and vocal music.

Some students, however, go through school and life oblivious to the textures, rhythms, patterns, sounds and colors around them. Sometimes children are afraid to touch, get their hands “dirty” or feel some object might be “slimy” or “icky.” They operate within a narrow range of sensory problem solving strategies wanting only to “describe it but not illustrate or act it”, or “listen but not participate.” To insure powerful learning, we want students to experience the world through as many different avenues as possible.

11. Creating, Imagining, and Innovating

“The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.”

John Schaar, Political Scientist,

University of Santa Clara,

Author, Loyalty in America



All human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Creative human beings try to conceive problem solutions differently, examining alternative possibilities from many angles. They tend to project themselves into different roles using analogies, starting with a vision and working backward, imagining they are the objects being considered. Creative people take risks and frequently push the boundaries of their perceived limits (Perkins 1985). They are intrinsically rather than extrinsically motivated, working on the task because of the aesthetic challenge rather than the material rewards. Creative people are open to criticism. They hold up their products for others to judge and seek feedback in an ever-increasing effort to refine their technique. They are uneasy with the status quo. They constantly strive for greater fluency, elaboration, novelty, parsimony, simplicity, craftsmanship, perfection, beauty, harmony, and balance.

Students, however, are often heard saying, “I can’t draw,” “I was never very good at art,” “I can’t sing a note,” “I’m not creative.” Some people believe creative humans are just born that way; it’s in their genes and chromosomes.

12. Responding with Wonderment and Awe

“The most beautiful experience in the world is the experience of the mysterious.”

Albert Einstein



Describing the 200 best and brightest of the All USA College Academic Team identified by USA Today, Tracey Wong Briggs (1999) states, “They are creative

thinkers who have a passion for what they do.” Efficacious people have not only an “I CAN” attitude, but also an “I ENJOY” feeling. They seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own and request enigmas from others. They enjoy figuring things out by themselves, and continue to learn throughout their lifetimes.

Some children and adults avoid problems and are “turned off” to learning. They make such comments as, “I was never good at these brain teasers,” or “Go ask your father; he’s the brain in this family.” “It’s boring.” “When am I ever going to use this stuff?” “Who cares?” “Lighten up, teacher, thinking is hard work,” or “I don’t do thinking!” Many people never enrolled in another math class or other “hard” academic subjects after they didn’t have to in high school or college. Many people perceive thinking as hard work and therefore recoil from situations, which demand “too much” of it.

We want our students, however to be curious; to commune with the world around them; to reflect on the changing formations of a cloud; feel charmed by the opening of a bud; sense the logical simplicity of mathematical order. Students can find beauty in a sunset, intrigue in the geometrics of a spider web, and exhilaration at the iridescence of a hummingbird’s wings. They see the congruity and intricacies in the derivation of a mathematical formula, recognize the orderliness and adroitness of a chemical change, and commune with the serenity of a distant constellation. We want them feel compelled, enthusiastic and passionate about learning, inquiring and mastering.

13. Taking Responsible Risks

“There has been a calculated risk in every stage of American development—the pioneers who were not afraid of the wilderness, businessmen who were not afraid of failure, dreamers who were not afraid of action.”

Brooks Atkinson



Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they “live on the edge of their competence.” They seem compelled to place themselves in situations where they do not know what the outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process and they learn to view setbacks as interesting, challenging and growth producing. However, they are not behaving impulsively.

Their risks are educated. They draw on past knowledge, are thoughtful about consequences and have a well-trained sense of what is appropriate. They know that all risks are not worth taking!

Risk taking can be considered in two categories: those who see it as a venture and those who see it as adventure. The venture part of risk taking might be described by the venture capitalist. When a person is approached to take the risk of investing in a new business, she will look at the markets, see how well organized the ideas are, and study the economic projections. If she finally decides to take the risk, it is a well-considered one.

The adventure part of risk taking might be described by the experiences from project adventure. In this situation, there is spontaneity, a willingness to take a chance in the moment. Once again, a person will only take the chance if they know that there is either past history that suggests that what they are doing is not going to be life threatening or if they believe that there is enough support in the group to protect them from harm. Ultimately, the learning from such high-risk experiences is that people are far more able to take actions than they previously believed.

It is only through repeated experiences that risk taking becomes educated. It often is a cross between intuition, drawing on past knowledge and a sense of meeting new challenges.

Bobby Jindal, Governor of Louisiana states,

“The only way to succeed is to be brave enough to risk failure.” (Briggs, 1999 p 2A)

When someone holds back from taking risks, he is confronted constantly with missed opportunities. Some students seem reluctant to take risks. Some students hold back games, new learning, and new friendships because their fear of failure is far greater than their experience of venture or adventure. They are reinforced by the mental voice that says, “if you don’t try it, you won’t be wrong” or “if you try it and you are wrong, you will look stupid.” The other voice that might say, “if you don’t try it, you will never know” is trapped in fear and mistrust. They are more interested in knowing whether their answer is correct or not, rather than being challenged by the process of finding the answer. They are unable to sustain a process of problem solving and finding the answer over time, and therefore avoid ambiguous situations. They have a need for certainty rather than an inclination for doubt.

We hope that students will learn how to take intellectual as well as physical risks. Students who are capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers, are more likely to be successful in an era of innovation and uncertainty.

14. Finding Humor

“People who laugh actually live longer than those who don’t laugh. Few persons realize that health actually varies according to the amount of laughter.”

James J. Walsh



Another unique attribute of human beings is our sense of humor.

Laughter transcends all human beings. Its' positive effects on psychological functions include a drop in the pulse rate, the secretion of endorphins, an increased oxygen in the blood. It has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. People who engage in the mystery of humor have the ability to perceive situations from original and often interesting vantage points. They tend to initiate humor more often, to place greater value on having a sense of humor, to appreciate and understand others' humor and to be verbally playful when interacting with others. Having a whimsical frame of mind, they thrive on finding incongruity and perceiving absurdities, ironies and satire; finding discontinuities and being able to laugh at situations and themselves. Some students find humor in all the "wrong places"—human differences, ineptitude, injurious behavior, vulgarity, violence and profanity. They laugh at others yet are unable to laugh at themselves.

We want our students to acquire the characteristic of creative problem solvers, they can distinguish between situations of human frailty and fallibility that are in need of compassion and those that are truly funny (Dyer, 1997).

15. Thinking Interdependently

"Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it."

Willie Unsoeld

Renowned Mountain Climber



Human beings are social beings. We congregate in groups, find it therapeutic to be listened to, draw energy from one another, and seek reciprocity. In groups we contribute our time and energy to tasks that we would quickly tire of when working alone. In fact, we have learned that one of the cruelest forms of punishment that can be inflicted on an individual is solitary confinement.

Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual. Probably the foremost disposition in the post industrial society is the heightened ability to think in concert with others; to find ourselves increasingly more interdependent and sensitive to the needs of others. Problem solving has become so complex that no one person can go it alone. No one has access to all the data needed to make critical decisions; no one person can consider as many alternatives as several people can.

Some students may not have learned to work in groups; they have underdeveloped social skills. They feel isolated; they prefer their solitude. “Leave me alone—I’ll do it by myself.” “They just don’t like me.” “I want to be alone.” Some students seem unable to contribute to group work either by being a “job hog” or conversely, letting others do all the work.

Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It also requires the development of a willingness and openness to accept the feedback from a critical friend. Through this interaction the group and the individual continue to grow. Listening, consensus seeking, giving up an idea to work with someone else’s, empathy, compassion, group leadership, knowing how to support group efforts, altruism—all are behaviors indicative of cooperative human beings.

16. Learning Continuously

“Insanity is continuing to do the same thing over and over and expecting different results.”

Albert Einstein



Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this Habit of Mind are always striving for improvement, always growing, always learning, always modifying and improving themselves. They seize problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.

A great mystery about humans is that we confront learning opportunities with fear rather than mystery and wonder. We seem to feel better when we know rather than when we learn. We defend our biases, beliefs, and storehouses of knowledge rather than inviting the unknown, the creative and the inspirational. Being certain and closed gives us comfort while being doubtful and open gives us fear.

From an early age, employing a curriculum of fragmentation, competition and reactivity, students are trained to believe that deep learning means figuring out the truth rather than developing capabilities for effective and thoughtful action. They have been taught to value certainty rather than doubt, to give answers rather than to inquire, to know which choice is correct rather than to explore alternatives.

Our wish is for creative students and people who are eager to learn. That includes the humility of knowing that we don't know, which is the highest form of thinking we will ever learn. Paradoxically, unless you start off with humility you will never get anywhere, so as the first step you have to have already what will eventually be the crowning glory

of all learning: the humility to know—and admit—that you don't know and not be afraid to find out.



Matchbook Learning School Calendar 2022-2023

July 2022							August 2022							September 2022							October 2022							F= First Day of School	
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	L= Last Day of School	
					1	2		1	2	F	4	5	6					1	2	3							1	L= Virtual (attendance by work completion)/P	
3	4	5	6	7	8	9	7	8	9	#	#	#	#	4	H	VL	7	8	9	#	2	3	4	5	6	7	8	C=Parent Conference Day (no school)	
10	11	#	#	#	#	#	14	15	#	#	#	#	#	#	12	#	#	#	#	#	9	H	H	H	H	H	#	H= Holiday (no school)	
17	18	#	#	#	#	#	21	22	#	#	#	#	#	#	19	#	C	#	#	#	16	VL	#	#	#	#	#	New Teachers and Staff PD (no school)	
24	25	#	#	#	#	#	28	29	#	#				#	26	#	#	#	#		23	24	#	#	#	#	#	All Teachers and Staff PD (no school)	
31																					30	31						Office Closed (no school)	
November 2022							December 2022							January 2023							February 2023							Key Dates	
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	First Day of School	Aug. 3
		1	2	3	4	5					1	2	3	1	PD	VL	4	5	6	7				1	2	3	4	Fall Break	Oct. 10-14
6	7	8	9	#	#	#	4	5	6	7	8	9	#	8	9	#	#	#	#	#	5	6	7	8	9	#	#	Thanksgiving Break	Nov. 21-25
13	14	#	#	#	#	#	11	12	#	#	#	#	#	#	H	#	#	#	#	#	12	VL	VL	#	#	#	#	Winter Break	Dec. 21-Jan. 1
20	H	H	H	H	H	#	18	H	H	H	H	H	#	#	23	#	#	#	#	#	19	20	#	#	#	#	#	Spring Break	March 25-Apr. 2
27	28	#	#				25	H	H	H	H	H	#	#	30	#					26	27	#					Last Day of School (Students)	May 31
																												Last Day of School (Staff)	June 9
March 2023							April 2023							May 2023							June 2023							Instructional Days	
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	August	21
			C	2	3	4							1		1	2	3	4	5	6					1	2	3	September	19
5	6	7	8	9	#	#	2	H	H	H	H	H	8	7	8	9	#	#	#	#	4	5	6	7	8	9	#	October	16
12	13	#	#	#	#	#	9	10	#	#	#	#	#	#	15	#	#	#	#	#	11	12	#	#	#	#	#	November	17
19	20	#	#	#	#	#	16	17	#	#	#	#	#	#	22	#	#	#	#	#	18	19	#	#	#	#	#	December	12
26	VL	VL	VL	H	H		23	24	#	#	#	#	#	#	H	#	L				25	26	#	#	#	#	#	January	20
							30																					February	20
																												March	20
Orientation							School Hours							MBLI Board							Marking Periods							April	
K-6th			Jul. 26		6-7 PM		Doors Open: 8:40 AM							Jul 20							M1			Aug. 3- Oct. 7				May	
7th - 8th			Jul. 27		6-7 PM		Class Start: 9:00 AM							Sept. 21							Report Card			Oct. 21				Total Instructional Days	
9th			Jul. 28		6-7 PM		Class End: 4:15 PM							Nov. 16							M2			Oct. 17- Jan. 6				Total Teacher Days w/Orientation: 209	
Open House							Holiday Events							January 16							Report Card							Jan. 17	
Aug. 25			5:30-6:30 PM				Celebration Halls: Oct. 28							March 15							M3			Jan. 9- March 10					
Parent Conferences							Thanksgiving Dinner: Nov.							May 17							Report Card							Mar. 24	
Sept. 21			7:30 AM - 7:30 PM				PTO Meetings							Media Center							M4			March 13- May 31				Winter (6:00pm- 7:30pm)	
March 1			7:30 AM - 7:30 PM				econd Monday of Every Mon							Time: 5:00 PM							Report Card Mailec			June 9				Spring (6:00pm- 7:30pm)	

Daily & Weekly Schedules

Matchbook Learning’s model is not traditional. So, what does it look like to be a Matchbook College, Career & Technical Institute student?

Core Subject Learning Hub Blocks:

120-Minute ELA Hub Block:

Time	Literacy Component
20 Minutes	Shared / Close Reading (whole group) Whit & Wisdom
80-100 Minutes	Small Group Rotations <ul style="list-style-type: none"> · Blended – MBL Spark Playlists (personalized to every student’s needs) – Learn & Practice, Writing About Reading · Teacher Led (Shared/Guided/Strategy/Gradual Release) – Whit & Wisdom, Small Group Instruction, Concept Development, Conferences, Goal Setting · Collaborative – Peer Conferences & Assistance, MBL Apply Projects, Writing About Reading · Independent – MBL Spark Assess & Reflect, Extended Practice, Writing About Reading
40 Minutes	Research/ and Writing Whit & Wisdom & 6+1 Traits of Writing
5-10	Conferring Conversations – Goal Setting

120-Minute Math Hub Block:

Time	Guided Math Model Guidelines
10 minutes	Fluency Practice - Eureka Math
20 minutes	Application Problem - Eureka Math
At least 20 minutes each (80 minutes total)	Small Group Rotations <ul style="list-style-type: none"> · Blended – Playlists (personalized to every student’s needs) – Learn & Practice, Writing About Math · Teacher Led (Shared/Guided/Strategy/Gradual Release) – Eureka Math in Small Group Instruction, Concept Development, Conferences, Goal Setting · Collaborative – Peer Conferences & Assistance, MBL Apply Projects, Eureka Math, Writing About Math · Independent – Assess & Reflect, Extended Practice, Writing About Math
10 minutes	Student Debrief

<u>120 Minute Core Science & Social Studies Hub Blocks:</u>	
10 minutes	Application Problem - Experiment/Debate/Launch of Problem
20 minutes	Concept Development
At least 20 minutes each (80 Minutes Total)	<ol style="list-style-type: none"> 1. Small Group Rotations 2. Independent Work 3. Blended Learning 4. Collaborative Project Work
10 minutes	Student Debrief

The Day (Core Subjects are 120 Minute A/B Day Blocks):

Sample 9th Grade Student’s A Day:

Time	Sample Student A Day Schedule
8:40-9:00	Hub Home Room Breakfast
9:00-9:15	Morning Meeting, SEL, Plus Announcements & Celebrations
9:15 -11:15	ELA - Learning Hub Subject Area Block
11:15-12:15	Math - Learning Hub Subject Area Block 1st Half
12:15 – 12:40	Lunch
12:40 – 1:40	Math - Learning Hub Subject Area Block 2nd Half
1:40- 2:00	Student Check Ins, SEL, & Learning Extensions
2:00 – 4:00	Career Pathway Hands on Explorations
4:05 - 4:15	Closing Hub Group Student Circles
4:15 – 5:30	Extra Curricular Activities (Official Day Ends at 4:15)

The Week:

Monday	Tuesday	Wednesday	Thursday	Friday
Whole School Celebrations	All Students Social & Emotional Learning	All Students Social & Emotional Learning	All Students Social & Emotional Learning	Student Broadcasts Shared with Everyone
7-8 Core Learning Hub All Day	9-10 Core Learning Hub Morning & Career Pathway Afternoon	7-8 Core Learning Hub All Day	9-10 Core Learning Hub Morning & Career Pathway Afternoon	7-8 Core Learning Hub All Day
9-12 Personalized Core 40 Learning	11-12 Core Morning Career Pathway / Apprenticeship Afternoon Learning Hub	9-12 Personalized Core 40 Learning	11-12 Core Morning Career Pathway / Apprenticeship Afternoon Learning Hub	9-12 Personalized Core 40 Learning

Enrollment Policy & Procedures

Matchbook utilizes Enroll Indy for student enrollment and contracts with IPS for technology support. This allows us to utilize the IPS version of PowerSchool and their enrollment support allowing Families to receive support by phone for all enrollment-related issues with us, in person (socially distant), as well as online at the links below. Since we are a charter our boundary is the state of Indiana and enrollment is open to all students via the Enroll Indy lottery system as long as seats are available.

Pre-enrollment activities and requirements (cover letter to families) detailed below:

Thank you for enrolling in Matchbook Learning. We look forward to meeting your student. Please ensure that you complete each form in this packet and return it to Matchbook Learning on Monday through Friday from 10 PM - 3 PM.

We need you to complete this packet and then go online to finish the enrollment. After completing this paperwork, please visit www.matchbooklearningindy.org and click "Enroll Now". Follow prompts through the IPS enrollment portal. A portion of the online enrollment will ask you to upload the following documents: Birth Certificate, Vaccination Record, Proof of Address, Parent/Guardian Identification.

This is what you will find in the packet:

1. **Enrollment form:** Please provide as much information as possible about your student's needs and their emergency contacts.
2. **Free and Reduced lunch form:** Part 1- include every person who lives in your household. If they are students, include their school name in the table. Check the box on the far right for anyone who does not receive income. Part 2 OR Part 4- Apply with Food Stamp or TANF. You MUST include the case number. OR fill in the Part 4 table identifying everyone in the home who earns an income and report their salary. Sign the back of the form. WE ONLY NEED ONE PER FAMILY.
3. **Immunization Registry:** The Department of Health will ask to see your child's vaccine record. This form gives us permission to show them.
4. **Home Language Survey:** If we are your first Indiana school, fill out this form indicating what language is spoken in your home.
5. **McKinney Vento Form:** Extra resources are available for families who are in temporary housing situations. Please fill out this form checking off the situation that currently applies to your family.
6. **School Compacts:** Please read and sign our school policies.
7. **Shalom Form:** Our school Clinic is managed by a Nurse Practitioner who can diagnose illnesses and write prescriptions. This service is free and does not replace your child's doctor. You will need to enroll your child by filling out this form. Please note: if your child is not

enrolled in the Shalom Clinic- the nurse will not be able to treat your child for any reason other than life-saving measures.

EVERY STUDENT HAS THE POWER TO
ACHIEVE. OUR JOB IS TO ENSURE THEY DO.

**Enroll now for the 2021-2022 school year
Space is limited. Call us today!**

Inscribirse para el año escolar 2021-2022

El Cupo está limitado.

¡Llámanos hoy!

CADA ESTUDIANTE TIENE EL PODER DE
LOGRAR SUS METAS. NUESTRO TRABAJO
ES ASEGURAR QUE LO HACEN.



**matchbook
LEARNING**

At Wendell Phillips School 63

317-226-4263



1163 N Belmont Ave
Indianapolis, IN 46222

Choose virtual or in-person classes.

Enrolling in our school means joining our community. We served thousands of meals during the pandemic. We provided hundreds of computers for Virtual students. We kept our doors open for in-person classes.

**AND OUR STUDENTS MADE RECORD
GROWTH!**

.....
Elige las clases virtuales o presenciales.

Inscribir en nuestra escuela es juntarse con nuestro comunidad. Hemos servido miles de comidas durante la pandemia. Hemos proveido cientos de computadores para los estudiantes virtuales. Hemos mantenido la escuela abierta para clases presenciales.

Y LOS ESTUDIANTES LOGRARON MÁS QUE NUNCA!

- **School-Based Enrollment:** must follow all Matchbook on-site guidelines.
- **Wait List:** Enroll Indy maintains our waitlist for out of boundary students. Currently, we are a neighborhood school so we have open enrollment for all students and families of grades we offer to in boundary students.
- **Withdrawal:** Students who withdraw from the school (whether in boundary, out of boundary, etc) will be processed upon receipt of records request from another school.

- **Re-enrollment:** Students are automatically re-enrolled and records updates are maintained through a re-enrollment form to ensure wait listing numbers are kept up to date. Student transfers are processed in accordance with our enrollment processes and the Enroll Indy uniform enrollment guidance.

Student Information	MATCHBOOK LEARNING ENROLLMENT APPLICATION 2021-2022		THIS BOX IS FOR OFFICE USE ONLY DATE RECEIVED: _____ START DATE: _____	
GRADE ENTERING:	LAST SCHOOL ATTENDED:		TRANSPORTATION: Car Rider <input type="checkbox"/> Walker <input type="checkbox"/> Bus Rider <input type="checkbox"/> N/A E-Learning <input type="checkbox"/>	
STUDENT LAST NAME:		STUDENT FIRST NAME:	STUDENT MIDDLE NAME:	
PHONE:	STREET ADDRESS (<u>Do Not Enter PO Box</u>):		CITY/STATE:	ZIP:
DATE OF BIRTH:	GENDER: <input type="radio"/> FEMALE <input type="radio"/> MALE		RACE (<i>circle all that apply</i>): AMERICAN INDIAN/ALASKAN ASIAN BLACK/AFRICAN AMERICAN WHITE HAWAIIAN/PACIFIC ISLANDER Hispanic / Latino/a	
		PARENT OR GUARDIAN 1		PARENT OR GUARDIAN 2
NAME:				
RELATIONSHIP TO STUDENT:				
ADDRESS (IF DIFFERENT FROM STUDENT):				
CITY, STATE, ZIP:				
PHONE:				
EMAIL ADDRESS:				
MARITAL STATUS:				
WITH WHOM DOES CHILD RESIDE?				
IS A CUSTODY DECREE IN PLACE?				

Matchbook Learning uses photographs of our students to celebrate our accomplishments, to build our community of support and to promote our organization. Use of these photos may be, and not limited to, newsletters, the website, the yearbook, promotional materials, and media outlets. **If your child should not be photographed, please request and complete a PHOTO OPT OUT Form.**

EMERGENCY CONTACTS

NAME	PHONE	RELATIONSHIP TO STUDENT
NAME	PHONE	RELATIONSHIP TO STUDENT
NAME	PHONE	RELATIONSHIP TO STUDENT

SIBLING INFORMATION

NAME OF SIBLING:	SCHOOL ATTENDING:	GRADE 2018-19
NAME OF SIBLING:	SCHOOL ATTENDING:	GRADE 2018-19
NAME OF SIBLING:	SCHOOL ATTENDING:	GRADE 2018-19

Does your child have any health conditions that should be brought to the school's attention?

If yes, please explain in the space provided.

Does your child currently or previously receive Special Education services?

If yes, please answer the following questions.

Does your child have a current IEP in place?

What services is your child currently receiving?

<p>Has your child ever been expelled from another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Which program will your child attend?</p> <p>In-Person <input type="checkbox"/></p> <p>E-Learning <input type="checkbox"/></p> <p>Do you have internet access?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>What language is spoken at home:</p> <p>English</p> <p>Spanish</p> <p>Other _____</p> <p>(Specify)</p>
--	---	---

I, the undersigned, declare that I and the student for which this application is submitted, physically reside in the STATE OF INDIANA. If statements made on this application are false, the enrollment of my child/children will be terminated immediately. I agree to provide the Academy with updated immunization records and any other documentation required for my child/children.

Matchbook Learning at Wendell Phillips is a Public School and does not discriminate on the basis of intellectual or athletic abilities, "measures of achievement or aptitude", handicapped status, religion, creed, race, sex, color or national origin.

- **Online Enrollment:**
 - [Enroll Indy's online enrollment system can be found here](#)

- [IPS' online registration system \(claim neighborhood school or register for choice, PreK or high school\) here](#)
- **Phone Enrollment:** families should start by calling Enroll Indy at 317-426-3234 (Enroll Indy will forward to the enrollment Matchbook Learning team where appropriate)
- **Resources:**
 - [Video Enrollment Overview](#)
 - [Video No Show Attendance correction](#)

K-12 Lottery (May 21-June 24)	School	Online	Phone
1. FAMILY: Register Online using SnapCode link	https://registration.powerschool.com/family/gosnap.aspx?action=22667&culture=en NOTE: Current IPS students have no next steps		
2. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
3. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		
PreK (June 3-Jan 31)	School	Online	Phone
1. FAMILY: Enroll with Enroll Indy	In-Person only (to confirm in-district address), family will receive PreK Code		
2. FAMILY: Register Online using Enroll Indy Code	https://registration.powerschool.com/family/gosnap.aspx?action=24042&culture=en		
3. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
4. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		
K-8 Neighborhood (Ongoing)	School	Online	Phone
1. FAMILY: Register Online using Address	https://registration.powerschool.com/family/gosnap.aspx?action=24042&culture=en		
2. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
3. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		

K-8 Neighborhood (Out-of-Boundary) (June 3-ongoing)	School	Online	Phone
1. FAMILY: Enroll with Enroll Indy	School to call Enroll Indy at 317-864-6826 to claim seat and receive OOB Code		In Person to claim seat and receive OOB Code
2. FAMILY: Register Online using Enroll Indy Code	https://registration.powerschool.com/family/gosnap.aspx?action=18948&culture=en		
3. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
4. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		
K-9 Choice (June 3-Jan 31)	School	Online	Phone
1. FAMILY: Enroll with Enroll Indy Portal	https://enrollindy.secure.force.com/		
2. FAMILY: Register Online using Enroll Indy Code	https://registration.powerschool.com/family/gosnap.aspx?action=18948&culture=en		
3. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
4. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		
10-12 Choice (June 3-ongoing)	School	Online	Phone
1. FAMILY: Enroll with Enroll Indy	https://login.salesforce.com/		Phone to claim seat and receive High School Code
2. FAMILY: Register Online using Enroll Indy Code	https://registration.powerschool.com/family/gosnap.aspx?action=18948&culture=en		
3. SCHOOL: Deliver to PowerSchool	https://secure.infosnap.com/admin/login/login.rails		
4. SCHOOL: Activate in PowerSchool	https://powerschool.myips.org/admin/pw.html		

Special Support (July 1-ongoing)	School	Online	Phone
Daycare Transfer	TRANSFER FORM REQUIRED: (1) proof of daycare enrollment with number and address (2) proof of guardian employment (3) guardian ID m		
3rd Party Custody	REQUIRED: IDs of current and new guardians in-person for signature		
Residence Verification	REQUIRED: IDs of guardian and resident in-person for signature, proof of address for resident		

Enroll Indy Portal Instructions

Overview: Families can use Enroll Indy’s online portal to claim K-9 choice seats on a first-come, first-served basis. They will be given a school code that they will use in PowerSchool Registration to claim their seat.


Resources:

- Enroll Indy Portal Link: <https://enrollindy.secure.force.com/>
- Enroll Indy Open Seats Reports: <https://enrollindy.org/openseats/>
- Enroll Indy Phone Number: 317-426-3234
- Enroll Indy Email: info@enrollindy.or

Steps:

1. Log in to your existing OneMatch account, or click the Create an Account button if you do not already have an account. If you need to create an account, you will receive an email with a confirmation link. Click the link to complete creation of your account and log in with your new credentials.

Es




FAMILY ACCOUNT LOGIN

LOGIN
CREATE AN ACCOUNT >

[Forgot Your Password?](#)

If you created an account using Facebook or Google+, please create a new account using your email address. If you do not have an email address, create one [here](#). If you have questions, please contact info@enrollindy.org.



ONEMATCH PORTAL ACCOUNT CREATION

Please fill out the information below and click submit.

* = required

PARENT/GUARDIAN INFORMATION

<input type="text" value="First Name *"/>	<input type="text" value="Last Name *"/>	<input type="text" value="Email Address *"/>	<input type="text" value="Phone Number *"/>
<input type="text" value="Password *"/>	<input type="text" value="Confirm Password *"/>		

By creating an account, I agree to the [Terms of Use](#) and [Privacy Policy](#).

CANCEL SUBMIT >

8

2. Once logged in, you will see the portal's Home screen, with instructions regarding how to proceed.

The screenshot shows the ONEMATCH Family Portal Home screen. At the top left is the ONEMATCH logo. Below it is a dark blue navigation bar with 'HOME', 'VIEW RESULTS', and 'LOGOUT' (with a user icon) in white text. On the right side of the page, there is a link for 'Español English'. The main content area features a welcome message: 'WELCOME TO THE ONEMATCH FAMILY PORTAL, KAREN HENSLEY!'. Below this, there are three columns of instructions: 'LEARN', 'ADD STUDENTS', and 'ENROLL'. Each column contains a numbered list of steps. At the bottom right, there are two orange buttons: 'UPDATE FAMILY PROFILE >' and 'ADD STUDENT >'.

ONE MATCH

HOME VIEW RESULTS LOGOUT

View My Students Español English

WELCOME TO THE ONEMATCH FAMILY PORTAL, KAREN HENSLEY!

LEARN

- 1 Go to [Enroll Indy School Finder](#) to learn about and connect with schools.
- 2 Discuss options with your student(s)
- 3 Visit schools or attend open houses if you have more questions. Find open houses on [our site](#)

ADD STUDENTS

- 1 If you are new to Indianapolis or have a student entering school for the first time, use the "Add Student" button to add them to your family.
- 2 Complete student information, at which point our student will be available to update enrollment.

ENROLL

- 1 Click the "Update Enrollment" Action below to start the process.
- 2 Update your student and family contact information so we have the most up-to-date information.
- 3 Review school availability and select a school for your student.

UPDATE FAMILY PROFILE > ADD STUDENT >

3. If you have already completed the steps under "Learn," click the "Update Family Profile" button. When you have filled in all fields, click the "Submit" button.

MY FAMILY PROFILE

Answer questions about yourself and your family

PARENT/GUARDIAN INFORMATION

First Name * **Last Name ***

PARENT/GUARDIAN CONTACT INFORMATION

Email Address * **Mobile Phone Number** **Home Phone Number** **Work Phone Number**

- I give Enroll Indy permission to send text messages to my mobile phone.
 I am currently homeless or displaced

ADDRESS

Address *

Apartment/Unit

City * **State *** **Zip Code ***


- My mailing address is different than my physical address

CANCEL

SUBMIT >

4. You will be returned to the portal Home page. Click the “Add Student” button. You will be given the option to create a new student or to “Find My Student.”
 - a. If the student has not previously been enrolled in an IPS or Enroll Indy-participating charter school, you will need to Create New Student. Complete all fields, then hit “Submit.” You will be returned to the Home page, and when you scroll down you will see that your student has been

added to your profile. Repeat the process for each student in your family who needs a seat.



HOME VIEW RESULTS LOGOUT

View My Students Español English

CREATE NEW STUDENT

BE SURE TO USE THE CORRECT FORMAL SPELLING OF THE STUDENT'S NAME (REFER TO REPORT CARD OR BIRTH CERTIFICATE)

First Name * Tanner Last Name * Humphrey Date of Birth * 3/5/12

Gender * Male Home Language * --None-- Relationship to Student * --None--

Race (Select all that apply) *


Enroll Indy is partnering with Indy Achieves to bring scholarship and work opportunities to students in Indianapolis. Please share my student's information with Indy Achieves and Employ Indy to be considered for these opportunities. [See Terms of Use](#)

Check here if this child's most recent school was NOT Indianapolis Public Schools, but they have attended Indianapolis Public Schools in the past.

When you select **Save**, the student will be created and added to your profile. You will be returned to the home screen to start an application for this student.

BACK SAVE >

- b. If the student has previously attended an IPS or Enroll-Indy participating charter school, select “Find My Student” and select the student’s current school from the drop-down menu.



HOME VIEW RESULTS LOGOUT

View My Students Español English

FIND MY STUDENT

If your child currently attends IPS or an Enroll Indy charter school (See Support Panel for participating charter schools), you will need their STN or School ID to complete the steps below. If you do not know your child's School ID, you can contact your current school or Enroll Indy. For more information on finding your School ID, see the Support Panel.

Select Current School (2018-2019)
James A Garfield School 31

ID type(s) available for the school you have selected:
Based on the school you selected, your child has the following types of IDs. Please select the ID that you wish to enter below:

PowerSchool: Enter your PowerSchool ID. Contact your school or email (info@enrollindy.org) or call (1-317-426-3234) Enroll Indy if you do not know your ID.

STN: XXXXXXXXX

BACK

- i. Once you have selected your school, the screen will display what types of student IDs are available. Select the ID that you wish to enter. If you do not know your STN or PowerSchool ID number, contact your school, email info@enrollindy.org, or call (317) 426-3234 for assistance.

- ii. When you enter a valid ID number, the student record associated with that number will appear. Check the box next to the name, and click “Add.”
 - iii. You will be returned to the Home page, and when you scroll down you will see that your student has been added to your profile. Repeat the process for each student in your family who needs a seat.
5. Under my students, click the “Enroll in a New School” link for the first student who needs a new seat.



HOME	VIEW RESULTS	LOGOUT
<ul style="list-style-type: none"> 1 Go to Enroll Indy School Finder to learn about and connect with schools. 2 Discuss options with your student(s) 3 Visit schools or attend open houses if you have more questions. Find open houses on our site 	<ul style="list-style-type: none"> 1 student entering school for the first time, use the "Add Student" button to add them to your family. 2 Complete student information, at which point our student will be available to update enrollment. 	<ul style="list-style-type: none"> 1 Click the "Update Enrollment" Action below to start the process. 2 Update your student and family contact information so we have the most up-to-date information. 3 Review school availability and select a school for your student.

[UPDATE FAMILY PROFILE >](#)
[ADD STUDENT >](#)

MY STUDENTS

NAME: JACK HUMPHREY	
Action:	Enroll in a New School
2018-2019 School:	George W Julian School 57 Out of Boundary
2018-2019 Grade:	K
	See Enrollment Details

NAME: JAMES HUMPHREY	
Action:	Enroll in a New School
2018-2019 School:	Tindley Genesis Academy
2018-2019 Grade:	4
	See Enrollment Details

- Make any needed updates to the Student Information screen. Click “Save & Next.”

HOME
LOGOUT

STUDENT INFORMATION

The following information is pulled from your student's records. Please confirm the information is correct and make any updates before continuing. After reviewing, click Save & Next to manage your enrollment.

Student First Name *

Student Last Name *

Gender *

Date of Birth (MM/DD/YYYY) *

Relationship to Student *

Home Language *

Race Multi *

Address *

Apt #

City *

State *

Zip Code *

Enroll Indy is partnering with Indy Achieves to bring scholarship and work opportunities to students in Indianapolis. Please share my student's information with Indy Achieves and Employ Indy to be considered for these opportunities.

2018-2019 School

George W Julian School 57 Out of Boundary

2018-2019 Grade

K

BACK
SAVE & NEXT >

- On the Manage Enrollment page, you see the list of Enroll Indy-participating schools.

HOME
LOGOUT

MANAGE ENROLLMENT

Please see your current student information below. If you are a brand new student, your school and grade will not be applicable. Please view the table below to see availability in schools that serve the grade of your student. If you wish to enroll at a school, click 'Enroll' and complete the Next Steps.

[< BACK TO STUDENT INFO](#)

JACK HUMPHREY

2018-2019 School: George W Julian School 57 Out of Boundary

2018-2019 Grade: K

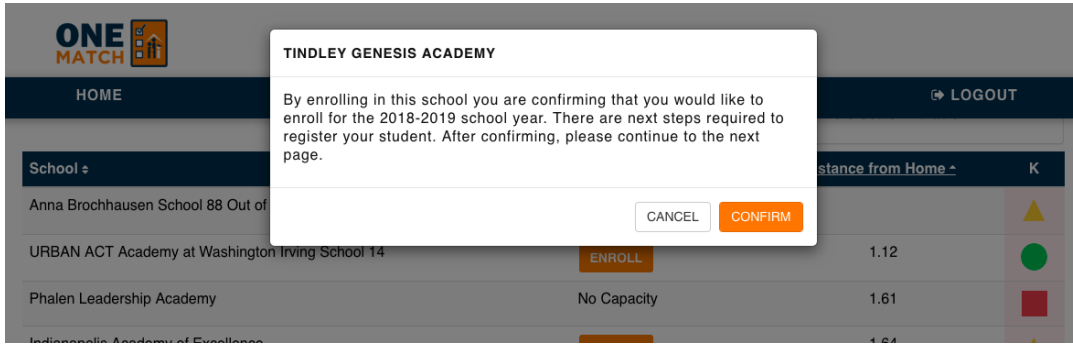
Filter by School

APPLY FILTERS
VIEW/HIDE ALL GRADES
VIEW SCHOOL FINDER

Key

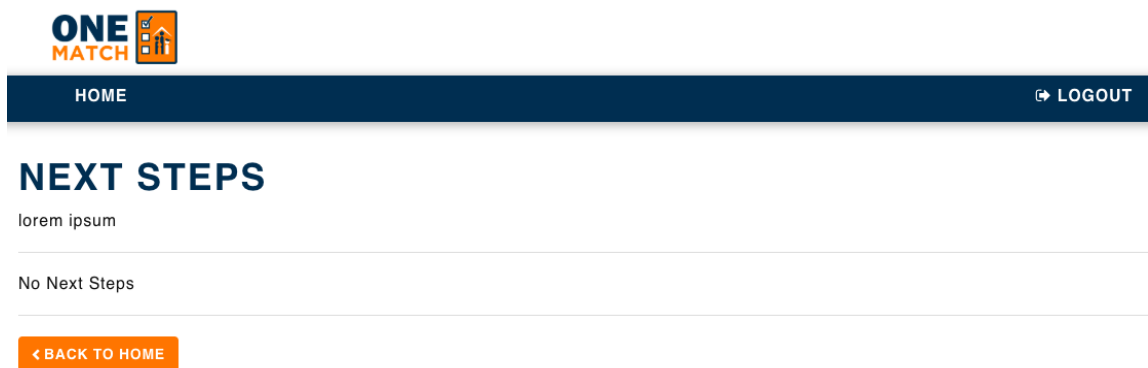
- - No Seats Available
- ▲ - Less than 5 seats Available
- - 5 or More Seats Available

- Select the school you would like your child to attend. A pop-up will appear with the name of the school, asking you to confirm that you would like to enroll. Click “Confirm.”



9. Any required next steps to complete registration with the school will appear on the

“Next Steps” page.



10. When you return to the Home page, you will see that your student’s Future School has been updated. Repeat steps 5-9 for each student who needs to enroll.

PowerSchool Registration “All School Registration”

Overview: All students will use PowerSchool Registration to claim their seat and provide IPS with enrollment and registration data.

Resources:

- Family Link: <https://registration.powerschool.com/family/gosnap.aspx?action=24042&culture=en>

Steps:

1. Click on the “Create Account” button OR
2. Sign in using family’s email and password (only if they have already created a login)
3. Families can also reset their password or sign in using a cell phone number if they prefer

The screenshot shows the PowerSchool registration interface. On the left is the 'Sign In' section with an 'Email Address' input field (arrow 2), a 'Password' input field, a 'Remember me on this computer' checkbox, a green 'Sign In' button (arrow 3), a 'Forgot password?' link (arrow 3), and a link to sign in with a cell phone number. On the right is the 'Create Account' section with a list of benefits and a green 'Create Account' button (arrow 1).

4. Create an account by providing family name, contact information, email address and password

Create an Account

Enter the following required information to continue. It is important to create only one account per household correctly.

Don't Have an Email Address? We suggest that you ol

The screenshot shows the 'Create an Account' page. The 'Profile' section has a 'First Name' input field (arrow 4).

Create Account

5. Add a student to the account

Add Student

First Name **5**

Last Name

Date of Birth
enter as "mm/dd/yyyy"

Add Student

6. Enter information as requested. Then on the "Student" page (6a) after a family selects a grade level (6b), they will be asked if they are enrolling in their "Neighborhood School" (6c) or if they are enrolling in an "Other School" - PreK, choice, or neighborhood out-of-boundary without transportation (6d).

The screenshot shows the 'myIPS.org' enrollment page. On the left is a navigation menu with 'Student' highlighted (6a). The main form has 'Enrolling Grade' set to '5' (6b). Below that, 'Enrollment School' is selected as 'Neighborhood School' (6c), with 'Other School' also indicated by a red arrow (6d). A 'Find Zoned Schools' button is at the bottom.

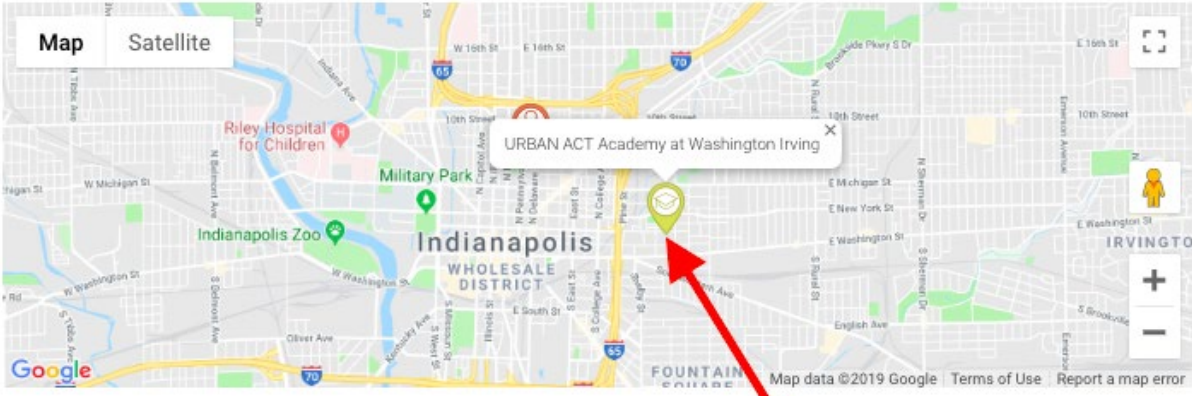
If the student is enrolling in their NEIGHBORHOOD SCHOOL

7. Click the "Find Zoned Schools" button and
8. View results

9. Choose zoned/neighborhood school

[Find Zoned Schools](#) ← 7

Student's Home Zoned School Selected School



Map Satellite

URBAN ACT Academy at Washington Irving

Indianapolis

WHOLESALE DISTRICT

IRVINGTON

Map data ©2019 Google Terms of Use Report a map error

School Results

URBAN ACT Academy at Washington Irving ← 8
1250 E Market Indianapolis IN 46202
Grades: K to 8

Please choose one of the listed neighborhood schools below. In most cases, there will only be one neighborhood school listed.

✓ - Select -
URBAN ACT Academy at Washington Irving ← 9

10. Complete all other registration questions

If the student is enrolling in a CHOICE, PREK or NEIGHBORHOOD OUT-OF-BOUNDARY

11. Choose "Other School - I have a unique school code from Enroll Indy for a PreK School, Choice School, or Neighborhood Out-of-Boundary Without Transportation School"

12. Enter the unique school code the family received from Enroll Indy

- a. Choice schools will have 4-digit codes: **####**
- b. High schools will have 6-digit codes ending in two letters (curriculum code): **####%**
- c. Neighborhood out-of-boundary schools will have 4-digit codes with "notransportation" at the end: **####notransportation**
- d. PreK will have 4-digit codes with PK at the end: **####PK**

13. Confirm that the correct school is populated by the code

Enrollment School

What school are you enrolling in today? required

Neighborhood School

Other School – I have a unique school code from Enroll Indy for a PreK School, Choice School, or Neighborhood Out-of-Boundary Without Transportation School

Please enter your unique school code provided by Enroll Indy required

5590

The code for [Ernie Pyle School 90](#) has been approved

14. Complete and submit the registration (all pages and questions)

PowerSchool Registration Delivery

Overview: All new students submit registration information through PowerSchool Registration. Schools need to view, APPROVE and DELIVER this data from PowerSchool Registration to PowerSchool.

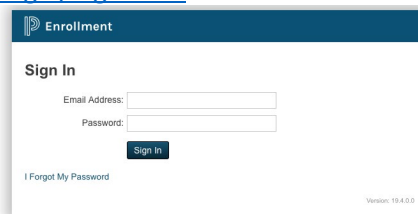
Resources:

- PowerSchool Registration Admin Site: <https://secure.infosnap.com/admin/login/login.rails>

Steps:

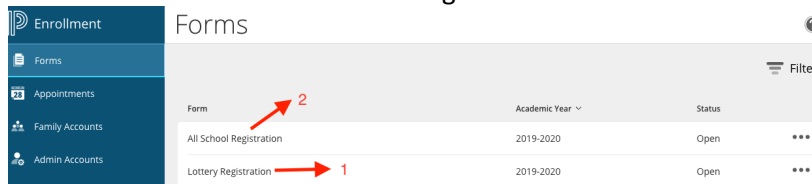
Log-in to PowerSchool Registration using the following link:

<https://secure.infosnap.com/admin/login/login.rails>



There are two places where the student Submitted record could be stored.

1. **Choice Schools (PreK, K-8 Choice and High Schools)** will find records in the “Lottery Registration” until the end of the second round lottery
2. **Neighborhood Schools (at all times) as well as Choice Schools (during and after June 3 open enrollment)** will find records in the “All School Registration”



Form	Academic Year	Status	Filter
All School Registration	2019-2020	Open	...
Lottery Registration	2019-2020	Open	...

If the record is in the “Lottery Registration” there are two workspaces within the form.

1. Roster Workspace – Every student that received a Snapcode through the lottery will be found here. Under the “Roster Workspace”, on the “Lottery Registration” you can look up the student by first and last name. If you see the students “Status” you can see if see what the parent has done on their side.
 - Submitted – they have completed the record and are ready to be approved and submitted
 - Started – they have started the registration but have not finished it and the parent has to log in and finish and submit.
 - Notified Not Started - they have received a match but have not started the registration process
 - On Hold – they have been locked out the registration form. (this is most often because a student has declined a seat or has missed the deadline to submit registration and the seat has been rescinded)

Select a... View: All Roster Records | Filter: None | Tag: None | Tasks | 1119 Found | Page 6 of 56

ID	First Name	Last Name	DateOfBirth	School	Grade	Match Priority	Enroll Status	Snapcode	Status	EmailHistory	LetterHistory	Tags
10783	[REDACTED]	[REDACTED]	07/11/2012	Maria Siderser Gilfed Academy School 359	2		New	scnh8449gctm	Submitted	Registration Confirmation 01/11/2019	Letter-IPS:Enroll Indy Applicant Registration (2/20/2019)	
	[REDACTED]	[REDACTED]	05/06/2014	George W Claver School 87	K		New	mpm127222fhtgs	On Hold	MATCH RESEARCHED: Apply through Enroll Indy by April 26 for an Registration IPS choice school (4/3/2019)	Letter-IPS:Enroll Indy Applicant Registration (2/20/2019)	Room 1 Lotter

- If the status says submitted, you can move forward to the “Submission Workspace”

2. Submission Workspace – Every student that completed and submitted their application can be found here. They are ready to be approved and delivered.

If the record is in the “All School Registration” there is only a “Submission Workspace” But you will have to make sure you View is to the “All Submission” to be able to find all the submitted records.

To deliver a record from the Submission Workspace

1. You will need to change your view is to the “Pending Approval”
2. Locate your student by searching by first and last name.

3. Once you have located your student, click the “edit” icon.

ID	First Name	Last Name	School	Grade	Match Priority	Enroll Status	Submitted	Tags	Notes
<input type="checkbox"/>	Wonder	Woman	William Penn	4			04/30/2019	Address Verified, Polished	

- Review the student’s submission information, ensuring you have captured all required information.

Wonder Woman (Submission)

Record 1 of 1 | All Fields

Field Name	New Value
stu_DCID	
stu_ID	
stu_FirstName	Wonder
stu_MiddleName	
stu_LastName	Woman
stu_Suffix	
stu_Gender	Female
stu_DOB	02/18/2010
stu_Expelled	No
stu_HPh	317-555-5555
stu_Address	1920 W Morris St
stu_Address2	
stu_City	Indianapolis
stu_State	IN
stu_Zip	46221
st_CASSAddress	
st_CASSAddress2	
st_CASSCity	
st_CASSState	
st_CASSZip	
stu_DifferentMailingAddress	No
stu_MailingAddress	
stu_MailingCity	
stu_MailingState	
stu_MailingZip	
stu_EnrollGrade	4
Student Enrollment School	William Penn
stu_SchoolType	Neighborhood School
Neighborhood School	William Penn

Tags

You may assign or remove tags for this record here. Changes are automatically saved.

- Address Failed
- Address Verified
- Administrative Follow-up
- Birth Certificate Received
- Birth Certificate Reviewed
- Delivery Exception
- Immunization Records Received
- Immunization Records Reviewed
- Inward Address
- No Zoned School
- Out of District
- Polished
- Pending
- Proof of Residency Received

Tasks

Rollin Data
Discard Record
Print Forms

Language

English

Approve

This record meets the criteria for approval, but you still must Approve it. Please review the record, and when ready, click the Approve & Continue button.

Approve & Continue

Delivery History

- Review the student’s documents. If the student did not upload documents you may need to upload their documents to PowerSchool SIS directly.

Uploaded Documents

No accessible documents have been uploaded.

[Upload Document](#)

- Once you have reviewed the student’s submission, documents and selected the appropriate tags, you can now approve the student’s submission.

Approve

This record meets the criteria for approval, but you still must Approve it. Please review the record, and when ready, click the Approve & Continue button.

Approve & Continue

Approve

This record has been Approved.

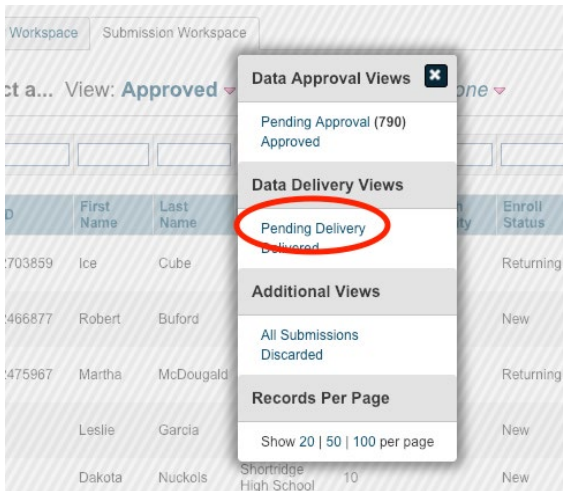
If you need to reset this record to Pending Approval, click here.

- You will then go back to the “Submission Workspace”

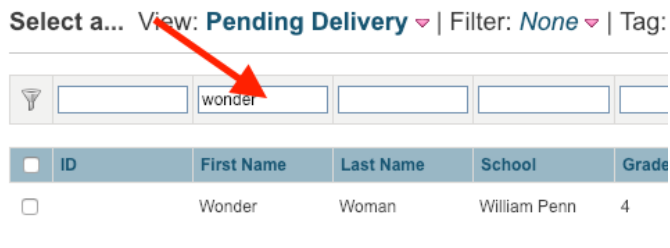
IMMEDIATE DATA FOR LUI

[Roster Workspace](#) [Submission Workspace](#)

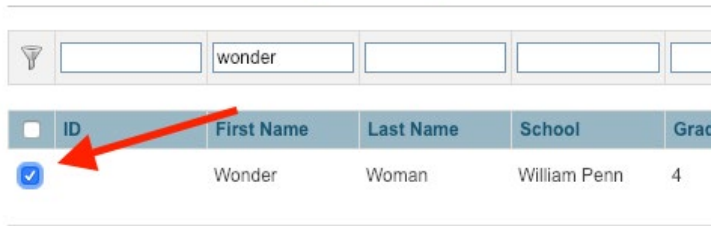
- Click the drop-down icon and select “Pending delivery” view.



9. Search for the student you approved by typing their name in the respective search boxes.

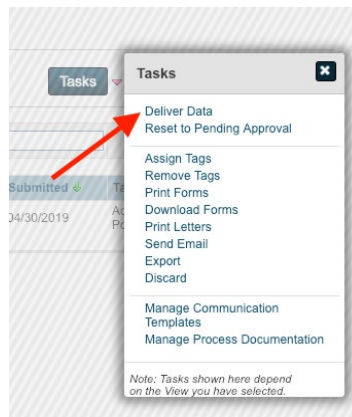


10. Once you have located the student, click the checkbox next to the student's record.

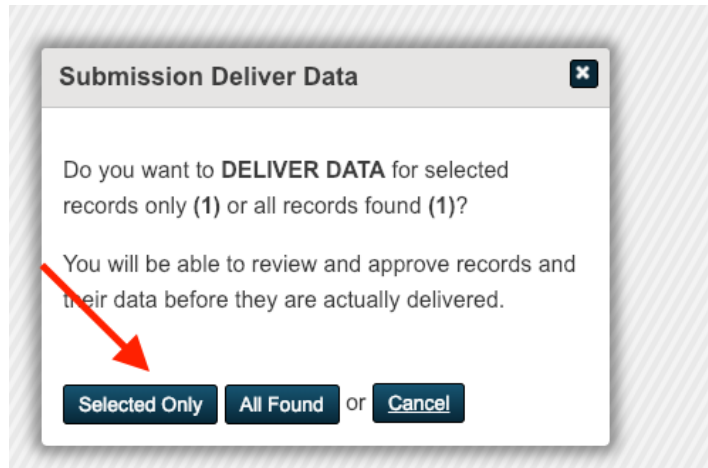


11. Click the "Tasks" button.

12. Select the "Deliver Data" function.



13. Click "Selected Only"



14. Click "Create Delivery Batch".

Introduction

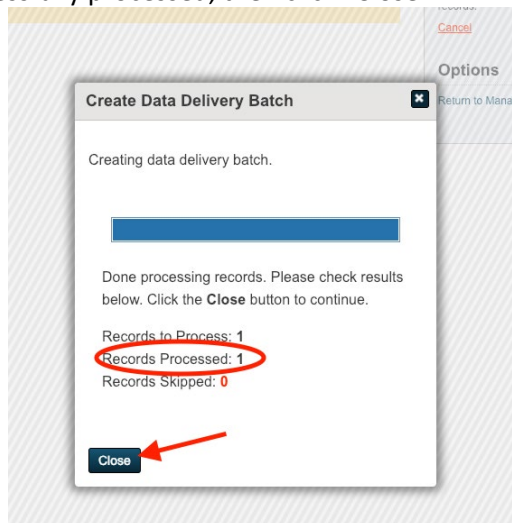
This wizard will guide you through the data delivery process. You may leave this process and return later and your changes will be saved.

You have selected 1 record(s) to deliver.

Click the **Create Delivery Batch** button to begin the data delivery process. You will be able to review and edit each record prior to delivery. Please be patient, as the initial set up for this process may take a few minutes.

Create Delivery Batch

15. Confirm the record was successfully processed, then click "Close".



- a. However if you get the blue box , this means that there is was a previous record that was being delivered.

NOTE: A data delivery batch has already been started. To continue working on this batch, click the **Continue** button. If you want to bring new records into this batch, you can either **Cancel** this batch and begin again, or you can complete this batch and then start another batch with the new records.

- b. You will have to cancel this batch to create a new one, it will automatically take you back to the "Submission Workspace" to select the record you want to deliver.

Data Delivery Steps

Introduction

Cancel Data Delivery

You may cancel the data delivery process at any time. Changes you have made to the copy of data in the data delivery batch will be lost, but tag assignments and notes will be saved to the original records.

[Cancel](#)

Options

[Return to Manage Data](#)

secure.infosnap.com says

Are you sure you want to cancel data delivery?

16. To search for possible matches, click the “Match” button.

Existing Data

17. If PowerSchool Registration locates a similar or existing record in the SIS, the system will reflect a possible match with an orange or green indicator.

Deliver Data

[Dashboard / Registration / Manage Data](#)

Review and Edit - 1 of 1 (Abby Bryant)

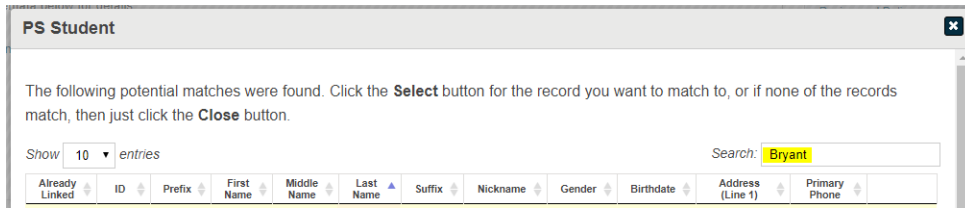
PS Student | Race | studentcorefields | s_in_stu_x | s_stu_edfi_x | u_registration | u_ell_students_extension | u_ell Expand All | Collapse All

PS Student

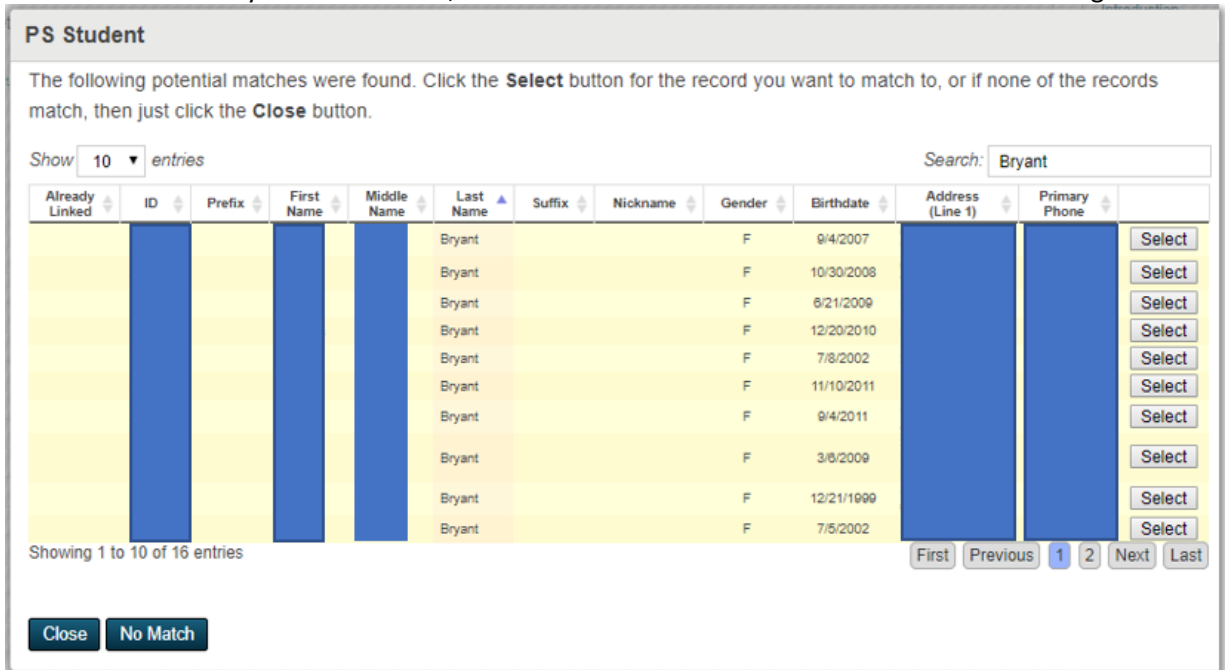
Field Name	Value
	Existing Data

NOTE: If the student may have previously attended an IPS school, you will need to confirm they do not already exist in PowerSchool SIS.

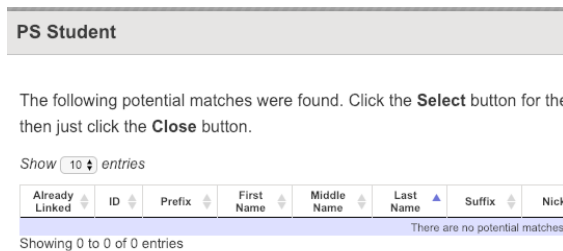
18. Search for the student by clicking the blue “Match” button. You can narrow results using the search bar.



19. If the student already exists in the SIS, click the “Select” button next to the student’s existing record.



20. If the student has not previously attended an IPS school or does not already exist in the SIS, click “No Match”.



21. You will have to “Match” and deliver the student’s contact information as well. Scroll down until you see the “Contact” information and the “Match” blue button to see if there is already record of this contact.

Deliver Data

Mailing_Street	1920 W Morris St	← 1920 W Morris St
Mailing_City	Indianapolis	← Indianapolis
Mailing_State	IN	← IN
Mailing_Zip	46221	← 46221
Home_Phone	317-555-5555	← 317-555-5555
Enroll Status Code	-1	← -1
EntryDate	8/5/2019	← 2019-08-05
ExitDate	6/12/2020	← 2020-06-12
SchoolID	523	← 523
Fteld		← 2353
SchoolEntryGradeLevel	7	← 7
Alert_Medical	Allergies: Haters; Other Considerations: He was bitten by a radioactive spider and this gave him super powers. Keep buy spray away from him.	← Allergies: Haters; Other Considerations: He was bitten by a radioactive spider and this gave him super powers. Keep buy spray away from him.
Alert_MedicalExpires	NEVER_EXPIRES	← NEVER_EXPIRES
Ethnicity	2	← 2

Race

Contact: May Parker, F

22. If there is a match all you have to do is select the contact and match it.

The following potential matches were found. Click the **Select** button for the record you want to match to, or if none of the records match, then just click the **Close** button.

Show entries Search:

Already Linked	ID	Prefix	First Name	Middle Name	Last Name	Suffix	Gender	Address (Line 1)	Primary Phone	
<input type="checkbox"/>	14587654	Mr.	May		Parker		F	1920 W Morris St	317-555-9978	<input type="button" value="Select"/>

Showing 1 to 1 of 1 entries

23. However if there is no match for this contact all you have click is the “no match”

Contact: May Parker, F

The following potential matches were found. Click the **Select** button for the record you want to match to, or if none of the records match, then just click the **Close** button.

Show entries Search:

Already Linked	ID	Prefix	First Name	Middle Name	Last Name	Suffix	Gender	Address (Line 1)	Primary Phone	
<input type="checkbox"/>	14587654	Mr.	May		Parker		F	1920 W Morris St	317-555-9978	<input type="button" value="Select"/>

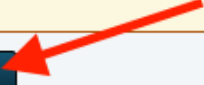
Showing 1 to 1 of 1 entries

24. Once you have determined if the student is an existing or previous student of IPS, or that we do not already have the student’s information in PowerSchool SIS and have ‘Match’ the student’s contact information, you may deliver the record by clicking “Deliver Record”.

Deliver Record

This record has **NOT** been delivered. Click **Deliver Record** to deliver this record.

Deliver Record



25. When the record gets delivered correctly you should see the “green” box below:

Deliver Record

This record has been **Delivered**. You may deliver it again if necessary.

Deliver Record

PowerSchool Activation Instructions

Overview: When a student is returning to IPS or transferring from one IPS school to another, it is important to properly search the student in PowerSchool, transfer the student to or from schools, and re-enroll a student into your school.

Resources: Power School Site - <https://powerschool.myips.org/admin/home.html>

Steps:

NOTE: Between June 3 and June 13, DO NOT MOVE ACTIVE IPS STUDENTS in PowerSchool (OEO will update these students' next year school)

1. When a student is coming to your school, the first step is to look the student up in PowerSchool under District Search by Last Name or DOB. it is important to use the district search to see which school building the student is currently in.

District-Wide Student Search

Students Staff Parents **District Search**

Search by Name and/or Date of Birth

Last Name contains: 1

Date of Birth: 2

Search

2. Once you search for the student in District Search, be sure to look at the “Enroll Status” and the “School” they are currently in.

Enroll Status	School
Imported as Historical	Inactive Student School
Transferred Out	
Imported as Historical	Historic School
Imported as Historical	Inactive Student School
Imported as Historical	Inactive Student School

- 3.

If the student's “Enroll Status” is active, you first have to transfer this student out of his/her current school:

4. First, you must switch to the school the student is currently in so that you can transfer them out of that school. Click on the “School” link next to your building’s name to switch schools

School: Arlington Community Middle School Term: 18-19 Semester 2



- Anna Brochhausen School 88
- ✓ Arlington Community Middle School
- Arlington Woods School 99
- Arsenal Technical High School
- Brookside School 54
- Butler University Lab School 60
- Butler University Lab School 55
- Carl Wilde School 79
- Center for Inquiry School 2
- Center for Inquiry School 27
- Center for Inquiry School 70
- Center for Inquiry School 84
- Charles Warren Fairbanks School 105
- Christian Park School 82
- Clarence Farrington School 61
- Cold Spring School
- Crispus Attucks High School
- Daniel Webster School 46

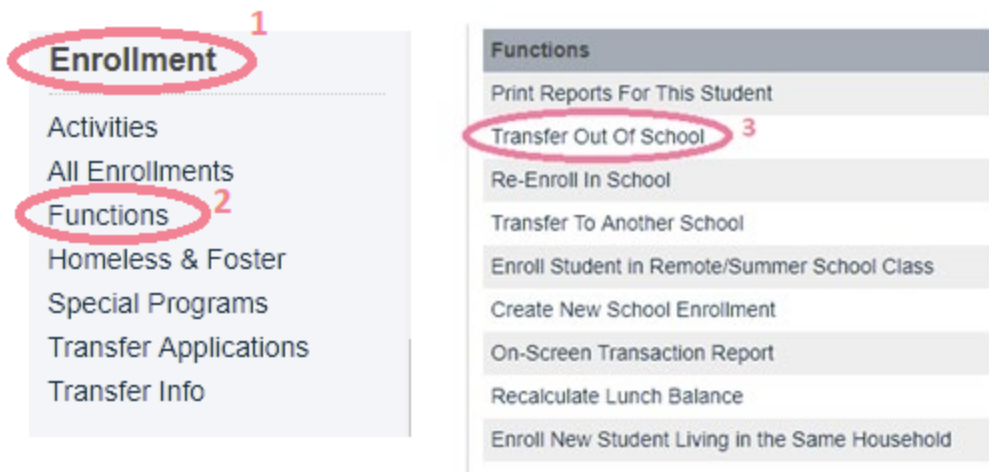
5. Search for the student using the Student Search in the student's current school

Start Page

Students Staff Contacts District Search

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

6. Then go to (1) Enrollment > (2) Functions > (3) Transfer Out of School



7. Make sure to fill out all the important fields in transferring a student out of their previous school including (1) date of transfer, (2) transfer comment such as “moved over summer to School 88’s boundary”, and (3) exit code such as “19 Transferred to another school within the state”, or “25 Transferred out of State”, etc. (4) Also include code 19 for the state mobility code.

Who will be transferred out [Redacted]

Transfer comment 2 moved to school #88

Date of transfer 1 (should be the day after the student's last day in class) 5/2/2019

Exit code 3 19 (Transferred to another school within the state)

Indiana State Information

Field List

Accountable School [Redacted]

Dropout or Mobility Code 4 (19) Transferred

8. After you enter in the date of transfer a yellow box may appear; be sure to click that checkbox that says, Check to delete all future attendance records this student has listed above.

There are 2 attendance record(s) for the current student. Listed below are the number of records per date:

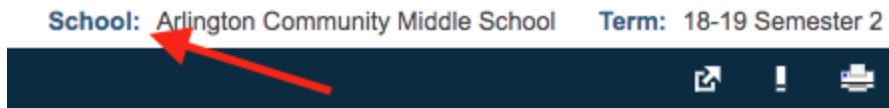
- (2) 4/29/2019

Check to delete all future attendance records this student has listed above.

Once the student has been Transferred Out (or if their status was “Transferred Out” or “Imported as Historical”:

9. The first step is to make sure you are in the building they are currently in. Click on the “School” link next to your building’s name to switch schools.

School: **Arlington Community Middle School** Term: 18-19 Semester 2



10. Search for the student using the Student Search in the student's current school

Start Page

Students Staff Contacts District Search

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

11. Then go to (1) Enrollment > (2) Functions > (3) Transfer to another school

Enrollment ¹

- Activities
- All Enrollments
- Functions** ²
- Homeless & Foster
- Special Programs
- Transfer Applications
- Transfer Info

Functions

- Print Reports For This Student
- Transfer Out Of School
- Re-Enroll In School
- Transfer To Another School** ³
- Enroll Student in Remote/Summer School Class
- Create New School Enrollment
- On-Screen Transaction Report
- Recalculate Lunch Balance
- Enroll New Student Living in the Same Household

12. Then choose your building

Who will be transferred [REDACTED]

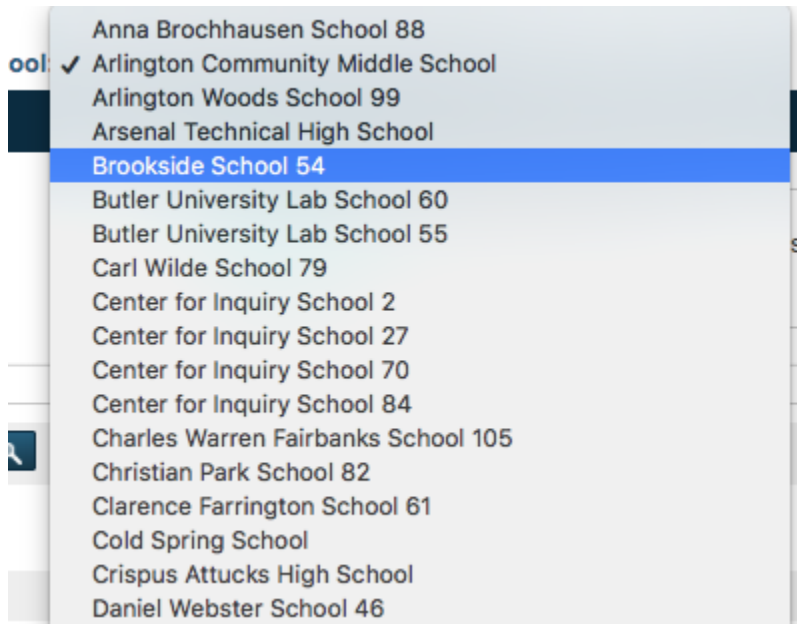
To which school? ¹

Note: The student must have already been transferred out of this school (be inactive) to use this function.

Once the student has been transferred to your school, you need to re-enroll him/her into your school:

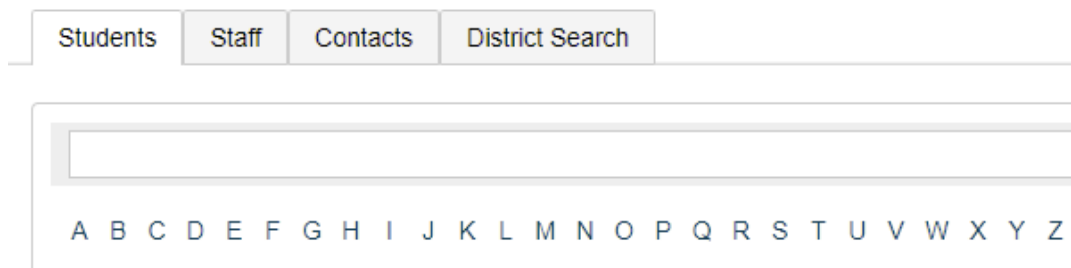
13. The first step is to switch back to your building. Click on the “School” link next to your building’s name to switch schools.

School: [Arlington Community Middle School](#) **Term:** 18-19 Semester 2

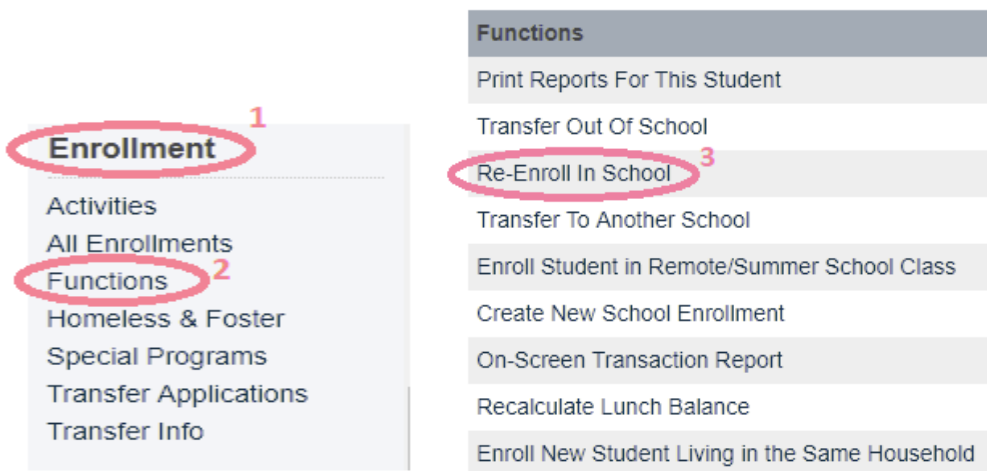


14. Then search for the student using the Student Search

Start Page









15. Once the student account is brought back up, go to (1) Enrollment > (2) Functions > (3) Re - Enroll in School



16. Make sure to fill out all the important fields in re-enrolling a student at your school including (1) date of re-enrollment (first day of school over the summer), (2) entry code of "AT - transferred

within IPS” or “BOY - beginning of year rollover”, (3) entry comment such as “transferred from Brookside School 54” and (4) Also enter the correct grade level. Make sure track is left BLANK and update (5) District of Residence.

Student to re-enroll	[REDACTED]
Date of re-enrollment  1	05/02/2019 
Entry code  2	AT (Add by Transfer IPS) ▼
Entry comment  3	transferred from Brookside #54
Full-Time Equivalency	Full Time ▼ These choices are Term Year specific. Please confirm that the current Term context is correct.
Grade Level  4	1 ▼
Track	▼
District of Residence  5	Indianapolis Public Schools (5385) ▼
Restore class enrollments?	Yes ▼

***IMPORTANT! IF A STUDENT IS RETURNING TO IPS AFTER LEAVING , DO NOT DELETE THE OLD ADDRESS AND CONTACT JUST PUT AN END DATE ON IT.**

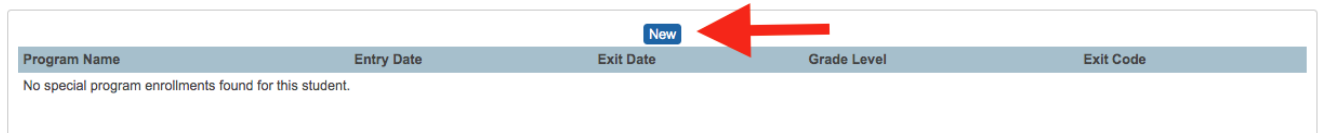
Virtual Tracking Instructions

Virtual Learning Overview: Mark a student for Virtual Learning for a quarter or semester:

1. Search for the student in PowerSchool
2. Click on “Special Programs”

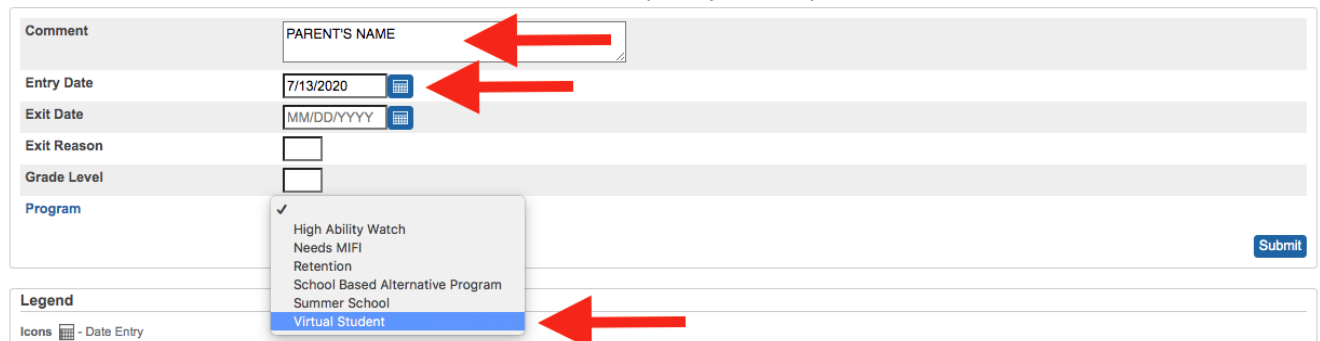


3. and then click “NEW”



A screenshot of a table with columns: Program Name, Entry Date, Exit Date, Grade Level, and Exit Code. A "New" button is located above the Exit Date column, highlighted with a red arrow. Below the table, it says "No special program enrollments found for this student."

4. Enter the Parent's name, the Opt-In Date (today's date), and select “VIRTUAL” then click “SUBMIT”



A screenshot of a form for adding a new enrollment. Fields include: Comment (with "PARENT'S NAME" entered), Entry Date (7/13/2020), Exit Date (MM/DD/YYYY), Exit Reason, and Grade Level. A "Program" dropdown menu is open, showing options: High Ability Watch, Needs MIFI, Retention, School Based Alternative Program, Summer School, and Virtual Student (highlighted with a blue bar and a red arrow). A "Submit" button is at the bottom right.

5. To end-date a Virtual Student Opt-In, enter the quarter or semester end date:
 - a. Go to Special Programs



- b. Click on the student's Opt-In Date

Program Name	Entry Date	Exit Date
Virtual Student	07/13/2020	0/0/0

- c. Enter an Exit Date. K-8 can exit at quarter break (Oct 9 for Q1, Dec 17 for Q2) (-12 can exit at semester break (Dec 17))

Entry Date: 07/13/2020
 Exit Date: 10/9/2020
 Exit Reason: Oct 2020
 Grade Level:
 Program:

- d. Click Save

Virtual List Instructions

To Pull a List of ALL Virtual Students:

1. From the PowerSchool Start Page, click on sqlreports
2. Then open the "Special Enrollments" section and click on "Virtual Students

The screenshot shows the PowerSchool interface. On the left is a navigation menu with sections: Functions, Reports, Data Exchange, CHIRP, and People. The 'sqlReports' link under the Reports section is highlighted with a red box and a red '1'. On the right is the 'sqlReports' page with a list of reports. The 'Special Enrollments' link is highlighted with a red box and a red '2'. Below 'Special Enrollments' are two sub-links: 'Needs MIFI Students Info' and 'Virtual Students Info'.

Report
▸ At Risk
▸ Attendance
▸ Class Rosters
▸ Contacts
▸ Course Enrollment
▸ Daily Uploads
▸ Data Cleanup
▸ Data Migration
▸ Demographic Charts
▸ Discipline
▸ District Level Reports
▸ Early Warning System
▸ Gradebook_Current Grade Reports
▸ PowerTeacherPro Assignments
▸ Rollover
▸ Scheduling
▾ Special Enrollments
Needs MIFI Students Info
Virtual Students Info

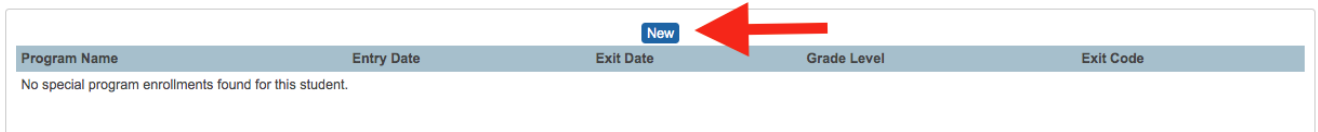
MiFi Need Identification Instructions

MiFi Tracking Overview: Mark a student for Virtual Learning for a quarter or semester:

1. Search for the student in PowerSchool
2. Click on “Special Programs”

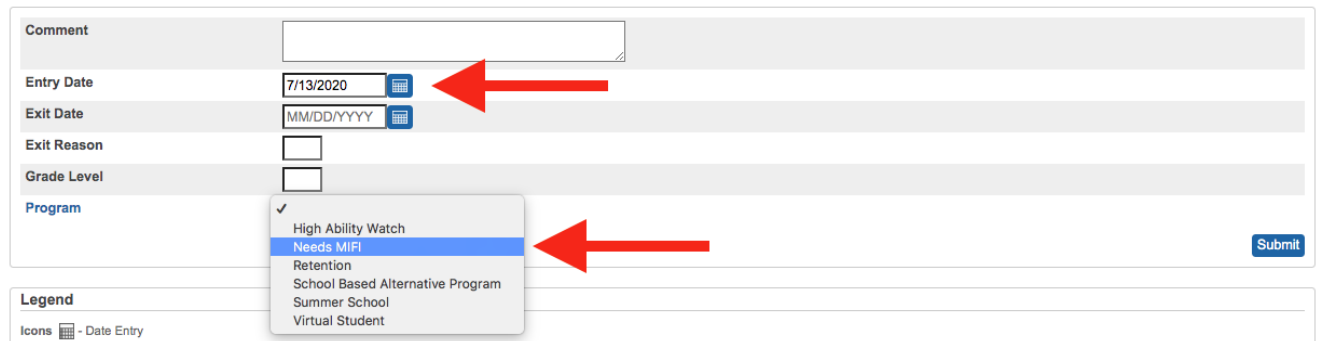


3. and then click “NEW”



A screenshot of a search results page. At the top right, there is a blue "New" button with a red arrow pointing to it. Below the button is a table header with columns: Program Name, Entry Date, Exit Date, Grade Level, and Exit Code. Below the header, it says "No special program enrollments found for this student."

4. Enter the the Opt-In Date (today's date), and select “NEEDS MIFI” the click “SUBMIT”



A screenshot of an enrollment form. The form has several fields: Comment (text area), Entry Date (calendar icon, value: 7/13/2020), Exit Date (calendar icon, value: MM/DD/YYYY), Exit Reason (checkbox), Grade Level (checkbox), and Program (dropdown menu). The Program dropdown is open, showing options: High Ability Watch, Needs MIFI (highlighted in blue), Retention, School Based Alternative Program, Summer School, and Virtual Student. A red arrow points to the "Needs MIFI" option. At the bottom right, there is a blue "Submit" button. Below the form is a "Legend" section with "Icons" and "Date Entry" options.

Remote Enrollment Instructions

Overview: Remote Enrollment attaches a student to a school/program that is different than their accountability

How to Remotely Enroll a Student into a Program

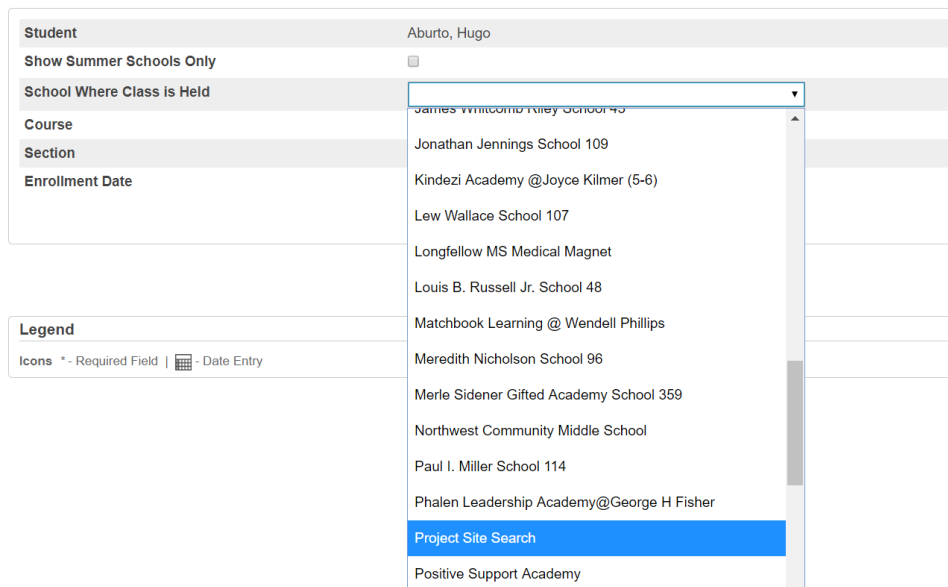
1. At the **District Office** or the school the student is actively enrolled in search for the student and click on the student.
2. **Click on “Functions” under “Enrollment.”**



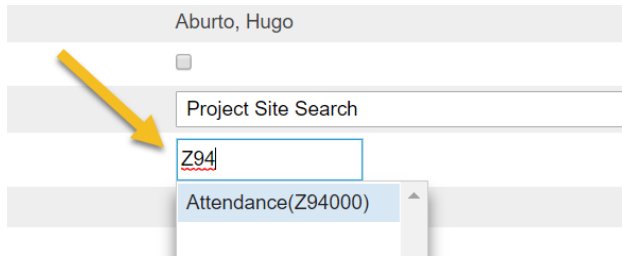
3. **Click on “Enroll Student in Remote/Summer School Class.”**



4. **Select the program that you are going to remotely enroll the student in.**

A screenshot of a web form for enrolling a student. The form has several fields: "Student" (Aburto, Hugo), "Show Summer Schools Only" (checkbox), "School Where Class is Held" (dropdown menu), "Course", "Section", and "Enrollment Date". The dropdown menu is open, showing a list of schools including James Whitcomb Riley School 49, Jonathan Jennings School 109, Kindezi Academy @Joyce Kilmer (5-6), Lew Wallace School 107, Longfellow MS Medical Magnet, Louis B. Russell Jr. School 48, Matchbook Learning @ Wendell Phillips, Meredith Nicholson School 96, Merle Sidener Gifted Academy School 359, Northwest Community Middle School, Paul I. Miller School 114, Phalen Leadership Academy@George H Fisher, Project Site Search (highlighted in blue), and Positive Support Academy. A legend at the bottom left explains icons: an asterisk for "Required Field" and a calendar icon for "Date Entry".

5. **In the course box start typing in the course code of the first course you want to enroll the student in and select the course from the ones that appear.**



6. Check the radio button next the class that appears. Make sure you have selected the correct course code for the course.

Course	Z94000					
Section	<input type="radio"/>	Search	Meuleman, Ann M	11	35	AT(M-F)
	<input type="radio"/>	Site	Miller, Laura	16	0	AT(M-F)

7. Fill in date the student enrolled into the program and then Click Submit.
8. Repeat Steps 1-7 for the other classes you need to enroll the student in.

STN Lookup, Merge and Creation

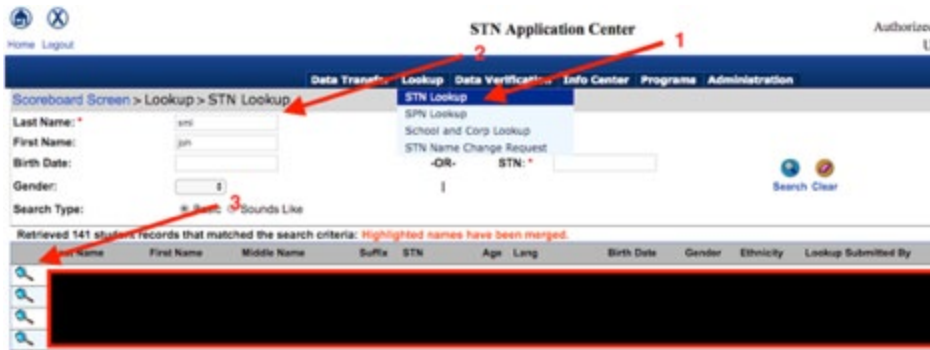
Overview: PowerSchool and the state STN site MUST match a student's name, ethnicity, date of birth and have a completed district of residence.

Resources:

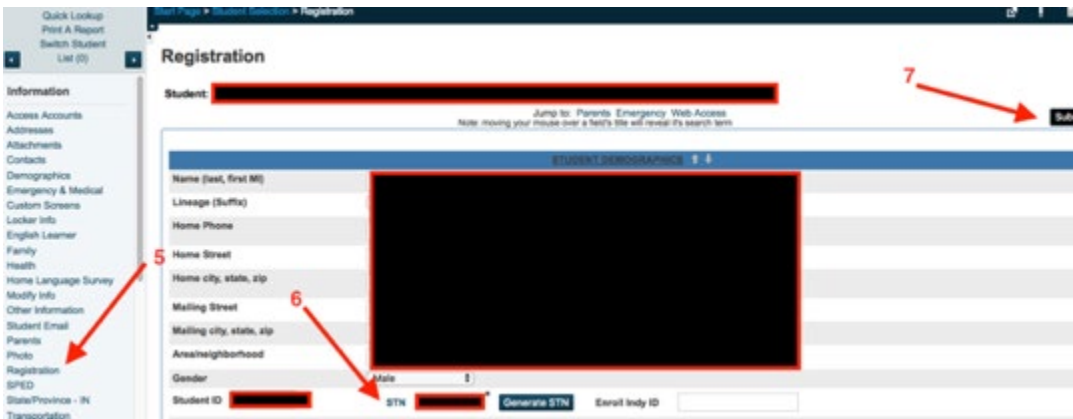
- PowerSchool: <https://powerschool.myips.org/admin>
- STN Center: <https://appcenter.doe.in.gov/login.aspx?ReturnUrl=%2fMain.aspx>

Steps:

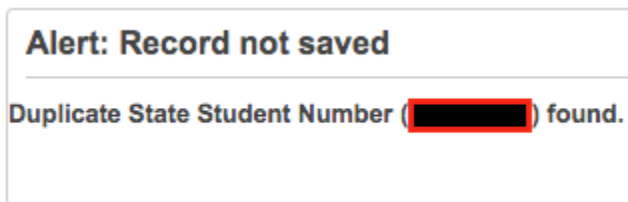
1. Search for the student in the STN Center under Lookup > STN Lookup
2. Search using first three letters of first name and last name and refine by DOB
3. Click on the magnifying glass next to the correct student
4. Copy the STN from the STN Center (also make sure the legal name, DOB, ethnicity, and language code all match what is listed on the STN site)



5. Go into the Registration page in the student's record in PowerSchool
6. Paste the STN into the STN field on the Registration page
7. Click Submit to save



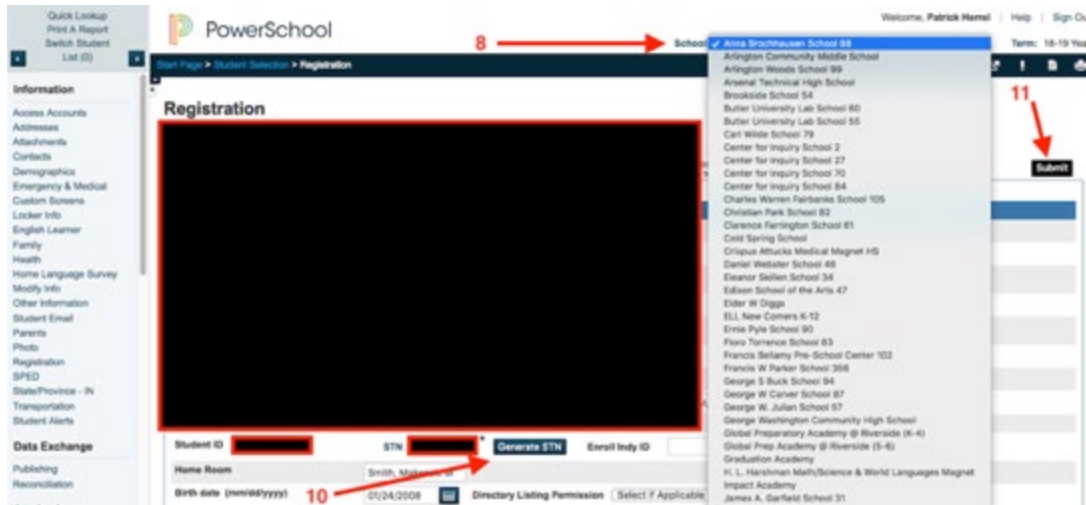
If you receive the following error message:



8. Use the same STN for the next steps
9. Go to the search bar
10. Enter this formula into the search bar /Student_StateNumber= xxxxxxxx
11. The original account for this student will populate. (The name is more than likely different on this account).
12. This will be the account you will need to activate.

If the student does not exist on the STN site, generate a STN by:

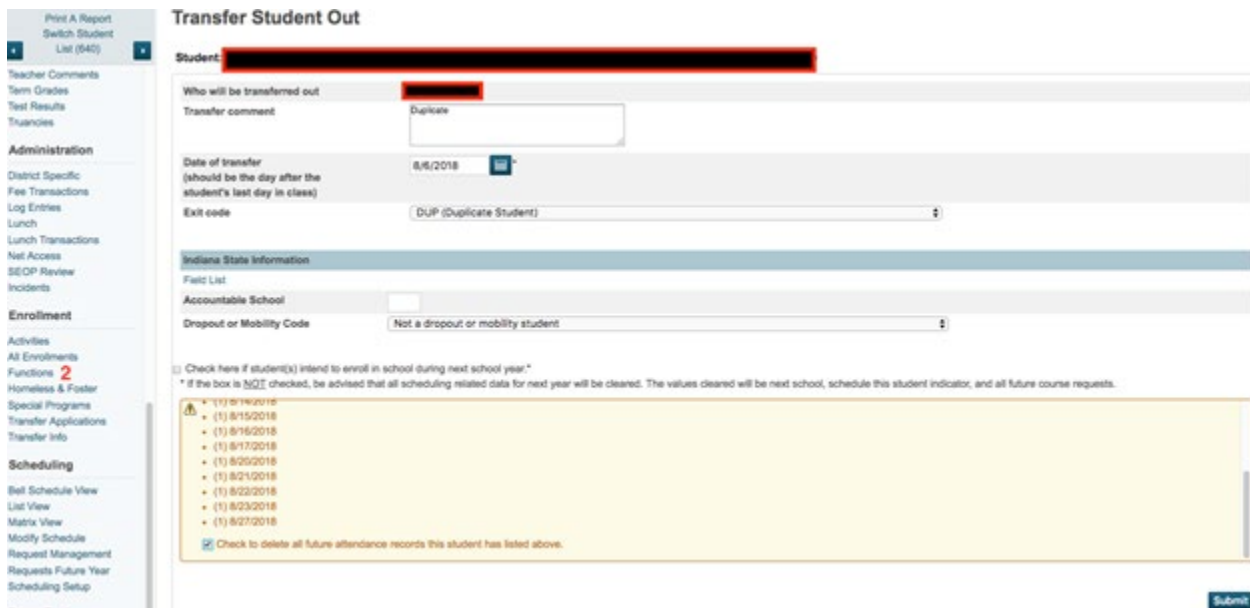
13. Choosing the school the student is enrolled in by clicking on "School" and choosing the school from the dropdown
14. Re-Search for the student
15. Click "Generate STN" on the Registration page
16. Click Submit to save



In the event you do come across a duplicate please follow the next steps to remove the duplicate account:

Duplicate PowerSchool Accounts

1. Transfer data to correct record: Schedule
 - a. Attendance
 - b. Log Entries/Discipline
 - c. STN
 - d. Contact Information
2. Functions>“Transfer Out of School” for duplicate record
 - a. Exit Date = Entry Date
 - b. Comment = Duplicate
 - c. Exit Code = DUP (Duplicate Student)
 - d. SUBMIT



3. Functions>”Transfer to Another School”
 - a. To which school? “Inactive Student School”

b. SUBMIT

List (2599) Start Page > Student Selection > Functions > Transfer to Another School

Transfer to Another School

Student: [REDACTED]

Who will be transferred: Abashar, Rewa Khaled

To which school?: Inactive Student School

Note: The student must have already been transferred out of this school (be inactive) to use this function.

If on the STN site you find two STNs for the same student, this may be because:

- Student had a legal name change (Note: you will need a copy of the student's birth certificate or court document if there has been a legal name change. If the parent says that they want the student to use a name different from the name listed in the STN App Center, please explain to parent that we have to have a legal document to support that change. This will be the only time you need to submit a birth certificate)
- An extra account was created due to a different name given by parents at enrollment
- Staff member did not search the STN App Center for an existing STN before creating an account in PowerSchool
- Name was spelled incorrectly (typo)

1. Complete DOE Help form: <https://help.doe.in.gov/>

- a. **First Name** = Your name
- b. **Last Name** = Your name
- c. **Email** = Your IPS email
- d. **Confirm Email** = “ ”
- e. **Requestor Phone** = Best number to reach the staff member requesting the merge
- f. **Category** = DOE - Online
- g. **Source** = Other
- h. **Type** = Other/General
- i. **School Corporation** = 5385
- j. **School** = School name
- k. **Description** = We have a student with 2 STN's. If possible can we get these merged?
Student's Name: xxxxxx xxxxx
The original STN: xxxxxxxxx
The duplicate STN: xxxxxxxxx
I have attached the birth certificate as well.
- l. Example:



Educators should first contact their Local Administrators for assistance. All Parent and Student support is handled by your local corporation/school. Please do not send in duplicate support requests. All requests will be handled in the order they are received.

First Name: *

Last Name: *

Email: *

Confirm Email: *

Requestor Phone: *

Category: *

Source: *

Type: *

School Corporation: *

School: *

Description: *

Preferred Contact Method:

By Email By Phone

[Add Attachment](#)

RT Errors and Conflicts

Overview: RT Conflicts occur when a student is being claimed in two different districts at the same time. RT Errors occur when a student is being claimed *within* a district, and/or if the dates do not match with the STN Center.

Important Note: It is very important that we keep up with RT Conflicts and RT Errors throughout the school year. During ADM we need to keep these conflicts and errors as low as possible before the deadline. We do not want to be rushed and not get our funds. If you have any questions about an RT Conflict or Error and you are unsure how to fix them, please follow these instructions BEFORE calling the hotline regarding an error.

Resources:

- PowerSchool: <https://powerschool.myips.org/admin/pw.html>
- STN Center: <https://appcenter.doe.in.gov/login.aspx?ReturnUrl=%2fMain.aspx>

Steps:

RT Conflicts

1. Open up STN Center and search the student using: Lookup > STN Lookup. Insert the student's first three letters of their Last and First name or STN. Click Search and click on the magnifying glass corresponding to the student:



- A new window will open up, maximize the screen. On the left side panel, click on the RT-EM tab. Identify the Conflict:

Details for Student: 555

Last Name: [REDACTED] Middle Name: [REDACTED] First Name: [REDACTED] Suffix: [REDACTED]

School of Record: [REDACTED] School of Record Updated: [REDACTED] Created: [REDACTED] School Assigned: [REDACTED] Last Updated: [REDACTED]

Birth: [REDACTED] Gender: [REDACTED] Ethnicity: [REDACTED] Language: [REDACTED] Inactive/Status: [REDACTED]

STN Audit	Collection Year	Period	Reporting Corp	School	Acct	School	Access	School	Legal Corp	Grade	Entry Date	Exit Date	Exit Type	SES	File Type	Updated By	Last Updated	Edit	Delete
Additional Info	2016		5385						5385		08/18/2015	06/08/2016	50	3	RT		06/27/2016 12:27:44		
	2017		9645						5385		07/27/2016	06/02/2017	50		RT		06/08/2017 14:00:29		
Alternative Education	2018		9645						5385		08/01/2017	06/07/2018	50		RT		06/07/2018 13:32:43		
	2019		5385						5385		04/16/2019		19		RT		04/18/2019 11:45:25		
Attendance	2019		5385						5385		04/16/2019		19		RT		05/01/2019 09:35:59		X
	2019		9605						5385		04/29/2019		00		RT		04/29/2019 10:05:54		

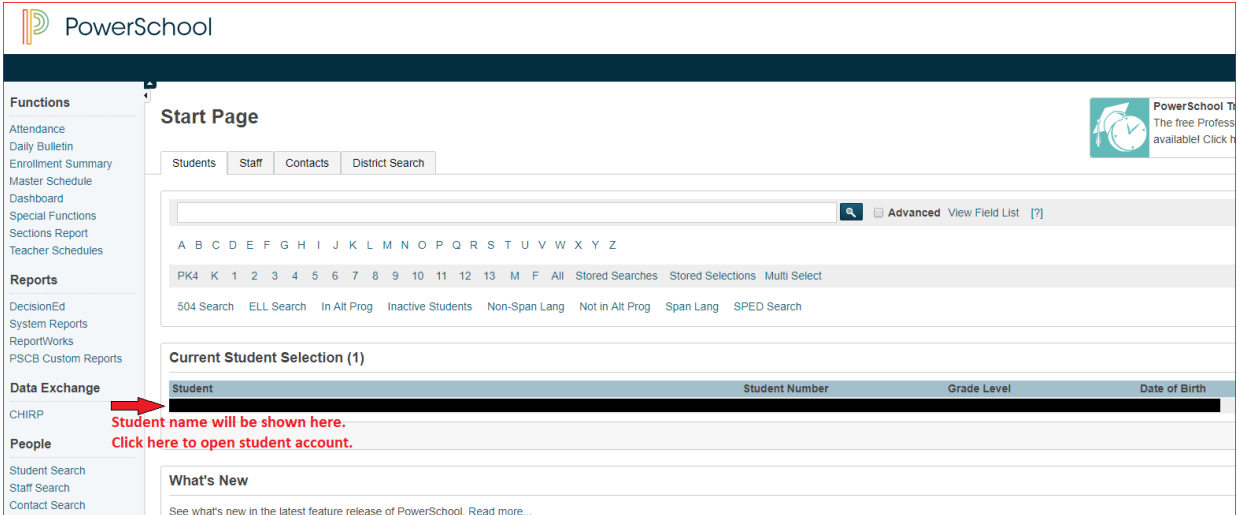
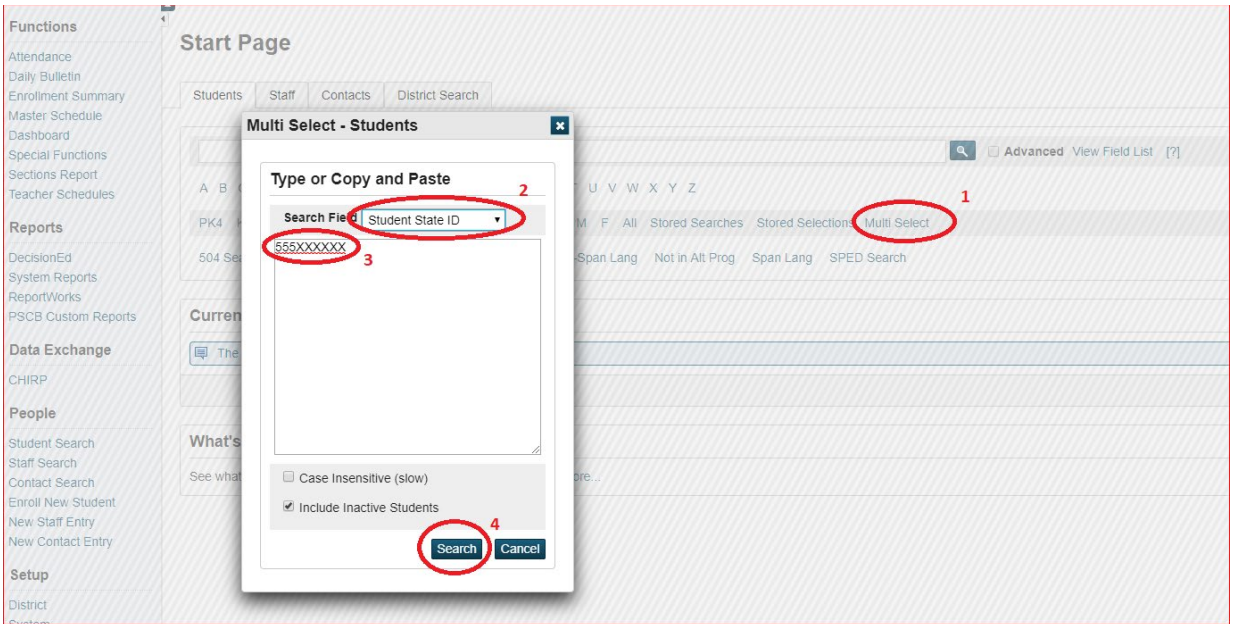
RT Conflict is shown here

IPS reporting Corp code is 5385. We are conflicting with the other corp school.

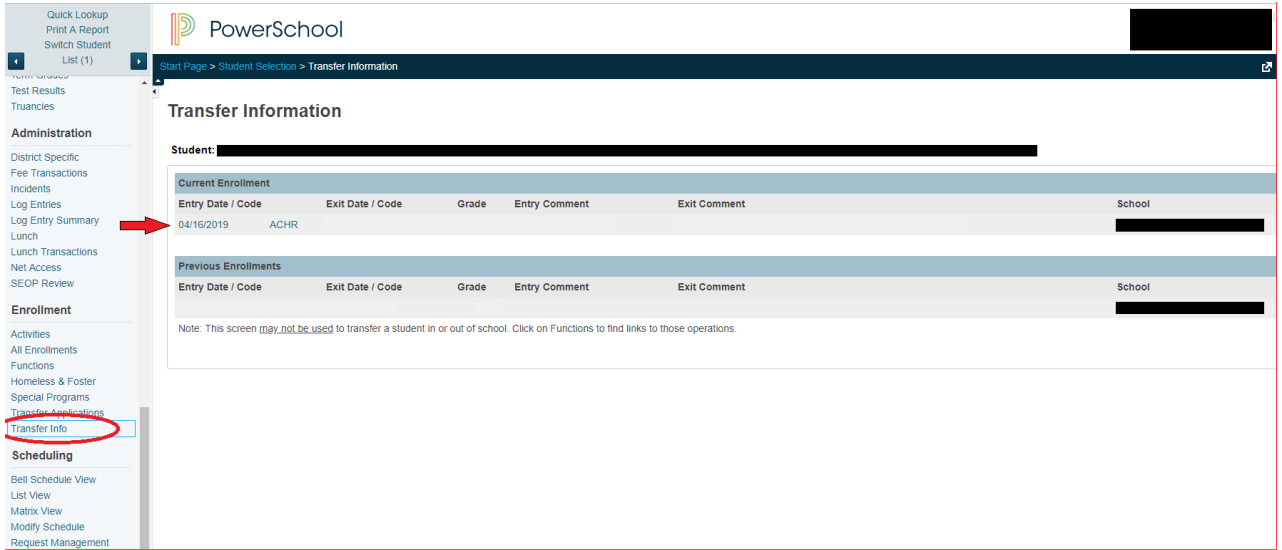
Verify if the student is physically attending an IPS school. If not, contact the conflicting school or e-mail them in reference to the enrollment date. Usually the conflicting school will send a request for records letting IPS know that the student enrolled in their district.

RT - EM ←

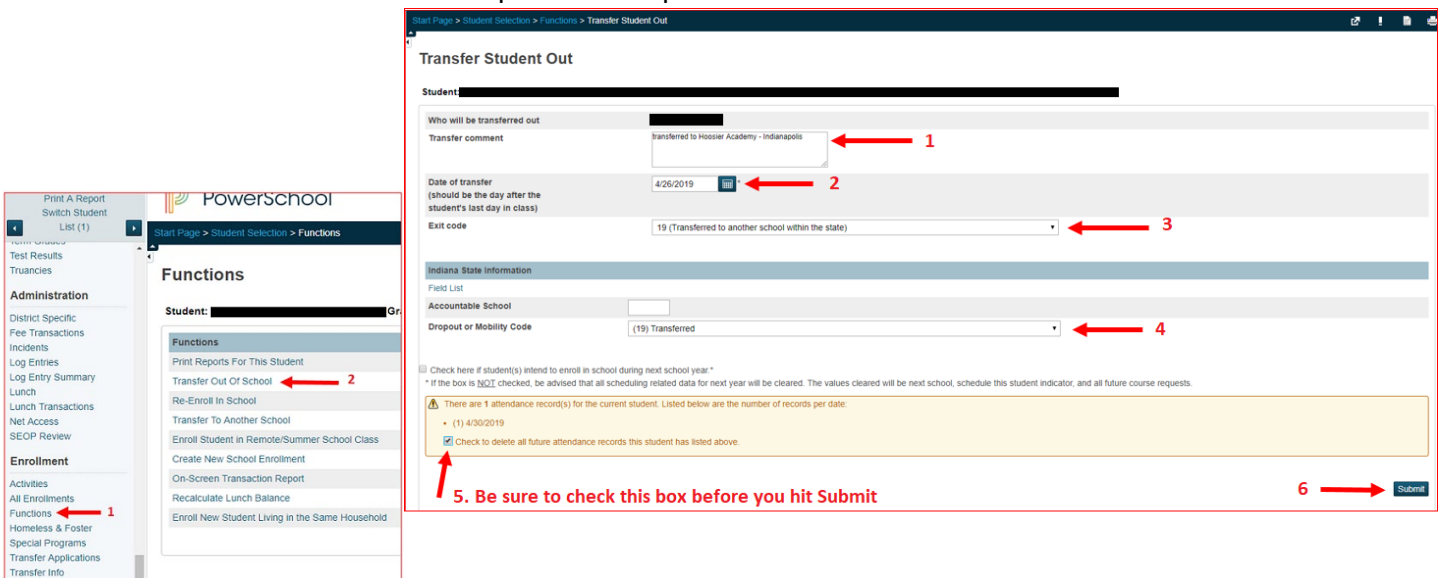
- Open up PowerSchool and search the student's STN using: Multi Select > Search Field: Student State ID. Type in the STN in the box below and click search. Click on the student's name.



4. Scroll to the bottom of the page, on the left side panel click on Transfer Info. View the dates of enrollment



- a. If the student is active but moved to another school, district or out of state and need to be transferred out, follow these instructions:
 - i. Functions > Transfer Out of School:
 - ii. Required Fields:
 1. Transfer Comment: (Name of school transferred to, type in the state if they left Indiana)
 2. Date of transfer: (Last attended date)
 3. Exit Code:
 4. Dropout or Mobility Code: (Same as exit code)
 5. Check to delete all future attendance records this student has listed above.'
 6. Submit
 7. Check the student's Transfer Info to verify the information you submitted is accurate.
 8. Do not worry if the error was not dropped, it will be dropped when a district upload is complete.



- b. If the student is enrolled and is physically attending your school, but the previous school did not submit an exit date, ensure that you sent a request for records to the previous school. If the request was sent and an exit date has not been submitted, follow these instructions:
- Click on the user link from the conflicting school under 'Updated By' column in STN Center:

Details for Student: 561

Last Name: _____ First Name: _____
 Middle Name: _____ Suffix: _____
 School of Record: _____
 School of Record Updated: _____
 Birth: _____ Created: _____
 Gender: _____ School Assigned: _____
 Ethnicity: _____ Last Updated: _____
 Language: _____
 Inactive/Status: _____

STN Audit	Collection Year	Period	Reporting Corp	School	Acct School	Access School	Legal Corp	Grade	Entry Date	Exit Date	Exit Type	SES	File Type	Updated By	Last Updated	Edit	Delete
Additional Info	2013		5385				5385	KG	08/08/2012	06/11/2013	50	1	RT		07/22/2013 21:02:49		
	2014		5385				5385	01	08/05/2013	09/12/2013	19	1	RT		06/20/2014 18:36:12		
Alternative Education	2014		5385				5385	01	09/13/2013	06/12/2014	50	1	RT		06/20/2014 18:30:13		
	2015		5385				5385	02	08/04/2014	06/09/2015	50	1	RT		06/29/2015 10:12:26		
Attendance	2016		5385				5385	03	08/03/2015	06/08/2016	50	3	RT		06/27/2016 13:01:47		
	2017		5385				5385	04	08/01/2016	06/08/2017	50	1	RT		07/12/2017 14:41:11		
Course Completion	2018		5385				5385	05	07/31/2017	08/30/2017	19	1	RT		07/24/2018 17:04:44		
	2018		5385				5385	05	07/31/2017	05/07/2018	50	1	RT		07/24/2018 17:04:22		
Dropout	2019		9330				5385	06	07/30/2018		19		RT	user100	05/02/2019 09:01:29		
Dual Credit	2019		5385				5385	06	04/29/2019		00	1	RT		04/29/2019 16:18:38		X
Expulsion-Suspension																	
Full Day																	

- A small window will open up, click on the the e-mail/copy the email and state the conflict and send:

Information for Login:

Name: Firstname Lastname
 Email: sample@sample.org
 Corp: 0000 - School Name
 123 Address St
 City, State 00000
 School: 0000 - Central Office

RT Conflict: 561XXXXXX - Message (HTML)

To: sample@sample.org
 Cc:
 Subject: RT Conflict: 561XXXXXX

Good afternoon/Morning

We have an RT Conflict with the following student STN: 561XXXXXX. This student enrolled in our district on 4/29/2019 – Present. Please update your RT Record.

Thanks in advance,
 (Your Name)

- The other district will email you back whether they resolved it. It may not be that day but they will be aware of the conflict.

RT Errors - Bad Enrollment

- Open up PowerSchool and search the student's STN using: Multi Select > Search Field: Student State ID. Type in the STN in the box below and click search. Click on the student's name.

2. Scroll to the bottom of the page, on the left side panel click on Transfer Info. View the dates of enrollment and identify the conflict:

Transfer Information ELL

Student: [REDACTED]

Current Enrollment						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
12/12/2018 AT	06/14/2019	4			Brookside School 54	

Previous Enrollments						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
12/10/2018 AT	12/11/2018	19	4		Inactive Student School	
08/06/2018 BOY	12/11/2018	19	4	Promote Same School	James Whitcomb Riley School 43	
04/13/2018 E	06/08/2018	EOY	3	Promote Same School	James Whitcomb Riley School 43	

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.

The student started the school year at James Whitcomb Riley School 43 on 8/6/2018 and exited on 12/11/2018. The student ENROLLED at Brookside 54 on 12/12/2018 and is present at the school.

3. Delete the conflicting line by clicking on the conflicting entry date, and a new window will open up. At the bottom of the page next to submit click 'DELETE'.

Student: [REDACTED]

Entry Date: 12/10/2018

Entry Code: AT (Add by Transfer IPS)

Entry Comment:

Exit Date: 12/11/2018

Exit Code: 19 (Transferred to another school within the state)

Exit Comment:

Full-Time Equivalency: Full Time

Grade Level: 4

Track:

District of Residence: Indianapolis Public Schools (5385)

Indiana State Information

Field List

Accountable School:

Dropout or Mobility Code: Not a dropout or mobility student

Choice Scholarship Student:

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.

Delete **Submit**

4. Click on "Confirm Delete"

Indiana State Information

Field List

Accountable School:

Dropout or Mobility Code: Not a dropout or mobility student

Choice Scholarship Student:

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.


Confirm Delete **Cancel** **Submit**

- A message will pop up letting you know the selection has been deleted. Click on the BACK button to view the Transfer Info.

Start Page > Selection Deleted

Selection Deleted

The selection(s) have been deleted.


[Back](#)

- View the transfer info, the conflicting line will no longer be shown. After a district upload has been completed, the error will drop.

Transfer Information **ELL**

Student: Guerra Posadas, Elvis Estuardo, DOB: 11/15/2008 Grade: 4 ID: 2550780 STN: 554318112 School: 54 Brookside Home Room: Breeden, Jason A Curriculum: 0 Status: 0

Current Enrollment						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
12/12/2018	AT	4			Brookside School 54	


Previous Enrollments						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
08/06/2018	BOY	4	Promote Same School		James Whitcomb Riley School 43	
04/13/2018	E	3		Promote Same School	James Whitcomb Riley School 43	

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.

RT Errors - Mistaken Enrollment

- Search the student in PowerSchool and go to their Transfer Info. View the dates and identify the conflict:

Current Enrollment						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
04/26/2019	ACHR	2	Re-enroll from Indy Academy of Excellence		Ernie Pyle School 90	

 This is a mistaken enrollment. The student is still attending another school.

Previous Enrollments						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
12/05/2018	03/15/2019	2		Transferred out	Ernie Pyle School 90	

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.


- Since the student is active, go to Functions > Transfer Out of School


Print A Report
Switch Student
List (1)

Start Page > Student Selection > Functions

Functions

Student: [REDACTED] Gr: [REDACTED]

- Print Reports For This Student
- Transfer Out Of School  2
- Re-Enroll In School
- Transfer To Another School
- Enroll Student in Remote/Summer School Class
- Create New School Enrollment
- On-Screen Transaction Report
- Recalculate Lunch Balance
- Enroll New Student Living in the Same Household

 1

- Fill in the corresponding fields, do not input an exit code in the 'Dropout or Mobility Code'. The DOE site will avoid the exit code and will not pick up the error. Click submit and Confirm Submit.

Student: [REDACTED]

Who will be transferred out: [REDACTED]

Transfer comment: MIS

Date of transfer (should be the day after the student's last day in class): 8/6/2018

Exit code: MIS (Enrolled by mistake)

Indiana State Information

Field List

Accountable School: [REDACTED]

Dropout or Mobility Code: Not a dropout or mobility student


Check here if student(s) intend to enroll in school during next school year.*
 * If the box is NOT checked, be advised that all scheduling related data for next year will be cleared. The values cleared will be next school, schedule this student indicator, and all future course requests.

(1) 1/17/2019
 (1) 2/5/2019
 (1) 2/7/2019
 (1) 2/19/2019
 (2) 3/4/2019
 (1) 3/6/2019
 (2) 3/8/2019
 (2) 3/11/2019
 Check to delete all future attendance records this student has listed above.

This box needs to be checked

Submit

- An ALERT message will show, letting you know there was 1 transfer complete. Click the BACK button.



Alert:

Student Transfers: 1 transferred, 0 pending transfer, 0 errors.

Back

- Go back to the student's Transfer Info to see if the date is correct

Student: [REDACTED]

Current Enrollment						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
04/26/2019	08/06/2018	2	Re-enroll from Indy Academy of Excellence	MIS	Ernie Pyle School 90	
Error Date Exit date completed						
Previous Enrollments						
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School	
12/05/2018	03/15/2019	19	2	Transferred out	Ernie Pyle School 90	

Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.

- Search the STN in the STN Center and go to the RT-EM tab. Click on the red x to delete our RT record for that student:

Details for Student:

Last Name: [Redacted] First Name: [Redacted]
 Middle Name: [Redacted] Suffix: [Redacted]
 School of Record: [Redacted]
 School of Record Updated: [Redacted]
 Birth: [Redacted] Created: [Redacted]
 Gender: [Redacted] School Assigned: [Redacted]
 Ethnicity: [Redacted] Last Updated: [Redacted]
 Language: [Redacted]
 Inactive/Status: [Redacted]

STN Audit	Collection Year	Period	Reporting Corp	School	Acct School	Access School	Legal Corp	Grade	Entry Date	Exit Date	Exit Type	SES	File Type	Updated By	Last Updated	Edit	Delete
Additional Info	2017		5370	5438			5370	KG	08/11/2016	05/24/2017	19		RT		06/08/2017 13:59:30		
	2018		5370	5427			5370	01	08/02/2017	01/29/2018	19		RT		02/15/2018 09:33:04		
	2018		7365	7725			7365	01	01/31/2018	05/22/2018	50		RT		05/23/2018 12:45:18		
Alternative Education	2019		7365	7725			7365	02	08/02/2018	08/02/2018	19		RT		08/17/2018 09:31:15		
	2019		C375	C375				02	08/08/2018	10/12/2018	19		EM		11/08/2018 15:46:47		
Attendance	2019		5370	5427			5370	02	11/07/2018	11/29/2018	19		RT		12/06/2018 07:41:41		
Course Completion	2019		5385	5590			5385	02	12/05/2018	03/15/2019	19	1	RT		04/15/2019 16:47:16		X
	2019		9780	5781			5385	02	03/18/2019		00		RT		04/12/2019 07:19:31		X
Dropout	2019		5385	5590	5590		5385	02	04/29/2019		00	1	RT		04/29/2019 08:22:25		X
Dual Credit																	
Expulsion-Suspension																	
Full Day																	
Kindergarten																	
Graduate																	
Homebound																	
Language																	
Minority																	
Membership																	
Programs and Services																	
Pupil																	
Enrollment																	
RT - EM																	
Real Time																	
Access																	

← This RT record needs to be deleted

- A warning message will show up asking if you are sure you want to delete the record. Click "OK":

Details for Student:

Last Name: [Redacted] First Name: [Redacted]
 Middle Name: [Redacted] Suffix: [Redacted]
 School of Record: [Redacted]
 School of Record Updated: [Redacted]
 Birth: [Redacted] Created: [Redacted]
 Gender: [Redacted] School Assigned: [Redacted]
 Ethnicity: [Redacted] Last Updated: [Redacted]
 Language: [Redacted]
 Inactive/Status: [Redacted]

appcenter.doe.in.gov says
 *** WARNING *** There is no Exit Date on this record. Are you sure you wish to DELETE ?

OK Cancel

- A message will show below the student's RT record that it had been deleted.

Details for Student:

Last Name: [Redacted] First Name: [Redacted]
 Middle Name: [Redacted] Suffix: [Redacted]
 School of Record: [Redacted]
 School of Record Updated: [Redacted]
 Birth: [Redacted] Created: [Redacted]
 Gender: [Redacted] School Assigned: [Redacted]
 Ethnicity: [Redacted] Last Updated: [Redacted]
 Language: [Redacted]
 Inactive/Status: [Redacted]

STN Audit	Collection Year	Period	Reporting Corp	School	Acct School	Access School	Legal Corp	Grade	Entry Date	Exit Date	Exit Type	SES	File Type	Updated By	Last Updated	Edit	Delete
Additional Info	2017		5370				5370	KG	08/11/2016	05/24/2017	19		RT		06/08/2017 13:59:30		
	2018		5370				5370	01	08/02/2017	01/29/2018	19		RT		02/15/2018 09:33:04		
	2018		7365				7365	01	01/31/2018	05/22/2018	50		RT		05/23/2018 12:45:18		
Alternative Education	2019		7365				7365	02	08/02/2018	08/02/2018	19		RT		08/17/2018 09:31:15		
	2019		C375					02	08/08/2018	10/12/2018	19		EM		11/08/2018 15:46:47		
Attendance	2019		5370				5370	02	11/07/2018	11/29/2018	19		RT		12/06/2018 07:41:41		
Course Completion	2019		5385				5385	02	12/05/2018	03/15/2019	19	1	RT		04/15/2019 16:47:16		X
	2019		9780				5385	02	03/18/2019		00		RT		04/12/2019 07:19:31		X
Dropout																	
Dual Credit																	
Expulsion-Suspension																	
Full Day																	

Real Time record deleted.

Cumulative Folder Overview

1. **NOTE: 2019-20 Grades on cards should reflect the AVERAGE of Quarter 1, 2, and 3 grades (rather than the final grade, which will not be issued due to COVID-19).**
2. Request cum files BEFORE making a temporary file- This eliminates having several cum files. I'm trying to clear, downsize, clean out, and clean up etc. the file room. I have sent out SEVERAL duplicate student folders from which schools haven't requested the folder. NO MORE TEMPORARY FOLDERS! PLEASE REQUEST THE FOLDER FROM THE PREVIOUS SCHOOL or PUPIL RECORDS!
3. Please DO NOT staple anything to the inside or outside of the folder.
4. PLEASE FILL OUT THE PINK CARDS BEFORE SENDING THEM TO THE NEXT SCHOOL. Grades should be completed. If the student was not there long enough to receive grades please note that.
5. Once a student becomes inactive only hold the file for 60 days...UNLESS you have received a request for records from the new school that the student is enrolled. This keeps the system up to date and also your files up to par. Once you have received the new request please SEND THE FILE TO PUPIL RECORDS!!
6. Please respond to the records request within 48 hours. I am getting A LOT of people saying that they are NOT receiving responses from schools. I should be the last person contacted because once I am contacted the file should be in Pupil Records and I should NOT have to call the schools to receive records...and sadly, find out that the file is still at the school.
7. The white cards should be filled out and left at the school unless the school is closed. –Please do NOT put them in the file!
8. These are the ONLY things that should be included in the cum file: (1 COPY...again, 1 COPY)
 - a. COMPLETED/FILLED OUT “PINK CARD” K-8 cum record- this should be in the very FRONT of EVERY folder.
 - b. Health records
 - c. Standardized test results
 - d. Language Census (Home Language Survey)
 - e. Report of Psychological examination
 - f. Enrollment sheet
 - g. Special Ed. Info (most recent IEP)
 - h. Legal papers/concerns
9. When making a request for a cumulative folder at chooseips@myips.org, please INCLUDE the CORRECT spelling of the students name, the CORRECT ID number, and the CORRECT date of birth.
10. When sending cum files in boxes please put files in alphabetical order.
11. Please check that the student is inactive BEFORE sending the file. High school files are to STAY at the school. Schools that have middle and high school combined the file should STAY at the school. The only files that come to pupil records are INACTIVE kg-8 grade students UNLESS the school has high school combined.

Cumulative Folder Movement Instructions

K-6 and K-8 End of the Year Cumulative Folder Process

This set of instructions will guide you on how to prepare cum folders and ship them to their proper locations. Our first steps will be getting a list of transitioning students. You will need to follow the next steps to complete that process:
Login into PowerSchool



The image shows the PowerSchool SIS Administrator Sign In page. It features a blue header with the PowerSchool SIS logo. Below the header, there is a section titled "Administrator Sign In". This section includes a "Select Language" dropdown menu set to "English", a "Username" text input field, a "Password" text input field, and a "Sign In" button.

1. Select your 6th /8th grade class

The image shows the PowerSchool SIS Start Page. It includes a "Start Page" header, a "Students" tab, and a search bar. Below the search bar, there are several search filters and options, including "Advanced", "Include Remote Enrollments", and "View Field List".

2. Use the dropdown arrow next to the "FUNCTIONS" tab and select "LIST STUDENTS"

The image shows the "Current Student Selection (28)" table in PowerSchool SIS. The table has columns for "Student", "Student Number", "Grade Level", and "Date of Birth". The data is as follows:

Student	Student Number	Grade Level	Date of Birth
Banks, Larisa R	2500550	8	10/7/2004
Bryant, Latoria N	2477881	8	7/8/2004
Clemens, Timothy M	2502096	8	3/24/2005
Conroy, Greta C	2495271	8	2/15/2005
Choi, Elyse M	2494899	8	6/26/2005
Dixon, Jalen	2500987	8	12/19/2004
Dominick, Aicha	2475862	8	3/5/2004
Easton, Steve K	2482175	8	9/23/2004
Ellert, Charles E	2495950	8	5/18/2005
Flournoy, Malachi B	2484810	8	4/5/2005
Franklin, Michale L	2500311	8	3/11/2004
Harshbarger, Adam P	2481785	8	5/18/2005
Jackson, Wainanisha T	2472836	8	6/20/2002
Johnson, Adam B	2494990	8	11/8/2004
Kelley, Pauline	2484810	8	4/5/2005

3. For the Report Title enter = Transitioning Students

Student List - 28 students will be listed

Report Title (shown at top of page)

Col	Field Name	Column Title
1.	<input type="text" value="Fields Contact SA's"/>	<input type="text" value="Last First"/>
2.	<input type="text" value="Fields Contact SA's"/>	<input type="text" value="Student ID"/>
3.	<input type="text" value="Fields Contact SA's"/>	<input type="text" value="Next Year School"/>
4.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
5.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
6.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
7.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
8.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
9.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
10.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
11.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>
12.	<input type="text" value="Fields Contact SA's"/>	<input type="text"/>

4. In the first Field Name box enter = LastFirst and in the first Column Title box enter = Name
5. In the second Field Name box enter = Student_Number and in the Column Title Box enter = Student I.D.
6. In the third Field Name Box enter = Sched_NextYearBuilding and in the Column Title Box enter = Next Year School
7. Click the Submit button

Note: You can download a copy using the three options at the top of the screen.

Transitioning Students Center for Inquiry School 27

Student List Total Records: 28

Last Name	Student ID	Next Year School
Banks, Latoya B	2505500	714
Bryant, Latonya N	2477581	715
Cannons, Timothy M	2502096	999
Cavillo, Gracie C	2488271	714
Chiu, Elaine M	2484898	714
Crean, Jilyn	2508987	714
Deviere, Aicha	2475883	999
Easter, Brex K	2482176	714
Edick, Charles E	2495833	715
Flores, Maucha S	2484810	714
Franklin, Michelle L	2500111	714
Handley, Arden F	2481785	999
Jackson, Wanesha T	2472938	999
Johnson, Adam B	2484990	714
Johnson, Zakariyah	2485491	714
Jones, Christopher A	2488741	715
Kramel, Amina D	2505268	715
Milnes, Nelson S	2485024	714

8. You will now gather Cumulative folders for each student and truck mail them to the Next Year School building.
9. When you are sending Cumulative folders PLEASE send the names and I.D. numbers of each student

Special Circumstance: ESL Site Coding

1. Instruct the family to enroll through "All School Registration." But instead of enrolling in their neighborhood school, they should enroll in the "Other School" using your school's special code.
 - a. <https://registration.powerschool.com/family/gosnap.aspx?action=18948&culture=en>
2. Your school's code is your school's state ID followed by "notransportation"
 - a. "#####notransportation"
 - b. Example: Anna Brochhausen School 88's code = 5588notransportation
3. Email soledadp@myips.org asking her to replace the no transportation code with the EL code

ADM/SBA Investigations

Overview of ADM Dashboard Report

- To access the report in PowerSchool, click on “Enterprise Reporting” on the Start Page, then select ADM Dashboard:

PowerSchool SIS

PowerSchool will be taken down on Friday

Start Page > Reports > Reports (Enterprise Reporting)

Functions

- Attendance
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- Dashboard
- Special Functions
- Sections Report
- Teacher Schedules

Reports

- DecisionEd
- Enterprise Reporting **1**
- System Reports
- ReportWorks
- PSCB Custom Reports
- sqlReports

Data Exchange

- CHIRP

People

- Student Search
- Staff Search
- Contact Search
- Enroll New Student
- New Staff Entry
- New Contact Entry

Setup

- District
- System
- Personalize

Applications

- DOE STN App Center
- PowerSchool Registration

Reports

System ReportWorks Engine Setup

Attendance

- Building Date Range Attendance Averages
- Class Attendance Rosters M-F
- Daily Building Attendance Percent
- Daily District Attendance Percent
- Date Range Attendance Percent
- Programs Date Range Attendance Percent

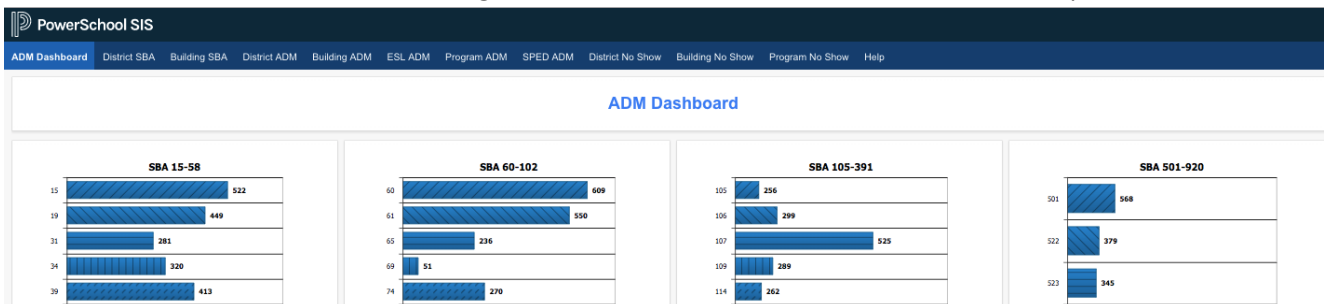
Discipline and Incidents

- Attendance Suspensions vs Log Entry Duration
- Attendance Suspensions vs Log Entry Duration
- Building Discipline Summary Date Range
- Building Discipline Summary YTD
- District Discipline Summary YTD
- Log Entries
- SPED Building Discipline Disproportionality
- SPED District Discipline Disproportionality

Enrollment

- 504 Plan Students
- ADM Dashboard **2**
- ADM No Show Rosters
- ADM No Show Rosters by Building
- ADM Rosters
- ADM Rosters by Building

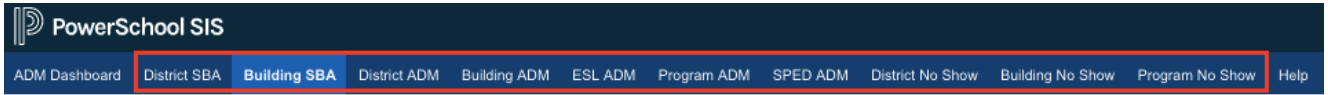
- The Dashboard has the following data on active students who have been marked present:



- Row 1: SBA Data by School (marked present; excluding PreK, special programs and self-contained)
- Row 2: ADM Data by School (marked present; all students by accountability school)
- Row 3: ESL-Eligible Students by School
- Row 4: SpEd-Eligible Students by School

- Row 5: *Students by Program and District ADM*

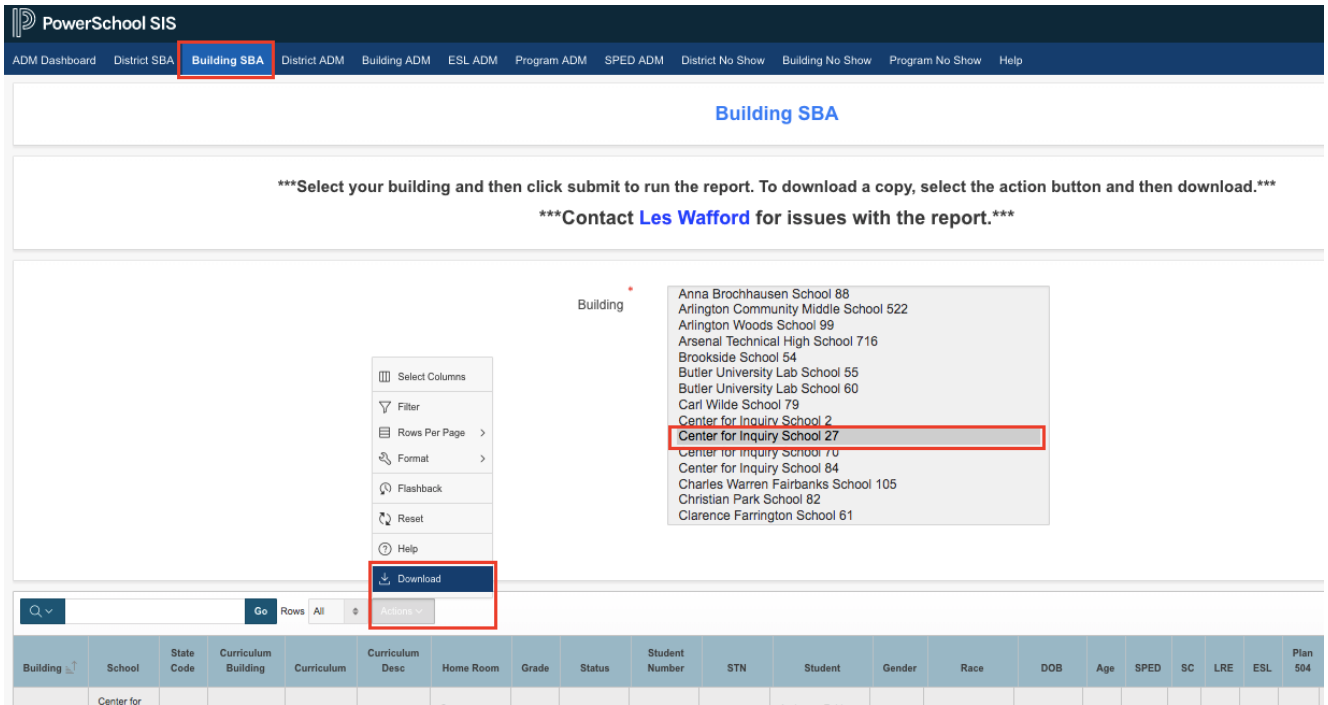
3. Additional Data in the ADM Dashboard:



- *District/Building SBA*: active students with present attendance markings in grades K-12 who are not in special programs or self-contained classrooms
- *District/Building ADM*: active students with present attendance markings
- *ELL ADM*: active students with present attendance markings who qualify for ESL/ELL supports
- *Program ADM*: active students with present attendance markings by special program (as determined by curriculum code)
- *SpEd ADM*: active students with present attendance markings who qualify for SpEd supports
- *District/Building/Program No Show*: active students with no present attendance markings by district/building/program

What should you do if your numbers look LOW?

1. Start by downloading and examining your current SBA roster:



2. *Are all your students active in PowerSchool?* Students who are in your building but not active in PowerSchool at your building need to be added, either by secretary/registrar transferring the student or the family completing the [online registration process](#).
3. *Do all your students have schedules and attendance markings?* Download and examine your No Show roster to see if any students who are active at your school are not included in SBA because they don't have a schedule and/or attendance markings.

PowerSchool SIS

ADM Dashboard District SBA Building SBA District ADM Building ADM ESL ADM Program ADM SPED ADM District No Show **Building No Show** Program No Show Help

Building ADM No Show Rosters

Select your building and then click submit to run the report. To download a copy, select the action button and then download.

Contact [Les Wafford](#) for issues with the report.

Building **Anna Brochhausen School 88**

- Arlington Community Middle School 522
- Arlington Woods School 99
- Arsenal Technical High School 716
- Brookside School 54
- Butler University Lab School 55
- Butler University Lab School 60
- Carl Wilde School 79
- Center for Inquiry School 2
- Center for Inquiry School 27
- Center for Inquiry School 70
- Center for Inquiry School 84
- Charles Warren Fairbanks School 105
- Christian Park School 82
- Clarence Farrington School 61

Select Columns
Filter
Rows Per Page >
Format >
Flashback
Reset
Help
Download

Go Rows All

Building	School	State Code	Home Room	Grade	Status	Curriculum Building	Curriculum	Curriculum Desc	Student Number	STN	Student	Gender	Race	DOB	Age	SPED	SC	LRE	ESL	Plan		
Anna																					504	
	Anna																					Two or

- Do any of your students have incorrect curriculum codes? Download and examine your ADM roster to see if any students have incorrect curriculum codes that are pulling students out of your SBA numbers.

PowerSchool SIS

ADM Dashboard District SBA Building SBA District ADM **Building ADM** ESL ADM Program ADM SPED ADM District No Show Building No Show Program No Show Help

Building ADM Rosters

Select your building and then click submit to run the report. To download a copy, select the action button and then download.

Contact [Les Wafford](#) for issues with the report.

Building **Brookside School 54**

- Anna Brochhausen School 88
- Arlington Community Middle School 522
- Arlington Woods School 99
- Arsenal Technical High School 716
- Brookside School 54**
- Butler University Lab School 55
- Butler University Lab School 60
- Carl Wilde School 79
- Center for Inquiry School 2
- Center for Inquiry School 27
- Center for Inquiry School 70
- Center for Inquiry School 84
- Charles Warren Fairbanks School 105
- Christian Park School 82
- Clarence Farrington School 61

Select Columns
Filter
Rows Per Page >
Format >
Flashback
Reset
Help
Download

Go Rows All

Building	School	State Code	Curriculum Building	Curriculum	Curriculum Desc	Home Room	Grade	Status	Student Number	STN	Student	Gender	Race	DOB	Age	SPED	SC	LRE	ESL		

What should you do if your numbers look HIGH?

- Audit your SBA Roster for students who are marked present but are actually No-Shows. These students' attendance will need to be corrected in PowerSchool

PowerSchool SIS

ADM Dashboard District SBA **Building SBA** District ADM Building ADM ESL ADM Program ADM SPED ADM District No Show Building No Show Program No Show Help

Building SBA

Select your building and then click submit to run the report. To download a copy, select the action button and then download.

Contact [Les Wafford](#) for issues with the report.

Select Columns

Filter

Rows Per Page >

Format >

Flashback

Reset

Help

Download

Building *

- Anna Brochhausen School 88
- Arlington Community Middle School 522
- Arlington Woods School 99
- Arsenal Technical High School 716
- Brookside School 54
- Butler University Lab School 55
- Butler University Lab School 60
- Carl Wilde School 79
- Center for Inquiry School 2
- Center for Inquiry School 27**
- Center for Inquiry School 70
- Center for Inquiry School 84
- Charles Warren Fairbanks School 105
- Christian Park School 82
- Clarence Farrington School 61

Go Rows All

Building	School	State Code	Curriculum Building	Curriculum	Curriculum Desc	Home Room	Grade	Status	Student Number	STN	Student	Gender	Race	DOB	Age	SPED	SC	LRE	ESL	Plan 504	
Center for																					

Adding/Modifying Tracks and Track Attendance

Tracks	Definition
Track A	Mon-Tues in person, Wed-Fri virtual: <i>Students with last names A-K</i>
Track B	Mon-Wed virtual, Thurs-Fri in person: <i>Students with last names L-Z</i>
Track C	Mon-Fri virtual: <i>Full Time Virtual Students</i>
Track D	Night School Students: <i>High School Only (set by school)</i>
Track E	Mon-Tues and Thurs-Fri in person, Wed virtual: <i>McKinney-Vento/Newcomer/SpEd Students</i>
<Blank Track>	Mon-Fri in person: <i>Elementary Students Only</i>

Important Items to Note:

- Attendance tracks A-E will be used to track students during the hybrid school plan. Students have been assigned to tracks A,B,C, and E based on the above criteria.
- High Schools will need to approve and manually assign students to track D.
- If a parent desires their student to attend different days than assigned by last name (e.g. to match a sibling with a different last name), the school will approve and manually assign a track using the below instructions.
- All newly enrolling students will need to be assigned to a track (left blank if they are lower level attending M-F in person).

Instructions for Changing or Adding a Track

1. Go to <https://powerschool.myips.org/admin/pw.html> and login with IPS credentials.
2. Choose the student that you wish to assign a track.
3. Go to “Transfer Info” on the left menu under “Enrollment”.



4. Click on the entry date under current enrollment.

Current Enrollment					
Entry Date / Code	Exit Date / Code	Grade	Entry Comment	Exit Comment	School
08/17/2020 - BOY	06/05/2021	12	Promote Same School		...

4. Use drop-down list to select the appropriate track and click “submit”.

 A screenshot of a web form for enrollment. The form includes several fields: "Full-Time Equivalency" (set to "Full Time"), "Grade Level" (set to "12"), "Track" (a dropdown menu with a red arrow pointing to it), "District of Residence" (set to "Indianapolis Public Schools (5305)"), and "Indiana State Information" section with fields for "Accountable School", "Dropout or Mobility Code" (set to "Not a dropout or mobility student"), and "Choice Scholarship Student". A blue "Submit" button is at the bottom right, with a red arrow pointing to it.

Teacher Attendance Instructions with Tracks

Instructions for Using Tracks for Attendance

1. Go to <https://powerschool.myips.org/teachers/pw.html> and login with IPS credentials.
2. Choose the class that you wish to take attendance by clicking on the empty chair.



3. Turn the “Group by Track” to the on position. This only needs to be done once.



4. Students will now be sorted by their assigned track and attendance can be taken.

P (present) = student is physically present in class.

VCP (Virtually Present) = student is present virtually

U (Unexcused) = Student is not physically or virtually present

T (Tardy)= Student was late but is present for learning

5. Attendance is taken by clicking on the blank space to the right of each student name and using the drop-down list. When finished, click “submit

Students	Alerts	Daily	Attendance: Wedne September 30, 2020
Track A Fill Code			
Quentin Williams, 5th Grade	ELL	--	VCP
Elizabeth Smith, 5th		--	VCP
William James Wilson, 5th Grade	T	--	U (Unexcus)
Track B Fill Code			
William James Wilson, 5th		--	
Quentin Williams, 5th Grade		--	
Elizabeth Smith, 5th	SPED	--	
William James Wilson, 5th		--	
Track C Fill Code			
Quentin Williams, 5th	504	--	

The “fill code” button can be used to fill each attendance box with the set code. Teachers can then edit as needed for each track.

Dr. Amy Galloway Swann

ACADEMIC DEGREES

Doctorate	University of Kentucky, 2005 – 2009
Ed	Educational Leadership & Instruction
MA	University of Kentucky, 2003 Secondary Social Studies Curriculum & Instruction
BA	University of Kentucky, 2001 Major in History and Minor in Political Science
BA	University of Kentucky, 2000 Philosophy

RELEVANT EMPLOYMENT AND WORK EXPERIENCES

2019 - Present	Chief Executive Officer – Matchbook Learning As the CEO of Matchbook Learning I oversee and have developed our academic model, HR, benefits and operations systems, community outreach and engagement, finances, school organizational structures, and school model practices. I started with the company as the Chief Academic Officer during which time I develop Matchbook Learning’s academics, on and offline curriculum improvements, instructional model improvements, assessment systems, school improvement plans, coaching processes, and development initiatives. Since the company restructured throughout the years my role expanded to also include the establishment of HR and benefits structures and systems, operations, and support for compliance and audits (i.e. Title I, Special Education). Additionally, I have served as the Superintendent of all Matchbook schools and as the head of school for our first Indianapolis restart where we have restarted the highest poverty school in Indianapolis.
2013 – Present with Company	<ul style="list-style-type: none">• http://www.matchbooklearning.com/• http://www.matchbooklearning.com/organization/bio/dr.-amy-swann• https://net.educause.edu/ir/library/pdf/NG1214.pdf• http://www.educause.edu/library/resources/next-gen-tools-matchbook-learning-spark• http://nextgenlearning.org/matchbook-learning-virtual-video-tour-merit-prep• http://gettingsmart.com/2015/11/66-secondary-schools-worth-visiting/• http://www.competencyworks.org/case-study/merit-prep-where-students-feel-safe-to-learn/
2017 – 2018	Fellow – The Mind Trust During my fellowship with The Mind Trust in Indianapolis I had the opportunity to study innovative and high achieving school and school restart models as well as to do in-depth studies in best practices for school start-ups, change management, operations, finance, parent engagement, community outreach, cultural competency, trauma informed practices and neuroscience studies, social emotional learning practices, along with pedagogical practices in reading, math, and work/life skills. The fellowship has allowed me to travel to schools, conferences, networking, and learning opportunities across the US and England. Also accomplished during the fellowship: <ul style="list-style-type: none">• Wrote and obtained over 1 million in grants• Wrote and successfully obtained charter contracts• Designed instructional and organizational systems

- Research & obtained improved benefits plans, HR, and payroll processes
- Redesigned Instructional and Organizational Practices for School Model Improvement

2011 –
2014

Principal – Bate Middle School, Danville Public Schools KY

As the principal at Bate Middle School I helped in leading the school from being a state “watch list school” all the way to one of 25 schools in the nation to receive the designation of P21 Exemplar School by the Partnership for 21st Century Skills in 2013. The work and change leadership I brought to the school and utilized to turn the school around is featured throughout the book, “*Five Critical Leadership Practices: The Secret to High Performing Schools*”, by R. Ash & P Hodge (2016). Teacher leadership, collaboration, student ownership of the school and their learning paths, college and career readiness, individualized instruction, and innovative ways to improve learning in order to help close the growing gap between business and education were major points of focus. We redesigned the school, became a state School of Innovation with a new flexible schedule, internships and service learning for middle school students, as well as a new assessment system that focuses on ACT/college and career readiness and performance based assessments. We are the first in Kentucky to implement performance based assessments for assessing deeper learning as well as an increased assessment of applied learning. In 2012-13 Bate was highlighted in a PBS News Hour special on the Danville Schools, in an article published by the Harvard Review, as well as on KET’s *Education Matters* for the innovative learning taking place throughout the school. During the 2013-14 school year Bate has also been highlighted by Tom Vander Ark in his Blog published by Education Weekly:

Vander Ark, T. (2013). Deeper learning as a turnaround strategy. *Education Week, Innovation Blog*, Retrieved from http://blogs.edweek.org/edweek/on_innovation/2013/08/deeper_learning_as_a_turnaround_strategy.html

Vander Ark, T. (2013). How frames, plans, platforms & pd support great teaching. *Education Week, Innovation Blog*, Retrieved from http://blogs.edweek.org/edweek/on_innovation/2013/08/how_frames_plans_platforms_pd_support_great_teaching.html?qs=galloway

2009 –
2014

Adjunct Professor, University of Kentucky, Department of Education Leadership

Taught Principal Practicum Courses for those students seeking Principal Certification from 2009-2011, and taught School and Community Partnerships, School Safety, and School Finance for the redesigned principal certification program. I also work with some of the students who are working towards an Education Specialist Degree or their Doctorates in Education Leadership.

2010 –
2013

Adjunct Professor, Eastern Kentucky University, Department of Education Leadership

Taught *Technology in the Classroom* and served on doctoral committees.

2009 –
2011

Administrative Dean/Assistant Principal, Crawford Middle School, Fayette County Public Schools, Lexington KY

As the Administrative Dean and an Associate Principal at Crawford Middle School I enjoyed the opportunity to work with an administrative team that is well balanced in strengths and all new to Crawford. We all accepted the challenge of going into a failing school and turning it around through the establishment of new sustainable academic practices, increasing teacher capacity and effectiveness, increasing the school's resources, improving the climate, and increasing parent and community relations. At Crawford I worked on improving academics and increasing student achievement through research based initiatives, using the ongoing monitoring of quantitative and qualitative school data to assess student needs, guide instructional practices, professional development, and the implementation of programs. Structures that I implemented include establishing the school's Response To Intervention plans to meet all individual student academic needs, the development of a Student Assistance Team, research based supplemental reading and math programs, as well as weekly meetings, reflections, and student data review with the teachers. I enjoyed evaluating teachers, working with budgeting and staffing, leading the teachers and staff in weekly professional development, writing and receiving over \$90k in grants, increasing the school's technology resources and practices, increasing the library resources, researching and implementing strategies and structures to improve student achievement in reading and math, assisting with discipline, increasing parent communication, and have helped to develop a positive school climate and culture.

2007-
2009

PSA Arlington Elementary, Fayette County Public Schools, Lexington KY

As the PSA/Assistant Principal at Arlington Elementary I had many different roles depending upon the challenge at hand. These roles include being an instructional leader and running professional development for the teachers on content, Program of Studies, development of assessment questions and DOK levels, "unpacking" the standards, and have brought in resources and other curriculum support for individual teachers and teams. I helped to develop a whole school instructional climate in which everyone, including leadership is working collaboratively for the primary purpose of instruction. I dealt with incidents that were both small and large, dealing with discipline and academics, and with each incident I took the time to discuss situations with both students and parents so that together we could work for improvement. I ran team meetings, written an obtained a technology grant, worked with staffing issues, written policies, collaboratively developed and fostered ways to celebrate the academic achievements of every student in the school, and primarily I was a support to the teachers and staff.

2006 -
2009

Social Studies Content Leader K-12, Fayette County Public Schools, Lexington KY

As the K-12 District Social Studies Leader, in addition to helping individual teachers with content and district questions, organized and worked to develop district grade level common assessments, worked to improve district curriculum maps. Developed and set up professional development opportunities. Developed travel fund application for district social studies teachers. Developed SharePoint social studies site for district collaboration, discussions, and opportunity announcements. Brought speakers into the district to increase teacher and student content knowledge and set up a district elementary school Lexington History Fair. Increased dialogue with the University of Kentucky and have worked with and researched literacy strategies for K-12. Additionally, I visited several elementary schools throughout the district and have discussed where they are, what their next steps are, and have increased lateral and horizontal dialogues among schools to increase student's continued success.

2003 -
2007

Social Studies Teacher, Tates Creek High School, FCPS, Lexington KY

In addition to teaching responsibilities, co-chaired the Freshman Academy Committee and helped to establish it based on research. Worked on aligning the ninth grade social studies course for Fayette Co. Public Schools. Worked on cross curricular literacy program implementation for three years. Developed literacy teams and cross curricular literacy professional development for teachers. Served on the SBDM, Social Committee, served on & helped establish the scheduling committee. Developed and sponsored an after school philosophy club attended by up to twenty-six students. Also established the Arabic Culture Club promoting understanding and awareness. Designed curriculum for Freshman Seminar, Philosophy, and Integrated Social Studies courses.

1998-
2003 **Manager, Spy Records, Lexington KY**

Handled employee scheduling, hiring, and training. Inventory returns, ordering, accounting, and computer maintenance.

Research Interests

My long-term research focus is on improving education through personalization, data and evaluation systems, new school innovations, blended learning, project-based learning, performance assessments, and both traditional district schools as well as public charter school and private school improvement initiatives.

PRESENTATIONS: Refereed Papers

- Galloway, A. (2006). *The principal as instructional leader*. Paper presented during symposium at the University of Jyvaskyla, Finland International Symposium on Educational Leadership.
- Galloway, A. (2007). *Time to be an instructional leader: The Principal's Role During Change*. Paper presented during the symposium at the University of Shanghai's International Symposium on Educational Leadership.
- Swann, A. (2015). *Changing the Trajectory: How Matchbook Learning is Beginning to Change the Academic and Career Trajectory for Low-Income Students*. Paper presented at the International Symposium on Education Leadership in Uppsala, Sweden.

BOOKS REFERENCING & DOCUMENTING EDUCATION ACHIEVEMENTS:

- Kamenetz, A. (2015). *The Test*. Public Affairs, New York.
- R. Ash & P. Hodge (2016). *Five Critical Leadership Practices: The Secret to High Performing Schools*. Routledge Publishing Alabama
- Abeles, V. & Rubenstein, G. (2015). *Beyond Measure: Rescuing an overscheduled, over tested, underestimated generation*.

PUBLICATIONS:

- Galloway, A. (2009). *Teacher attitudes regarding what should be included in a pay for performance model by school and teacher background*. Dissertation, University of Kentucky.
- Swann, A and Setser, B (2018) *Voices From the Field, An End to Promiscuous Professional Development* article appearing in *Competency-Based Education: A new Architecture for K-12 Schooling* by Colby, R.

PRESENTATIONS: Invited

- Galloway, A. (2003). *The power of one: Lesson plans for first year teachers*. Paper presented at the National Convention of the National Council for the Social Studies.
- Swann, A. (2016). *Using Data and Technology Systems to Guide Instruction*. Presentation at the NJ Charter School Conference, Atlantic City.
- Swann, A. (2016). *Personalizing Education by Merging Academics, Technology, and Data*. Presentation at International K-12 Blended Learning Conference, iNacol.
- Swann, A. (2017) "Curriculum Engagement: Who Decides?" Panel Moderator at Yale University's Education Leadership Conference, Hartford CT.

Professional Organizations

National Council for the Social Studies (2002-Present)
 National Reading Association (2005-Present)
 National Middle School Association (2011-Present)
 National Counsel for Exceptional Children (2017-Present)
 Gratitude Network Mentor (2017-Present)
 iNacol (2014-Present)
 ISTE (2013-Present)

OUTREACH & PROFESSIONAL DEVELOPMENT ACTIVITIES

Germany Study Tour Abroad (2006), Atlantic Burke, Germany
 Jyvaskyla International Symposium on Educational Leadership (2006)
 Collaboration for Literacy & Learning (2004-2006)
 Successful Schools Network Convention, Nashville, TN (2005)
 International Educators Roundtable, University of Kentucky (October 2005)
 Development of Computer Learning Center, Accra, Ghana (2004)
 Ministry & Leadership Conference & Consulting, Takrit, Ghana (2004)
 Invited Presenter Uppsala, Sweden International Symposium on Education Leadership (2015)
 Respectful Ways, Board Member (2016-2020)
 Atlanta Kids Club (2014 – Present)
 Atlanta Community Food Bank Volunteer (2015 – 2017)
 Gratitude Network Mentor (2017-Present)
 Child Advocates CASA (Court Appointed Special Advocate) (2017-2018)
 Marian University School Leadership Advisory Council Member (2020-Present)
 Rise Indy Advisory Council Member (2020-Present)

PROFESSIONAL CREDENTIALS:**Kentucky Professional Teaching Certificate**

Academic Classification: Social Studies (Grades 8-12), 2003-Present

Kentucky Administration Certification

Principal Certification, (All Grades), August 2007

Kentucky Superintendent Certification

Superintendent Certification, (All Grades), August 2013

Michigan School Administration Certification

Central Office & School Administration, June 2016

Indiana Administrative and Teaching Certificate 2017

Sheila Estes-Corbin

2179 Meadow Creek | Avon, Indiana 46123 | (317) 797-7274

Career Objective

To obtain a leadership position that will enhance learning among staff, students, parents, and community in a collaborative effort that will ensure student achievement.

Work Experience (Matchbook Learning)

Principal, K-8 (2020 - present)

- Conduct weekly leadership meetings with campus leaders and mentor teachers to interpret and analyze data, monitor and adjust instruction, plan for weekly professional development, and support and grow teachers.
- Maintain an open door policy with students, parents, and teachers in order to resolve issues and welcome communication.
- Conduct classroom observations and teacher evaluations in accordance with professional development appraisal system/teacher advancement guidelines.
- Provide support to teachers having difficulty with classroom management or lesson presentations and implemented growth plans if needed.
- Ensure staff is informed of current, research based methods to improve student achievement and learning along with the use of data analysis.
- Direct all aspects of the employment process including interviewing, hiring, and selection of candidates. Responsible for termination decisions and actions.
- Conduct teacher observations & coaching to provide teachers with constructive feedback from the findings to facilitate performance improvement that impacts student achievement.

Assistant Principal, K-2 (2018 – 2019)

- Ensure staff is informed of current, research based methods to improve student achievement and learning along with the use of data analysis.
- Direct all aspects of the employment process including interviewing, hiring, and selection of candidates. Responsible for termination decisions and actions.
- Conduct teacher observations & coaching to provide teachers with constructive feedback from the findings to facilitate performance improvement that impacts student achievement.

Work Experience (IPS)

Climate & Culture Specialist (2017-2018)

- Leader of PBIS Committee & implementation of positive behavior systems within the building.
- Leader of book study, *Keeping Poverty In Mind*.
- Handle discipline referrals and follow up with teachers and parents on all disciplinary outcomes.

Work Experience (IDOE)

Outreach Coordinator, Region 3 (2015-2017)

- Study school data and School Improvement Plans and assist with improving schools by building on each school's strengths.
- Ensuring the implementation of educator and administrator evaluation plans.
- Provide assistance to schools based on priority needs identified in the School Improvement Model.
- Monitor progress of Focus and Priority Schools.
- Build partnerships with community organizations to connect schools with appropriate services.
- Connect schools to network for best practices that support the turnaround principles.

Serve Indiana Commission (2016-2017)

Work Experience (MSD of Decatur Township)

Elementary Building Principal Valley Mills Elementary (2011-2015)

Staff Planning & Professional Development

- Ensure staff is informed of current, research based methods to improve student achievement and learning along with the use of data analysis (RTI)
- Direct all aspects of the employment process including interviewing, hiring, and selection of candidates. Responsible for termination decisions and actions
- Conduct teacher observations using the Tap model and create summative write-ups from observations. Provide teachers with constructive feedback from the findings to facilitate performance improvement that impacts student achievement

Behavior Correction

- Handle discipline referrals and follow up with teachers and parents on all disciplinary outcomes
- Coach bus drivers on addressing behavioral issues and handle discipline referrals occurring on the bus

Relationship Development

- Cultivate relationships with parents and address parental concerns

- Keep parents informed by sending monthly newsletter of upcoming events
- Act as a community liaison for the school by fostering relationships with various community organizations and business
- Coordinate fundraising with local restaurants for various school initiatives

Day-to-day Operations

- Responsible for all student scheduling regarding lunch, recess, special class times. Modify schedules due to pictures, convocations, etc
- Conduct bus duty before and after school
- Plan and facilitate staff meetings, professional development, and data meetings (RTI)
- Oversee student recognition programs. Coordinate special incentives with local restaurants and other entertainment sites for students in after school activities, students with good attendance, students on honor roll, etc.

Director of Elementary Schools:

Valley Mills Elementary, Director (2009 – 2010)

District Summer School Director (2004 – 2007)

Instructional Coach:

Lynwood Elementary, Instructional Coach (2005 – 2009)

Intervention Processes

- Developed schedule for Waterford interventions
 - Coordinated, scheduled and facilitated the General Education Intervention process for grades 1 – 4 and ensured interventions were followed
 - Coordinated and facilitated NWEA scheduling and data. Grouped students accordingly for interventions

Special Education

- Facilitated conferences
- Incorporated the “blended model” where all special education students were included in the classroom
- Participated in Functional Behavioral Assessment Plans/Behavior Intervention Plans

Behavior Correction

- Shared disciplinary responsibilities with principal. Oversaw all discipline when the principal was out of the building. Followed-up with parents on all outcomes.

Professional Development

- Facilitated teachers on Curriculum Mapping process
- Educated staff of current, research based professional development to improve student achievement. Collaborated with staff on all data and strategies regarding student achievement

Day-to-day Operations

- Conduct bus duty before and after school; work with bus drivers and discipline referrals that occur on the bus
- Coordinate and facilitate ISTEP scheduling

- Responsible for handling parent concerns both in person and over the phone

Teaching:

Lynwood Elementary, Teacher, grade 1 (1992 – 1997)

Valley Mills Elementary, Teacher, grades 4 & 5 looping (1997 – 2005)

Valley Mills Elementary, Permanent Substitute, grades 1 – 6 (1987 – 1992)

Education

Administration and Supervision License (2007)

Ball State University Distance Learning, Muncie, Indiana

M.S. Curriculum and Instruction (2002)

University of Indianapolis, Indianapolis, Indiana

B.S. Elementary Education (grades 1 – 6) (1989)

Ball State University, Muncie, Indiana

Activities

- Part-time Flight Commander MSD of Decatur Township Challenger Learning Center 2004 – 2009
- Certificate of Teacher Training in Differentiation 2008
- Science Rocks Camp 2003 – 2007
- (CELL) Center of Excellence in Leadership of Learning, University of Indianapolis 2003
- University of Indianapolis Explorer's Camp 2002
- Certificate of Teacher Training in Looping 1999
- Indiana Professional Standards Board License Renewal Pilot 1998 – 1999

Committees

- IPS, PBIS Committee
- MSD of Decatur Township, District Grading Committee
- MSD of Decatur Township, Enrollment Management Design Team
- MSD of Decatur Township, Leadership Team Facilitator
- MSD of Decatur Township, Worker Bee for the Leadership Team
- MSD of Decatur Township, District Curriculum Mapping Council & Coach
- MSD of Decatur Township, Teacher of the Year Committee

Professional Awards

- Decatur Central High School Alumni Educator of the Year 2014
- Superintendent Distinguished Achievement Award 2008
- Academic Recognition Award 2007
- Cambridge Who's Who 2006 – 2007
- Who's Who Among Educators 2004, 2005, 2006
- Semifinalist for Indiana Teacher of the Year 2002
- MSD of Decatur Township District Teacher of the Year 2002
- Valley Mills Elementary Teacher of the Year 2002
- Nominated for Disney Teacher of the Year 2001
- Academic Recognition Award 2000
- MSD of Decatur Township Unity Award 1995

References available upon request

ERIC M.
MCGUIRE

514 North Bancroft Street
Indianapolis, IN 46201
(317) 445-4824
emcguire@matchbooklea
rning.com

EDUCATION

Marian University, Academy for Teaching and Learning Leadership

Indianapolis, IN Building Level Administrator License (K-12) #10057589

University College Dublin, Ireland

Dublin, Ireland Master of Arts, *Second Class Honors*, December 2009

Marian University, School of Liberal Arts

Indianapolis, IN Bachelor of Arts, May 2006

EMPLOYMENT

Matchbook Learning Schools of Indiana

Indianapolis, IN

Director of Personalization

May

2018– Present

Increased neighborhood enrollment by 42%. Collaborated with restorative team to decrease OSS incidents by 24% (19-20) Empowered students to request support totaling 21% of office calls (19-20).

National Collegiate Athletics Association

Indianapolis, IN

Coordinator of High School Review

Sept.

2015–Jan. 2018

Conducted reviews of secondary schools across the country against NCAA nontraditional core course legislation. Administered evaluation rubric with fidelity to new schools and existing 33,000+ accounts.

Indianapolis Public Schools

Indianapolis, IN

Assistant Principal, Key Learning Community

July 2014–

Sept. 2015 Led weekly PLCs for grade level, multidisciplinary teams. Evaluated teachers using RISE rubric and participated in instructional coaching meetings weekly to drive instructional improvement for around 30 faculty members. Enforced student code of conduct and decreased OSS by 32% in 2014-15.

Providence Cristo Rey High School

Indianapolis, IN
Dean of Academics
 July 2014

July 2012–

Conducted teacher performance evaluations, collaborated with Principal and Vice Principal by leading professional development, coordinated lesson planning/curriculum and taught two elective courses.

Charles A. Tindley Accelerated School

Indianapolis, IN
Early College Philosophy Professor

Nov 2011–

July 2012 Engaged high school students in philosophical methodology through rigorous instruction and established an authentic college experience within the school's Early College partnership with Anderson University.

The New Teacher Project

Indianapolis, IN
Teacher Selector
 May 2012

Jan 2011–

Conducted interviews for teacher candidates using the TNTTP selection rubric, applied accurate competency ratings for teaching samples, discussion groups, writing prompts, and personal interviews.

Central Catholic Jr./Sr. High School

Lafayette, IN
High School Teacher
 Aug 2010

Aug 2007–

Instructed freshmen and junior students and served on the Diocesan Curriculum Revision Committee. Led service learning and community service programming in conjunction with the Campus Minister.

Ann O’Neill-Schlosser

5552 Grassy Bank Drive | Indianapolis, IN
46237 (812) 878-5585 |
aschlosser@matchbooklearning.com

Education

**Indiana State University
1984-1988**

Bachelor of Science in Special Education

**Learning Disabilities, Seriously Emotionally
Handicapped Minor: Reading (Elementary)**

**Indiana State University
1996-1988**

Graduate Work in Early Childhood Education

**University of Indianapolis
2020-2021**

Master of Arts in Special Education Leadership

Licensure

Learning Disabled/Seriously Emotionally Handicapped Rules 46-47

Director of Special Education License (anticipated Fall 2021)

Employment History

**Matchbook Learning @ Wendell Phillips #63 |
Indianapolis, IN
Director of Special Services | June 2018-present**

- **Developed and implemented special education and English Language Learner policies and procedures for a turn around school**
- **Ensure compliance with all state and federal guidelines for special education and English Language Learners**
- **Supervised and evaluated 16 teachers and instructional assistants**
- **Served as Public Agency Representative for case conferences**
- **Planned and developed professional development opportunities for all staff in the areas of special education and English Language Learning**
- **Organized data for submission of state and federal reports pertaining to special education**
- **Served as a school testing coordinator for WIDA and ILearn testing**
- **Worked collaboratively as a member of the administrative team of the school**
- **Served as the point of contact for contract agency providing speech, occupational and physical therapy to the school**

**Southside Special Services of Marion County |
Indianapolis, IN RISE Special Services/Perry
Township Schools**

Supervisor of Special Services | Aug. 2007-Present

- **Supervised and evaluated 10 staff members of the Early Childhood Assessment Team (ECAT), 3 staff members serving Non-public schools and 2 autism consultants serving member districts**
- **Coordinated and monitored up to 12 excess cost/alternative residential applications to the Indiana Department of Education for four member districts of the co-op**
- **Served as Public Agency Representative for ECAT case conferences**
- **Facilitated timely transitions from Part C to Part B services by working with First Steps providers with First Steps Representatives to insure**
- **Planned and developed professional development opportunities for supervised staff**
- **Organized data for submission of state and federal reports pertaining to early childhood evaluations**
- **Participated as a member of the collective bargaining team**
- **Worked collaboratively with local Directors of Special Education and other professionals in providing services to students across four districts**

Covered Bridge Special Education District | Terre Haute, IN

Autism Itinerant Teacher | Aug. 1994-July 2007

- **Served as the designated autism resource specialist for Vigo, South Vermillion, Southwest Parke and Rockville School Corporations**
- **Developed and implemented professional development opportunities for school personnel and the community**
- **Served on multidisciplinary teams to assess and evaluate students who may be on the autism spectrum**
- **Supervised two behavioral assistants responsible for providing behavioral support for children on the spectrum**
- **Conducted Functional Behavior Assessments in order to develop behavior intervention plans**
- **Provided parent training and resource options to families**
- **Collaborated with outside agencies to coordinate services of students**

Sand Paths Academy, San Francisco, CA

Special Education Teacher | Aug. 1993-July 1994

- **Supervised a self-contained classroom of children with autism and pervasive developmental delays**
- **Developed and implemented goals in the areas of academic, behavioral, social, communication and pre-vocational skills**
- **Trained and supervised a paraprofessional assistant**

RISE Special Services/Perry Township Schools, Indianapolis, IN
***Special Education Teacher* | Aug. 1988-June 1993**

- **Supervised a resource room in elementary schools**
- **Developed and implemented an inclusionary program for students in grades K-5**
- **Prepared Individual Education Plans for each student on a yearly basis**
- **Worked cooperatively with general education teachers**
- **Trained and supervised a paraprofessional assistant**

Natalie Woods

nwoods4sgrho@yahoo.com

317-446-1392

PROFESSIONAL EXPERIENCE

Matchbook Learning Schools of Indiana Inc., Indianapolis IN

May 2018 – Current

Director of Outreach and Social Services

Responsible for fostering relationships and developing champions with community based organizations, faith leaders, elected officials and community leaders that has lead to positive engagement within the community and neighborhood. Coordinate and lead school based events, such as enrollment fairs, open houses, family nights, and block parties. Ensure that students are enrolled in 21st century scholars and the high school of their choice. Help provide insight to parents on ways they can get involved in their child classroom, how they can support their students, and the school as a whole. Oversee the social work team and provide guidance on how to coordinate needs based on the family and student.

Girls Inc. of Greater Indianapolis, Indianapolis IN

September 2015-January 2018

Program Support Coordinator

Responsible for developing and maintaining effective program partnership; while coordinating and supporting programs and volunteers at schools and community based partner locations, during the school year and summer outreach. Attend neighborhood, school, and events to network and enhance agency visibility. Serve as a facilitator as warranted during the program cycle. Troubleshoot daily needs, concerns, and schedule changes with program partners. Supports a continuous system of program delivery to include both school year and summer program opportunities. Support program volunteers and paid staff assigned to program partner locations by providing consistent communication and support set forth by program guidelines.

YMCA of Greater Indianapolis, Indianapolis IN

January 2012 – Current

Teen Coordinator/Activity Leader

Responsible for the growth and development of teen programs such as Youth & Government, Leaders Club, Overnight Teen Leadership Experience, and Y-Zone Gospel Choir. Adept at building relationships aimed at promoting teen programs within local schools, churches, and communities. Served as a member of the Youth and Government and Teen Service Trips taskforce to see program implementation. Fostered social, physical, and spiritual growth within the teens on a daily basis. Serve as the assistant cheerleading and tumbling coach.

Key Accomplishments:

- Developed and implemented ongoing programming for teenagers in a low-income apartment complex.
- Created a platform for teens to be informed about college readiness programs; with emphasis on KnowHow2GO, Drive of Your Life, and the 21st Century Scholars program.
- Developed and implemented “Show me the Money” a program that teaches high school students how to find college scholarships.
- Developed a partnership with the Girl Scouts of Central Indiana to offer Girl Scout exclusive Safe Sitter classes.

Youth and Family Life Director

September 2008 – December 2011

Supervised and managed 3 full time staff and 58 part time staff in three different departments: Camp, Teens, and Family. Monitored the growth and development of teen programs, such as Youth and Government, Teen Night, Teen Game Night, Tutoring and Y-Zone Gospel Choir. Responsible for recruitment, interviewing, hiring, staff recognition and the development of staff members. Managed the summer day camp program and off site location that included 230 campers. Enforced appropriate safety regulations and emergency procedures, while adhering to ACA guidelines and maintaining ACA Accreditation. Implemented several family programs such as Friday Night Flicks, Movie on the Lawn, Family Game Night, and Father’s Day Lunch (for camp families) to promote member to member connection. Responsible for re-establishing Leaders Club program at the center and adding a Jr. Leaders Club program. Developed, maintained, and integrated community-based partnerships into the summer camp program such as Girls Inc., Purdue Extension (Professor Popcorn), Indianapolis Ice and Key Bank.

Wellness Coach

June 2007-September 2008

Supervised the wellness floor. Maintained and worked on preventative maintenance of fitness equipment. Followed up with members regarding Coach Approach appointment. Assisted Program Director with the promotion and execution of in house and national projects such as Healthy Kids Day and Activate America.

--continued--

Key Accomplishments:

- Improved camp retention rate from 27% in 2009 to 34% in 2011.
- Worked to grow Youth and Government program from 4 teens in 2008/2009 to 21 teens in 2010/2011.
- Oversaw the development of the YMCA Day Camp curriculum as chair of the curriculum sub-committee.
- Established a tutoring program for students with the help of volunteers.
- Worked with Raymond Park Middle School to bring Activate America into the school.
- Improving Day Camp survey results from 90.5% of members feeling staff are accessible and approachable to 100%.

Lawrence Township Schools/Kelly Educational Services, Indianapolis IN

August 2007-January 2014

Building Substitute/Elementary Substitute

Responsible for conducting normal classroom activities. Provide one-on-one guidance for students needing extra assistance. Assist Vice Principal with the management of students not adhering to school rules. Help absent students get caught up on work. Teach students with special needs and learning disabilities.

Key Accomplishments:

- Worked with a non-verbal student to learn how to articulate a few words for the first time.
- Worked with several students to get on grade level reading level.

EDUCATION

Indiana Wesleyan University, Marion, IN-Masters of Arts
Organizational Leadership

May 2012-June 2014

Indiana State University, Terre Haute, IN –Bachelor of Science
Major: Physical Education-Exercise Science
Minor: Health Education and Drivers Education

August 2001-May 2007

Professional Development and Certifications

- Working with Teen 12-17 years old
- Teen Leadership a Club Approach
- Leading Others (Supervision)
- Volunteerism
- Group and Teamwork
- Budgeting & Fiscal Management
- YMCA Day Camp Director
- Guiding Children's Behavior
- Healthy Lifestyles
- CPR & First Aid

REFERENCES

Alice Weber (Sports and Family Director)

YMCA of Greater Indianapolis-Ransburg Center ● 501 N. Shortridge Road, IN 46219
(317) 840-3676 ● aweber@indymca.org

Shawna Hood (Administrative Assistant)

Lawrence Township Schools ● 6501 Sunnyside Road, IN 46236
(317) 753-5743 ● shawnahood723@yahoo.com

Terry Reynolds (Retired former Director of Administrative Services at the YMCA)

4801 W Harrisburg Ct. New Palestine, IN 46163
317-430-0489

Donald D. Stewart Jr.
2341 Blossom Drive, Greenwood, Indiana 46143
317-696-9607
Email: dtstewart590@gmail.com

HIGHLIGHTS OF PROFESSIONAL QUALIFICATIONS

- Superb written and oral communication skills; proficient in Microsoft Word, Excel, PowerPoint and Outlook.
- Served as Equal Opportunity Advisor in a previous duty position.
- Increased retention numbers by 5 percent year over year for Campus.
- Reduced drop rate by 11 percent while serving as Campus Director.
- Leadership training and course development.
- Responsible for ensuring concurrent admissions for all qualified applicants was processed through the appropriate college.

PROFESSIONAL EXPERIENCE

Director of Finance/Operations (06/2018-Present)

Matchbook Learning Schools of Indiana

- Responsible for the direction and management of all personnel related to the day to day operation of the school.
- Accountable for the financial oversight for the budget of the school.
- Responsible for the tracking and financial oversight for grants used by the school.

Campus Director (01/2013-05/2018)

National American University, Indianapolis, IN

- Responsible to direct, manage, monitor and maintain control of all aspects of campus operations in support of the mission of the university.
- Develop and monitor both short-term and long –term strategic plans for the campus.
- Responsible for all aspects of academics to ensure that quality educational opportunities are provided to students.
- Ensuring the campus adhered to Department of Education policies and procedures regarding Title IV Financial Aid Funds.

Director Career Services (10/2011-12/2012)

Kaplan College, Indianapolis, IN

- Responsible for all aspects of Career Services including developing job leads, assisting graduates and alumni with job search and participating in Career Development course.
- Works with Campus President and Home Office staff to achieve budgeted objectives and to ensure compliance with state and accreditation regulations relating to placement.
- Supervise and manage a Career Services staff.

Operations Manager (01/2007 – 02/2010)

U.S. Army Recruiting Battalion, Indianapolis, IN

- Operations Manager of a U.S. Army Recruiting Battalion responsible for ensuring the efficient processing of applicants enlisting in the Army in Indiana and Illinois.
- Responsible for the efficient processing of applicants for an annual recruiting mission of over 3,000 personnel, to include the processing for seven recruiting companies and 47 recruiting stations dispersed over 100,000 square miles throughout Indiana and Illinois.
- Advised senior leadership on all aspects of production for a U.S. Army Recruiting Battalion with over 200 employees.
- Responsible for establishing partnerships with local colleges and reserve units for the concurrent admissions program. Resulting in college enrollments for new recruits.

Trainer (01/2005 – 12/2006)

U.S. Army Recruiting Company, Indianapolis, IN

- Primary trainer for all areas of recruiting to over 60 personnel. This included ensuring all personnel used benefits to continue education resulting in higher promotion rates for the company.
- Conducted onsite evaluations of recruiting stations and analyzed recruiting production management data.
- Primary trainer for all leadership training for twelve office managers in the company.
- Trained and evaluated all newly assigned recruiters to the company.

EDUCATION AND TRAINING

- Masters Management Emphasis on proprietary education National American University, 06/2016
- Bachelor of Science degree (Technical Management) Devry University, 12/2010
- Advanced Leadership Course
- Primary Leadership Development Course
- Recruiting and Retention School
- Station Commanders Course
- Guidance Counselor Course

Articles of Incorporation, Certificate of Incorporation, 501(C)(3) Status Letter, By-Laws & Policies:

Approved and Filed
201707141204995/7649841
Filing Date: 07/17/2017
Effective :07/14/2017 15:21
CONNIE LAWSON
Indiana Secretary of State

ARTICLES OF INCORPORATION
OF
MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Matchbook Learning Schools of Indiana, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to:

- Operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools;
- Collaborating with current primary and secondary schools to provide technical assistance and competency-based training resources; and

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- Supporting the work of school districts, charter management companies, and other interested educational partners by providing resources aimed at turning around poor performing schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Incorporator, Initial Registered Agent, and Initial Registered Office

Section 1. The name of the Incorporator of the Corporation is Sajan George, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The name of the initial registered agent in charge of the Corporation's registered office is Sajan George, and the address of such registered agent and such registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE VIII

Election or Appointment of Directors

The initial Board of Directors shall be named by the Incorporator. The subsequent directors of the Corporation shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE IX

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE X

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any charter schools that it operates (the "Schools") will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited

to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana's Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);
- (c) IC 20-24-8-5 (statutes applicable to charter schools);
- (d) IC 20-28-11.5 (staff performance evaluations);
- (e) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (f) IC 20-25.7-4-10 (public meeting requirement).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation's income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XI

Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XI, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

Approved and Filed
201707141204995/7649841
Filing Date: 07/17/2017
Effective :07/14/2017 15:21
CONNIE LAWSON
Indiana Secretary of State

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 13th day of July, 2017.



Sajan George, Incorporator

Approved and Filed
201707141204995/7649841
Filing Date: 07/17/2017
Effective :07/14/2017 15:21
CONNIE LAWSON
Indiana Secretary of State

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

**State of Indiana
Office of the Secretary of State**

Certificate of Incorporation
of
MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 14, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 17, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201707141204995 / 7649841

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 23 2018**

MATCHBOOK LEARNING SCHOOLS OF
INDIANA INC
C/O JOSHUA W ABEL
300 NORTH MERIDIAN ST STE 2700
INDIANAPOLIS, IN 46204

Employer Identification Number:
82-3016780
DLN:
17053307317027
Contact Person:
RAMNARINE SINGH ID# 11053
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 14, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

MATCHBOOK LEARNING SCHOOLS OF

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947

BYLAWS

OF
MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Matchbook Learning Schools of Indiana, Inc. (the “Corporation”).

Section 2. Address. The street address of the Corporation’s initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Sajjan George.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws (the “Bylaws”). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the

director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to

each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean

- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws (“Amendments”) is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term “authorizer” is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

Background Check Policy

Matchbook Learning Schools of Indiana requires a background check for all Board members and staff members pursuant to *IC 20-26-2-1.5* from the Mayor of Indianapolis.

Matchbook Learning Schools of Indiana contracts with SafeSchools in order to conduct all staff and board member local and federal background checks in compliance with Indiana state law.

Reporting and Anti-Retaliation Policy

Matchbook Learning Schools of Indiana Inc. (“Matchbook”) is committed to fostering a culture of integrity by adopting policies that encourage employees to report good-faith concerns regarding business-related conduct that may be unlawful. Matchbook Learning Schools of Indiana Inc. does not tolerate any retaliatory, fraudulent, illegal or unethical business-related conduct.

Non-Protected Disclosures - This policy applies to employees who raise good-faith concerns relating primarily to unethical, fraudulent, illegal or wrongful business conduct. This policy is not intended to address every concern that may arise in the workplace. For example, complaints of a personal nature or mere disagreements with Matchbook’s business decisions do not constitute whistleblowing. Employees who make complaints of this nature are not subject to the protections granted by this policy; however, such complaints may be addressed under other corporate policies, such as anti-harassment policies, using other available channels of communication.

Definitions:

- *Whistleblower* - A whistleblower is an individual who informs a supervisor, employer(s), government agency or other authority figure about criminal activity, unethical behavior or other improper activity occurring within an organization.
- *Misconduct* – Misconduct is broadly defined as behavior outside of compliance with all provisions of law.
- *Protected Disclosure* - A protected disclosure is a complaint made in good faith to the right person in the right manner. Generally, protected disclosures involve issues of the following:
 - Fraud or other financial business-related misconduct;
 - Bribery;
 - Creation of false contracts;
 - Expense claim fraud;

- Theft or embezzlement of Matchbook resources;
 - Misuse of Matchbook resources for personal gain;
 - Association with third parties in a manner that creates a conflict of interest;
 - Disclosure or theft of confidential business information or trade secrets;
 - Presentation of false claims for government payment;
 - Conditions that threaten the health and safety of Matchbook Lea employees;
 - Other violations of the Code of Conduct;
 - Criminal activity; or
 - Other unethical behavior.
- *Trade secrets* - Trade secrets are all forms and types of financial, business, scientific, technical, economic, or engineering information, including patterns, plans, compilations, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs, or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically or in writing that Matchbook has taken reasonable measures to keep secret and that derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable through proper means by, the public.

Disclosure procedure:

- Any officer, supervisor or employee of Matchbook may disclose information related to suspected wrongdoing of any other Matchbook employee. The procedure for making a protected disclosure is as follows:
 - Complaints may be submitted to an employee's immediate supervisor.
 - If the employee is not comfortable doing so, then the employee is encouraged to report their concern by email to Eric McGuire, Director of Personalization, at emcguire@matchbooklearning.com or Dr. Amy Swann, Chief Executive Officer, at amy@matchbooklearning.com.
 - Whistleblower complaints alleging misconduct may also be filed directly to the Matchbook Learning Board of Directors, Board Chair Sajan George, at sajan@matchbooklearning.com.
 - The complaint should include the name and title of the alleged violator and any supporting evidence that the whistleblower has to support the allegation.

Matchbook will make all efforts to maintain confidentiality of all disclosures. However, confidentiality is not guaranteed, and the identity of the whistleblower may need to be revealed in order to facilitate the investigation and resolve the issue.

Initial Review:

- The Director of Personalization shall evaluate the complaint to determine if it concerns a whistleblowing issue, consulting with legal counsel where appropriate. If no whistleblowing issue is implicated, the Director of Personalization shall end the investigation and inform the complaining employee that no further action will be taken and explain the reason for the decision.
- For complaints submitted directly to the board chair, the complaint shall be reviewed by the board chair, along with other board personnel and outside counsel where appropriate.
- If the initial review determines that the complaint contains a whistleblowing issue, the complaint shall be sent to the Director of Finance.

Investigation:

- Matchbook is committed to fully investigating all allegations of misconduct, including allowing accused parties to answer the allegations made against them.
 - A file should be opened for the investigation that should contain any documents, notes of interviews or any other information obtained during the investigation.
 - The investigator may contact the accused party and inform them that an investigation has commenced. Depending on the nature of the allegations, the employer should determine whether a suspension pending the outcome of the investigation is appropriate.
 - The investigator should contact any other parties necessary to facilitate the investigation, such as financial auditors or law enforcement if the allegations concern criminal conduct.
 - Any relevant witnesses should be contacted and interviewed. All correspondence with witnesses should be documented and signed by the investigator and the witness.
 - Once the investigation has concluded, the investigator should prepare a written report summarizing the details of the investigation and any recommendations on how to proceed. This report shall be submitted to the Chief Executive Officer, who will make a final decision.

- For complaints submitted to the board chair, the Matchbook board shall be responsible for determining if the investigation should be conducted by the Director of Personalization, board members, or outside legal counsel.

Findings and Next Steps:

- *Finding of Misconduct* - If an employee is found to have engaged in misconduct, the employee will be disciplined up to and including termination. If an employee is determined to have engaged in criminal conduct, Matchbook will cooperate with law enforcement in any criminal proceedings that may result.
- *Protection* - Any employee of Matchbook who makes a protected disclosure or participates in an investigation of a protected disclosure will be protected from retaliation. Discipline should not result as a result of the disclosure provided that the disclosure is made in good faith and the employee complies with Matchbook's policy for disclosing misconduct.
- *False Disclosures* - In the event that a disclosure turns out to be unfounded, the following standards apply:
 - If the disclosure was made in good faith, no adverse action will be taken against the individual who made the disclosure.
 - If the disclosure was intentionally false or made with disregard for the truth, the individual who made this disclosure will be disciplined up to and including termination.
- *Notice Under Defend Trade Secrets Act of 2016* - Employees are hereby notified in accordance with the Defend Trade Secrets Act of 2016 that an employee will not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that:
 - Is made (i) in confidence to a federal, state or local government official, either directly or indirectly, or to an attorney; and (ii) solely for the purpose of reporting or investigating a suspected violation of law; or
 - Is made in a complaint or other document that is filed under seal in a lawsuit or other proceeding.

Employees are further notified that if an employee files a lawsuit for retaliation by an employer for reporting a suspected violation of law, the employee may disclose the employer's trade secrets to their attorney and use the trade secret information in the court proceeding if the employee:

- Files any document containing the trade secret under seal; and
- Does not disclose the trade secret, except pursuant to court order.

- *Retaliation* - Any officer, director, supervisor or employee who retaliates against an individual who has made a protected disclosure or participated in an investigation of a protected disclosure because of the employee's action will face discipline up to and including termination. Retaliation includes, but is not limited to, the following actions:
 - Termination;
 - Demotion;
 - Denial of promotion;
 - Denial of leave or benefits;
 - Intimidation; and
 - Making threats.
- Employer Right to Amend Policy – Matchbook reserves the right to amend, delete or revise parts of this policy at any time.
- *Nothing in this policy prohibits an employee from reporting concerns, making lawful disclosures, or communicating with any governmental authority about conduct that the employee believes violates any laws or regulations.*

MBLI Policy Last Revised January 2021

Discipline Policy

Discipline at Matchbook Learning is designed to build social and academic *self-discipline*. Matchbook Learning implements a comprehensive set of student behavioral standards to ensure the learning environment is free of disruptions, violence, bullying and other incidents that take away from a positive and safe learning culture.

Students are expected to follow all school rules and policies in a manner that respects the rights and safety of others. Students violating the rules and policies of Matchbook Learning will be subject to disciplinary consequences. These discipline policies and guidelines for consequences apply any time a student is in school, attending a school sponsored event or traveling directly to/from school.

While maintaining high academic standards is our focus, we care that our students also develop their character. Standards of behavior, good citizenship, honesty, motivation, perseverance and self-discipline will be deliberately taught and modeled throughout the school. Matchbook Learning Charter School students will be taught to respect others, to respect themselves, to advocate for themselves, regulate their emotions and responses, and to be productive members of the community. The strong relationships among members of the community will reinforce the importance of these lessons. These deliberate lessons will take place in many ways: through staff example, deliberate teaching, all-school meetings, and constant, consistent staff reinforcement.

Non-Violent Community at Matchbook Learning

Safety is an absolute priority and necessity at Matchbook Learning. Accordingly, all students who attend Matchbook Learning agree to abide by the student contract:

I agree not to use violence for any reason what-so-ever at Matchbook Learning, while representing Matchbook Learning, or with any members of the Matchbook Learning community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am “right” or “wrong,” or whether I am acting in “self defense.” Students are officially under the jurisdiction of the school from the time that they arrive in the morning until they leave school.

Disclaimer: Violence may include and is not limited to “fighting, verbal/ physical abuse towards other students or staff members, threats, intimidation, provocation and pre-fight, facilitating violence, bullying, cyber-bullying, gang initiation or any type of gang involvement.

Restorative Practices

At Matchbook Learning we believe that true learning comes from understanding one’s responsibility to oneself and to the community. Therefore, students who struggle to meet our community’s Code of Conduct will engage in the restorative process as an opportunity to give back to the community and repair relationships they may have damaged. This concept of honoring the community and the relationships within our community is the foundation of our program and our Code.

Restorative Practices seek to repair relationships that have been damaged. They achieve this by fostering an equitable, respectful, and positive school community. Restorative Practices provide a set of processes and approaches to prevent and/or constructively address conflict and harmful behavior. The restorative process is intended to build community and maintain healthy relationships and can be used as an alternative to suspension.

Based on our teaching and school experience, that the majority of potential behavioral issues can be prevented with deliberate proactive teaching, with the fostering of strong relationships, with clear, high expectations for behavior, and with clear, fair and consistent consequences for infractions. Other disruptive behaviors are prevented by careful planning of the day to allow for physical activity, for healthy food at appropriate intervals, and by the elimination of various barriers to learning that can be frustrating or anxiety producing for students. In the inevitable situations where misbehavior occurs, there will be clear consequences and clear expectations.

Behavior incidents should not be the norm in our classrooms. Although we are aware that they will occasionally occur, our staff believes that students want to meet the classroom expectations and are fully capable of doing so. When students are not meeting the classroom expectations, our staff gives students multiple opportunities to reflect and correct their actions before a consequence is issued.

Teacher Redirections & Engagement

Behaviors that negatively impact Matchbook Learning’s high achievement culture and community of safety, respect, and cooperation consist of minor infractions of the discipline policy and will be handled by the classroom teacher or staff member who observes the behavior.

Teacher, Social Worker, Dean of Student Culture and Restorative Teachers and Administration

Behaviors that **significantly** impact Matchbook Learning’s high achievement culture and community of safety, respect, and cooperation consisting of more serious behaviors that may occur in the classroom or elsewhere on campus.

- Insubordination
- Repetitive Disrespect
- Constant Disruption
- Instigation/Provocation
- Pre-fight

- Inappropriate Conduct
- Eloping
- Threatening Language
- Technology Abuse
- Cyber Bullying
- Refusing staff requests
- Cutting class
- Plagiarism/Cheating
- Vandalize school property causing minor damage
- Abuse school property or equipment

First Responders (Building Leadership)

Behaviors that are very serious infractions that may occur in the classroom or elsewhere on campus. In general, these infractions are signified by the potential for serious physical or other threat to other students that require medical attention or police contact. These infractions will result in an immediate referral to the Social Worker or other First Responders. Consequences range from Restorative Classroom Assignment to Out of School Suspension (OSS), to permanent expulsion.

- Bullying
- Fighting
- Theft
- Verbal or physical sexual harassment
- Continued and willful disobedience
- Conduct of such character as to constitute a continuing danger to the physical well-being of others
- Physical assault upon another pupil
- Taking, or attempting to take, personal property or money from another pupil by means of force or fear
- Incitement of or encouraging any violence amongst peers
- Make a false bomb threat or pull a false emergency alarm
- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace tear gas, or other dangerous object of no reasonable use to the student in school
- Commit, or attempt to commit arson on school property
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events;
- Assault any other student or staff member
- Intentionally causes physical injury to another person, except when students' actions are reasonably necessary to protect himself or herself from injury;
- Vandalize school property causing major damage
- Commit any act that school officials reasonably conclude warrants a long-term suspension.

Consequences could include one of the following:

- Parent/Guardian Meeting
- Restorative Practices
- In/Out of School Suspension
- Expulsion

Discipline involving Special Education Students

In addition to the due process protections afforded all students at Matchbook Learning, there are further protections for special education students. Matchbook Learning shall adhere to applicable Indiana and federal law regarding the discipline process for special education students and students with an IEP or 504 plans.

Out of School Suspensions and Expulsion

Suspensions will be based on the code of conduct. Parents/guardians will be contacted in the event of a suspension. A student serving a suspension is not permitted on school grounds, or at school functions (such

as a sporting event or a dance) during the term of their suspension. The student is only permitted on school premises, with a parent or guardian, for the sole purpose of a reinstatement meeting prior to his or her return to school. A reinstatement meeting is mandatory and parent/guardian participation is required.

A student who is determined to have committed any of the infractions listed below shall be subject minimally to an out of school suspension., unless the administration determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or expulsion. In addition, a student who commits any of the acts previously described as causes for suspension may, instead or in addition, be subject to an expulsion at the administration's discretion.

In accordance with I.C. 20-33-8-19, students may be expelled from the charter school.

Expulsion Recommendation from Matchbook Learning will be the last step in a lengthy process that aims to correct poor behavioral habits. If a student commits frequent and serious infractions, the following process will occur:

- Parent/ Guardian Notification
- Meeting between Expulsion Examiner and Parent/Guardian
- Notice to appear at the Expulsion Hearing
- Expulsion Hearing
- Recommendation/Appeal to the School Board
- Recommendation/Appeal hearing by the School Board
- Decision by the School Board

Expulsion hearing details, including procedures and students rights to representation will be provided in the notice of expulsion hearing.

Any student found to be in violation of the Indiana, Possession of firearms, deadly weapons, or destructive devices Code (IC 20-33-8-16) will be subject to expulsion. In such a case, the student and his or her family will undergo the same due process rights and procedures as are enumerated above for expulsion proceedings.

Expulsion hearings shall not be subject to the Open Meetings Act, and the names and proceedings of all such hearings shall be kept confidential.

Behavioral Expectations

Matchbook Learning strives to create and maintain high student culture and standards. We define our school culture by three basic principles. The first principle is to ensure that *nothing stops learning*. It is of utmost importance to create a supportive learning environment where our students can flourish educationally with unbridled passion for their academic achievements. The second principle is to guarantee that *students feel safe* in the building. Our goal is to establish a secure and disciplined environment where our students have every opportunity to learn and achieve high academic standards. The third principle is that our *students feel loved*. Matchbook Learning strives to design a nurturing place where students feel free to grow and learn in confidence. Through these basic principles we feel that the school will maintain a fair, firm and consistent culture. To drive our school culture and define our code of conduct, Matchbook Learning has designed the following school wide expectations:

- Be respectful of self and others.
- Be responsible for your choice and your learning.
- Maintain a safe and clean environment.

Harassment, Intimidation and Bullying (HIB)

To establish a safe and civil environment in our school, which is a necessity for students to learn and achieve high academic standards, *Matchbook Learning strictly prohibits any act of harassment, intimidation or bullying (HIB) of a student*. Matchbook Learning has determined harassment, intimidation

or bullying to be conduct that disrupts a student's ability to learn as well as impedes a school's ability to educate its students in a secure and disciplined environment. *Matchbook Learning also prohibits active or passive "bystander" support for acts of HIB*, which can reinforce disruptive and violent behaviors. Matchbook Learning strongly encourages all students, school administrators, faculty, staff and volunteers to demonstrate appropriate behavior by way of treating others with civility and respect and we support students who:

- Constructively attempt to stop or prevent acts of HIB;
- Offer positive support to students who have been subjected to HIB; and
- Report acts of HIB to school staff

HIB Off School Grounds:

Schools are required to address HIB occurring off school grounds when there is a nexus between the HIB and the school (i.e., the HIB substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

Definition of Harassment, Intimidation or Bullying (HIB)

Indiana Code 20-33-8-0.2

"Bullying" means overt, unwanted, repeated acts of gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- places the targeted student in reasonable fear of harm to the targeted student's person or property
- has a substantially detrimental effect on the targeted student's physical or mental health
- has the effect of substantially interfering with the targeted student's academic performance; or
- has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school

Bullying Behaviors

The four most common types of bullying behaviors are:

- Verbal affronts, which includes taunting, name calling, malicious teasing or making threats
- Psychological slights, which includes spreading rumors, purposefully excluding people from activities, breaking up friendships
- Physical offenses, which includes hitting, punching, shoving, spitting or taking personal belongings
- Cyber-bullying, which includes using the Internet, mobile phone or other digital technologies to harm others

Consequences and Remedial Action

Matchbook Learning implements procedures that ensure the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, are consistent with the school code of student conduct. When determining the appropriate consequences and remedial actions for students who commit one or more acts of harassment, intimidation or bullying the following factors are taken into consideration, per the code of student conduct and Indiana Code 20-33-8-13.5:

- The individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and

- Disciplinary action is necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
- Age, developmental and maturity levels of the parties involved
- The degree of harm
- Circumstances surrounding the incident(s)
- The severity and the nature of the behaviors
- Any patterns of behavior or past occurrences
- Relationships among the parties involved
- Context surrounding the alleged incident(s)
- Life skill deficiencies or disabilities
- IEP or Behavioral plan
- School culture and climate
- Student-staff relationships and staff behavior toward the student
- Management of classrooms or other educational environments
- Staff ability to prevent and manage difficult or inflammatory situations
- Social-emotional and behavioral supports
- Neighborhood situation
- Family situation

Consequences and appropriate remedial actions of a student who commits one or more acts of HIB may range from positive behavioral interventions such as therapeutic groups to suspensions and disciplinary hearings. Consequences will vary depending upon the nature of the behavior, the development of the student and the student's history of problematic behaviors and performance. Remedial measures will be implemented to correct the problematic behaviors, prevent another HIB incident from occurring, protect and provide support for the victim of the act as well as take corrective action for documented systemic problems related to harassment, intimidation or bullying. The consequences and remedial measures may include, but are not limited to:

Consequences:

- Temporary removal from the classroom with a warning
- Deprivation of privileges
- Referral to disciplinarian,
- In-school peer separation, i.e. change of cohort class
- Out of school suspension
- Reports to law enforcement or other legal action
- Disciplinary hearing

Remedial Measures:

- Prevention plan
- Peer mediation
- Peer support group through therapeutic group sessions
- Corrective instruction through individual counseling or therapeutic group
- Behavioral assessment (FBA)
- Behavioral Intervention plan
- Individual student support through counseling
- Parent/Guardian conferences
- Modifications of schedules or student routes or patterns traveling to and from school

Reporting

Procedure

Matchbook Learning requires that the HIB specialist that is appointed by the principal be responsible for receiving all complaints alleging violations of this policy. All **Matchbook Learning** staff members who have contact with students are required to verbally report alleged violations of this policy to the HIB specialist on the same day when the individual witnessed or received reliable information regarding any such incident. Any staff member who discovers an incident that is considered a HIB offense must submit a written report to the HIB specialist within two school days of their discovery. Failure to comply with reporting of an alleged offense may result in disciplinary action up to and including termination of the non-compliant employee. The HIB specialist is required to inform the principal and parents/guardians of all students involved in alleged incidents and may discuss the availability of counseling and other intervention services.

Students, parents/guardians and visitors are encouraged to report (anonymously or not) an act of harassment, intimidation or bullying to school administration on the same day when the individual witnessed or received reliable information regarding any such incident. A bullying report form can be requested in the main office, or from any member of the restorative team. The bullying report form can also be accessed online at www.matchbooklearningindy.org. Formal action for violations of the school code of student conduct may not be taken solely on the basis of an anonymous report.

Any Matchbook Learning staff member who promptly reports an incident of harassment, intimidation or bullying and who makes this report in compliance with the procedures in the district's policy is immune from a cause of action for damages arising from any failure to remedy the reported incident. This reporting procedure will help to facilitate the identification, investigation and response to alleged violations of this policy by creating a reporting process that is prompt, simple and non-threatening.

Search Policy

To protect the school community against illegal substances, objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing can be inspected randomly without probable cause.

Lockers

Lockers are not assigned and should not be used. Students may not use a locker to store personal belongings, a substance or object that is prohibited or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. The school assumes no responsibility for loss of personal property stored in a locker. Random locker sweeps may be conducted through the school year.

Bags

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- Random bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a bag contains materials that pose a threat to the health, welfare or safety of students in the school, the bag may be searched without prior warning. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's bag.

Person

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- When school authorities have a reasonable suspicion that a student is holding materials that pose a threat to the health, welfare or safety of students in the school, the person may be searched.

Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police. At least two faculty members will be present when searching a student.

- Some campuses may require all students / staff / visitors to enter through a metal detector and pass all personal belongings / bags through a scanner.

Attendance Policies

Matchbook Learning students need to be at school daily to maximize their learning opportunities. **Matchbook Learning students are expected to maintain an attendance rate at or above 96%.** We strongly request that students and their parents/guardians make every effort possible to be on time and minimize the number of days they miss school. Every minute missed is a minute that could be spent learning.

School Hours

The school day begins at 9:00 am and ends at 4:15 pm. Students may enter the building at 8:40 am in order to receive breakfast. Buses will begin arriving at approximately 8:40 am. Buses will be loaded at the end of the day at 4:15 pm.

For

Parents/Guardians

When your child must miss school for any reason, we ask that you call the school at 317-226-4263 by 10:00am each day that your child is not in school.

Please send a note the following day, stating the reason for the absence. This will help us keep good records and will protect you in case of disputes about your child's attendance record.

Excused Absences

Absences can be marked as excused for the following reasons:

- Illness - Parents/guardians can call a child in sick for an absence of one day. If a child is out sick for 2 or more days, they must return to school with a doctor's note. Parent/guardian call ins are limited to 10 times in one school year.
- Family Emergencies - Please contact one of the social workers immediately to discuss any situation that may keep your child from school. We may be able to provide your family with resources during your difficult time. The designation of excused or unexcused will be at the discretion of the social worker and school administrators.

Tardy

All students are expected to arrive each day on time. Students must arrive early enough to be in their classrooms by 9:00am. Students who eat breakfast at school should arrive by 8:40am to allow time to eat and get to the classroom on time. If students arrive after 9:00am, they must get a tardy pass from the main office before proceeding to class. Each instance of tardiness will be recorded in the student's record.

Chronic Absence vs. Truancy

Chronic Absence – When a student misses multiple days of school for *any reason*.

Truancy – When a student misses 10 or more days of school without a valid excuse.

Taking Attendance

Homeroom teachers will take accurate daily attendance - Teachers will mark either present or absent on their roster.

Attendance Documentation Codes

The "U" code will be entered to represent unexcused absences. This will occur when a student is absent from school without a valid excuse or planned ahead of time by school staff.

The "T" code will be entered to represent when a student is tardy, arriving late to school.

The “E” code will be used for students who are absent and excused.

The “1” code is used for ADM purposes and will be used by social workers only.

The “S” code represents when a student has been suspended out of school.

The “I” code will be entered when a student has been assigned to in school suspension for the day.

The “O” code will be entered to represent when a student is present for the day but not in class.

Interventions for Absences

When a student has two or more consecutive absences, the social workers will call home to do a wellness check. Social workers will make a case-by-case action plan to help counter truancy and chronic absence issues.

The truancy-referral process will be started by the social workers at 10 unexcused absences.

Early Dismissal

An adult must pick up students who need to leave early from school for unavoidable reasons from school. Family members must walk into the building to sign students out in the office. Please let your student know that they are leaving early.

Uniform Policy

Dress Code:

Matchbook Learning believes that a person’s manner of dress communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending school and being an active learner is the student’s profession. For this reason, the school will be implementing consistent and strict dress code expectations. Every family will receive a one- page overview of the dress code. A complete Matchbook Learning Dress Code Guide can be requested from the front office, or viewed at www.matchbooklearningindy.org .

All Matchbook Learning students must be in compliance with the Matchbook Learning uniform during all school hours unless stated by Matchbook Learning. The Matchbook Learning uniform must be displayed neatly, fitted, clean, and without exception at all times throughout the academic year.

Matchbook Learning students that come to school without the completed Matchbook Learning uniform will have their parent/guardian contacted and/or face disciplinary consequences, and/or be sent home. Parents/guardians will be contacted to pick up the student or to deliver the proper articles of clothing needed in order for students to partake in the academic day. Students can be reinstated the same day assuming they are properly wearing the complete Matchbook Learning uniform.

Technology

At Matchbook Learning, we use technology to learn and grow. Because computers and technology are an integral part of learning at our schools, we insist upon the thoughtful use and care of computers and other technology.

1. We take care of our technology. We:

- Retrieve and carry our learning devices safely, walking slowly and holding them with two hands.
- Keep our devices from getting dirty. We keep our hands clean and keep all food or drink away from them.
- Always put our devices down on a safe surface where they cannot fall.
- Treat our devices gently. We know that our devices should never be slammed shut or have heavy things placed on them.
- Put devices back in their proper place after using them.

2. We use our technology respectfully. We:

- Only use our devices at the “right time and right place”, as instructed by teachers.
- Know that our technology is a learning tool. We are always “on task”.
- Act as professionally online as we do offline; we never engage in behaviors (such as bullying or posting or downloading inappropriate materials) that would threaten our reputation as individuals or a community.
- Lower our computer screens or remove our headsets when someone is talking to us so we can hear them.
- Always ask before touching a device that is not our own.
- Never “take our feelings out” on the device when we feel frustrated, sad, or angry.

3. We are becoming technology experts. We:

- Memorize our usernames and passwords and never share them with anyone other than our teachers.
- Follow instructions for saving and sharing our work.
- Know how to keep safe by never sharing our personal information online.
- Ask for help when we need it.
- Offer our help to others if they need it.

Internet Safety Policy

It is the policy of Matchbook Learning to: (a) prevent school network access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of student personal information; (d) provide Internet safety education to students and (e) comply with the Federal Communications Commission’s Children’s Internet Protection Act (CIPA).

Matchbook Learning takes reasonable measures to ensure that students do not access material and content that is potentially harmful to minors. As required by CIPA, Matchbook Learning utilizes a technology protection measure (“filter”) that blocks access to material that is potentially harmful to minors. The filtering technology blocks Internet content and visual depictions including, but not limited to: pornography, child pornography, sexual acts or conduct, and other obscene material that may be deemed harmful to minors.

District administrators, supervisors, or other authorized staff may disable technology protection measures for legitimate educational purposes, bona fide research or other lawful purposes. Matchbook Learning may override the technology protection measure for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Matchbook Learning staff monitor student use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure that network services are used within the context of the school’s instructional program, educational goals, and to enforce the Internet Safety Policy and Acceptable Use Policy. Additionally, the school takes reasonable precautions to prevent unauthorized access (“hacking”) to electronic student records and information. These precautions may include, but are not limited to: network firewalls, confidential passwords, data encryption, electronic monitoring and physical data security.

Matchbook Learning provides instruction to minors on the topics of Internet Safety and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Internet Safety education topics may include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyber bullying awareness and response and other online privacy and security issues.

Matchbook Learning’s network and computing systems are for educational use only. The school makes no assurances of any kind, whether expressed or implied, regarding any Internet, network, or electronic

communication services. Even with the above provisions, Matchbook Learning cannot guarantee that a student or staff member will not gain access to objectionable or inappropriate Internet material.

Acceptable Use Policy

Matchbook Learning provides technology resources to its students for educational purposes. The goal in providing these resources is to further Matchbook Learning's mission of providing every student with a personalized education program that prepares them to succeed in college and the world of work. These resources include, but are not limited to, hardware, application software and Internet resources.

With access to computers and the Internet comes the potential availability of controversial material that may not be considered to be of educational value in the context of the school setting. Matchbook Learning firmly believes that the value of educational materials and communication tools available online outweigh the possibility that users may obtain material that is not consistent with the educational goals of the school. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of the school.

All users are expected to use the computers, network(s) and technology resources in a responsible, ethical and polite manner. This policy is intended to clarify all expectations as they apply to computer and network usage. Through this, and other policies, it is the intent of Matchbook Learning to comply with the provisions of the Children's Internet Protection Act.

Student Acceptable Use Policy

The use of these technology resources is a privilege, not a right. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents/guardians or teachers to see. Network administrators may review communications to maintain system integrity and to insure that students are using the system responsibly.

The following list, though not covering every situation, specifies some of the conduct that violates the acceptable use of technology policy:

- Intentional damage to hardware or software, or the creation or distribution of viruses, worms or other forms of electronic damage
- Creating, displaying or transmitting threatening, racist, sexist, obscene, or abusive or harassing language or materials
- Unauthorized use of a computer account or distribution of a password
- Copying other people's work or intruding into other people's files
- Using electronic mail (email) to harass or threaten others, including sending repeated, unwanted email to another user
- Giving your name, address, or phone number to anyone over the Internet
- Unauthorized Internet access - only students, faculty and staff and approved guests are permitted Internet access
- Unauthorized downloading and/or installation of any software including, but not limited to, executable files, games, MP3 files or players, video files, or zip files
- Circumvention of the filtering policy
- Connecting personal electronics to the network. This includes, but is not limited to, laptops, cell phones, PDA's, or other devices not provided for use by Matchbook Learning Newark

The resources provided by the school are intended for school-related, educational purposes only. Failure to comply with the guidelines for acceptable use will result in disciplinary action, which may include suspension of computer privileges.

Cell Phones and Electronics

Matchbook Learning Electronic Devices Policy

- for cell phones, games, toys, etc.

The following items are not permitted for student use during the school day, except for their lunch period: video games, toys, electronic games, cell phones, tablets, and other items that distract from the learning environment.

When Electronics are Brought on School Grounds

Storing:

- Students can hand in their phones to their teachers to be locked in a classroom cabinet
- Students can keep their electronic device in their bookbag

Inappropriate Use

When students use electronic devices during restricted times, the following steps will be followed:

- Teacher warning to student about use
- Teacher makes a phone call to parents/guardians
- Confiscation: Teacher will keep the electronic device locked in the classroom cabinet. Time of return is at teacher and administration discretion, but will always be returned by the end of daily dismissal
- Other disciplinary actions of electronic devices are continued to be used inappropriately are at the discretion of school administration

Matchbook Learning Student-School Compact:

As a Student, I _____, will

- Always try to do my best in my work and in my behavior,
- Work cooperatively with my classmates, by listening to their ideas, sharing materials, and learning together
- Show respect for myself, my school, and other people by treating them how I would like to be treated, using my words to encourage and support, and honoring their right to be safe
- Obey the school and bus rules,
- Take pride in my school, by doing my part in keeping it clean, and being careful not to break or destroy any items that do not belong to me,
- Come to school prepared with my homework and supplies,
- Believe that I can learn and will learn.

As a Parent/Guardian, I _____, will

- See that my child attends school regularly and on time,
- Provide a home environment that encourages my child to learn,
- Insist that all homework assignments are completed,
- Communicate regularly with my child's teacher,
- Support the school in developing positive behaviors,
- Talk with my child about his/her school activities every day,
- Encourage my child to read at home and to monitor his/her TV viewing,
- Volunteer my time at my child's school.

As a Teacher, I _____, will

- Believe that each student can learn,
- Show respect for each child and his/her family,
- Come to class prepared to teach,
- Provide an environment conducive to learning,
- Help each child to grow to his/her fullest potential,
- Provide meaningful and appropriate homework activities,
- Enforce school and classroom rules fairly and consistently,
- Maintain open lines of communication with the student and his/her parents/guardians
- Seek ways to involve parents/guardians in the school program,
- Demonstrate professional behavior and a positive attitude.

Hand in hand we will work together to carry out the agreement of this compact.

Student signature: _____ **Date:** _____

Parent/Guardian signature: _____ **Date:** _____

Teacher signature: _____ **Date:** _____

Matchbook Learning Student Compact

Matchbook Learning believes that parents/guardians, students, and the school must work together to ensure each student's success. Matchbook Learning pledges to do whatever is necessary to support student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Matchbook Learning.

I fully commit to Matchbook Learning in the following ways:

- I will do whatever it takes to be successful at Matchbook Learning.
- I will work hard, follow the rules and remain focused on my academic achievement every day.
- I will arrive at school prepared to learn everyday by 9:00 am (Mon. – Fri.).
- I will remain at school every day until 4:15 pm.
- I agree not to use violence for any reason what-so-ever at Matchbook Learning, while representing Matchbook Learning, or with any members of the Matchbook Learning community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am “right” or “wrong,” or whether I am acting in “self defense.”
- I will dedicate time beyond the school day to support my learning.
- I will always work, think, and behave in the best way I know how, because I know that hard work and personal discipline leads to success at Matchbook Learning.
- I will ask my teachers for help if I am unsure of the proper way to handle a situation.
- I will always listen to others and give them my respect as I expect them to respect me.
- I will follow Matchbook Learning Charter School's dress code as listed in the handbook provided to me. I understand that failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from classes and activities.
- I will not use or display any personal electronic devices including cell phones, iPods, MP3s, etc. (listed in the Student Handbook) in the school or on field trips. Usage may result in confiscation. Confiscated items will only be returned to a parent or guardian listed on school records.
- I agree to learn and follow the Code of Conduct and community rules outlined in the Student Handbook.
- I understand that failure to follow the Code of Conduct and community rules may result in building consequences as well as in-school and/or out of school suspensions or expulsion.
- I agree to comply with any consequences determined by Matchbook Learning.
- I am responsible for my own behavior at Matchbook Learning. If I make a mistake, this means I will tell the truth to my teacher(s) and accept responsibility for my actions.

Student Signature

Date

Matchbook Learning Parent/Guardian Compact

Matchbook Learning believes that parents/guardians, students, and the school must work together to ensure each student's success. Matchbook Learning pledges to do whatever is necessary to support your child's student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Matchbook Learning.

We fully commit to Matchbook Learning in the following ways:

- We will make sure our child arrives at school prepared to learn each day by 9:00am
- We will make arrangements for my child to remain at school every day until 4:15pm and if necessary, make arrangements for my child to dedicate time beyond the school day to learning, including coming to school on appropriate Saturdays, after school and summer school.
- We will always be committed to our child's education and help him/her in any way possible. We will make sure our child completes all assigned homework.
- We will meet and talk with our child's teachers on a regular basis and make ourselves available to our child and the school. This includes that if our child is going to miss school, we will notify the school as soon as possible, and we will carefully read all the papers that the school sends home to us.
- We will communicate our concerns and thoughts with our child's teachers, and School Leader.
- We will allow our child to go on school field trips.
- We will make sure our child follows Matchbook Learning's dress code as listed in the Student Handbook.
- We are responsible for making sure that our child follows school rules.
- We will notify the school if our address and/or telephone number changes.
- We agree to review Matchbook Learning's Code of Conduct and community rules with our child.
- We understand that if our child fails to follow the Matchbook Learning Code of Conduct and community rules, consequences such as in-school and/or out-of-school detention and an expulsion, may result.
- We will come to Matchbook Learning for a reinstatement meeting if my child is suspended, and we understand that my child will not be allowed to return to class until this reinstatement meeting occurs.
- We will ensure that our child abides by all parts of Matchbook Learning's dress code daily. We understand that our child's failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from class.
- We understand that displayed personal electronic devices including cell phones, iPods, MP3s, etc. may be confiscated. Confiscated items will only be returned to a parent or guardian as listed on school records.

Parent/Guardian's Signature

Date



Matchbook Learning Schools of Indiana: District Parental Involvement Policy

Matchbook Learning Schools of Indiana will build the schools' and parents' ability to create strong parental involvement by achieving these minimum standards:

1. **Involve parents in the development of the plan and process of school review and improvement.**
 - a. Matchbook Learning Schools of Indiana will ensure that each participating school will host monthly parental engagement meetings. Agendas for each meeting will include feedback sessions for Title I programs, the Title I school plan, and review of the LEA policy. These meetings will take place at 1163 N. Belmont Ave, Indianapolis, IN 46222 on the 2nd Monday of every month in the media center at 6pm. (Due to COVID 19, during the 2020-2021 academic year, all meetings will take place over Zoom Video Conferencing.)

Once each academic year, either during the January or February meeting, the school will host a Title I parent meeting to review the school wide plan, make changes based on school achievement data, and review/revise the LEA and school Parental Involvement Policy.
2. **Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.**
 - a. Matchbook Learning Schools of Indiana ensures strong coordination of parental involvement policies by employing a Parent and Community Engagement Specialist who has the direct responsibility of increasing parental involvement by offering outreach, services, and supports to families. This full-time staff member coordinates yearly teacher and staff training on parental engagement and directs the school's parental involvement efforts by providing technical support and guidance to each school's Parent/Teacher Organization. This full-time employee meets weekly with the Program Administrator to discuss progress on initiatives, upcoming events and parent workshops, and outreach to additional local and federal programs.
3. **Build the school and parents' capacity for strong parental involvement by:**

- a. *Providing assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children.*
Matchbook Learning Schools of Indiana sends out a district newsletter monthly that highlights the schools academic achievements. Through the monthly newsletter, which is both mailed to all families and posted to the school website, the district disseminates all IDOE testing information, Title I academic program requirements, and provides support for families to review their student's academic progress. Each school is required to hold 2 family literacy nights per academic year. The district's social media presence on Facebook, Twitter and Instagram also delivers information regarding state academic standards and testing.
- b. *Provide materials and training to help parents work with their children, e.g. literacy training and using technology to foster parental involvement.*
Each Matchbook Learning school is required to facility literacy training in English and Spanish (wherever possible) at a minimum of two times per academic year. In late July, each school holds a back-to-school night where information regarding the Title I academic program and supports are described and resources are provided to families. Families are trained on how to use Powerschool Student Information system to review a student's academic progress as well as given their login information to the portal.
- c. *Coordinate and integrate parental involvement programs and activities with Head Start and other Federal, State and local programs, including public preschool programs, and conduct other activities such as parent resource centers that encourage and support parent engagement.*
Matchbook Learning Schools of Indiana coordinates with Head Start and other preschool partnerships within the community. Each school has different partnerships with local parent organizations as well as Mary Rigg Community Center and Hawthorne Community Center. There partnerships integrate strategies to support parents with additional community resources in addition to Haughville Strong and the Westside Educational Task Force.
- d. *Educate educators with the assistance of parents in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.*
Each Matchbook Learning school dedicates 2 professional development sessions per academic year to fostering parental involvement. These trainings are led by the district Parent and Community Engagement

Specialist as well as representatives from the Parent/Teacher Organization. These annual trainings provide technical assistance to teachers to provide multiple strategies for parent communication (e.g. Dojo, Google Classroom, Google Voice text messaging) and provides support to train teachers to have effective parent teacher conferences. Matchbook Learning Schools of Indiana also encourages weekly communication with families and logs parent communication in a tracking system to ensure all families are supported.

- e. *Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent possible, in a language that parents can understand.*

Matchbook Learning Schools of Indiana translates all print materials in English and Spanish since the majority of all students within the district are fluent in one of those two languages. All parent meetings and parent video conferences have translation services provided and available either by LEA staff, school staff, or contracted through LUNA Language services. Monthly newsletters are mailed to the primary address of every student and also through social media and the school's website. The LEA annually reviews enrollment and language demographics to ensure all families have access to information through services provided by the ELL department and Home Language Surveys during enrollment.

- f. *Other reasonable support for parental involvement activities under section 1116, as parents may request:*

Matchbook Learning Schools of Indiana posts the contact information available for the Parent and Community Engagement Specialist on the district website. The written complaint policy is maintained on the district website with information for families to request additional support and resources. All district front desk receptionists are bilingual English and Spanish to accommodate any needs or requests from families and those requests are tracked at the district level. Requests can be received via mail, telephone, or in person in the main office. (Please note: office is closed to visitors during the 2020-2021 academic year due to COVID 19.)

- 4. **Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the**

findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

Matchbook Learning Schools of Indiana holds an annual review of the Parental Involvement Policy during the January, February, or March monthly parent meeting. These meetings are held in the media center at 1163 N Belmont Ave, Indianapolis, IN 46222 at 6 pm on the 2nd Monday of each month of the academic year. This meeting is held with bilingual translation available and changes are adopted in consideration with the Title I Program Coordinator and Parent and Community Engagement Specialist. Twice each academic year, Matchbook Learning Schools of Indiana solicits additional feedback in survey form both electronically and on paper.

5. Involve parents in the activities of the schools served under Title I, A.

As part of the enrollment process, each family receives a parent and student compact. The signed compact details the responsibilities of parents and students as they relate to student academic achievement. Additionally, each parent is invited to participate in the monthly PTO meetings held on the 2nd Monday of every month school is in session. Each semester, families are invited to the 'Celebration of Learning' held at each school. Additional family events are scheduled throughout the year as the Matchbook Learning Schools of Indiana Board of Directors monitors parental involvement activities as part of their board goals dashboard.

District Activities for Parental Involvement in Title I Program:

Back to School Night:	August
Parent in Touch Conference:	September, March
Dinner with the Principals:	October
Literacy Night	November, April
State Testing Info Night	February
Title I Plan Parent Feedback	Spring



Matchbook Learning McKinney Vento Act Homeless and Foster Care Policies and Procedures:

McKinney Vento liaison works collaboratively across the school to eliminate barriers to student success by supporting the following areas for Homeless/Foster Care students:

- The enrollment process.
- Transportation
- School front-office personnel, social workers.
- Community partners (shelters, service providers, health and welfare).
- Raising awareness (all staff trainings and community outreach).
- The liaison is the point of contact for foster care students.

Enrollment process:

McKinney-Vento-Verification is not required at the time of identification; McKinney-Vento form must be completed at the time of enrollment. The form is issued in all enrollment packets as a means for identifying status for Homeless/Foster/Unaccompanied youth.

McKinney Vento:

- Doubled Up
- Letter from homeowner/renter
- Utility bill within last 30 days or current lease in homeowner/renter name
- Home visit
- Hotel/Motel
- Receipt from motel/hotel
- Letter from agency assisting family
- Sheltered
- Letter from emergency/transitional shelter

Foster Care:

- Each foster student is required to have the following information included on the DCS Student Notification Form:
 - Student's name and date of birth.
 - Foster parent name(s), address and current phone number.
 - DCS caseworker name and contact information.
 - Point-of-Contact Checklist: New and transferring students

McKinney Vento and Foster Care Transportation Requests:

According to the McKinney-Vento Act, LEAs are required to implement a coordinated system to ensure that transportation services are provided promptly, including those that allow the parent/guardian of each homeless student (or, in the case of an unaccompanied homeless youth, the youth) to exercise the student's option to attend either the school of origin or the local attendance area school [42 U.S.C. §11432(e)(3)(i)(III)]. Further, because the Act requires homeless students to be provided immediate school enrollment, defined as attending classes and participating fully in school activities [42 U.S.C. §11434a(1)], LEAs must arrange transportation without delay.

Immediately upon request of transportation for McKinney Vento eligible students, the Matchbook Learning McKinney Vento Liaison and Foster Care Point of Contact will request transportation support using the electronic system provided by First Student/IPS.

Transportation will be provided through bus routes within existing bus stops and/or busing will be provided where routing ensures equitable access. Car service may be arranged in lieu of busing where permitted when certain criteria are met by the location in proximity to the school of origin.

Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for these children, an LEA receiving Title I funds must collaborate with the State or local child welfare agency or agencies to ensure that transportation for children in foster care are provided, arranged, and funded. (ESEA section 1112(c)(5)(B)). SEAs and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under the Title I and the Fostering Connections Act to provide educational stability for these children.

Schools should ensure all student information is updated including all phone numbers, emergency contacts and equipment for transportation of special needs students.

MATCHBOOK LEARNING SCHOOLS OF INDIANA TITLE IX POLICY

1) POLICY AGAINST SEX DISCRIMINATION

In accordance with applicable law, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, it is the policy of Indianapolis Public Schools that no person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student or employee may not, on the basis of sex, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, facilities or employment. "On the basis of sex" includes because of one's sexual orientation or gender identity.

2) PROHIBITION AGAINST SEXUAL HARASSMENT AND TEEN DATING ABUSE

- a. The policy against sex discrimination includes a prohibition against sexual harassment, including teen dating abuse. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome. This also includes the aforementioned behavior that arises in the context of teen dating, including teen dating abuse/violence.
- b. This policy prohibits sexual harassment by a student, employee or agent of IPS, and by third parties who come in contact with students at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a student.

TEEN DATING ABUSE

- i. Teen dating abuse, sexual harassment, and sexual violence are prevalent nationally and in Indiana. Experience of teen dating abuse, sexual harassment, and sexual violence are connected to negative academic, physical, behavioral, social and emotional outcomes for youth. The Board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. All members of the school community, including administrators, faculty, staff, parents and students will be engaged in the district's work to establish a respectful school climate where all members can safely learn and thrive. Specifically, the district seeks to:
 - a) Place the primary responsibility for preventing abusive behavior on members of the school staff by implementing prevention strategies to promote a safe and respectful school climate;
 - b) Reinforce the respectful school climate by holding students engaging in abusive behavior accountable for that behavior; and
 - c) Enable disclosure among students experiencing abuse so that the school can take steps to eliminate abuse where it is happening and to remedy the effects of that abuse.
- ii. To further the district's objective in preventing, stopping and remedying teen dating abuse, the superintendent shall appoint a Teen Dating Abuse Advocate from among school staff at each district school with teenage grade level students. The specific duties of the Teen Dating Abuse Advocate role will be developed at the superintendent's discretion.

EDUCATION ONE, L.L.C. - CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Education One, L.L.C. and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless Education One, L.L.C., Trine University, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that Education One, L.L.C. may revoke the charter if it deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Amy Swann CEO/Superintendent

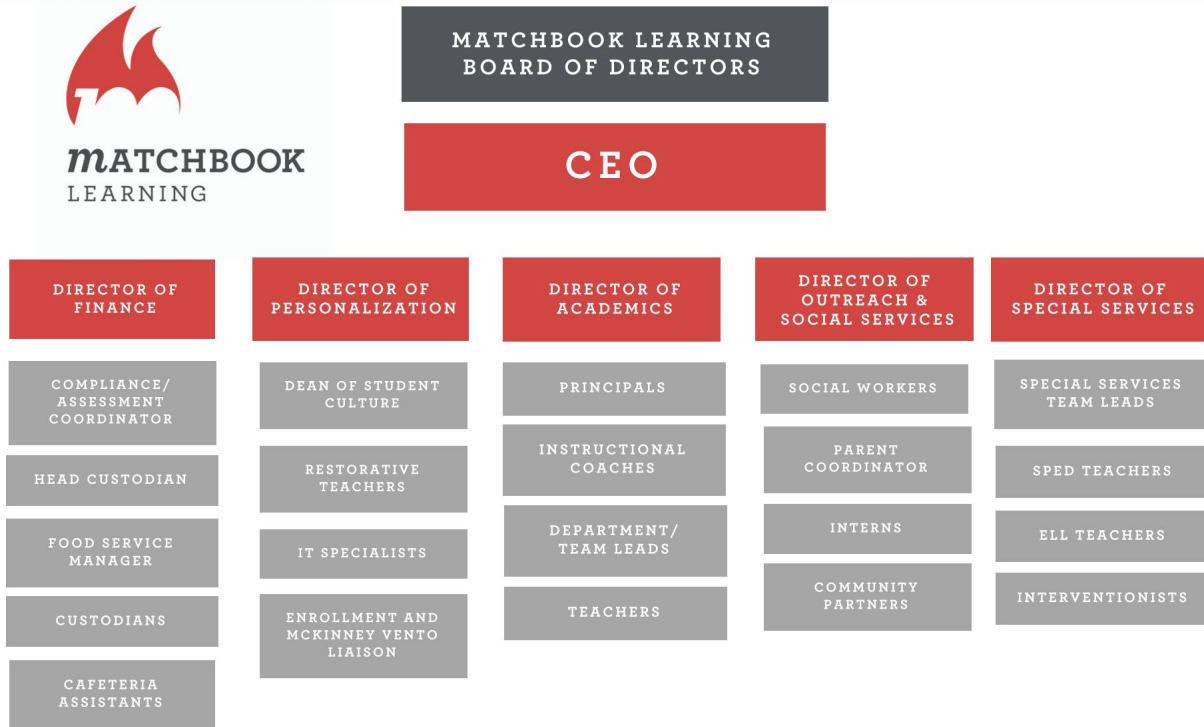
SIGN NAME



DATE

4/26/21

Attachment 15



CEO/Superintendent - Dr. Amy Swann (20+ Years Experience)

The CEO/Superintendent is responsible for all organizational and operational goals and is accountable to the Matchbook Learning Board of Directors. Dr. Swann has oversight of all academic operations, financial operations, and supports the Board in executing their mission and vision for the school.

Principal & Director of Academics - Sheila Corbin (30+ Years Experience)

The Principal & Director of Academics is responsible for supporting and directing the academic outcomes of the school and the supervision, support and management of all teachers and instructional staff. This includes instructional coaches, instructional assistants, and teacher leadership endeavors.

Director of Outreach & Social Services - Natalie Woods (+20 Years Experience)

The Director of Outreach and Social Services is responsible for supporting community partnerships, parent coordination, and the social work team. This role focuses on internal support for student needs, external support for families, and integrating the community partnerships within the school to ensure adequate two-way support for our partnerships.

Director of Finance - Don Stewart (+8 Years Experience)

The Director of Finance is responsible for executing the budget, payroll, benefits, and overall school operations including maintenance, custodial and food service.

Director of Special Services - Ann Schlosser (+30 Years Experience)

The Director of Special Services is responsible for executing the academic needs of all students, specifically those with Special Education Services (IEPs, 504, etc.) and English

Language Learners. This role is responsible for academic interventions, MTSS and coordinating our Special Education and ELL instructional assistants as well as Special Education contract services for therapy and other related services.

Director of Personalization - Eric McGuire (+14 Years Experience)

The Director of Personalization is responsible for enrollment, IT, HR (onboarding), school safety, restorative team, front office operations, McKinney Vento Liaison, and supporting the school nurse through a partnership with Shalom.

Matchbook Learning Board Members

Board Member	Role Aligned Strength &/or Committee
Sajan George - Board Chair	Founder Matchbook Learning
Russell Menyhart	Legal & Policies
Mike Cosack	Experienced Charter Board Member & Finance
Jennifer Poon	Education - Academics
Dr. Kurt Nelson	Education Leadership & Academics
Ali King	Community Relations & Partnerships
Starla Hart	Near West Community & Partnerships
Maureen Donohue Krauss	Community & City Perspectives & Finance
Bill Taft	Development & Finance

KURT NELSON, PH.D. |

314-305-8115

www.linkedin.com/in/KurtNelsonPhD

KurtNelsonPhD@gmail.com

EDUCATION and CERTIFICATION

Ph.D. in Catholic Educational Leadership & Policy Studies - The Catholic University of America, 2012
Dissertation: *Factors that Influence the Development of Professional Community in Catholic Middle Schools*

M.S. in Curriculum & Instruction – Oklahoma State University, 2001

B.S. in Education (Honors Scholar) – University of Missouri-Columbia, 1990

Missouri Certifications – K-8 Principal, 5-12 Social Studies, 5-12 General Science, 5-9 Mathematics

PROFESSIONAL EXPERIENCE

MARIAN UNIVERSITY – Indianapolis, IN

2018 – Present

**Director of the Academy for Teaching and Learning Leadership,
Director of Catholic School Programs**

Head of leadership programs that annually enroll approximately 35 graduate students pursuing Master's Degree in Educational Leadership and/or principal licensure. Supervise 2 full-time faculty, 6 adjunct faculty, and a program coordinator. Provide outreach and service to local and national Catholic school partners. Instructor for aspiring Catholic school teachers and administrators.

- Consultant for School Viability, Archdiocese of Oklahoma City
- Committee member for Strategic Planning, Archdiocese of St. Paul & Minneapolis

ARCHDIOCESE OF ST. LOUIS – St. Louis, MO

2014 – 2017

Superintendent of Catholic Education

Responsible for oversight of 132 Catholic schools and 120 parish religious education programs, serving a total of 54,000 children. Programs serve urban, suburban, and rural communities throughout 11 counties. Directly supervise Catholic Education Office of 30 professional and support staff. Member of the Archbishop's cabinet.

- Established School Vitality Dashboard to provide leaders a holistic view of school and regional performance on a variety of metrics. This new tool reinforced strengths and identified areas for improvement.
- Provided greater access to inclusive Catholic education for students with learning disabilities at all grade levels, increasing the number of site locations from 11 to 21.
- Created new "partnership" governance model between archdiocese and parishes to create more affordable parish subsidies, archdiocesan funding, and tuition rates. Collaboration and targeted investments increased the quality of facility and programs, leading to strong enrollment.
- Initiated unified marketing efforts by securing \$250,000 grant for research and marketing professionals. Led creation of new brand identity and marketing plan to attract more students to Catholic schools.
- Identified underserved Hispanic population centers and created new position to provide outreach to Hispanic families and cultural training to school administrators and teachers.
- Proactively addressed a Catholic high school closure with a communications and transition plan that helped 81% of students and 100% of educators transfer to another Catholic high school.

AQUINAS CATHOLIC SCHOOLS – La Crosse, WI

2006 – 2014

President

Chief administrator of unified Catholic school system consisting of five schools, 150 employees and over 1,000 preschool-12th grade students. Planned and directed development, marketing, communications, and finance activities (\$7.6 million annual budget) to support mission of school system. Concurrently served as building administrator for Early Childhood Center (2008-2012) and Cathedral Primary School (2012-2013).

- Supported faculty in pursuit of academic excellence, resulting in the designation of two schools as US Dept. of Education Blue Ribbon Schools (Aquinas Middle School-2013; Aquinas High School-2008).
- Emphasized Catholic identity and mission, leading to placement of Aquinas High School on the 2008/2009 National Catholic High School Honor Roll.
- Led school system to receive its first district-wide ~~Advanced~~ Advanced/North Central accreditation.
- Implemented Professional Learning Communities and a Response to Intervention framework throughout school system to increase the effectiveness of teaching and learning
- Initiated program to provide support to students with autism in grades 7-12.
- Increased preschool-Kindergarten retention by transitioning from a stand-alone facility to integrating preschool within the primary school community.
- Leadership team for capital campaign that raised \$3 million in funding to support strategic plan.
- Chief spokesperson for school system and led creation and implementation of new brand identity and marketing, which resulted in a stronger reputation and increased enrollment.
- Initiated president's annual "State of the Schools" address to stakeholders.
- Supported school garden initiatives and healthy nutrition programs.
- Initiated school system's participation in the Wisconsin Parental Choice Program.

ST. JOHN CATHOLIC SCHOOL – Bartlesville, OK

1997 – 2006

Principal

Administrator of K-8 parish school in the Diocese of Tulsa, enrolling 130 students and 20 staff. Responsible for academics, faith formation, finances, development, marketing and community relations.

- Directed the planning, fundraising, and construction of Kindergarten classroom expansion and transition to full-day program, resulting in increased enrollment.
- Initiated various advancement efforts including alumni & friends quarterly newsletter, student recruitment & retention materials, annual report, and annual appeal.
- Doubled size of school endowment fund.
- Taught art elective course to mentor and build relationships with 6-8 grade student leaders.

ST. CATHERINE CATHOLIC SCHOOL – Tulsa, OK

1994 – 1997

Teacher

Taught 6-8 grade science, math, and art on an interdisciplinary team. Established experiential science program and school's first science lab. Served as artistic director for school performances.

WILDWOOD OUTDOOR EDUCATION CENTER – La Cynne, KS

1990 – 1993

Director of Educational Programming & Instructor

Responsible for residential outdoor school and summer camp programs in the Kansas City area. Developed curriculum and program resources & taught natural science classes. Supervised and evaluated staff in teaching assignments. Ropes course instructor (low and high) for adults and children.

OTHER LEADERSHIP ROLES

National Catholic Educational Association

Leadership Development Advisory Council – 2019-2022

Council for American Private Education, Missouri Chapter (MoCAPE)

Board President – 2017

Board of Directors – 2014-2017

Missouri Catholic Conference

Public Policy Committee – 2015-2017

Advanced/North Central Accreditation:

Internal Review Teams - Aquinas Catholic Schools, La Crosse, WI – 2008-2009 & 2013-2014

External Review Team – Stevens Point Area Catholic Schools - Stevens Point, WI, 2007

Oklahoma Conference of Catholic Schools Accrediting Association (OCCSAA)

Member of Council of Commissioners – 2002-2006

Author of Revised Visiting Team Manual – 2006

Chair of Site Visit Team – St. James School, Oklahoma City, OK – 2003

Site Visit Team – Holy Trinity Catholic School, Okarche, OK – 2001

Roman Catholic Diocese of La Crosse

Chairman of Diocesan Science Curriculum Committee - 2007-2011

Roman Catholic Diocese of Tulsa

Planning Committee for Catholic Schools Jubilee Mass - 1999-2000

Coordinator of Diocesan Middle School Athletic Association - 1997-1998

Co-Chair of Diocesan Science Fair - 1997

PRESENTATIONS

“Communication & Conflict Resolution,” Indiana Catholic Principals Institute 2019

“ABCs for Leading PLCs with TLC,” NCEA National Convention 2019

“Low Cost Ways to Increase Enrollment and Retention,” NCEA National Convention 2019

“Strategic Planning,” Indiana Catholic Principals Institute 2019

“Cultural Cooks: Spicing Up the Secret Sauce of Catholic Schools,” NCEA Institute for Catholic School Leaders 2019, NCEA Leadership Summit 2018

“Recruiting, Interviewing & Retaining Teachers,” Indiana Catholic Principals Institute 2018

“TLC for PLCs,” Indiana Non-Public Educators Conference (INPEC) 2018

“School Vitality Dashboards: Using Metrics for School Improvement” INPEC Conference 2018

“CSI Comes to Middle School: Implementing a Mystery Festival,” INPEC Conference 2018

“Rethinking our Approach to Fundamental Challenges” panelist, NCEA Seton Philanthropy Symposium 2018

“School Vitality Dashboards: tool for school and diocesan improvement,” NCEA Leadership Summit 2017

“Catholic School Vitality” Panelist, NCEA Leadership Summit 2017

“The Paramount Importance of Catholic Education: 50 Years since *Gravissimum Educationis*,” Missouri Catholic Conference Annual Assembly, 2015

“Virtue-Based Restorative Discipline,” NCEA Convention, 2015

“Professional Learning Communities,” Viterbo University practicum students, 2014

“Diocesan Science Curriculum,” Diocesan Regional Teachers’ Conferences, 2011

“Aquinas Catholic Schools—A Community Asset,” Downtown Rotary Club, 2009

“Catholic School Curriculum,” Diocesan Regional Teachers’ Conferences, 2007

“Catholic Schools and the Common Good,” Downtown Rotary Club, 2007

COURSES TAUGHT

TLL 658: Call & Culture of Catholic Schools, Marian University, Fall 2019
TLL 630: Law & Management of Private Schools, Marian University, Fall 2019
EDU 400: Mission/History of Catholic Schools, Marian University, Spring 2019
Adjunct university supervisor for student teacher, Colorado State University, Spring 2013

PUBLICATIONS

Nelson, K. (2015-2017). "Brimming with Hope" monthly newspaper column. *St. Louis Review*.
Nelson, K. et. al. (2016, September 14). "Forget what you've heard: Catholic schools aren't dying."
America: the Jesuit review.
Hope and Holiness: Pastoral Care for Those with Same-Sex Attraction (2016). Archdiocese of St. Louis
Study Group.
Nelson, K. (2014, Spring). Review of the book *Faith, Resistance, and the Future: Daniel Berrigan's
Challenge to Catholic Social Thought* by Marsh, J.L. & Brown, A.J. (Eds.), *Catholic Education: A
Journal of Inquiry and Practice*.
Nelson, K. (2013, September 17). Choice Schools Support Accountability. *The La Crosse Tribune*. p. A4.
Nelson, K. (2012). *Factors that Influence the Development of Professional Community in Catholic Middle
Schools*. Dissertation Abstracts International. (UMI No. 3508785)
Nelson, K. (2008, February 1). Catholic Schools Light the Way. *The La Crosse Tribune*, p. A7.
Visiting Team Manual (2006). Oklahoma City: Oklahoma Conference of Catholic Schools Accrediting
Association (OCCSAA).
Kirwin, C., Nelson, K., & McCourt, G. (2006). *St. John Catholic Parish Centennial*. Bartlesville, OK: St. John
Catholic Church.

COMMUNITY INVOLVEMENT

Parish Lector & Eucharistic Minister - 1994-2000, 2014-present
La Crosse Promise Foundation Board of Directors and Advisor 2009-2014
High school football official, 1985-2005
Washington County (OK) Education Consortium, 2003-2006
Leadership Bartlesville "Cinema in the City" film series, Bartlesville, OK, 2002-2006
Bartlesville Big Brothers & Big Sisters Board of Directors, 2002-2004
Bartlesville Regional United Way Fund Distribution Committee, 2002-2003
President of University of Missouri YMCA/YWCA, 1989-1990
Co-Chair National Student YMCA Convention, 1989
Advisor and chaperone for Missouri YMCA Youth in Government program, 1986-1990
Senator and Committee Chairman, Missouri Students Association Senate, 1986-1990

MICHAEL COSACK

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Newtown, PA 18940

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215-806-7733
cosackm@gmail.com

PROFILE

Senior executive-level leader with a passion and the professional background to guide mission driven organizations committed to growth and change through the use of investments and the capital markets. Twenty years of business leadership experience and proven track record of growing organizations, stewarding assets and the qualitative and quantitative analyses needed to implement programs and people in a meaningful, measurable and impactful way.

BUSINESS EXPERIENCE

IMPACTWISE **2017 – Present**
Principal

A consulting firm committed to creating and implementing innovative impact investment strategies and solutions for the institutional investment community.

SHIFT CAPITAL LLC **2016 – 2017**
Principal and Chief Financial Officer

Shift Capital is a real estate development and community impact investment group dedicated to revitalizing urban neighborhoods by creating shifts in environmental, social and economic viability. It is through diverse capital sources – private, public and social – that significant shifts can be made, shifts that make a difference – one neighborhood at a time.

COS COS LLC **2007 – 2016**
Principal

Investment company with a focus on real estate and the capital markets

- Development of investment strategies for private portfolio
- Oversight of underlying capital market and real estate investments and strategies

THE PFM GROUP **2003 – 2007**
Managing Director

Top-ranked independent financial advisory services and institutional asset management firm in the nation

- Responsible for expansion of investment consulting business throughout the country
- Developed and implemented strategy to cross sell consulting services to PFM's 31 offices
- Oversaw development of new products and services
- Shepherded client automation project
- Frequent speaker at industry events
- Instrumental in asset growth from \$3.0 billion to approximately \$8.5 billion

SPAGNOLA-COSACK, INC. **1992 – 2002**
Founder and Principal

Regional independent investment consultant to institutional fund boards

- Created niche market in Pennsylvania public pension fund marketplace
- Expanded institutional client base to healthcare, Taft-Hartley, endowments and foundations
- Developed client and compliance reporting packages
- Established emerging manager fund of funds program
- Oversaw assets under management from \$0 to approximately \$3 billion
- Organized sale of company to The PFM Group

COSACK & ASSOCIATES **1986 – 1992**
Founder and Principal

Regional pension and asset allocation advisor to small and mid-size corporate pension plans

- Established defined contribution pension plans for regional corporations
- Advised area business owners on asset allocation issues
- Frequent speaker at pension and asset allocation conferences

PRUDENTIAL FINANCIAL, INC.

1982 – 1986

Financial Planner

One of the world's largest financial services institutions

- Created and implemented individual financial plans for clients in Philadelphia region and Europe
- Developed a significant military, embassy and foreign business owner clientele
- Achieved numerous company and industry awards

COMMUNITY ACTIVITY

MATCHBOOK LEARNING

2015 – Present

Board Member

National educational nonprofit organization whose mission is to turnaround our nation's bottom five percent of K-12 public schools, by managing them in a leveraged blended learning model

INVESTORS' CIRCLE

2015 – Present

Member

Network of angel investors that are dedicated to improving the environment, education, health and community while seeking financial, social and environmental returns on their investments

WORLD SERIES OF ENTREPRENEURSHIP

2017 – Present

Board Member

Global nonprofit organization offering a venture pitch competition series open to all high school student. Students compete for venture and college scholarship dollars, and also access mentoring and internship opportunities, setting the stage for impact far beyond this event.

MERIT PREPARATORY CHARTER SCHOOL OF NEWARK

2012 – 2017

Board Chairman

Flagship school blending traditional and innovative on-line learning techniques to deliver a personalized education to all students. Performed leadership and oversight of all aspects of school operations and board activities, as well as, being the Board liaison to federal, state and local school regulatory authorities

ENVIRONMENTAL ACTION COMMITTEE

2014 – 2016

Board Member

Advisory committee to Newtown Borough Council on regional environmental issues

EDUCATION

LaSalle University – Certification in Nonprofit Management

US Green Building Council – LEED Green Associate

IMCA – Designation in Certified Investment Management Analyst (CIMA)

St. Joseph's University – Completion of Actuarial Studies

American College – Designation in Chartered Financial Consultant (ChFC)

College of New Jersey – Business Degree with Finance/Economics Emphasis

INTERESTS

Hiking, Skiing, Golf, Tennis
Italian Language
European Travel
Dogs (especially Terriers)

4 Crabtree Lane
Roslyn, NY 11576
Phone: (617) 448-4803
Twitter: @JDPoon
LinkedIn: linkedin.com/in/JDPoon

Jennifer Davis Poon

Email: JDPoon@post.harvard.edu

MISSION

My professional mission is to impact social justice by modernizing the public education system to be more responsive to the needs of all learners, especially those most underserved.

EDUCATION

2006 Harvard University Graduate School of Education Cambridge, MA
M.Ed, Teaching and Curriculum.

2005 Harvard College Cambridge, MA
B.A., Biology, *Cum Laude*. 2002 Harvard College Scholarship and 2003 John Harvard Scholarship for top 10% of class.

WORK EXPERIENCE

Education Consultant New York, NY
Consultant (April 2017 - Present)

- With the Learning Policy Institute (Linda Darling-Hammond), create strategy and launch a learning community for states pursuing innovative assessments that include performance-based assessments in science.
- With the Council of Chief State School Officers, support a working group of state and local leaders exploring how to implement personalized learning in ways that foster equity.
- With the Council of Chief State School Officers, support a working group of state and local leaders exploring how to integrate competency-based education with career-ready initiatives.

Center for Innovation in Education Lexington, KY
Fellow (April 2017 - Present)

- Conduct and analyze research and supporting evidence to distill lessons learned through the Center for Innovation in Education and the Next Generation Learning Challenges' Assessment for Learning Project.
- Author research reports as assigned, including forthcoming recommendations on state and local finance models aligned to personalized, competency-based education.

Council of Chief State School Officers (CCSSO) Washington, DC
Director, Innovation Lab Network (May 2013 - April 2017)

- Developed vision and executed strategy for the Innovation Lab Network, a collaborative of chief state school officers and local leaders taking action to restructure the public education system to ensure that each and every child has a personalized pathway to graduate college and career-ready.

- Identified, developed strategy, and delivered on opportunities for national policymakers, state leaders, and local implementers to collaborate in shared problem-solving and collective learning.
- Directed and supervised the Innovation Lab Network (ILN) staff and subcontractors to achieve ILN objectives.
- Delivered keynote presentations and facilitated sessions at state and national conferences organized by CCSSO, member states, and national partners.
- Prepared project management plans, budgets, and performance reports.
- Worked collaboratively with CCSSO leadership team and staff to integrate ILN work across CCSSO strategic initiatives.
- Developed and maintained strategic partnerships with funders, business partners, and other national organizations.
- Secured funding to sustain and expand the scope of work.
- Managed staff members' professional growth and development.

Council of Chief State School Officers (CCSSO) Washington, DC
Interim Director, Innovation Lab Network (March 2013 – May 2013)

- Please see responsibilities for *Director, Innovation Lab Network*, above.

Council of Chief State School Officers (CCSSO) Washington, DC
Research Director, Innovation Lab Network (January 2013 – March 2013)

- Worked with ILN states to begin pursuing a culture for research and development based on problem discovery, prototyping, and sense-making.
- Designed the research and evaluation framework for CCSSO's Innovation Lab Network.
- Facilitated collaborations with research and development communities to support ILN design work and field testing, including pursuing the development of common metrics to serve as indicators of progress.
- Provided analytical expertise and sense-making assistance to help synthesize insights from ILN design work and field testing, and helped communicate insights to both ILN and broader audiences through papers, presentations, etc.

Council of Chief State School Officers (CCSSO) Washington, DC
Senior Program Associate, Research and Development (August 2011 – December 2012)

- Designed CCSSO's Research and Development (R&D) service, including drafting major functions, projects, and outcomes.
- Reviewed, authored, and disseminated policy-minded research syntheses and related products that are translated for chief state school officers.
- Provided technical assistance to the Innovation Lab Network's College and Career Ready Task Force and Learning Progressions Design Team.

Davis Education Baltimore, MD
Consultant (January 2011 – July 2011)

- Co-directed Research Development and Dissemination (RD&D) discovery project for the Council of Chief State School Officers.
- Developed and authored organizational recommendations for how the Council will address the RD&D and knowledge management needs of its member states.

Public Consulting Group Washington, DC
Consultant (September 2010 – January 2011)

- Synthesized and created common definitions for a core set of early childhood and K-12 data elements for the CCSSO State Core Model for P20 longitudinal data systems.
- Mapped state data elements to the State Core Model to identify gaps and best practices in collections.
- Advocated for the early childhood data elements and assisted states in implementing the elements in the State Core Model.

King/Drew Magnet High School of Medicine and Science South Central Los Angeles, CA
Biology Teacher (September 2006 – June 2010)

- Inspired a love for biology among 9th grade students in both regular and honors classes at an inner-city Title I public school in the Los Angeles Unified School District.
- Coached boys and girls Varsity and JV volleyball teams, including transforming an under-resourced boys Varsity squad to win a city championship title.
- Mentored students as the Class of 2011 Student Council faculty sponsor.

PROFESSIONAL AWARDS, COMMITTEES, AND CREDENTIALS

Commissioner, National Commission on Social, Emotional, and Academic Development

Serve as a member of the Partners Collaborative for the Aspen Institute's new National Commission on Social, Emotional, and Academic Development (SEAD), joining leaders from multiple sectors, including education, research, business, health, and the military to explore how to fully integrate social, emotional, and academic development in school design and culture as well as teaching and learning.

Executive Committee Member, Next Generation Learning Challenges (NGLC)

Provide strategic guidance to NGLC, review grant proposals, and collaboratively select proposals for funding that best exemplify NGLC's mission to "accelerate educational innovation through applied technology to dramatically improve college readiness and completion in the United States."

Innovation Fund Proposal Review Committee Member, The Fund for Transforming Education in Kentucky

Review and recommend proposals to receive funding from the Kentucky Innovation Fund, which was established through Kentucky House Bill 37 to provide "new or creative alternatives to existing instructional and administrative practices intended to improve student learning and student performance of all students."

Committee Member, Achieve Competency Based Pathways State Partnership Committee

Provide guidance to Achieve's Competency Based Pathways scope of work and development of related publications.

2007 Amgen-National Science Teacher Association Fellow

Selected from a nationwide pool of applicants to participate in a year-long program including science-related activities and professional development opportunities. Award was selected on the basis of exemplary first- and second-year teaching in the sciences, and was presented by the National Science Teacher Association New Science Teacher Academy in partnership with Amgen Foundation.

TEACHING CREDENTIALS

California: Preliminary License to teach High School Biology.

Massachusetts: Initial License to teach Middle and High School Biology and Mathematics.

SELECTED PUBLICATIONS

- Poon, J. (Forthcoming). "Funding Student Success: How to fund personalized, competency-based learning." Center for Innovation in Education.
- Poon, J. (2016, May 23). "'Uberizing' Assessment: Why the Trust Economy Could Provide a Model for Schooling." Learning Deeply. *Education Week*. Online.
- Poon, J. (2015, Dec. 7). "Why Public Education Needs an Innovation Mindset." Learning Deeply. *Education Week*. Online.
- Poon, J. (2015, Sep. 18). "A Peek Inside New Hampshire's Performance Assessment Pilot." Learning Deeply. *Education Week*. Online.
- Wolfe, R., and Poon, J. (2015, Aug). *Educator Competencies for Personalized, Learner-Centered Teaching*. Jobs for the Future and Council of Chief State School Officers. Washington, DC.
- Poon, J. (2015, Jul. 2). "Yes, Apples and Oranges Can Be Compared: Accountability With Flexible Assessments." Learning Deeply. *Education Week*. Online.
- Poon, J. (2015, Apr. 15). "Improving Accountability Systems to Create Internal Responsibility." Learning Deeply. *Education Week*. Online.
- Poon, J., and Carr, K. (2015, Jan). *Evolving Coherent Systems of Accountability for Next Generation Learning: A Decision Framework*. Council of Chief State School Officers. Washington, DC.
- Poon, J. (2014, Nov. 7). "Standardization or Personalization? (Or, how not to fumble the equity ball.)" Learning Deeply. *Education Week*. Online.
- Poon, J. (2014, May 27). "Mind the Gap." Learning Deeply. *Education Week*. Online.
- Poon, J. (2014, Mar. 28). "State Policy to... Inspire?" Learning Deeply. *Education Week*. Online.
- Council of Chief State School Officers and Center for American Progress. (2014, Oct.) *Next-Generation Accountability Systems: An Overview of Current State Policies and Practices*. Washington, DC.
- Council of Chief State School Officers. (2013). *Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy*. Washington, DC.
- Council of Chief State School Officers. (2013). *School Choice in the States: A Policy Landscape*. Washington, DC.
- Alston, A., Bardack, S., Chiarello, A., Davis, J., Erlichson, B., et al. (2011). *The State Core Model: common technical reference model for states implementing P20 state longitudinal data systems*. Washington, DC.
- Davis, J. and Lohse, C. (2011). *Catalyzing State-Level Educational RD&D: Recommendations for a Research, Development, and Dissemination Service at the Council of Chief State School Officers*. Washington, DC.

Sajan George, Founder & Board Chair , Matchbook Learning

SAJAN P. GEORGE

FOUNDER & PRINCIPAL POLK GROUP

BOARD CHAIR, MATCHBOOK LEARNING

Sajan is the CEO and Founder of Matchbook Learning, a unique blended model of school launched in 2011 to initially target our nation's bottom 5% of under performing public schools and eventually deliver blended learning solutions across a wide range of schools and their students. Matchbook Learning's turnaround blended school is a traditional elementary, middle or high school with traditional teachers, classrooms, schedule, school day and students that customizes teaching and learning for each student by delivering curriculum to each student's classroom computer, taught both by virtual teachers as well as the in-class room teacher. Sajan believes that when schools adjust and fit to the needs of each student (and not the other way around) with hybrid environments that embrace digital and traditional teaching and learning, then we will finally begin to see successful K-12 education reform that are both sustainable and scalable across our country. Our blended school has been preapproved in 3 States so far as a qualified turnaround whole school reform provider and we launched our first three blended school turnarounds in Detroit in the Fall of 2011, 2012 and 2013 respectively, and then two subsequent charter school turnarounds in 2014 and 2015 in Newark, NJ and Detroit respectively. In 2016 Matchbook Learning launched an exciting Accelerator to prototype its methodology in a DC school that it does not run/manage. In 2017, Matchbook will focus its team's efforts on the city of Indianapolis going forward.

Matchbook represents the country's first blended model of school that targets bottom 5% public schools. Matchbook has won numerous awards and received national recognition for its turnaround model including being winners of a Gates Foundation funded Next Generation Learning Grant for breakthrough education models, the Draper Richards Kaplan Foundation social entrepreneurship fellowship, the NewSchools Venture Fund Portfolio Investment, the Praxis 2012 Social Entrepreneur First Prize, a WhiteHouse Invitation in 2012 and numerous mentions in publications including Forbes and FastCompany magazines to name a few.

Prior to founding Matchbook Learning Sajan was a Managing Director with Alvarez & Marsal ("A&M") since 2002 where he led the Firm's Education Practice. In that role, Sajan led a diverse group of talented turnaround professionals across the U.S., who assists underperforming education institutions at the Local, State and Federal levels. Sajan has applied A&M's industry leading turnaround methodology for turning around troubled companies to turning around several of our nation's largest urban K-12 public school districts including New York, Washington, DC, New Orleans, Providence RI, Detroit and St Louis. Sajan's particular focus and passion has been to realize the dream that all students regardless of background can learn and succeed in our society. He has done this by working alongside several of our nation's Governors, State Superintendents, Mayors, Chancellors, and School Superintendents and two of the largest education philanthropic investors in the Bill and Melinda Gates Foundation and the Eli & Edythe Broad Foundation, who are dissatisfied by the status quo in public education in our country, to fundamentally change and restructure some of the largest urban K-12 and higher education institutions in the country.

Sajan has completed comprehensive education reform plans for the States of New Mexico, Arkansas and Wisconsin. We assisted these States and their Governors in creating comprehensive plans to drive K-12 achievement by adopting internationally benchmarked standards that prepare students for success in life, recruiting, retaining and rewarding effective teachers and principals, building data systems that measure student success and inform teaching practices, and turning around the lowest performing schools.

Sajan led an ambitious project in 2009 to completely redesign the nation's largest community college system, Maricopa Community College District in Phoenix, AZ to be a model of student recruitment, student retention and student success for over 100,000 students across 10 campuses. Our work led to

a compelling methodology for driving student completion while simultaneously creating a lower cost platform from which to deliver academic services.

Sajan led a team in Detroit in 2009 and 2010 to manage and run the City's K-12 special education department serving almost 16,000 special education students and managing the critical functions of student referral, evaluation, placement and service delivery, while additionally serving the larger Detroit Public School District in interim management and Senior Leadership advisory roles for the District's budget and planning departments as well as building a comprehensive 5 year strategic plan back to sustainability for presentation to the Michigan State Department of Education, in what is arguably the most challenged urban school district in the country.

Sajan completed major reform efforts at two of the nation's most complex urban public school systems in New York City and Washington, DC. From 2006-2007, he served as Chief Restructuring Advisor to New York City Schools Chancellor Joel Klein. Leading a team of 25 restructuring professionals over a two-year period, Mr. George and his team implemented Chancellor Klein's radical vision to empower schools with greater resources in exchange for greater accountability to drive student outcomes. We completely redesigned the city's \$15B+ in education spend and implemented it across the 1.1M children being served in 1,400+ schools, providing principals with far greater empowerment and transparency in exchange for far greater accountability for student outcomes. At the conclusion of our work New York City won the coveted Broad prize for the most improved school district in America.

In Washington, DC, Sajan served as Chief Restructuring Advisor to new Chancellor Michelle Rhee, who came into office in 2007, following Mayor Fenty's historic takeover of the city's public schools. Mr. George and his team identified \$74 million in cost savings in a matter of weeks and then leveraged that analysis to enable the Chancellor to request an additional \$81 million in supplemental funding from the City Council.

Previously, Sajan was serving as the interim Chief Operating Officer of the New Orleans Parish Schools in 2005 when they were hit by Hurricane Katrina, the largest natural disaster in U.S. history. In New Orleans, Sajan's crisis management skills came to the forefront as he and the A&M team led the rebuilding of the schools. Sajan worked with the newly formed Louisiana Recovery School District to help rebuild a devastated system into an innovative marketplace of parent choice where funding follows the student. Today, New Orleans as a result of those Post-Katrina restructuring decisions is the only public school district in America that is 100% choice with schools (60% are charter schools, 40% are non-charter schools) competing for students based on the quality of their educational programs.

Sajan served as the interim Chief Financial Officer of St Louis Public Schools from 2003 to 2004 in a historic, precedent setting assignment that attracted national attention when A&M was selected as the first ever private management firm to run an entire K-12 public school district, serving 40,000 students across the city. We were able to eliminate over \$90M from a \$400M operating budget without laying off a single teacher.

Prior to joining Alvarez & Marsal in 2002, Sajan was a Senior Director in the Turnaround and Corporate Restructuring practice of Arthur Andersen from 1993 to 2002. Sajan's international turnaround experience includes restructurings in Canada, Australia and the United States. Some of his other notable engagements have included: the successful restructuring of the County of Orange, California, which emerged from the largest municipal bankruptcy in U.S. history and refinanced over \$7 billion in debt; the strategic business review of the South Australian Thoroughbred, Harness and Greyhound Racing Industries, including assisting the Australian government to assess the current financial condition of over 50 Racing Clubs and the future viability of each industry as a whole; determining the level of provincial government participation needed to maintain the viability of a low income residential construction project for the Cooperative Housing Sector in the Province of Ontario, Canada; and the management, wind down, sale and liquidation of several failed financial institutions and their troubled mortgage and loan portfolios on behalf of the Ontario government.

Mr. George earned his Bachelor's and Master's degrees in Accounting from the University of Waterloo, Ontario in 1993. He is a Chartered Accountant (CA) and a Chartered Business Valuator (CBV). He is a member of the Turnaround Management Association (TMA). Mr. George was selected as one of the outstanding Leaders of Atlanta, Leadership Atlanta Class of 2002. He was an elder in his church in GA. He now lives in Indianapolis, Indiana with his wife Rayvey, and three children Michav (14), Seth (12) and Isa (9).

Email: saja@polkgroup.org



MAUREEN DONOHUE KRAUSS
CHIEF ECONOMIC DEVELOPMENT OFFICER
INDY CHAMBER

Maureen Donohue Krauss serves as the first Chief Economic Development Officer at the Indy Chamber, where she oversees Accelerate Indy, a regional economic development plan announced by the Indy Chamber in September of 2016. Building on her distinguished career in economic development, Krauss provides leadership on programs and initiatives encouraging innovation and helping enhance business growth and acceleration. Specifically, these programs focus on attracting and retaining a talented workforce; helping mid-sized companies connect with new customers at home and abroad; improving mass transit; and creating vibrant and inviting places where people want to live and work.



Prior to joining the Indy Chamber, Krauss served as Vice President of Economic Development and Business Attraction at the Detroit Regional Chamber. She was responsible for strategy, operations and projects of the Chamber's Business Attraction program, a key part of the Chamber's economic development program portfolio. Krauss played an integral role in leading a world-class effort to attract talent and investment to Michigan. Krauss joined the Chamber in December 2011 after working in a similar capacity for Oakland County, Michigan for 13 years, often traveling overseas on business attraction missions. She served as Director for the Department of Economic Development and Community Affairs following her promotion to that position in 2009. She previously served as Deputy Director from 2005-09, and originally began work with Oakland County in 1998. In 2003, Krauss served as the President of the Michigan Economic Developers Association, along with serving three terms on the MEDA board.

Krauss has been an active member of the German American and the French American Chamber of Commerce as well as the Board of the Swedish American Chamber of Commerce of Detroit, the Italian American Business and Technology Council, and the British American Business Council. She also has been active on several community boards, including the Oakland Community College Foundation Board and the Rochester Community Schools Foundation. She currently serves on the Board of The International Center of Indiana. She is a graduate of the Leadership Detroit Class of 2009. Krauss has a Bachelor's Degree in Political Science from Albion College and a Master's Degree in Public Policy from the University of Michigan.

Russell C. Menyhart

Partner

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Telephone: (317) 713-9423

Fax: (317) 713-3699



RUSSELL MENYHART is a former diplomat with extensive international experience, most recently serving as political unit chief at the U.S. Consulate in Shanghai from 2011-2014. He assists clients in navigating international legal issues, and a substantial portion of his practice is focused on compliance with anti-corruption laws and export controls, including the Foreign Corrupt Practices Act (FCPA), International Trade in Arms Regulations (ITAR), Export Administration Regulations (EAR) and other relevant laws and regulations. Fluent in Mandarin, he also assists Chinese and other foreign companies and individuals with the legal aspects of investing in the United States and in resolving other complex legal issues. Russell's other practice areas include national security law, immigration law and white collar criminal defense.

Russell is also actively involved in promoting the growth of purpose-driven companies, social enterprises, and impact investing in Indiana. He advises social entrepreneurs on how legal structures, such as benefit corporations, can express and promote their values. This includes identifying the appropriate legal form for such entities, advising on expansion and financing, and assisting with B Corp certification and other third-party certifications that can confirm and strengthen a social enterprise's corporate identity and mission.

In Shanghai, Russell led a team at the consulate that reported on developments in contemporary China, including corruption, rule of law and government regulations. His other positions with the State Department included special assistant to the assistant secretary of state for intelligence and research in Washington, D.C., (with a TS/SCI security clearance), second secretary at the U.S. Embassy in Buenos Aires, Argentina, and consular officer and staff assistant to the ambassador at the

Practice Groups:

Social Enterprise, Crisis Management, International, FCPA & International Anti-Corruption, Litigation, Corporate Compliance & White Collar Criminal Defense, China, Immigration and Citizenship

Bar/Court Admissions:

Federal

Southern District of Indiana, U.S. Supreme Court

State

Indiana, New York

Year First Admitted to

Practice Law:

2003

Education:

Indiana University Maurer School of Law - Bloomington (2003), Lauterpacht Research Centre for International Law, Cambridge University, England (Visiting Scholar), Oberlin College (B.A., East Asian Studies, Chinese Language Concentration) (1998)

U.S. Embassy in Beijing. Russell received several Meritorious Honor Awards during his time with the State Department.

Russell's years abroad give him an on-the-ground understanding of the cultural and legal issues companies confront as they access the global market. His diplomatic work in China and Argentina, both countries of concern in Transparency International's Corruption Perceptions Index, provides clients with a special perspective to help anticipate the realities of complying with U.S. and foreign anti-corruption rules, export controls and other relevant laws. Having adjudicated tens of thousands of visas as a consular officer in Beijing and Buenos Aires, Russell can also advise clients on issues such as non-immigrant and immigrant visas, investor visas and employment petitions.

Before joining the State Department, Russell was a visiting scholar at the Lauterpacht Research Centre for International Law at the University of Cambridge and worked as a public defender and criminal defense attorney in Indianapolis. Shortly after law school he led an appeal, including conducting an oral argument before the Indiana Court of Appeals, that resulted in a reversal on constitutional grounds for a defendant convicted of murder. Russell was a Chancellor's Fellow and *magna cum laude* graduate of the Indiana University Maurer School of Law – Bloomington, has a B.A. in East Asian Studies from Oberlin College, and is a graduate of Lester B. Pearson United World College in Victoria, British Columbia. In law school, he was an article editor of the *Indiana Journal of Global Legal Studies* and a member of the Inmate Legal Assistance Clinic, Protective Order Project and Law & Drama Society. Russell is admitted to practice law in Indiana and New York.

Community & Professional Involvement

- The International Center (Board Member)
- America China Society of Indiana (Board Member)
- Stanley K. Lacy Leadership Series Class LX (Participant)
- Indiana Advisory Committee for the U.S. Global Leadership Coalition (Member)
- Congress for New Urbanism (Member)
- Indianapolis Bar Association (Member)
 - American Immigration Lawyers Association (Member)
 - Benefit Company Bar Association (Member; Co-Chair, Funding and Investment Structures Committee)
 - Indiana Early Learning Advisory Committee (ELAC) Funding Streams work group (Member)

Professional Affiliations / Recognitions:

Indianapolis Bar Association, American Immigration Lawyers Association, The International Center, America China Society of Indiana, Indiana Advisory Committee for the U.S. Global Leadership Coalition, Benefit Company Bar Association

Foreign Languages:

Mandarin Chinese (fluent), Spanish (proficient)

Bill Taft

LISC - Senior Vice President of Economic Development

William G. (Bill) Taft has served with the Local Initiatives Support Corporation (LISC) since 2005, initially as the Indianapolis Executive Director, and now as its Senior Vice President for Economic Development. Bill is leading the expansion of LISC's inclusive economic development efforts in its 33 local programs to include business district redevelopment, investments in businesses offering living-wage careers to low-income residents, and equipping under-skilled people to meet employment requirements of middle-skills jobs.

Under Bill's leadership, LISC Indianapolis invested over \$240 million to leverage \$1 billion of investment in the core urban neighborhoods of Indianapolis. These investments in comprehensive community development include affordable housing, small businesses, community facilities, charter schools, commercial corridor revitalization, and green spaces. These occurred through LISC leadership in the Great Indy Neighborhoods Initiative, Fostering Commercial Urban Strategies, Centers for Working Families, and Great Places 2020. Bill also served as a LISC Program Vice President from 2014-2018, overseeing programs in Chicago, Minneapolis-St. Paul, and Duluth, Minnesota.

Bill served as the president of Southeast Neighborhood Development, Inc. (SEND) from 1991-2005. Under Bill's leadership SEND invested over \$35 million in the early phases of revitalizing the Fountain Square Area of Indianapolis, created its cultural district, founded the SENSE Charter School, and formed partnerships with the University of Indianapolis.

Before SEND, Bill was the Executive Director of Main Street Richmond, and he also served with the Pennsylvania Avenue Development Corporation, Senator Richard Lugar, and the National Park Service.

Bill serves on the IUPUI Board of Advisors and the boards of Heart Change, Matchbook Learning, Indianapolis Public Schools Facility Advisory Committee, Full Circle Development, and Redeemer Presbyterian Church. He holds an undergraduate degree from Cedarville University and a master's degree from Ball State University.

Bill has been recognized with the Indianapolis Business Journal Michael Carroll Award for Civic Leadership, the IBJ Forty under 40, IHEDA/IACED Community Development Leadership Award, the ICND Carl Lile Partnerships Award, Ball State University Mid-Career Preservation Award, ICND Carl Lile Award, and the IACED Staff of the Year Award.

Starla D. Hart, MPA, CNP

317.495.8378 * simplystarla@icloud.com * <http://www.linkedin.com/in/simplystarla>

Profile

A highly passionate and dedicated Certified Nonprofit Professional, recognized for effectively convening a variety of partners and individuals from all walks-of-life. Strategically builds relationships to affect community change using interpersonal communication skills and knowledge of societal issues affecting advancements in education, community development, health and equity.

Overview of Qualifications

- Grant Administration, Management and Writing
- Program and Partnership Development
- Strategic Planning
- Advocacy
- Management
- Community Relations
- Budget Administration
- Public Speaking
- Training and Facilitation
- Fund Development
- Branding

Education

Certification in Fundraising Management Indiana University – Purdue University Indianapolis, Indianapolis, IN	February 2012
Masters of Public Administration Baruch College, New York, NY	August 2006
Bachelors of Arts in Communication Studies Certification in Non-Profit Management; National Certification in Nonprofit Management/Leadership (formerly American Humanics) Indiana University – Purdue University Indianapolis, Indianapolis, IN	May 2002

Areas of Expertise

PROGRAM DEVELOPMENT/ MANAGEMENT

- Managed collective impact initiative involving more than 50 partner organizations and \$150M in leveraged support.
- Developed and managed a service scholarship program that resulted in more than \$250,000 in student scholarships awarded since 2008.
- Managed the launch of Source River West entrepreneurship center including establishing partnerships, securing grant funding, and recruiting program participants leveraging an overall \$360,000 within 6 months.
- Researched, developed, and managed grant programs; also routinely engaged in grant proposal development.
- Oversight for program budgets, working within budgetary constraints for program enhancements and community assistance, and assisted in the identification of appropriate funding sources for agency initiatives.
- Developed programs, researched societal issues, and conducted community needs assessments, strategic plans, fund development plans, and program evaluations.
- Acquired external resources to support program development and community initiatives, leveraged in-kind gifts, secured sponsorships, and negotiated and managed vendor, client, and employee contracts.
- Supervised and directed the work of contractors, graduate assistants, student interns and service scholars.
- Served as supervisor and informational resource for neighborhood outreach coordinators.

COMMUNITY RELATIONS AND OUTREACH

- Developed, cultivated and maintained collaborative and meaningful relationships with community members, corporate and university stakeholders, including recruitment, networking, fundraising and grant writing.
- Created marketing toolkits and press releases for local, regional and international conferences and initiatives.
- Successfully led a team through brand development, including the creation of logos and accompanying marketing materials.
- Coordinated community-wide campaigns for large-scale special events and conferences.
- Served as representative for programs and organizations at community outreach events and conferences.
- Facilitated, managed and led the coordination of meetings using various formats, techniques and approaches.
- Developed and maintained strategic partnerships to advance organizational goals and community objectives, which included developing coalitions and spearheading taskforces.
- Coordinated extensive outreach initiatives and resource/fund development activities with individuals, businesses, neighborhood organizations and schools in an effort to identify and address community needs.

Starla D. Hart, MPA, CNP

Employment

Director, Community Initiatives 16 Tech Community Corporation, Indianapolis, IN	October 2018 - Present
Program Officer, Great Places 2020 Local Initiatives Support Corporation, Indianapolis, IN	January 2017 – October 2018
Director, Neighborhood Partnerships, Office of Community Engagement Indiana University –Purdue University Indianapolis, Indianapolis, IN	July 2015 – January 2017
Director, Midwest Center for University-Assisted Community Schools Indiana University-Purdue University Indianapolis, Indianapolis, IN	August 2010 – August 2014
Program Director, Center for Service & Learning Indiana University-Purdue University Indianapolis, Indianapolis, IN	June 2007 – June 2015
Professional Women's Group Coordinator Dress for Success Indianapolis, Indianapolis, IN	March 2007 – November 2007
Neighborhood Coordinator, Indiana Project Safe Neighborhoods United States Attorney's Office, Indianapolis, IN	May 2006 – May 2007
National Urban Fellow, Resident Relations Indianapolis Housing Agency, Indianapolis, IN	May 2005 – July 2006
Director of Community Initiatives MCCOY, Inc. (Marion County Commission on Youth), Indianapolis, IN	August 2000 – May 2005

Civic Involvement

- Sub-Committee Co-Chair, Member, 2017 – Present, City of Indianapolis Cultural Investment Council, Indianapolis, IN
- Founder, 2016-Present, The Readers' Café, Fay Biccard Glick Center, Indianapolis, IN
- Member, Co-Chair, 2008-2015, Near West Steering Committee, Indianapolis, IN
- Member, 2012 – 2015, Indy Food Council, Local Initiative Support Corporation, Indianapolis, IN
- Member, 2011 – 2013, President's Roundtable, IndyHub, Indianapolis, IN
- Member, Assistant Secretary, Board of Directors, 2011-2013, Indianapolis Urban League, Indianapolis, IN
- Member, 2010 – Present, Anchor Institution Taskforce, New York, NY
- Sub-Committee Member, 2010 – 2012, 2012 Super Bowl Host Committee, Indianapolis, IN
- Member, Committee Co-Chair, 2010 – 2012, Central Indiana Education Alliance, IUPUI, Indianapolis, IN
- Committee Member and Volunteer, 2009, Diversity Recognition Breakfast, United Way of Central Indiana
- Member and President, Board of Directors, 2008 – 2015, Hawthorne Community Center, Indianapolis, IN
- Volunteer, 2007 – 2011, Dress for Success, Indianapolis, IN
- Founding Member and President, 2004 – 2013, Indianapolis Urban League Young Professionals, Indianapolis, IN
- Volunteer, 2003 – 2007, H.O.P.E. Team, Indianapolis, IN

Honors

- 2016: MCCOY, Convener Award
- 2015: MCCOY, Convener Award
- 2012: IUPUI, Nan Bohan Community Engagement Award
- 2011: IUPUI Student Supervisor of the Year Nominee
- 2010: NearWest Outstanding Community Partner Award
- 2009: NearWest Outstanding Community Partner Award
- 2007: United Way, Leadership United-Generation Now
- 2006: Kappa Alpha Alpha Public Affairs Honors Society
- 2001: Anna Melodia "Building Community" Award

Ali King

729 N. Belleview Place, Indianapolis, IN 46222 | (317) 201-0525 | aking@ciyfc.org

PROFESSIONAL EXPERIENCE

Central Indiana Youth for Christ
Executive Director, January 2013 – present
Ministry Director, 1991 -2012

Youth for Christ USA
National Campus Life Director, May 2004 - Dec 2008

BOARD EXPERIENCE

YFCUSA National Board 2013 to Current (committees – Strategic Planning, Risk Management)
Hearts and Hands, Indianapolis 2018 to Current (committees – Neighborhood liaison)

EDUCATION

Exeter University, Exeter, England
Bachelor of Education (Hons)
Masters of Education

PERSONAL/WORK PROFILE

ENTJ
Enneagram 8

Proud Haughville Resident!

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Sajan George

3. Brief educational and employment history.

MAcc & BA from University of Waterloo, Conrad School of Entrepreneurship and Business

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Founder & former CEO of Matchbook during its first 8 years since launch; Founder/CEO/Entrepreneur behind the POLK Group; currently Managing Partner at Praxis helping entrepreneurial ventures launch and scale around the world

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

the current Board members of Matchbook Learning Schools of Indiana, Inc's where I serve as Board Chair will also be the Board members of this new proposed school

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

we do not know anyone

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

we are not conducting any business with the school

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

we do not

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

n/a

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

n/a

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

we are not

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, Sajan George, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

Sajan George
Sajan George (Apr 8, 2021 11:09 EDT)

Apr 8, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Ali King

3. Brief educational and employment history.

Masters in Education, University of Exeter. England. 30 years in Central Indiana Youth for Christ, past 8 as the Executive Director.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Board of YFCUSA (22 Mil Budget) and the Board of a local housing development for low-income residents. In my current role as Executive Director we have started two new divisions and grown the budget by over 1 mil.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

Serving on the current school board with each of them

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

N/A

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

N/A

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

N/A

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

N/A

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

N/A

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

N/A

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Ali King**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.


Ali King (Apr 8, 2021 12:33 EDT)

Apr 8, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Jenny Davis Poon

3. Brief educational and employment history.

B.A. in molecular and cellular biology from Harvard University; M.Ed. in Teaching and Curriculum from Harvard Graduate School of Education. Biology teacher at King/Drew High School in Compton, CA. Research Director and Innovation Lab Network Director at the Council of Chief State School Officers. Now independent cc

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Deep knowledge of teaching, curriculum, assessment, and educational systems and policies. Board of Advisors for Education Reimagined. Former Executive Committee member for Next Generation Learning Challenges.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

We currently engage through the board of Matchbook Learning Indianapolis

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

None

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

None

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

None

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Jenny Davis Poon**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

Jennifer Davis Poon

Jennifer Davis Poon (Apr 9, 2021 14:20 EDT)

Apr 9, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Maureen Donahue Krauss

3. Brief educational and employment history.

President/CEO DonohueKrauss

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Successfully managed budgets and personnel of both non-profits and government entities. Served on numerous Boards, including large school district and community college foundation boards. In addition, have participated in high school and college curriculum committees.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

None.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

This form will not let me check I/we do not know any such h\persons, but that is my answer.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

No

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

None

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Maureen Donahue Krauss**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

Maureen Donahue Krauss

Maureen Donahue Krauss (Apr 11, 2021 11:43 EDT)

Apr 11, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Russell Menyhart

3. Brief educational and employment history.

Partner, Taft Stettinius & Hollister LLP for 7 years. BA/JD

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Attorney for various start-up businesses, non-profits, and other clients.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes

Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees.

Yes

Served on board together.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons.

Yes

N/A

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

N/A

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

N/A

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

N/A

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

N/A

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

N/A

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Russell Menyhart**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

Russell Menyhart

Russell Menyhart (Apr 8, 2021 14:07 EDT)

Apr 8, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Kurt Nelson

3. Brief educational and employment history.

PhD from The Catholic University of America; MS in Curriculum & Instruction from Oklahoma State University; BS in Education from University of Missouri; Associate Dean of Klipsch Educators College at Marian University; Superintendent of Catholic Education for Archdiocese of St. Louis, K-12 President of Aquinas Catholic School

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

School administrator for 20+ years, board member for Bartlesville (OK) Big Brothers & Big Sisters, United Way Fund Distribution Committee, Washington County (OK) Education Consortium, Board member for La Crosse Promise Foundation, Council of Commissioners for Oklahoma Conference of Catholic Schools Accredited

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

None known outside board membership.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

Marian University's Center for School and Community Success has provided professional development for teachers and conducted school reviews for Matchbook Learning. I do not have any decision-making authority over Marian University's outreach services.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

None

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

I am an employee of Marian University who has provided services as noted in #2 above.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Kurt Nelson**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.



Signature

Apr 23, 2021

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Bill Taft

3. Brief educational and employment history.

32 years of employment in community development organizational management, primarily with Local Initiatives Support Corporation and Southeast Neighborhood Development. Masters Degree in Historic Preservation and Urban Planning from Ball State.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Founded Southeast Neighborhood School of Excellence and served on the board for 10 years. Financed several other charter schools, and and involved in early development of Herron High School and the Oaks Academy.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

- Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

- I/we do not know any such trustees. Yes

Sajan George and I attend the same church, and I used to work with Starla Hart

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

- I/we do not know any such persons. Yes

NA

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

NA

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

NA

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Bill Taft**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

William Taft

William Taft (Apr 21, 2021 20:57 EDT)

Apr 21, 2021

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Matchbook Learning Schools of Indiana

2. Full Name:

Mike Cosack

3. Brief educational and employment history.

Business Degree - The College of New Jersey / Adjunct Teacher - University of Pennsylvania / Leed Associate / Various Business Certifications / Principal - ImpactWise / Research Liaison - Sustainable Research & Analysis / Principal - CosCos llc / Managing Director - PFM -

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Charter School Founder - Newark, NJ / Charter School Board Member - Detroit, MI / Board Member - School Reform NGO / Board Member - Teaching Entrepreneur Skills NGO

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees. Yes

I know my fellow Board Members of Matchbook Learning Wendell Phillips School 63

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons. Yes

Neither I nor my family know of any vendors who are doing, or plans to do, business with the charter school

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

Neither I nor my family anticipate conducting any business with the charter school

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization

I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family. Yes

I am a Board Member of Matchbook Learning Wendell Phillips School 63

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Does not apply to me, my spouse, or family. Yes

Certification

I, **Mike Cosack**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Matchbook Learning Schools of Indiana Charter School is true and correct in every respect.

J Michael Cosack
J Michael Cosack (Apr 13, 2021 20:56 EDT)

Apr 13, 2021

Signature

Date

BYLAWS
OF
MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Matchbook Learning Schools of Indiana, Inc. (the “Corporation”).

Section 2. Address. The street address of the Corporation’s initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Sajjan George.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws (the “Bylaws”). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at

a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or

mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean

- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws (“Amendments”) is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term “authorizer” is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

Matchbook College, Career & Technical Institute Staffing Plan Year 1-5

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative					
<i>CEO*</i>	1*	1*	1*	1*	1*
<i>Principal</i>	1	1	1	1	1
<i>Director of Finance*</i>	1*	1*	1*	1*	1*
<i>Director of Personalization*</i>	1*	1*	1*	1*	1*
<i>Director of Special Services*</i>	1*	1*	1*	1*	1*
<i>Director of Outreach and Social Services*</i>	1*	1*	1*	1*	1*
Instructional					
<i>Instructional Coaches</i>	1	1	1	1	1
<i>7th Grade Teacher**</i>	3**	3**	3**	3**	3**
<i>8th Grade Teacher**</i>	3**	3**	3**	3**	3**
<i>9th Grade Teacher</i>	3	3	3	3	3
<i>10th Grade Teacher</i>	0	3	3	3	3
<i>11th Grade Teacher</i>	0	0	3	3	3
<i>12th Grade Teacher</i>	0	0	0	3	3
<i>Coding Teacher</i>	1*	1*	1	1	1
<i>Art Teacher</i>	1*	1*	1	1	1

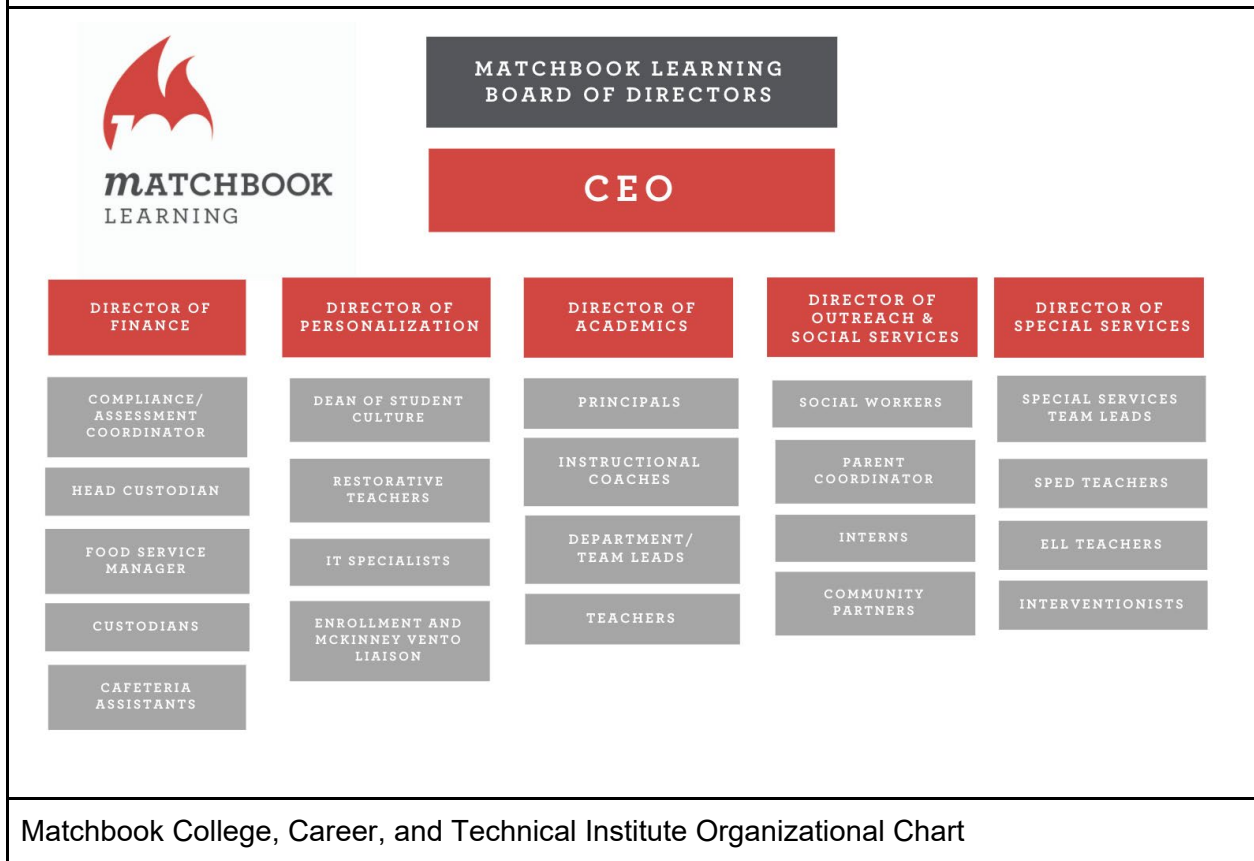
<i>Music Teacher</i>	1*	1*	1	1	1
<i>PE/Health Teacher</i>	1*	1*	1	1	1
Non-Instructional					
<i>Dean of Student Culture</i>	1	1	1	1	1
<i>Restorative Teacher</i>	1	1	1	1	1
<i>Counselor/ Social Worker</i>	1	1	1	1	1
<i>Parent Coordinator</i>	1***	1***	1***	1	1
<i>Head Custodian***</i>	1***	1***	1***	1***	1***
<i>Math Coordinator</i>	1***	1***	1***	1***	1***
<i>Reading Coordinator</i>	1***	1***	1***	1***	1***

*Indicates shared leadership position for Matchbook Learning Schools of Indiana with oversight and responsibilities for both sites.

**Indicates a position within MCCTI but operates as an FTE(s) under Matchbook Learning at Wendell Phillips School 63.

***Indicates a shared position between MCCTI and MB @ WP 63.

Matchbook Learning Schools of Indiana Organizational Chart



Matchbook College, Career, and Technical Institute Organizational Chart



matchbook
LEARNING

DIRECTOR OF
ACADEMICS

PRINCIPAL, MCCTI

INSTRUCTIONAL
COACH

7TH GRADE
LEAD TEACHER

8TH GRADE
LEAD TEACHER

9TH GRADE
LEAD TEACHER

10TH GRADE
LEAD TEACHER

11TH GRADE
LEAD TEACHER

12TH GRADE
LEAD TEACHER

7TH GRADE
TEACHER

8TH GRADE
TEACHER

9TH GRADE
TEACHER

10TH GRADE
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11TH GRADE
TEACHER

12TH GRADE
TEACHER

7TH GRADE
TEACHER

8TH GRADE
TEACHER

9TH GRADE
TEACHER

10TH GRADE
TEACHER

11TH GRADE
TEACHER

12TH GRADE
TEACHER

VISUAL ARTS
TEACHER

CODING
TEACHER

PE/HEALTH
TEACHER

MUSIC
TEACHER

Discipline Policy

Discipline at Matchbook Learning is designed to build social and academic *self-discipline*. Matchbook Learning implements a comprehensive set of student behavioral standards to ensure the learning environment is free of disruptions, violence, bullying and other incidents that take away from a positive and safe learning culture.

Students are expected to follow all school rules and policies in a manner that respects the rights and safety of others. Students violating the rules and policies of Matchbook Learning will be subject to disciplinary consequences. These discipline policies and guidelines for consequences apply any time a student is in school, attending a school sponsored event or traveling directly to/from school.

While maintaining high academic standards is our focus, we care that our students also develop their character. Standards of behavior, good citizenship, honesty, motivation, perseverance and self-discipline will be deliberately taught and modeled throughout the school. Matchbook Learning Charter School students will be taught to respect others, to respect themselves, to advocate for themselves, regulate their emotions and responses, and to be productive members of the community. The strong relationships among members of the community will reinforce the importance of these lessons. These deliberate lessons will take place in many ways: through staff example, deliberate teaching, all-school meetings, and constant, consistent staff reinforcement.

Non-Violent Community at Matchbook Learning

Safety is an absolute priority and necessity at Matchbook Learning. Accordingly, all students who attend Matchbook Learning agree to abide by the student contract:

I agree not to use violence for any reason what-so-ever at Matchbook Learning, while representing Matchbook Learning, or with any members of the Matchbook Learning community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am “right” or “wrong,” or whether I am acting in “self defense.” Students are officially under the jurisdiction of the school from the time that they arrive in the morning until they leave school.

Disclaimer: Violence may include and is not limited to “fighting, verbal/physical abuse towards other students or staff members, threats, intimidation, provocation and pre-fight, facilitating violence, bullying, cyber-bullying, gang initiation or any type of gang involvement.

Restorative Practices

At Matchbook Learning we believe that true learning comes from understanding one’s responsibility to oneself and to the community. Therefore, students who struggle to meet our community’s Code of Conduct will engage in the restorative process as an opportunity to give back to the community and repair relationships they may have damaged. This concept of honoring the community and the relationships within our community is the foundation of our program and our Code.

Restorative Practices seek to repair relationships that have been damaged. They achieve this by fostering an equitable, respectful, and positive school community. Restorative Practices provide a set of processes and approaches to prevent and/or constructively address conflict and harmful behavior. The restorative process is intended to build community and maintain healthy relationships and can be used as an alternative to suspension.

Based on our teaching and school experience, that the majority of potential behavioral issues can be prevented with

deliberate proactive teaching, with the fostering of strong relationships, with clear, high expectations for behavior, and with clear, fair and consistent consequences for infractions. Other disruptive behaviors are prevented by careful planning of the day to allow for physical activity, for healthy food at appropriate intervals, and by the elimination of various barriers to learning that can be frustrating or anxiety producing for students. In the inevitable situations where misbehavior occurs, there will be clear consequences and clear expectations.

Behavior incidents should not be the norm in our classrooms. Although we are aware that they will occasionally occur, our staff believes that students want to meet the classroom expectations and are fully capable of doing so. When students are not meeting the classroom expectations, our staff gives students multiple opportunities to reflect and correct their actions before a consequence is issued.

Teacher Redirections & Engagement

Behaviors that negatively impact Matchbook Learning's high achievement culture and community of safety, respect, and cooperation consist of minor infractions of the discipline policy and will be handled by the classroom teacher or staff member who observes the behavior.

Teacher, Social Worker, Dean of Student Culture and Restorative Teachers and Administration Behaviors that **significantly** impact Matchbook Learning's high achievement culture and community of safety, respect, and cooperation consisting of more serious behaviors that may occur in the classroom or elsewhere on campus.

- Insubordination
- Repetitive Disrespect
- Constant Disruption
- Instigation/Provocation
- Pre-fight
- Inappropriate Conduct
- Eloping
- Threatening Language
- Technology Abuse
- Cyber Bullying
- Refusing staff requests
- Cutting class
- Plagiarism/Cheating
- Vandalize school property causing minor damage
- Abuse school property or equipment

First Responders (Building Leadership)

Behaviors that are very serious infractions that may occur in the classroom or elsewhere on campus. In general, these infractions are signified by the potential for serious physical or other threat to other students that require medical attention or police contact. These infractions will result in an immediate referral to the Social Worker or other First Responders. Consequences range from Restorative Classroom Assignment to Out of School Suspension (OSS), to permanent expulsion.

- Bullying
- Fighting
- Theft
- Verbal or physical sexual harassment
- Continued and willful disobedience
- Conduct of such character as to constitute a continuing danger to the physical well-being of others ● Physical assault upon another pupil
- Taking, or attempting to take, personal property or money from another pupil by means of force or fear ● Incitement of or encouraging any violence amongst peers
- Make a false bomb threat or pull a false emergency alarm
- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace tear gas, or other dangerous object of no reasonable use to the student in school
- Commit, or attempt to commit arson on school property

- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events;
- Assault any other student or staff member
- Intentionally causes physical injury to another person, except when students' actions are reasonably necessary to protect himself or herself from injury;
- Vandalize school property causing major damage
- Commit any act that school officials reasonably conclude warrants a long-term

suspension. **Consequences could include one of the following:**

- Parent/Guardian Meeting
- Restorative Practices
- In/Out of School Suspension
- Expulsion

Discipline involving Special Education Students

In addition to the due process protections afforded all students at Matchbook Learning, there are further protections for special education students. Matchbook Learning shall adhere to applicable Indiana and federal law regarding the discipline process for special education students and students with an IEP or 504 plans.

Out of School Suspensions and Expulsion

Suspensions will be based on the code of conduct. Parents/guardians will be contacted in the event of a suspension. A student serving a suspension is not permitted on school grounds, or at school functions (such as a sporting event or a dance) during the term of their suspension. The student is only permitted on school premises, with a parent or guardian, for the sole purpose of a reinstatement meeting prior to his or her return to school. A reinstatement meeting is mandatory and parent/guardian participation is required.

A student who is determined to have committed any of the infractions listed below shall be subject minimally to an out of school suspension., unless the administration determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or expulsion. In addition, a student who commits any of the acts previously described as causes for suspension may, instead or in addition, be subject to an expulsion at the administration's discretion.

In accordance with I.C. 20-33-8-19, students may be expelled from the charter school.

Expulsion Recommendation from Matchbook Learning will be the last step in a lengthy process that aims to correct poor behavioral habits. If a student commits frequent and serious infractions, the following process will occur:

- Parent/ Guardian Notification
- Meeting between Expulsion Examiner and Parent/Guardian
- Notice to appear at the Expulsion Hearing
- Expulsion Hearing
- Recommendation/Appeal to the School Board
- Recommendation/Appeal hearing by the School Board
- Decision by the School Board

Expulsion hearing details, including procedures and students rights to representation will be provided in the notice of expulsion hearing.

Any student found to be in violation of the Indiana, Possession of firearms, deadly weapons, or destructive devices Code (IC 20-33-8-16) will be subject to expulsion. In such a case, the student and his or her family will undergo the same due process rights and procedures as are enumerated above for expulsion proceedings.

Expulsion hearings shall not be subject to the Open Meetings Act, and the names and proceedings of all such hearings shall be kept confidential.

Behavioral Expectations

Matchbook Learning strives to create and maintain high student culture and standards. We define our school culture by three basic principles. The first principle is to ensure that *nothing stops learning*. It is of utmost importance to create a supportive learning environment where our students can flourish educationally with unbridled passion for their academic achievements.

The second principle is to guarantee that *students feel safe* in the building. Our goal is to establish a secure and disciplined environment where our students have every opportunity to learn and achieve high academic standards.

The third principle is that our *students feel loved*. Matchbook Learning strives to design a nurturing place where students feel free to grow and learn in confidence. Through these basic principles we feel that the school will maintain a fair, firm and consistent culture. To drive our school culture and define our code of conduct, Matchbook Learning has designed the following school wide expectations:

- Be respectful of self and others.
- Be responsible for your choice and your learning.
- Maintain a safe and clean environment.

Harassment, Intimidation and Bullying (HIB)

To establish a safe and civil environment in our school, which is a necessity for students to learn and achieve high academic standards, *Matchbook Learning strictly prohibits any act of harassment, intimidation or bullying (HIB) of a student*. Matchbook Learning has determined harassment, intimidation or bullying to be conduct that disrupts a student's ability to learn as well as impedes a school's ability to educate its students in a secure and disciplined environment. *Matchbook Learning also prohibits active or passive "bystander" support for acts of HIB*, which can reinforce disruptive and violent behaviors. Matchbook Learning strongly encourages all students, school administrators, faculty, staff and volunteers to demonstrate appropriate behavior by way of treating others with civility and respect and we support students who:

- Constructively attempt to stop or prevent acts of HIB;
- Offer positive support to students who have been subjected to HIB; and
- Report acts of HIB to school staff

HIB Off School Grounds:

Schools are required to address HIB occurring off school grounds when there is a nexus between the HIB and the school (i.e., the HIB substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

Definition of Harassment, Intimidation or Bullying (HIB)

Indiana Code 20-33-8-0.2

"Bullying" means overt, unwanted, repeated acts of gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- places the targeted student in reasonable fear of harm to the targeted student's person or property
- has a substantially detrimental effect on the targeted student's physical or mental health

- has the effect of substantially interfering with the targeted student's academic performance; or
- has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school

Bullying Behaviors

The four most common types of bullying behaviors are:

- Verbal affronts, which includes taunting, name calling, malicious teasing or making threats
- Psychological slights, which includes spreading rumors, purposefully excluding people from activities, breaking up friendships
- Physical offenses, which includes hitting, punching, shoving, spitting or taking personal belongings
- Cyber-bullying, which includes using the Internet, mobile phone or other digital technologies to harm others

Consequences and Remedial Action

Matchbook Learning implements procedures that ensure the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, are consistent with the school code of student conduct. When determining the appropriate consequences and remedial actions for students who commit one or more acts of harassment, intimidation or bullying the following factors are taken into consideration, per the code of student conduct and Indiana Code 20-33-8-13.5:

- The individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
- Disciplinary action is necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
- Age, developmental and maturity levels of the parties involved
- The degree of harm
- Circumstances surrounding the incident(s)
- The severity and the nature of the behaviors
- Any patterns of behavior or past occurrences
- Relationships among the parties involved
- Context surrounding the alleged incident(s)
- Life skill deficiencies or disabilities
- IEP or Behavioral plan
- School culture and climate
- Student-staff relationships and staff behavior toward the student
- Management of classrooms or other educational environments
- Staff ability to prevent and manage difficult or inflammatory situations
- Social-emotional and behavioral supports
- Neighborhood situation
- Family situation

Consequences and appropriate remedial actions of a student who commits one or more acts of HIB may range from positive behavioral interventions such as therapeutic groups to suspensions and disciplinary hearings. Consequences will vary depending upon the nature of the behavior, the development of the student and the student's history of problematic behaviors and performance. Remedial measures will be implemented to correct the problematic behaviors, prevent another HIB incident from occurring, protect and provide support for the victim of the act as well as take corrective action for documented systemic problems related to harassment, intimidation or bullying. The consequences and remedial measures may include, but are not limited to:

Consequences:

- Temporary removal from the classroom with a warning
- Deprivation of privileges
- Referral to disciplinarian,
- In-school peer separation, i.e. change of cohort class
- Out of school suspension
- Reports to law enforcement or other legal action
- Disciplinary hearing

Remedial Measures:

- Prevention plan
- Peer mediation
- Peer support group through therapeutic group sessions
- Corrective instruction through individual counseling or therapeutic group
- Behavioral assessment (FBA)
- Behavioral Intervention plan
- Individual student support through counseling
- Parent/Guardian conferences
- Modifications of schedules or student routes or patterns traveling to and from school

Reporting

Matchbook Learning requires that the HIB specialist that is appointed by the principal be responsible for receiving all complaints alleging violations of this policy. All Matchbook Learning staff members who have contact with students are required to verbally report alleged violations of this policy to the HIB specialist on the same day when the individual witnessed or received reliable information regarding any such incident. Any staff member who discovers an incident that is considered a HIB offense must submit a written report to the HIB specialist within two school days of their discovery. Failure to comply with reporting of an alleged offense may result in disciplinary action up to and including termination of the non-compliant employee. The HIB specialist is required to inform the principal and parents/guardians of all students involved in alleged incidents and may discuss the availability of counseling and other intervention services.

Students, parents/guardians and visitors are encouraged to report (anonymously or not) an act of harassment, intimidation or bullying to school administration on the same day when the individual witnessed or received reliable information regarding any such incident. A bullying report form can be requested in the main office, or from any member of the restorative team. The bullying report form can also be accessed online at www.matchbooklearningindy.org. Formal action for violations of the school code of student conduct may not be taken solely on the basis of an anonymous report.

Any Matchbook Learning staff member who promptly reports an incident of harassment, intimidation or bullying and who makes this report in compliance with the procedures in the district's policy is immune from a cause of action for damages arising from any failure to remedy the reported incident. This reporting procedure will help to facilitate the identification, investigation and response to alleged violations of this policy by creating a reporting process that is prompt, simple and non-threatening.

Search Policy

To protect the school community against illegal substances, objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing can be inspected randomly without probable cause.

Lockers

Lockers are not assigned and should not be used. Students may not use a locker to store personal belongings, a

substance or object that is prohibited or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. The school assumes no responsibility for loss of personal property stored in a locker. Random locker sweeps may be conducted through the school year.

Bags

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- Random bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a bag contains materials that pose a threat to the health, welfare or safety of students in the school, the bag may be searched without prior warning. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's bag.

Person

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- When school authorities have a reasonable suspicion that a student is holding materials that pose a threat to the health, welfare or safety of students in the school, the person may be searched. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police. At least two faculty members will be present when searching a student.
- Some campuses may require all students / staff / visitors to enter through a metal detector and pass all personal belongings / bags through a scanner.

Letters of Support:



30th January 2021

Reference: Support for the Matchbook College, Career & Technical Institute

To Whom It May Concern:

Youth for Christ is excited to partner with Matchbook Learning to develop and implement pathways for kids to get certifications and the support they need to transition from high school into good paying jobs. We know that in order to break the cycle of poverty, kids need career pathways, support, and mentoring to transition to jobs. These are things that we can bring to the proposed Matchbook Learning College and Career Technical Institute on the near west side.

As a community partner and a supporter of what Matchbook Learning has already accomplished in Haughville, I am writing this letter to inform you that Central Indiana Youth for Christ is supportive of Matchbook creating a new charter that is a 7th-12th grade College, Career & Technical Institute.

We are dedicated and excited to bring our City Life Wheels automotive, welding and HVAC programs to the near west side in partnership with Matchbook. Over the past year we have piloted bringing Matchbook 8th grade students to our east side City Life Wheels location with success, that we know will increase by having a collaborative west side facility and full program for high school students.

We hope to continue to expand our support for Matchbook and partnership with them through the growth and development of this new charter.

Sincerely,

Michael W. Robertson
Chair of the Central Indiana Youth for Christ Board

Letters of Support:

MARIAN UNIVERSITY
— Indianapolis —®
Fred S. Klipsch Educators College

February 8, 2021

Reference: Support for the Matchbook College, Career & Technical Institute

To Whom It May Concern:

Marian University is excited to partner with Matchbook Learning to develop and implement pathways for kids to get the support they need to transition from high school into college and on to good-paying jobs. We know that to break the cycle of poverty, kids need career pathways, support, and mentoring to transition to college and into the workforce. We can bring these things to the proposed Matchbook Learning College and Career Technical Institute on the near west side.

As a community partner and a supporter of what Matchbook Learning has already accomplished in Haughville, I am writing this letter to inform you that Marian University is supportive of Matchbook creating a new charter that is a 7th-12th grade College, Career & Technical Institute. As a city, we continually talk about getting teachers into classrooms that understand diverse populations such as those served by Matchbook Learning; we believe that together we can grow teachers that understand our students and our students.

We are dedicated and excited to bring our Earn and Learn model along with pathways to our Klipsch Educators College and St. Joseph's College Indy programs to the near west side in partnership with Matchbook. Over the past few years, we have partnered with Matchbook Learning on many things. We believe that together through this high school initiative, we will successfully serve the near west community in an even more profound way.

We hope to continue to expand our support for Matchbook and partnership with them through the growth and development of this new charter.

Sincerely,

LaTonya M. Turner

LaTonya M. Turner, Ph.D.
Dean

Letters of Support:

The Office of Education Innovation
200 E. Washington Street, 2501
Indianapolis, IN 46204

To Whom It May Concern:

On behalf of 16 Tech, we are pleased to confirm 16 Tech's commitment to partner with Matchbook Learning on the development of the Matchbook Career & Technical Institute.

The 16 Tech Innovation District, across the White River from of Matchbook Learning, is focused on bringing together entrepreneurs, academics, startups, corporations and creatives in a single place to spark the exchange of ideas that leads to innovation.

Joining forces with Matchbook Learning on the Matchbook Career & Technical Institute in particular supports our goal "to extend the economic benefits of 16 Tech to neighboring communities and residents through its community investment fund and efforts to develop talent pathways to employment opportunities in the district." We have a firm commitment to developing long-lasting partnerships that support our neighbors which includes ensuring there are clear pathways to education and employment opportunities in STEM-focused industries.

To do this, 16 Tech has pledged to be a key partner sharing the insights gained through our recent neighborhood workforce and education strategic planning process, as well as being part of the collaborative team that connects STEM career pathways and employers to the school ensuring that students are equipped with a solid CORE 40 curriculum with meaningful alignment to apprenticeship and internship opportunities that will help them build skills for work and a lifetime of learning.

We fully endorse Matchbook Learning's charter request and encourage the City of Indianapolis to support this important work.

Sincerely,



Bob Coy, President and CEO, 16 Tech Community Corporation

16 Tech Community Corporation, Inc.

1220 Waterway Blvd.
Indianapolis, IN 46204
317.238.2450
www.16tech.com

Letters of Support:



1920 West Morris Street
Indianapolis, IN 46221
MARYRIGG.ORG

PHONE: 317.639.6106
FAX: 317.639.2782
EMAIL: info@maryrigg.org

February 1, 2021

Reference: Support for the Matchbook College, Career & Technical Institute

To Whom It May Concern:

Mary Rigg Neighborhood Center has earned distinction at the national level for supporting community schools with two back-to-back federal Full-Service Community Schools grants in the last ten years. In our most recent grant (2015-2020) we incorporated School 63 into our stable of supported schools and observed results through its transition to Matchbook Learning.

Matchbook stands out as one of the most effective school teams we have had the privilege of supporting during that five-year grant period. Matchbook has led the way in parent engagement and developed strategies (with our support) to tackle an uncommonly high level of homeless students in its school.

It is our belief that great Principals make great schools, regardless of their governance structure and the leadership of Dr. Swann has been a key element of the success of the elementary operation at School 63. We expect that the Matchbook Learning Board will apply the same careful process to the selection of a Principal when given the opportunity to move into the High School operation.

Therefore, it is with great pleasure that I am writing this letter to confirm our strong support for Matchbook Learning to create a new charter that is a 7th-12th grade College, Career & Technical Institute.

The Westside of Indianapolis has high levels of students who are not on track for post-secondary education but also insufficient opportunities to enroll in apprenticeships or trade schools. This area requires more options for families and a school that helps students along a pathway towards college credits, universal certifications, and on to good jobs is a high priority.

We commit to continuing our support of Matchbook and encourage you to support this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew C.", written over a light blue horizontal line.

Director, ~~RiggCorps~~ and Community Engagement

Letters of Support:



January 2021

Reference: Support for the Matchbook College, Career & Technical Institute

To Whom It May Concern:

As a community partner and a supporter of what Matchbook Learning has already accomplished in Haughville, I am writing this letter to inform you that Broken Wings Youth Coalition is supportive of Matchbook creating a new charter that is a 7th-12th grade College, Career & Technical Institute. It is my hope that hundreds of success stories will culminate each school year from the fantastic workings happening within Matchbook.

A school on the near west side of Indianapolis that helps students along a pathway towards college credits, universal certifications, and on to good jobs with mentoring support is both a need of the community and supported by community partners like Broken Wing Youth Coalition. It is programs like ours that help students understand the importance of working with other organizations to build a bridge of unifying support and commitment.

We hope to continue to expand our support for Matchbook and partnership with them through the growth and development of this new charter.

Respectfully,

J. Nicholas II
Broken Wings Youth Coalition, Inc.
Indianapolis, IN 46224
317.762.4551

Letters of Support:



January 2021

Re: Support for Matchbook College, Career & Technical Institute

To Whom It May Concern:

As a community partner and a supporter of what Matchbook Learning has already accomplished in Haughville, I am writing this letter to inform you that School on Wheels is supportive of Matchbook creating a new charter that is a 7th – 12th grade College, Career & Technical Institute. A school on the near west side of Indianapolis that helps students along a pathway towards college credits, universal certifications, and employment with mentoring support is a great need the community, and supported by willing community partners like School on Wheels. We hope to continue to expand our support for Matchbook and partnership with them through the growth and development of this new charter. If you have any questions or request additional information, feel free to contact me. Thank you for considering this request for stronger educational opportunities and bright futures for our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Sally Bindley", with a long horizontal flourish extending to the right.

Sally Bindley, MSW
Founder & CEO
School on Wheels

Letters of Support:



IUPUI

**FAMILY, SCHOOL
AND NEIGHBORHOOD
ENGAGEMENT**

OFFICE OF COMMUNITY ENGAGEMENT
Indiana University-Purdue University
Indianapolis

January 27, 2020

To whom it may concern,

This letter is written in support of the proposal by Matchbook Learning at Wendell Phillips Indianapolis Public School 63 to expand learning opportunities for children and families of the Near-Westside. The request is to move the middle school grades to a different location, one that previously housed Head Start programs. This move is also an opportunity to potentially add certification programs in workforce trades for interested high school students, while addressing long sought after opportunities by families of the Near-Westside. The move for the middle school grades will provide students with an authentic middle school experience, something difficult to fully achieve in a building with elementary grades. IPS does not offer middle school learning opportunities for students in the Indianapolis Near-Westside.

The move also could provide additional appropriate classrooms for pre-school programs. The Wendell Phillips building has only one pre-school classroom at this time and the need is much greater for families in the area. The proposed site for the middle school provides appropriate pre-school classrooms as the building, as mentioned, previously housed Head Start programs. When Head Start left the building, it greatly reduced pre-school opportunities for many area families. Such a program also could provide certification opportunities for youth interested in the early childhood education field as a career in addition to other potential workforce trade pathways.

As an anchor institution partner, IUPUI supports such opportunities for children and families of the Near-Westside. For these reasons, we ask that you give this proposal full consideration.

Sincerely,

A handwritten signature in black ink that reads "Khaula Murtadha".

Khaula Murtadha
Associate Vice Chancellor

Letters of Support:



February 8, 2021

Elevate Indianapolis
PO Box 441456
Indianapolis, IN 46204

To Whom It May Concern:

On behalf of Elevate Indianapolis, I am writing this letter supporting the Matchbook Learning application for charter expansion to establish a new high school in the city's near westside, that will allow the continued impact and outcomes for hundreds of Indianapolis' economically disadvantaged children.

Since 2019, Elevate Indy has partnered with Matchbook to serve hundreds of our city's most vulnerable students. Elevate has strong partnerships that build long-term life-changing relationships to equip students to thrive and contribute to their community. We fully support Matchbook's commitment to creating a community where student outcomes cannot be predicted by race, ethnicity, or socioeconomic status.

The opportunity for Elevate as an education and mentoring organization to expand our partnership for career pathways in collaboration with local universities that earn students college credit hours while in high school to give them a head start foundationally and financially along those pathways fulfills a significant need in our community. Together we can ensure that the community we serve is able to stabilize and earn living wages, heading towards a pathways to purpose.

As a partner in this effort, we look forward to supporting these students together in this expansion. I can be reached at 317.201.1120 or aaron@elevateindy.org for follow up as well.

Sincerely,

A handwritten signature in black ink, appearing to read "A Story", written over a light blue circular watermark.

Aaron Story
President & CEO
Elevate Indianapolis

Letters of Support:



January 2021

Reference: Support for the Matchbook College, Career & Technical Institute

To Whom It May Concern:

As a community partner and a supporter of what Matchbook Learning has already accomplished in Haughville, I am writing this letter to inform you that HSNA is supportive of Matchbook creating a new charter that is a 7th-12th grade College, Career & Technical Institute.

A school on the near west side of Indianapolis that helps students along a pathway towards college credits, universal certifications, and on to good jobs with mentoring support is both a need of the community and supported by willing community partners like HSNA.

We hope to continue to expand our support for Matchbook and partnership with them through the growth and development of this new charter.

Sincerely,

Henri D. Gaither Chairman,

Haughville Strong Neighborhood Association (HSNA)



***m*ATCHBOOK**
LEARNING

Schools of Indiana, Inc.

Employee Handbook

Welcome!

As an employee of Matchbook Learning Schools of Indiana (MBLI), you are an integral part of our continued success and achievement. We ask that you read and review this Employee Handbook. This Employee Handbook has been developed to help answer any and all questions surrounding your employment with MBLI. The following outlined policies, practices, and procedures are guiding tools to help create a smooth and transparent working environment for all MBLI employees.

As a member of the MBLI family, we appreciate your hard work and dedication to our organization's mission.

Welcome to the team and family!

Dr. Amy Swann
Chief Executive Officer

A WORD ABOUT THIS HANDBOOK

This Employee Handbook contains information about the employment policies and practices of Matchbook Learning Schools of Indiana (MBLI). We expect employees to read this handbook carefully, as it is a valuable reference for understanding your job and MBLI. The policies outlines should be regarded as management guidelines only, which in a developing business will require changes from time to time. This iteration of the Employee Handbook supersedes and replaces any and all previous versions and any inconsistent verbal or written policy statements.

Except for the policy of at-will employment, which can only be changed by a written agreement signed by the employee and the School Leader, MBLI reserves the right to alter, eliminate, or otherwise modify any of the provisions of this handbook at any time without notice. Although MBLI will strive to provide employees with notification regarding policy changes, MBLI may make revisions or deletions without notice. Please note, however, that no oral statements or representations can change the provisions of this Employee Handbook.

MBLI is an at-will employer. This means that regardless of any provision in this handbook, either you or MBLI may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this handbook or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee, or representative of MBLI is authorized to enter into an agreement—express or implied—with any employee for employment for a specified period of time unless such an agreement is in a written contract signed by the School Leader of MBLI.

The provisions of this employee handbook are not intended to create contractual obligations with respect to any matters it covers, nor is this Handbook intended to create a contract guaranteeing that you will be employed for any specific time period.

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This employee handbook does not constitute a contract or agreement of employment not guarantee any fixed terms and conditions of employment, either express or implied. Matchbook Learning Schools of Indiana reserves the right to alter, eliminate, or otherwise change and policy without notice, at any time, except the at-will employment policy which may only be changed by written agreement signed by an employee of the school and the school leader or a designated Matchbook Learning Schools of Indiana representative.

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Who we are

Matchbook Learning Schools of Indianapolis prides itself on being an organization that considers its employees family. We strive to cultivate an environment focused on mutual respect, hard work, dedication, and a desire to help our colleagues and students throughout all obstacles and challenges. Our teachers, staff members, and administrators work closely together to accomplish our mission of creating and sustaining the highest quality schools Indianapolis. In uniting to accomplish this mission, MBLI employees create a team and family culture that permeates throughout our entire organization.

Categories of Employment

- Full Time Regular Employees: Regularly work at least a minimum of 30 hours per week. Most full-time employees qualify for MBLI benefits.
- Part Time Regular Employees: Regularly work less than 30 hours each week and only qualify for certain MBLI benefits, or benefits as required by law.
- Temporary Employees: Employees assigned to positions on a temporary basis. Temporary employees are not eligible for MBLI benefits except as required by law.

Note: In addition to the preceding categories, employees are also categorized as “exempt” or “non-exempt,” in accordance with the Fair Labor Standards Act (FLSA).

- Non-exempt Employees: All employees who are not classified as “exempt” are classified as “non-exempt.” Non-exempt employees are eligible for overtime pay. For additional information on overtime payments, please refer to the ‘Overtime’ section of this Handbook.
- Exempt Employees: Pursuant to applicable federal and state laws, exempt employees are not entitled to overtime pay, and are not subject to certain deductions to their salary under federal and state laws. This applies to certain employees who hold administrative, professional, or executive positions (or other positions) that meet specific criteria established by applicable wage and hour laws. Exempt employees do not receive overtime pay because their compensation accounts for a longer workday.

Upon hire, you will be notified of your employment classification.

Immigration Reform and Control Act

In compliance with the Federal Immigration Reform and Control Act of 1986 (IRCA), as amended, and any state law requirement, MBLI is committed to employing only individuals who are authorized to work in the United States. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present

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documentation establishing identity and employment eligibility within three days of hire. If an employee is authorized to work in the country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed with MBLI.

Benefits and Leave

Employee Benefits

MBLI has developed a comprehensive set of employee benefits to supplement our employees' regular wages. These benefits represent a hidden value of additional income to our employees. For detailed benefits information and guidance, read and refer to our benefits and payroll provider handbook. To access the handbook log on to TriNet or follow the link below to the Trinet Employee Handbook:

https://www.hrpassport.com/Customfolders/objects/company/DEFAULT/EMPE_HNDBK/empguidebook.pdf

MBLI reserves the right to modify its benefits at any time. MBLI may attempt to provide reasonable notice of benefit changes, but reserves the right to make such changes without notice. Employees may contact Human Resources with specific questions.

Health – MBLI offers group health plans that are competitive with neighboring schools through TriNet.

Retirement – employees will have the option of enrolling in our 401(K) plan and will have matched contributions up to a the % defined by MBLI.

Time off and other leave policies

Holidays

MBLI normally observes the following holidays for all employees throughout the year. Additional holidays are determined and indicated on the school calendar:

- New Year's Eve
- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Wednesday before Thanksgiving
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

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Full-time and part-time regular employees are eligible for paid holidays immediately upon hire. Regular part-time employees will be paid based on the number of hours they are normally scheduled to work.

Hourly employees are paid only for hours worked. If an hourly employee works over a holiday, please view the Wage & Hourly Policies and Procedures portion of the Employee Handbook for more detailed information.

Vacation & Paid Days Off

Please refer to the school calendar for information on available vacation days as indicated by days during breaks that are non-professional development days. If you are a year round employee please consult your School Leader for approval of summer vacation times, days, and work hours.

MBLI does not pay any compensation for unused vacation leave upon voluntary or involuntary termination of employment. MBLI employees are also not permitted to carry over unused vacation leave from one fiscal year to the next.

Sick Leave

MBLI provides ten (10) paid sick days each school calendar year, to all full-time employees, and complies with all standards set by law in regards to sick leave. An employee who is ill or has an ill spouse or child should contact their School Leader, or immediate Supervisor, as soon as he/she is aware that he/she is unable to report to work. Sick days can be taken in ½ and full day increments and are accrued over 24 pay periods at 0.42 days per pay period.

MBLI does not pay any compensation for unused sick leave upon voluntary or involuntary termination of employment, and employees are not permitted to carry over unused sick leave from one fiscal year to the next. If an employee's absence is covered by the FMLA, that employee should follow the procedures set forth in that policy.

Employees may be required to provide a doctor's note(s) to explain their absences. If requested, employees should turn the note(s) into their administrator within three days of their return to work.

Bereavement Leave

Full-time and part-time Regular employees are eligible, immediately upon hire, for 2 paid bereavement days for the death of an immediate family member. Members of the immediate family include spouses, domestic partners, parents, grandparents, brothers, sisters, and children.

Requests for bereavement leave should be made to your manager as soon as possible. MBLI reserves the right to request written verification of an employee's familial relationship to

the deceased and his or her attendance at the funeral service, or related event, as a condition of the bereavement pay.

Jury Duty/Witness Leave

Full-time Regular employees summoned for jury duty, or subpoenaed to testify as a witness, will be granted the necessary time off upon furnishing proof of such notice to serve. Absences for jury or witness duty are not deducted from any leave allowance. Full-time employees will be paid their regular salary up to ten (10) business days of jury duty. Should you have to serve longer than ten (10) business days, your situation will be assessed on a case-by-case basis. Your leave may include unpaid time off if applicable.

Temporary and part-time employees will not be paid for jury or witness duty.

Should jury/witness leave not require the full workday or workweek, MBLI employees are required to return to her/his duties at MBLI.

Military Leave

Full-time employees who are absent from work due to service in the uniformed services, including but not limited to, service in the armed forces of the United States or the armed forces reserves, the national guard, or another commissioned corps of public service, will be granted an unpaid leave of absence in accordance with federal and state laws governing such leaves, such as the Uniformed Services Employment and Reemployment Rights Act (USERRA).

Unless otherwise provided by state law, employees on such leaves of absence are generally entitled to certain reemployment rights and benefits if they meet the following requirements:

- **Advance Notice** – The employee must personally, or through an officer of the service, give written or verbal notice before the need for military leave begins, unless precluded by military necessity or circumstances which make notice unreasonable or impossible;
- **Duration of Leave** – The employee’s cumulative period of service in the uniformed services while in MBLI’s employment may not exceed five years, unless additional service is required to complete an initial period of obligated service, the employee is unable to obtain orders of release through no fault of his/her own, the employee is able to certify in writing by the Secretary of Defense that additional training is required, or additional service is required during a national emergency or war; and
- **Timely Reemployment Application** – The employee must return to work or submit an application for reemployment within the required time frame depending on the length of the employee’s service.

An employee should contact his/her School Leader or Supervisor for more details regarding military leave (e.g., what type of service qualifies for this leave entitlement, what

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constitutes timely reemployment, under what circumstances an employee's application for reemployment may be denied, an employee's rights and obligations related to employment benefits while on leave and upon returning from leave, etc.).

Paid Parental Leave

Primary Caregivers:

All school based employees who have been employed by MBLI for a total of 12 months or more, and who have worked at least 1,000 hours during the 12-month period immediately preceding the beginning of their leave, and who are primary caregivers, are eligible for six (6) weeks of Paid Parental Leave following the natural birth or adoption of a child and eight (8) weeks following cesarean section births. This paid parental leave is available to the primary caregiver once in a twelve-month period and must be taken in a consecutive six-week period. Paid Parental Leave runs concurrent with leave taken pursuant to the Family and Medical Leave Act.

Secondary Caregivers:

All school based employees who have been employed by MBLI for a total of 12 months or more, and who have worked at least 1,000 hours during the 12-month period immediately preceding the beginning of their leave, and who are secondary caregivers, are eligible for ten (10) days of Paid Parental Leave following the birth or adoption of a child. This paid parental leave available to the secondary caregiver can be taken in one (1) day increments at any time within six (6) months of the birth. Paid Parental Leave runs concurrent with leave taken pursuant to the Family and Medical Leave Act.

Maternity Considerations (During Work Hours):

MBLI will provide a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child, up to one year after the birth of the employee's child. The break time should, if possible, be taken concurrently with other break periods already provided. Non-exempt employees should clock out for any time taken that does not run concurrently with normally scheduled rest periods, and such time generally will be unpaid in accordance with state law. MBLI will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the team member's work area.

Employees should notify your manager to request time to express breast milk under this policy. MBLI reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

School Visitation Leave

Employees who are parents, guardians, or acting in place of the parents of a school-aged child are allowed up to 24 hours of leave, without pay, during any 12 month period to attend their child's school conference, classroom activity, or other school related event.

You must provide a written request for the School Visitation Leave at least ten (10) calendar days prior to the event, unless the need to attend the school related event cannot be reasonably foreseen. Please provide this request to your supervisor.

Unpaid Leave

Consistent with all applicable federal and state laws, employees may be granted unpaid leave in appropriate circumstances. Please contact your School Leader, Supervisor, or the Human Resources Manager for more information.

Workers Compensation

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to an employee. If an employee becomes injured on the job, the employee should report the incident immediately to his/her immediate Supervisor or School Leader.

Family and Medical Leave (FMLA)

Family and Medical Leave

An employee who has been employed by MBLI continuously for one year and has worked at least 1,000 hours during the 12-month period is entitled to 16 work weeks of unpaid family leave and 16 work weeks of unpaid medical leave within a 24 month period (immediately preceding the request for family or medical leave).

Eligible employees may take medical leave under this policy due to their own serious health condition.

Additionally, eligible employees may take family leave under this policy under the following circumstances:

- a. For the birth and care of a newborn child, or the placement and initial care of an adopted or foster care child; and
- b. To care for an employee's spouse, child, family member or domestic partner with a serious health condition.
- c. Because of a qualifying exigency arising out of the fact that an employee's spouse, child or parent is a covered service member on active duty (or has been notified of an impending call or order to active duty in support of a contingency operation).

The leave taken under subsection (a) must be taken within the twelve-month period beginning with the birth or placement of the child.

Additionally, an eligible employee who is the child, spouse, parent, or next of kin of a covered service member may take Military Caregiver Leave, which must be used to care for a covered service member with an injury or illness incurred in line of duty, while on active

duty in the Armed Forces, that renders he or she medically unfit to perform the duties of the service member's office, grade, rank, or rating. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary disability retired list, for a serious injury or illness.

Scheduling Family and Medical Leave

MBLI may request that family and medical leave be taken in one consecutive period of time. In the case where a health care provider documents that it is medically necessary, an employee may take leave intermittently or on a reduced work schedule. If an employee takes an intermittent or reduced work schedule leave, MBLI may temporarily transfer that employee to another position with equivalent pay and benefits in order to better accommodate the leave. If an employee requests intermittent or reduced schedule leave due to medical necessity, the employee is required to submit certification from a health care provider stating the basis for the medical necessity and, if applicable, the anticipated schedule for treatment.

When planning medical treatment, an employee should make a reasonable effort to schedule leave so as not to unduly disrupt MBLI's operations. Employees are expected to consult their Supervisor or School Leader prior to the scheduling of treatment in order to work out a treatment schedule that best suits the needs of both the employee and MBLI. An employee's treatment schedule is also subjected to the approval of the employee's health care provider.

Leave Request Procedure

Your Manager or School Leader must approve requests for family or medical leave in advance. If the need for the leave is foreseeable, an employee must provide MBLI with at least 15 days' advance notice before the leave is to begin. If the need is not foreseeable, and 15 days' notice is not possible, notice must be given, at least orally, as soon as practical, and within one or two days of learning of the need for leave.

When an employee requests leave under this policy, it is essential to specify whether the leave requested is for family or medical leave. Leave requests should be made in writing and should set forth the reasons for the requested leave, the anticipated duration of the leave and the anticipated start date of the leave. All employees requesting a leave extension should also do so in writing, if possible, two weeks prior to the end of their scheduled leave. Please contact Human Resources to obtain the proper forms to complete. Failure to comply with these notice rules is grounds for, and may result in, deferral of the requested leave until the employee complies with this notice policy.

Certification

Employees who request a medical leave or a family leave to care for a family member or domestic partner with a serious health condition must submit a written medical

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certification from a health care provider to support the leave request. This medical certification must be submitted within 15 days of requesting the leave. Failure to comply with these medical certification requirements may result in leave under this policy being deferred until after a medical certification is received that demonstrates eligibility for medical leave. If the medical certification is not submitted in a timely manner, leave taken prior to the receipt of the medical certification will not be protected under this policy and may result in disciplinary action.

If there is a dispute about the initial medical opinion as to an employee's own serious health condition, MBLI may require a second opinion by a health care provider of its choice at its expense. If a third opinion is necessary, a third health care provider may be selected, also at MBLI's expense.

All employees returning from a medical leave must provide medical certification of their fitness to return to work before they actually begin working. MBLI also requires periodic updates to support leave in excess of 30 days and requests to extend leave. If the initial leave request was longer than 30 days, then medical certification is required every 30 days after the expiration of the initial leave request. Consistent with other applicable leave policies, failure to provide medical certification may result in discipline or termination due to unexcused absences.

If an employee requests leave to care for a covered service member, the employee must provide a fully completed Certification of Serious Injury or Illness of covered service member form. This form is available from the Human Resources Department. While MBLI may under certain circumstances seek authorization and/or clarification of this certification, MBLI will not request a second or third opinion or seek any recertification. In lieu of the Certification of Serious Injury or Illness of a covered service member form, an employee may provide Medical certification forms and covered service member forms are available from the Human Resources department.

Compensation during Leave

Leave under this policy is generally unpaid, but an employee may first use any available sick leave, vacation leave, or parental leave, if appropriate, before taking unpaid leave. Consistent with federal law, available sick leave time may not be used during any family or medical leave that also qualifies for workers' compensation benefits. It is the employee's responsibility to apply for workers' compensation benefits, if appropriate, using a form provided by the school. When all forms of paid leave have been exhausted or are unavailable, employees may continue the balance of their leave under this policy on an unpaid basis.

The length of an employee's family or medical leave shall not be extended by his or her use of available sick leave or receipt of workers' compensation benefits during leave. Family or medical leave shall not constitute a break in serviced for purposes of longevity, seniority or any employee benefit plan. Sick leave continues to accrue only during the paid portion (if any) of a family or medical leave. Use of paid sick leave runs concurrent with FMLA leave.

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Group Health Insurance Benefits

MBLI will maintain group health insurance coverage, for eligible employees, during a family and medical leave under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. Employees will continue to be responsible for premium co-payments (if any) for their dependents under MBLI's group health insurance plans. Failure to make timely payment could result in loss of coverage for the dependent. MBLI will provide employees with written notice of the terms and conditions concerning premium co-payment during leaves. Should MBLI decide to make general changes in its benefits while an employee is on leave, that employee will be notified as soon as possible.

Employees who do not return to work at the end of their family and/or medical leave will be required to reimburse MBLI for all premiums paid on their behalf.

Returning to Work

Before returning to work from a medical leave, an employee must provide medical certification of his/her fitness to return to work.

Upon returning from leave, protected by this policy, eligible employees will generally be returned to the same position held prior to the leave, or one that is equivalent in pay, benefits and the terms and conditions of employment. Being on family or medical leave does not provide employees to any further right to employment than if they had not been on leave. Even though an employee is on leave, an employee may be terminated if the employee would have been terminated even if he or she had not been on leave (such as when there has been a reduction in force or job abolishment, the employee was employed for a specific period or project which has ended or based on the employee's work performance or conduct).

An employee who is among the highest paid 10% of all employees within a 75-mile radius of his or her worksite may be denied reinstatement or terminated at the end of his or her leave if: (1) MBLI informs the employee when leave is requested (or as soon thereafter as MBLI makes the determination) that he or she is a "key" employee, (2) MBLI determines that denial of reinstatement is necessary to prevent substantial and grievous economic injury to MBLI that is not directly related to the employee's leave, and (3) MBLI notified the employee immediately upon making the determination that reinstatement would be denied and informed him or her of the basis for the decision.

Employees, who do not return to work as soon as they are able to, shall be considered to have resigned. Acceptance of other employment during a family or medical leave also will be considered a resignation from MBLI.

Employees who do not return to work upon the expiration of their approved family or medical leave shall be terminated subject to applicable workers' compensation law, the Americans with Disabilities Act, and other applicable laws.

Faculty Provisions

If a faculty member requests family or medical leave that is foreseeable and would be greater than 20% of the total number of working days, in the period during which the leave would extend, the faculty member must elect to: (1) take the family or medical leave for periods of particular duration not to exceed the planned medical treatment or supervision; or (2) transfer temporarily to an available alternative position offered by the school (if such a position exists) for which the employee is qualified, which has equivalent pay and benefits, and better accommodates the recurring periods of leave than the employee's regular employment position.

If a faculty member begins family or medical leave more than five (5) weeks before the end of the academic term, MBLI will require that the faculty member continue to take leave until the end of the term if the leave is at least 3 weeks in duration and the return to employment would occur during the 3- week period before the end of the academic term.

If a faculty member begins family or medical leave during the period that commences from more than three (3) weeks and up to and including five (5) weeks before the end of the academic term, MBLI will require the faculty member to continue to take leave until the end of the term if the leave is greater than 2 weeks in duration and the return to employment would occur during the 2-week period before the end of the academic term.

If a faculty member begins family or medical leave during the period that commences three (3) weeks or less before the end of the academic term and the duration of the leave is greater than five (5) working days, MBLI will require the faculty member to continue to take leave until the end of the term. Determinations with respect to reinstatement at the end of family or medical leave shall be made on the basis of established school board policies and practices.

Wage & Hourly Policies and Procedures

Hours worked at MBLI are 7:30am-4:30pm. School staff will be notified if these hours change.

Recording your time

Non-exempt employees must record their hours, on a daily basis, on time sheets provided by their School Leader/Supervisor. All hours must be submitted to an employee's Manager for approval. If anyone within MBLI instructs an employee to not record all time worked or otherwise fill out timesheets inaccurately, the employee is required to notify their manager immediately.

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Non-exempt employees must also record vacation, sick, bereavement, jury, and / or holiday leave on their timesheets and submit the timesheet to the employee's manager for approval and signature. No one has the authority to direct an employee to fill out a timesheet that does not accurately report time worked and leave taken. If anyone instructs you not to record all time worked or otherwise fill out timesheets inaccurately, you are required to notify your Manager or Human Resources. If you realize you made a mistake in reporting your time, you should immediately report the correct hours and how the mistake happened to your manager.

Overtime (For non-exempt employees)

There may be times when an employee will need to work overtime so that we may meet the needs of our students. Although employees will be given advance notice when feasible, this is not always possible. Non-exempt employees must have all overtime approved in advance by their direct Supervisor.

Overtime pay is based on actual hours worked; time off on holidays, sick leave or any leave of absence will not be considered hours worked for purposes of overtime calculations. Overtime is normally paid at the rate of 1.5 times an employee's regular rate of pay for hours worked over 40 in any workweek. In calculating hours worked, for purposes of overtime pay, break periods are considered part of the workday, but lunch periods are not. MBLI's work week runs from Sunday at 12:01 am through midnight Saturday. Exempt employees do not receive overtime pay.

Your direct Supervisor must approve all overtime before the overtime is worked. Overtime charges must be reported on employee timesheets and a signature must be obtained from your supervisor. Failure to comply with this policy will lead to disciplinary action.

Paycheck Deductions

MBLI is required by law to make certain deductions from an employee's paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending on the state in which an employee lives, and the benefits that are chosen, there may be additional deductions. All deductions, and the amount of the deductions, are listed on a pay stub, which can be viewed through an employee's account. These deductions are totaled each year for an employee's Form W-2, Wage and Tax Statement.

It is the policy of MBLI that exempt salaried employees' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable. However, MBLI may make deductions from employees' salaries in a way that is permitted under federal and state wage and hour rules. Employees will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law.

Thus, exempt employees may be subject to the following salary deductions, except where prohibited by state law, but only for the following reasons:

- Absences of one or more full days for personal reasons, other than sickness or disability;
- Absences of one or more full days due to sickness or disability, if there is a plan, policy, or practice providing replacement compensation for such absences; or
- Absences of one or more full days before eligibility under such a plan, policy, or practice or after replacement compensation for such absences has been exhausted; or
- Suspensions of one or more full days for violations of safety rules of major significance;
- Suspensions of one or more full days for violations of written workplace conduct rules, such as rules against sexual harassment and workplace violence; or
- Payment of actual time worked in the first and last weeks of employment, resulting in a proportional rate of a team member's full salary; or
- Any unpaid leave taken under the Family and Medical Leave Act; or
- Negative vacation leave balances, in whole-day increments only.

If questions or concerns about any pay deductions arise, employees may discuss and resolve them with the appropriate School Leader, Immediate Supervisor, or Human Resources.

Garnishment/Child Support

When an employee's wages are garnished by a court order, MBLI is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. MBLI will, however, honor federal and applicable state guidelines that protect a certain amount of an employee's income from being subject to garnishment.

Direct Deposit

All full and part time MBLI employees have the option to receive their pay in a payroll check or by having their pay deposited into their bank account through our direct deposit program. If an employee chooses to have their paycheck directly deposited into their specified accounts, the employee is able to view pay stubs online by logging into TriNet Passport from www.trinet.com. In order to directly deposit funds in an employee's account, you must make that selection and provide the required information in the TriNet system.

Payday

Most MBLI employees are paid semi-monthly on the 15th and the 30th of each month, over a 12-month period. When the payday is on a Saturday or a Sunday, employees normally will be paid on the Monday after the weekend. When the payday is on a holiday, employees normally will be paid on the first business day after the holiday.

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All employees should review their paycheck for errors. If a mistake has occurred, please report it to the Human Resources Manager immediately.

Performance Reviews/Awards

MBLI may award and/or recognize an employee for their positive work performance, through monetary awards.

Reimbursements

An employee's School Leader or Supervisor must approve all reimbursements. Once approved, the reimbursement form and receipts should be submitted to the school's Director of Operations to be processed. Reimbursements will be directly deposited into a designated account, or mailed to the employee's home address on file. For more information on reimbursements, please contact the Director of Operations.

Legal Compliance

Equal Employment Opportunity (EEO) Policy and Human Rights Act

MBLI is committed to equal employment opportunity consistent with federal law, the Equal Employment Opportunity (EEO) policy and the DC Human Rights Act of 1977. We will not discriminate against employees or applicants for employment on any legally-recognized basis or protected class including, but not limited to veteran status, uniform service member status, race, color, religion, sex, national origin, age, sexual orientation, genetic information, physical or mental disability or any other protected class under federal, state, or local law. This policy governs all aspects of employment at MBLI, including hiring, assignments, training, promotions, compensation, employer benefits, employee discipline and discharge, and all other terms and conditions of employment.

You may discuss equal employment opportunity related questions with your Supervisor, Human Resources, or the School Leader.

Accommodation for Disabilities

MBLI is committed to providing equal employment opportunities to otherwise qualified individuals with disabilities, as governed by the Americans with Disability Act, which may include providing a reasonable accommodation where appropriate. In general, it is the employee's responsibility to notify their School Leader or Supervisor of the need for an accommodation. Upon doing so, the School Leader or Supervisor may ask the employee for their input, or the type of accommodation, he/she believes may be necessary, or the School Leader may discuss the functional limitations cause by the employee's disability. Also when appropriate, we may need an employee's permission to obtain additional information from their physician, or other medical or rehabilitation professionals. Reasonable accommodations may be provided that do not interrupt the normal flow of the workday.

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MBLI makes every reasonable accommodation to comply with the American Disability Act (ADA).

Pregnancy Act of 1973

MBLI complies with all rules and regulations as outlines in the Pregnancy Act of 1973.

Religious Accommodations

MBLI is committed to providing reasonable accommodations, where appropriate, for employees' religious beliefs. In general, it is the employee's responsibility to notify their School Leader or Supervisor of the need for an accommodation. Upon doing so, your School Leader or Supervisor may ask the employee for their input, or the type of accommodation, he/she believes may be necessary. Accommodations should not interfere, or disrupt, the normal routine of our organization.

Policy Prohibiting Harassment and Discrimination

General Harassment and Discrimination

MBLI strives to provide a work environment where all employees can work together comfortably and productively, free from harassment and discrimination. MBLI prohibits the harassment of or discrimination against any of its employees based on an individual's race, religion, color, national origin, physical or mental disability, marital status, military/veteran status, age, sex, sexual orientation, personal appearance, political affiliation or other characteristics protected by applicable laws.

While it is not easy to define what harassment is, prohibited harassment may include, but is not limited to, epithets, slurs, derogatory comments or jokes, intimidation, negative stereotyping, threats, assault or any physical interference with the employee's normal work or movement. Harassment may also include written or graphic material placed on walls, bulletin boards or elsewhere on MBLI's premises or circulated in the workplace that denigrates, and/or shows hostility or aversion towards an individual or group because of the characteristics identified above. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures.

Sexual Harassment and Unwelcome Sexual Conduct

MBLI also is committed to providing a workplace free of sexual harassment and other unwelcome sexual conduct. Sexual harassment is defined as unwelcome sexual conduct that creates an offensive or hostile working environment or unwelcome sexual conduct that is made a condition of working at MBLI. Sexual harassment may occur between people of the same or opposite sex. Examples of prohibited unwelcome sexual conduct include but are not limited to:

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- Verbal harassment (e.g., sexual requests, comments, jokes, slurs);
- Physical harassment (e.g., physical contact); and
- Visual harassment (e.g., posters, cartoons, e-mails or drawings of a sexual nature).

Our workplace is not limited to MBLI's facilities, but includes anywhere a business/school related function is taking place. These policies apply to all MBLI sponsored events. While such behavior, depending on the circumstances, may not be severe or pervasive enough to create a sexually hostile work environment, it can nonetheless make co-workers uncomfortable. Accordingly, such behavior is inappropriate and may result in disciplinary action, up to and including termination of employment, regardless of whether it is unlawful.

Compliant Procedure

If an employee believes that he or she has been subjected to conduct that violates the EEO Policy or the Policy Prohibiting Harassment and Discrimination by any MBLI employee, vendor, parent or other business contact, the employee should immediately report the incident to Human Resources or their School Leader. Reporting may be done in person, in writing, or by telephone.

MBLI will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment or discrimination in the workplace. MBLI will investigate any such report as appropriate, and will provide a prompt, thorough, and objective investigation of any unlawful or prohibited discrimination. MBLI will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is believed to have violated these prohibitions against harassment, discrimination and retaliation.

MBLI has an Open Door policy. This policy states that all MBLI employees are encouraged, and welcome, to share ideas, suggestions, and complaints to their School Leader and the Human Resources Manager. We hope this Open Door policy promotes a sense of open communication, camaraderie, and continues to foster a team environment.

Whistleblower Policy and Procedures

General

MBLI is committed to lawful and ethical behavior in all of its activities and requires the board, advisors, employees and volunteers to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of MBLI's Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities;

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- Encourage each director, officer, employee and volunteer (“Individual”) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by MBLI;
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy; and
- Protect Individuals from retaliatory action.

Reporting Responsibility

Each Individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by MBLI, its directors, officers, advisors, employees, volunteers, or other representatives. Reporters must also notify MBLI if an action needs to be taken in order for MBLI to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on MBLI’s financial documents, grant reports, tax returns or other public documents;
- Providing false information to or withholding material information from MBLI’s auditors, accountants, lawyers, directors or other representatives responsible for ensuring MBLI compliance with fiscal and legal responsibilities;
- Embezzlement, private benefit, or misappropriation of funds;
- Material violation of MBLI policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention;
- Discrimination based on race, gender, sexual orientation, ethnicity, and disability; facilitation or concealing any of the above or similar actions.

Reporting Concerns

Employees

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her Supervisor or to the next level of management as needed until matters are satisfactorily resolved. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Chief Executive Officer. Whenever practical, reports should be in writing.

Board Members, Advisors and Other Volunteers

Board members and other volunteers may submit concerns directly to the chair of the Board. If the volunteer or board member is not comfortable reporting to either of these individuals or if he/she does not believe the issue is being properly addressed, the volunteer or director may report directly to the Chair of the Board.

Handling of Reported Violations

MBLI will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the School Leader to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. MBLI staff will issue a full report of all matters raised under this policy to the Board. The Board may conduct a further investigation upon receiving the report from the School Leader.

For matters reported directly to the Chair of the Board, the Board Chair shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board Chair shall promptly report its findings to the MBLI Board of Directors.

Authority of Finance Committee

The Board shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, or any other resource that the Committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable board members, advisors, employees and volunteers to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no director, advisor, employee or volunteer who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, a volunteer or employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including dismissal from the volunteer position or termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

MBLI will treat all communications under this policy in a confidential manner, except to the extent necessary: 1) to conduct a complete and fair investigation, or 2) for review of MBLI's operations by MBLI's board, independent public accountants, and legal counsel.

Workplace Conduct

Standards of Conduct

Employees are expected to conduct themselves in a mature and responsible manner. In this regard, there are certain rules of conduct that all employees must know and follow both on and off MBLI premises. These rules are designed for the protection of our employees, and for the good of MBLI as a whole. It is not possible to list all the forms of behavior that are considered unacceptable during your employment, but the following are examples of conduct that may result in disciplinary action, including but not limited to suspension or termination of employment:

- Conduct inside or outside of MBLI that diminishes MBLI's confidence in your ability to perform your duties or compromises the reputation of MBLI
- Theft or unauthorized removal or possession of property belonging to another
- Falsification of timekeeping or other records
- Working under the influence of alcohol or illegal drugs (or abusing prescription medication)
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of MBLI property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful harassment or discrimination
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized or unnecessary absence from the workplace during the workday
- Unauthorized use of telephones, mail system or other MBLI equipment
- Unauthorized disclosure of confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct
- Inappropriate activities involving children
- Negligence or improper conduct putting children's safety or their education access in jeopardy
- Providing false or misleading information, and
- Failure to cooperate in or interfering with a MBLI investigation.

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Where, in the judgment of MBLI, an employee's performance or conduct does not meet our standards, MBLI will take the action that it determines to be appropriate. Employees shall be subject to disciplinary action, up to and including discharge without advance notice, for inappropriate behavior, unsatisfactory performance, or inability to perform effectively for MBLI. Both MBLI and the employee have the right to end the employment relationship at any time with or without cause or notice.

Attendance and Punctuality

Attendance and punctuality are important factors for an employee's success at MBLI. We work as a team. Personal issues requiring time away from your work, such as doctor's appointments or other matters should be scheduled during your non-working hours if possible.

If an employee will be late to work due to illness or other personal reasons, employees must notify their School Leader or Supervisor prior to the start of the workday, or the evening before if possible. Although the School Leader/Supervisor may ask an employee for a doctor's note explaining an absence for medical reason, a doctor's note does not excuse unscheduled absences.

Lateness is defined as arriving after an employee's scheduled time. Lateness will not be tolerated at MBLI and repeat offenses will result in disciplinary action up to, and including, termination.

If an employee will be absent from work due to illness or other personal reasons, employees must notify their School Leader or Supervisor prior to the start of the workday, or the evening before if possible. Although the School Leader/Supervisor may ask an employee for a doctor's note explaining an absence for medical reason, a doctor's note does not excuse unscheduled absences. If an employee does not notify his/her School Leader or Supervisor that he/she will be missing work, or misses work for personal reasons without prior approval of from his/her School Leader or Supervisor, and does not report to work, disciplinary actions up to, and including, termination may occur.

If you are absent for three (3) consecutive days without notifying MBLI, it is assumed that you have voluntarily abandoned your position and you will be removed from the payroll.

Background Checks

All MBLI employees, interns, volunteers, and contractors/consultants working for MBLI, who are in contact with MBLI students, ten (10) or more hours per week, are required to obtain a background check prior to their start date with MBLI through the Safe Hiring Solutions process. All results will be reviewed and before any adverse action is taken, based in whole, or in part on the information contained in the background check, MBLI will contact the employee directly. Additionally, in accordance with state law MBLI will periodically run additional background checks on all employees.

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All other MBLI employees, interns, volunteers, and contractors/consultants, who are in contact with MBLI students less than ten (10) hours per week, must also complete a background check prior to their start date at MBLI. The Background Criminal and Sexual Offender Check Consent Form outline the disclosure notice, policies and procedures surrounding the background check. All results will be reviewed and before any adverse action is taken, based in whole, or in part on the information contained in the consumer report, MBLI will provide a copy of the report, the name, address and telephone number of the reporting agency, and a summary of rights under the Fair Credit Reporting Act. Please contact Human Resources for the necessary paperwork. Additionally, in accordance with state law MBLI will periodically run additional background checks on all employees.

Certification and Highly Qualified Status

If your position at MBLI requires you to be certified in a certain field of work, or highly qualified to teach a specific subject area, you must have these necessary qualifications prior to starting with MBLI. If you do not possess a certification or highly qualified status prior to starting with MBLI, you will be asked to be on an education plan in order to obtain these qualifications. This plan must be signed and dated by you and your School Leader or Supervisor. All education plans must be followed and completed in the agreed amount time frame. Failure to do so may result in disciplinary actions up to or including termination.

Confidentiality

During employment, MBLI employees may have access to confidential information. Confidential information is a valuable and unique asset of MBLI or third parties who have furnished it to MBLI. Confidential information includes, but is not limited to, financial information, data or statements; the existence and contents of agreements; proposals; grants; strategies; donor lists; contact lists; membership lists; student lists; student contact information; computer data; personnel data; and planned activities that are not public knowledge. Confidential information will only be made known to employees in confidence in connection with their job duties. Disclosure or use of confidential information by employees other than for the sole benefit of MBLI would be wrongful and would cause irreparable harm to MBLI. If an employee is in doubt as to whether certain information is confidential information, the employee will treat such information as confidential information.

Employees may not disclose or use confidential information for any purpose other than in the performance of their duties for MBLI. This obligation extends during the entire term of employee's employment with MBLI and after the date of termination of that employment for any reason. Please review the MBLI Confidentiality Agreement for further information.

In regards to employee personnel files, employee files are maintained by the Human Resources Department and are considered confidential. Managers and supervisors other than the Human Resources Manager and his or her subordinates may only have access to personnel file information on a need-to-know basis. These files are only to be viewed in the Human Resources Department.

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Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information. This decision will be made at the discretion of MBLI or the Human Resource Department in response to the employee's request, a valid subpoena, or valid court order. Personnel file access by current employees and former employees upon request will generally be permitted within 3 days of the request. All disclosure of documentation will be within the Human Resources Department. Based on state law, MBLI has the right to limit the material that one may view within his/her employee file, included but not limited to, certain medical information, confidential documents, criminal investigative reports, and tests and examinations that are used for promotion purposes.

Contact with the Media

ALL media inquiries regarding MBLI and its operations MUST be referred to the School Leader. Only the School Leader is authorized to make or approve public statements pertaining to MBLI and its operations. No employee, unless specifically designated by the School Leader, is authorized to make those statements.

Additionally, any posts, comments, or other forms of communication on all social media sites, online newspapers, magazines, blogs, and other online material, in reference to MBLI, should not be written by, or responded to, by MBLI employees, unless as directed by the School Leader.

Conflicts of Interest Policy

Before accepting a gift from any vendor, individual, or organization with whom you or MBLI has a past, current, or potential future relationship, you must first contact and consult with MBLI's General Counsel or Director of Operations. The purpose of this policy is to prevent any real or perceived conflicts of interest on the part of MBLI and/or any of its individual employees. This policy is effective regardless of either the value of the proposed gift, or an employee's specific position of employment at MBLI. This policy is of course inapplicable to any gifts, donations, or grants solicited by MBLI staff for purposes of funding or supporting MBLI's programs and activities.

Corporate Credit Card

The corporate credit card cannot be used for personal expenses or to obtain cash advances, bank checks, traveler's checks, cash transfers for expenses other than those incurred by the assigned employee named on the card.

Misuses of the card will result in cancellation of the card and withdrawal of credit card privileges. If the card is used for an employee's personal expenses, MBLI reserves the right to recover these monies from the employee cardholder. Cardholders will be required to sign a document authorizing that MBLI may recover, from their salary, any amount incorrectly charged to MBLI. The recovered wages may not decrease an employee's

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paycheck below the minimum wage, set forth by Indianapolis, for the hours worked during that pay period.

Corporate credit card expenditures must be reconciled and submitted to your Business Manager, with original receipt, within ten (10) business days of the expenditure. If an expense is submitted without a receipt, MBLI may recover, from the employee's salary, any amount spent on an MBLI credit card that does not have an accompanying receipt. The recovered wages may not decrease an employee's paycheck below the minimum wage, set forth by Indianapolis, for the hours worked during that pay period.

Continued or repeated non-conformance to this policy will result in cancellation of the card and such other actions as appropriate up to and including termination.

Lost or stolen credit cards must be reported immediately to your School Leader.

Employee Safety

Due to the nature of MBLI's work, MBLI asks that all employees, both part-time and full-time, are able to lift and carry up to or around 40 pounds.

Information Technology/Computers/Internet

Overview

MBLI provides its employees with a computer, internet access, and e-mail for work-related purposes. This equipment, along with all other communication or information systems that may be available to employees as a result of their employment, is the property of MBLI and must be returned immediately upon request of MBLI for any reason. In addition, all such equipment and systems should be used only for work-related purposes, and all work created or performed on the computers is considered MBLI property.

Employees are responsible for reviewing and signing the Employee Acceptable Use Policy for Computers, and Internet. Every employee is required to use computers, e-mail, and internet properly and in accordance with this policy. Any violation of the prohibitions set forth in this agreement may result in disciplinary actions, including without limitation, termination of employment. Questions concerning this policy should be directed to the Director of Operations.

Computers: Replacement of Lost or Damaged Equipment

Each MBLI employee who is provided with a computer is responsible for the physical security of the equipment. Laptops and other portable computers must be locked up and stored in a secure location when not in active use by the authorized user. If this equipment is lost, stolen, or damaged, the employee must notify his or her School Leader or the IT department immediately.

MBLI will replace or repair a MBLI-owned computer if the damage or loss is caused without fault or negligence on the part of the employee. If, however, the computer is lost or damaged due an employee's negligence, the employee will be responsible for the costs of replacing or repairing the equipment, which varies with the type, age, and "last upgrade date" of the device.

For computers, the following schedule will be used for determining replacement costs:

Age of Device	Percentage of Original Cost Owed to MBLI by Employee	The "year" is defines as July 1 to June 30, and the cost owed will be the same throughout the corresponding year. The employee will pay this replacement cost via check made out to "Matchbook Learning Schools of Indiana."
Year 1	100%	
Year 2	67%	
Year 3	33%	

The employee will be informed in writing of the replacement or repair cost within 48 hours of MBLI determining that the employee is responsible for replacement. The employee will pay this replacement cost via check made out to "Matchbook Learning Schools of Indiana."

The employee is fully responsible for replacement costs for devices that they own, even if the device is used for work purposes or if monthly service charges are paid by MBLI.

Technology Equipment and Internet Safety: Acceptable Usage

All employees are required to sign and abide by the Employee Acceptable Use Policy for computers and internet systems. Violations of this policy may be grounds for disciplinary action up to and including immediate termination of employment. Please refer to that policy for full details on the Acceptable Use requirements.

MBLI adheres to the federal requirements and guidelines stipulated under TITLE XVII—CHILDREN'S INTERNET PROTECTION ACT (CIPA). Visit <http://www.ifea.net/cipa.html> to view this document in its entirety. MBLI's policy of internet safety, as outlined in the Employee Acceptable Use Policy, is enforced and includes measures to block or filter internet access for both minors and adults to certain visual depictions. These include visual depictions that are obscene, child pornography, or harmful to minors. In addition, the MBLI computers and internet system are provided for the use of its employees solely for educational purposes, which include the performance of the employee's educational job duties and related activities. This provision covers the use of these computers while both on or off school grounds as well as after normal school hours.

Anti-Harassment

MBLI's policies against sexual and other types of harassment and discrimination apply in full to use of the internet and e-mail. Therefore, employees are prohibited from using their assigned computers in a way that may be disruptive or offensive to others, or harmful to school morale. Forbidden transmissions include but are not limited to sexually explicit messages or artwork, ethnic or racial slurs, unwelcome or inappropriate propositions, offensive comments based on age, national origin, sexual orientation, or religious or political beliefs, or anything construed as harassment or disparagement of others including communications that classify as personal attacks or cyber-bullying, including prejudicial or discriminatory attacks. This includes information sent, or viewed on, an employee's personal computer, blackberry, or cell phone on, or around, the premise of a MBLI school or headquarters building. Information sent, during operating hours, on a non MBLI network are included in this statement.

Other Compliance Issues

Copyrighted materials belonging to entities other than MBLI may not be transmitted by employees on the internet or e-mail. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner of such information or programs. Failure to observe copyright laws or license agreements may result in disciplinary action from MBLI or legal action by the copyright owner.

All documents, information or messages created, sent or retrieved over the school's computer or phone systems are the property of MBLI. MBLI reserves the right to access and monitor all documents, information, messages (including e-mails and voicemails) and files on the school-provided equipment or system at any time without notice. All communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Employees should not assume that communications that they send and receive by MBLI's email and voicemail systems are private or confidential.

The internet and e-mail systems are not secure methods of communication and there is the potential that information sent over these systems might be intercepted and read by unauthorized individuals. Employees must take every precaution to protect proprietary and confidential information about MBLI.

Additionally, any items in the email "Deleted Items" and "Junk Mail" folders will be deleted after they are 30 days old. It is the users' responsibility to take the necessary steps to protect any desired emails in these folders. The MBLI IT Department will automatically purge any items that are 30 days or older. Employees who become aware of misuse of MBLI's equipment or systems, including but not limited to email, internet, and voicemail should promptly contact the Director of Operations or the School Leader. Violation of this policy may result in disciplinary action, up to and including termination.

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Media Release

As a member of the MBLI team, an employee may be photographed, videotaped, or interviewed as part of our marketing campaign. If an employee does not feel comfortable with this exposure, please contact your School Leader or the Human Resources Manager.

Non-Solicitation

Solicitation, of any kind, is prohibited on MBLI property or through emails, flyers, or other forms of advertising or petitioning, at all times. Additionally, all MBLI employees must comply with the following guidelines:

- **Restricted Areas:** MBLI does not allow solicitation on MBLI property, including but not limited to, schools, headquarters, MBLI owned fields, school bulletin boards, and/or teacher lounges.
- **Solicitation Types:** All forms of solicitation are prohibited at MBLI. This includes but is not limited to, selling goods, collecting money, or soliciting support for an organization, company, political candidate, or association.
- **Affected Parties:** All MBLI employees, volunteers, interns, students, parents, outside vendors, or third parties are prohibited from soliciting on MBLI property or through emails, flyers, or other forms of advertising or petitioning.
- **Hours:** EMBLI's Non-Solicitation Policy states that solicitation cannot occur on MBLI property at any time. This includes, but is not limited to, during work hours, Saturday School, Summer School, or before or after work hours.

If a MBLI employee is found to have violated this policy, the employee shall be subject to corrective action, up to and including termination. If a non-MBLI person is found to be soliciting MBLI employees, that individual will be removed from the premise, and will be prohibited from contacting MBLI employees, volunteers, or interns, and prevented from distributing flyers, emails, or other forms of communication.

Personal Property

MBLI is not responsible for loss or damage to personal property. Valuable personal items, such as purses, wallets, personal computers, iPads, and all other valuables, should not be left in areas where theft might occur.

Personal Telephone Calls

All school-based staff must turn their personal cell phone(s) off, or set to a silent alert, during school hours or when in a classroom with students. School-based staff are discouraged from using personal cell phones to call or text message during school hours or when in a classroom with students.

Professional Appearance

To model professionalism for our students, employees are expected to present a neat, professional appearance at all times. While specific dress codes will be established by the

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School Leader, the following are regarded as inappropriate dress while schools are in session: cut-off shorts, skirts shorter than one inch above the knee, rubber flip-flops, revealing clothing (showing mid-rift, cleavage, etc.), spaghetti strap tops without a sweater or covering, too-tight clothing or any article of clothing that interferes with the students' learning or degrades the image of the school or MBLI. Any employee appearing for work in unsuitable attire may be asked to go home and change clothes.

Sexual Abuse Policy

Statement of Purpose

MBLI prohibits and does not tolerate sexual abuse in the workplace or in any MBLI related activity. Sexual abuse is defined as inappropriate sexual contact of criminal nature or interaction for gratification. Sexual abuse includes sexual molestation, sexual assault, sexual exploitation, or sexual injury, but does not include sexual harassment. MBLI provides procedures for employees, volunteers, family members, board members, students, victims of sexual abuse, or others to report sexual abuse and disciplinary penalties for those who commit such acts. No employee, volunteer, student or third party, no matter his or her title or position has the authority to commit or allow sexual abuse. Any incidents of sexual abuse reasonably believed to have occurred will be reportable to appropriate law enforcement agencies and regulatory agencies. MBLI has a Zero-Tolerance policy for any sexual abuse committed by an employee, volunteer, board member or third party. Upon completion of the investigation, disciplinary action up to and including termination of employment and criminal prosecution may ensue.

Reporting Procedure

All school employees are mandatory reporters of child abuse under Indianapolis law. If school employees are aware of or suspect sexual abuse taking place, they must immediately report it to the School Leader. They will, in turn, coordinate reporting to Indianapolis Child and Family Services and the Indianapolis Metropolitan Police Department, as needed. Appropriate family members should be notified of alleged instances of sexual abuse. MBLI will report the alleged sexual abuse incident to their insurance agent.

Anti-Retaliation

MBLI prohibits retaliation made against any employee, volunteer, board member or student who reports a good faith complaint of sexual abuse or who participates in any related investigation. Making false accusations of sexual abuse in bad faith can have serious consequences for those who are wrongly accused. MBLI prohibits making false and/or malicious sexual abuse allegations, as well as deliberately providing false information during an investigation. Anyone who violates this rule is subject to disciplinary action, up to and including termination.

Investigation and Follow-Up

MBLI takes all allegations of sexual abuse seriously and will promptly and thoroughly investigate whether sexual abuse has taken place. MBLI will cooperate fully with any investigation conducted by law enforcement or other regulatory agencies. It is MBLI's objective to conduct a fair and impartial investigation. MBLI will make every reasonable effort to keep the matters involved in the allegation as confidential as possible while still allowing for a prompt and thorough investigation.

Employee Interactions with Students

In order to ensure that employees are protecting themselves and MBLI from allegations, rumors, or lawsuits, please note the following Student-Staff/Teacher Guidelines:

All MBLI Faculty and Staff:

- Will not allow any student(s) or alumni to spend the night at his/her house or apartment;
- Will not spend time outside of regular school hours with student(s) or alumni unless it has been approved by your School Leader;
- Will not engage in any activities that would endanger or corrupt any of our student(s) or alumni;
- Will always behave to protect the safety, interests, and rights of all of our students and alumni;
- Will report any misconduct that endangers the safety, interests, and rights of all of our students and alumni;
- Will not engage in any inappropriate acts or behaviors with any MBLI student(s) or alumni; and
- Will notify the School Leader if one notices, suspects, or witnesses any inappropriate behavior between students and staff members, faculty, parents, volunteers, or other MBLI affiliated personnel.

Social Media Guidelines

MBLI recognizes the value of promoting our organization's mission, values, and goals through the use of online social media sites such as blogs, wikis, videos, podcasts, social networks, and other forms of online communications. Accordingly, MBLI has provided the following policies and guidelines to help support and guide employees when they communicate online.

- **MBLI Policies and Procedures:** While using social media, employees shall abide by all policies as contained in this handbook. Failure to do so shall be subject to corrective action, up to and including termination.
- **Internet Access:** While at work, or while using MBLI equipment, Internet access and use – including access and use that relates to or involves social media – is a privilege and must be carried out in a manner that is consistent with job responsibilities and Human Resources policies, which address appropriate use of scheduled work time and resources.

- **Management Approval:** When representing MBLI on social media sites, an employee must obtain manager approval prior to posting any written or verbal communication. Additionally, prior to discussing any work-related information on blogs, social networking sites, videos, wikis, or other forms of online communication, the employee should also consider the following guidelines:
 - Does the discussion/post positively promote the employee's role at MBLI?
 - Does the discussion/post reflect positively on the individual's co-workers/colleagues? The individual's school or office location? The organization as a whole?
 - Does the discussion/post conflict with MBLI's mission, culture, and/or values?
 - Does the discussion/post reveal confidential business, student, parent or family information?
 - Does the discussion/post portray transparent, accurate, valuable and well researched information?
 - Does the discussion/post violate any copyright, trademark, or fair use laws?
- **Confidentiality:** When articulating about MBLI, either through written or verbal communication, a MBLI employee shall not disclose confidential or sensitive information, whether patentable or not. This includes, but is not limited to:
 - Financial Information
 - Patentable Information
 - Student/Parent Information
 - Sales and Marketing Strategies
 - Organization Structure and Reporting Styles
 - Recruiting Strategies
- Additionally, an MBLI employee must ID his/herself as a MBLI employee when communicating on social media sites.
- **Personal and Professional Use:** MBLI supports its employees' use of social media communication for personal and professional use, recognizing that employees have a strong voice in representing the organization. All MBLI staff members engaged in personal or professional social media communications which reference MBLI - related content, shall do so in a manner consistent with the organization's mission and values, administrative policies and procedures, safeguards to ensure the privacy and security of employee and student information, as well as proprietary business information.
 - If an employee communicates on social media sites, blogs, wikis, videos, podcasts, social networks, or other forms of online communication regarding MBLI, the individual should disclose his/her connection/role within our organization. When doing so, an employee should use good judgment along with a proper and accurate business correspondence style.
 - If an employee is expressing his/her own personal views or opinions regarding MBLI or any other matter not related to MBLI, this individual should use his/her own personal email address or username when communicating this information.

- If a posting/discussion is inconsistent with MBLI's mission and values, or would negatively impact our organization, an employee should not refer to MBLI or identify his/her connection with the organization.

The inappropriate use of social media communications by MBLI employees, which conflicts with the organization's mission and values, violates administrative policies and procedures, and/or compromises the privacy and security of confidential information, shall be subject to corrective action, up to and including termination. In addition, breach of confidential business or student information may also be subject to legal proceedings and/or criminal charges. Please review the MBLI Confidentiality Agreement for more detailed information surrounding confidentiality in the workplace.

Travel and Reimbursements

MBLI will reimburse employees for reasonable expenses incurred through PRE-APPROVED business travel. The following business expenses will be reimbursed:

- Travel Expense
- Lodging

All requests for reimbursements must be approved by your immediate supervisor or designated School Leader before the items are purchased in order to guarantee full or partial reimbursements.

For all travel and reimbursements, an employee must have the receipt in order to be reimbursed. Reimbursement forms are to be used if purchases have been made using the staff member's own money. Reimbursement checks will be issued during scheduled payroll runs. Checks will be mailed to the employee's home address on file, or direct deposited into a designated bank account. When possible, employees are expected to purchase items through their school's office or their Director of Operations.

Voluntary or Involuntary Termination

MBLI is an at-will employer. This means that regardless of any provision in this handbook, either you or MBLI may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this Employee Handbook or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee or representative of the MBLI is authorized to enter into an agreement—express or implied—with any employee for employment for a specified period of time unless such an agreement is in a written contract signed by the executive director of MBLI.

Voluntary Termination

Should a non certified employee decide to leave MBLI, we ask that he/she provide us with at least two weeks advance written notice. Should a certified employee decide to leave MBLI, we ask that he/she provide us with at least four weeks advance notice and/or overlap with a certified replacement if it is during the school year and they are directly working

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with and responsible for students. This is to provide us adequate time to secure a certified replacement and ease the transition for the students. An employee's thoughtfulness is appreciated and will be noted favorably if that individual ever wishes to re-apply for employment with MBLI. An employee will be asked to turn in all MBLI property included but not limited to, cell phones and laptop, on their last day at MBLI. All MBLI property should be returned to an employee's School Leader unless otherwise specified.

If an employee voluntarily terminates their employment with MBLI, he/she will receive their last paycheck the following pay period either through direct deposit or a manual check.

Involuntary Termination

If an employee is involuntarily terminated from MBLI, his/her School Leader will individually determine when, where, and to whom the employee should return his/her MBLI property the on or before the next business day following his/her final day at MBLI. He/she will receive their last paycheck the following pay period either through direct deposited into an employee's account or a manual check mailed to their home address.

General Termination Information

If a voluntarily or involuntarily terminated employee has any questions in regards to his/her MBLI benefits, please direct all questions to the Director of Operations. MBLI generally does not provide a "letter of reference" to former employees. Generally, we will confirm, upon request our employees' dates of employment, salary history, and job title. Additionally, all resigning employees are encouraged and welcome to complete a brief exit interview prior to leaving. All MBLI property including copies of the Employee Handbook must be returned upon termination. You should also notify our Director of Operations department if your address changes during the calendar year in which termination occurs so that your tax information will be forwarded to the proper address.

Safety at Matchbook Learning Schools of Indiana (MBLI)

Alcohol, Drug, and Tobacco Free Workplace

Employees who work while under the influence of drugs and alcohol present a safety hazard to themselves and their co-workers. Moreover, the presence of drugs, alcohol and tobacco in the workplace limits our ability to perform at the highest levels and provide the best possible service. Accordingly, MBLI is committed to maintaining a drug, alcohol and tobacco free environment.

The following conduct is prohibited on MBLI's property, including but not limited to school buildings, grounds, parking lots, garages and fields, along with off-site activities with staff or students, and may result in disciplinary actions up to and including termination:

This employee handbook does not constitute a contract or agreement of employment not guarantee any fixed terms and conditions of employment, either express or implied. Matchbook Learning Schools of Indiana reserves the right to alter, eliminate, or otherwise change and policy without notice, at any time, except the at-will employment policy which may only be changed by written agreement signed by an employee of the school and the school leader or a designated Matchbook Learning Schools of Indiana representative.

- Possession, transfer, sale, distribution, use or solicitation of illegal drugs on MBLI property (including the parking lot and adjacent areas) or during working hours.
- Possession (in unopened containers) or use of alcohol on MBLI property (including adjacent areas) or during working hours, unless specifically authorized by the School Leader.
- Possession or use of tobacco products on MBLI property (including the parking lot and adjacent areas) or during working hours.
- Reporting to work or being present at work while being intoxicated or impaired by alcohol or drugs. This does not include the authorized use of alcohol at MBLI sponsored functions or activities.
- Reporting to work, or being present at work, with a detectable amount of any illegal drug or its metabolites in the employee's body.
- Abuse of prescribed drugs. Prescribed drugs will be allowed only when taken in accordance with a physician's prescription, and where such use will not adversely affect the ability of an individual to properly and safely perform his or her duties. Any employee who is taking prescription drugs that may affect the employee's ability to perform the job properly and safely should inform the School Leader before or immediately upon reporting to work. Abuse of prescribed drugs will not be tolerated and will be treated in the same fashion as use of illegal drugs.

Consistent with its fair employment policy, MBLI maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their drug and alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves or others. MBLI will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures, consistent with MBLI's policies and applicable federal, state or local laws.

MBLI further reserves the right to take any and all appropriate and lawful actions necessary to enforce this alcohol, drug and tobacco free workplace policy including, but not limited to, the inspection of MBLI issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when MBLI has reasonable suspicion to believe that the employee has violated this drug, alcohol and tobacco free workplace policy. Furthermore, if there is any reasonable suspicion that an employee has taken illegal drugs, or is on illegal drugs, while on MBLI's property, MBLI reserves the right to conduct a drug test.

Violation of this policy may result in disciplinary action, up to and including termination.

Fire & Emergency Drills

Fire drills at the schools and MBLI campuses are scheduled periodically throughout the year. These drills are an important aspect in school safety. If you are a classroom teacher, you must ensure that your students quickly and quietly exit the building in an orderly fashion with you following the exit routes and assembling outside the building in the designated area. You are responsible for taking accurate attendance daily and monitoring

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this throughout the day so that during fire drills you are able to promptly report your class attendance and any missing students when in the designated evacuation area.

We will practice our responses to various emergency scenarios throughout the year, including but not limited to:

- *Fire Drills*- once a month
- *Tornado Drills*- twice a year
- *Lockdown Drills*- twice a year

We expect your complete cooperation during these drills including accurate attendance reporting from designated safety areas. If you have any questions concerning evacuation procedures, please see your School Leader.

In an Emergency

Your manager or School Leader should be notified immediately when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke. If your manager or School Leader is unavailable, contact the nearest MBLI official.

Should an emergency result in the need to communicate information to employees outside of business hours, your manager or School Leader will contact you. Therefore, it is important that employees keep their personal emergency contact information, including personal email address, up to date. Notify Human Resources or the Director of Operations when this information changes.

When events warrant an evacuation of the building, you should follow the instructions of your manager, School Leader, or any other member MBLI director. You should leave the building in a quick and orderly manner. You should assemble at the predetermined location to await further instructions or information.

No Weapons in the Workplace

Possession, use or sale of weapons, firearms or explosives on work premises, or while engaged in MBLI business on or off premises is forbidden except where expressly authorized by MBLI and permitted by state and local laws. This policy applies to all employees, including but not limited to, those who have a valid permit to carry a firearm.

Employees who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to your manager or School Leader immediately. Violations of this policy will result in disciplinary action, up to and including termination.

School Closings & Delays

MBLI generally follows the Indianapolis Public School system in regards to school delays and closings. If there are any changes or modifications, notices will be sent home, the media

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will be altered, and/or families will be called. MBLI staff will be alerted via call and/or email blast.

If there is a 1 hour delay, unless otherwise notified by the School Leader, the following schedule adjustments will occur:

- Breakfast will be offered in classrooms so instruction can promptly begin, Specials teachers to help guide kids and deliver if needed
- Lunch times will not change
- K-6 -Specials will be shortened by 15 minutes, beginning 15 minutes after their regularly scheduled time
- K-6 - Respectful Ways time will be replaced by the continuation of the day's literacy block into the afternoon to ensure the time is not lost
- 7-8 - Respectful Ways time will be replaced by students returning to A block after specials to finish the lessons for the day. After lunch the blocks will resume their normal times

Student Safety

If an MBLI employee, intern, volunteer, or a contractor/consultant notices neglect or abuse of a MBLI student, please immediately contact the school's School Leader and Counselor or Social Worker to report this matter.

Workplace Searches

To protect MBLI property and to ensure the safety of all employees, MBLI reserves the right to conduct personal searches consistent with local and federal law, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes or any other possessions or articles carried to and from MBLI's property. In addition, MBLI reserves the right to search any employee's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of MBLI, and are issued for the use of employees only during their employment. Inspection may be conducted at any time at the discretion of MBLI.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including termination, if upon investigation they are found to be in violation of MBLI's security procedures or any other MBLI rules and regulations.

Workplace Violence

Violence by an employee or anyone else, against another employee, supervisor or member of the MBLI team will not be tolerated.

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Employees should not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to an employee or visitor to our premises, you are required to contact the appropriate school leader or manager or contact an emergency agency (such as 911) immediately. All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Employees are expected to report and participate in an investigation of any suspected or actual cases of workplace violence and will not be subjected to disciplinary consequences for such reports or cooperation.

Violations of this policy, including your failure to report or fully cooperate in the MBLI's investigation, may result in disciplinary action, up to and including termination.

Receipt of Matchbook Learning Schools of Indiana (MBLI) Employee Handbook and Employment-at-Will Statement (Employee Copy)

I acknowledge that I have received my copy of the Matchbook Learning Schools of Indiana (“MBLI”) Employee Handbook, which outlines the policies, practices and employee benefits of MBLI. I understand that this edition of the Employee Handbook supersedes all previous verbal or written descriptions of MBLI’s personnel policies and procedures and employee benefits. The Employee Handbook is not a contract and nothing contained herein should be construed to create a contract of employment or a contract of any kind.

I understand that the Employee Handbook describes important information about MBLI. I agree to read the entire Handbook during my first three days of employment, or within three days of receiving it. I agree to abide by all the policies and procedures contained in the Handbook. If I have any questions about the Handbook or other personnel policy issues, I will consult with my manager or the appropriate School Leader.

I understand that this Employee Handbook refers to current benefit plans maintained by MBLI and that I must refer to the actual plan documents and summary plan descriptions as these documents are controlling.

I understand and agree that, unless I have a written, individual employment contract with MBLI for a specific, fixed term of employment, I am employed “at-will.” I have entered into my employment voluntarily and acknowledge that I have no set term or duration of employment. Either MBLI or I may terminate my employment at any time, with or without cause or notice.

I understand that while other personnel policies, procedures, and employee benefits may change from time to time at MBLI’s discretion, my at-will employment relationship can only be changed by a written employment contract signed by the School Leader after the date of this Acknowledgment.

I also understand that if a written contract is inconsistent with the Employee Handbook, the written contract is controlling.

If I have questions about the handbook I ask my immediate supervisor or designated School Leader.

Name: _____ Date: _____

Signature: _____

Receipt of MBLI Employee Handbook and Employment-at-Will Statement (Employer Copy)

I acknowledge that I have received my copy of the MBLI: (“MBLI”) Employee Handbook, which outlines the policies, practices and employee benefits of MBLI. I understand that this edition of the Employee Handbook supersedes all previous verbal or written descriptions of MBLI’s personnel policies and procedures and employee benefits. The Employee Handbook is not a contract and nothing contained herein should be construed to create a contract of employment or a contract of any kind.

I understand that the Employee Handbook describes important information about MBLI. I agree to read the entire Handbook during my first three days of employment, or within three days of receiving it. I agree to abide by all the policies and procedures contained in the Handbook. If I have any questions about the Handbook or other personnel policy issues, I will consult with my manager or the appropriate School Leader.

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I understand that while other personnel policies, procedures, and employee benefits may change from time to time at MBLI’s discretion, my at-will employment relationship can only be changed by a written employment contract signed by the School Leader after the date of this Acknowledgment.

I also understand that if a written contract is inconsistent with the Employee Handbook, the written contract is controlling.

If I have questions about the handbook I ask my immediate supervisor or designated School Leader.

Name: _____ Date: _____

Signature: _____



Administrator Evaluation System

Version 3.0 Revised 2019

*When I grow
up....*



Matchbook Learning is a bit fanatical about professional development for school leaders, including offering a coaching plan for each administrator in order to help him/her to continually grow as a professional and become the best he/she can be. Our goal and commitment is to build on the natural strengths, instincts, and talent of each person to maximize the results we can achieve individually and as a team. Matchbook Learning's CEO serves as the primary coach for administrators.

The Administrator Coaching Plan includes but is not limited to on-going feedback, professional development experiences, supportive resources, weekly conferences, continual collaboration and communication, as well as help and consultation when needed and/or requested.

Ongoing conferences include the following:

Discussions - Current & Collaboratively Chosen Items	Updates & Currently Working On	Upcoming (Work, Projects, Important Items)	Requests/Supports/Needs	Notes
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Discussion items generally include:

- An overview by the administrator of the week's school celebrations, challenges, progress, concerns, and updates.
- Ideas the administrator has for new initiatives and school improvement.
- A focus on one of the seven administrator performance areas.
 - What is going well in that area?
 - What should be improved?
 - What are the challenges or barriers?
 - How can we work on improving that area?
 - What supports are needed?
- Monthly discussions include that of administrator's personal professional growth plans. Plans can be long term or short term through readings, course work, school visits, collaborations, workshops, conferences, or other learning experiences.

Administrator Performance Areas:

<p>1. Instructional Leadership</p> <p>The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning based</p>
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<p>on the established Matchbook Learning vision and goals that leads to student academic growth, teacher and staff growth, as well as overall school improvement.</p>
<p>2. School Culture & Climate</p> <p>The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, supportive, and safe school climate for all stakeholders. The administrator also cultivates growth mindsets among the staff for inspiring transformational school improvement.</p>
<p>3. Human Resources Management</p> <p>The administrator fosters effective human resources management by assisting with selection and induction of staff members as well as by supporting and encouraging professional growth for all staff members, along with evaluating, and retaining quality instructional and support personnel. The administrator supports and encourages growth for all personnel in line with Matchbook’s leadership philosophy that the higher the level of leadership, the higher the level of servitude.</p>
<p>4. Organizational Management</p> <p>The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</p>
<p>5. Communication and Community Relations</p> <p>The administrator fosters the success of all students and staff by regularly communicating and collaborating effectively and in a timely manner with all stakeholders.</p>
<p>6. Professionalism</p> <p>The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>
<p>7. Student Growth</p> <p>The administrator’s leadership results in acceptable, measurable student academic growth and student demonstrations of 21st century skills based on established standards.</p>

Evidence of leadership practice will include but is not limited to:

- **Direct Observation** from monthly site visits, virtual observations, as well as weekly conferences.
- **Indirect Observations** when the evaluator is observing or reviewing systems and processes that have been developed or implemented by the administrator without the administrator present.
- **Artifacts** documenting the administrator practice across the Administrator Performance Areas.
- **School Data** showing student growth and school performance.

Matchbook Learning’s Administrator Evaluation system is aligned with the Matchbook Learning (“MBL”) Performance Standards and rubrics. The MBL Performance Standards and rubrics were developed in alignment with the the *Council for Chief State School Officers’ Performance Expectations and*

Indicators for School Leaders and the ISLLC 2015: Model Policy Standards for Educational Leaders. The rubrics establish a continuum for how administrators perform from *Ineffective* to *Highly Effective*. The continuum guides feedback and the establishment of priority growth areas for administrators. **All Matchbook Learning administrators are expected to perform at least at the *Effective* level in all categories.**

Standard 1: Instructional Leadership			
The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning based on the established Matchbook Learning vision and goals that leads to student academic growth, teacher and staff growth, as well as overall school improvement.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
The administrator rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning based on the established Matchbook Learning vision and goals that leads to student academic growth, teacher and staff growth, as well as overall school improvement.	The administrator inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning based on the established Matchbook Learning vision and goals that leads to student academic growth, teacher and staff growth, as well as overall school improvement.	The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning based on the established Matchbook Learning vision and goals that leads to student academic growth, teacher and staff growth, as well as overall school improvement.	The administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence and exemplifies Matchbook Learning's vision and goals.

Standard 2: School Culture & Climate			
The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, supportive, and safe school climate for all stakeholders. The administrator also cultivates growth mindsets among the staff for inspiring transformational school improvement.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>

<p>The administrator rarely fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, supportive, and safe school climate for all stakeholders.</p>	<p>The administrator inconsistently promotes the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, supportive, and safe school climate for all stakeholders.</p>	<p>The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, supportive, and safe school climate for all stakeholders as evident through but not limited to academic and behavior results, student engagement, staff retention, student enrollment retention, as well as the staff's continued growth and development.</p>	<p>The administrator seeks out new opportunities or substantially improves existing programs to create an environment where students, staff, and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through academic and behavior results, student engagement, staff & student retention, and development. Clear culture of improvement and growth mindsets are cultivated among the staff.</p>
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<p>Standard 3: Human Resources Management</p> <p>The administrator fosters effective human resources management by assisting with selection and induction of staff members as well as by supporting and encouraging professional growth for all staff members, along with evaluating, and retaining quality instructional and support personnel. The administrator supports and encourages growth for all personnel in line with Matchbook's leadership philosophy that the higher the level of leadership, the higher the level of servitude.</p>			
<p>Ineffective</p>	<p>Minimally Effective</p>	<p>Effective <i>is the expected level of performance</i></p>	<p>Highly Effective <i>In addition to meeting the requirements for Accomplished</i></p>
<p>The administrator inadequately assists with selection and induction of staff members as well as by supporting and encouraging professional growth for all staff members, along with evaluating, and retaining quality instructional and support personnel.</p>	<p>The administrator inconsistently assists with selection and induction of staff members as well as by supporting and encouraging professional growth for all staff members, along with evaluating, and retaining quality instructional and support personnel. The</p>	<p>The administrator fosters effective human resources management by assisting with selection and induction of staff members as well as by supporting and encouraging professional growth for all staff members, along with evaluating, and retaining quality instructional and support personnel. The</p>	<p>The administrator consistently demonstrates expertise in human resources management, staff development, and support which results in a highly- effective staff that functions as a collaborative and supportive team (e.g, high teacher</p>

The administrator supports and encourages growth for all personnel in line with Matchbook's leadership philosophy that the higher the level of leadership, the higher the level of servitude.	administrator supports and encourages growth for all personnel in line with Matchbook's leadership philosophy that the higher the level of leadership, the higher the level of servitude.	administrator supports and encourages growth for all personnel in line with Matchbook's leadership philosophy that the higher the level of leadership, the higher the level of servitude.	and staff efficacy, increased student learning, teacher leaders, effective staff collaboration).
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Standard 4: Organizational Management			
The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, and use of resources.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
The administrator inadequately supports, manages, or oversees the school's organization, operation, or use of resources which may lead to safety, financial, and or compliance issues with legal statutes, regulations, or Matchbook Learning policies.	The administrator inconsistently supports, manages, or oversees the school's organization, operation, or use of resources which may or may not lead to safety, financial, and or compliance issues.	The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The administrator excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, effective change management, achieving structural and procedural measures beyond compliance, and maximizing available resources.

Standard 5: Communication and Community Relations			
The administrator fosters the success of all students and staff by regularly communicating and collaborating effectively and in a timely manner with all stakeholders.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
The administrator demonstrates inadequate response	The administrator inconsistently communicates, does	The administrator fosters the success of all students and staff	The administrator seeks and effectively engages stakeholders in

and communication times, and/or detrimental communication or collaboration with stakeholders.	not always communicate or respond in a timely manner, and/or infrequently collaborates with stakeholders.	by regularly communicating and collaborating effectively and in a timely manner with all stakeholders.	order to promote the success of all students and staff through productive and frequent communication and response times to internal and external stakeholders.
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Standard 6: Professionalism			
The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
The administrator shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession or rarely models professionalism and ethics.	The administrator is inconsistent in demonstrating professional standards, modeling ethical standards, engaging in continuous professional learning, or in contributing to the profession.	The administrator fosters the success of all students and staff by demonstrating and consistently modeling professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The administrator demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s), and/or developing collaborative and supportive relationships and networks with other schools and educational leaders.

Standard 7: Student Growth			
The administrator's leadership results in acceptable, measurable student academic growth and student demonstrations of 21 st century skills based on established standards.			
Ineffective	Minimally Effective	Effective <i>is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
The administrator's leadership results in minimal or no student academic growth and does not foster the	The administrator's leadership results in less than typical student academic growth and does little to foster or encourage	The administrator's leadership results in acceptable, measurable, student academic growth and student	In addition to meeting the standard, the administrator's leadership results in a high level of student academic growth with



growth of students' 21 st century skills.	the growth of students' 21 st century skills.	demonstrations of 21 st century skills based on established standards.	all populations of learners and multiple student demonstrations of 21 st century skills.
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**Matchbook Learning's Performance Standards are aligned with the ISLCC Standards*

*When I grow
up....*



Administrator Summative Evaluation Form

Administrator: _____ Summative Conference

Date: _____

Evaluating Administrator: _____

Performance Area	Performance Level			
	Ineffective	Minimally Effective	Effective <i>Is the expected level of performance</i>	Highly Effective <i>In addition to meeting the requirements for Accomplished</i>
1. Instructional Leadership				
2. School Culture & Climate				
3. Human Resources Management				
4. Organizational Management				
5. Communication & Community Relations				
6. Professionalism				
7. Student Growth				

Administrator Comments:

Evaluator Comments:

Administrator Signature
Date

Date

Evaluator Signature

When I grow up....



**Administrator Signature Acknowledges Conference & This Summative Evaluation but Does Not Signify Administrator's Agreement with Ratings and Evaluator Comments.*

*When I grow
up....*



mATCHBOOK
LEARNING

Teacher Evaluation System

Version 5 Developed 2020

The Evaluation System

The purpose of Matchbook Learning's teacher evaluation system is to help us grow and develop teaching and education leaders in our competency based student centered learning model. Matchbook Learning defines "highly effective" teachers and "effective" based on both student growth data and our teacher development competencies (see pages 2-6 for full description of our teacher development continuums). The competencies and indicators were compiled based on and utilizing the work of the Buck Institute for PBL teacher effectiveness as well as the work of Doug Lemov, Robert J. Marzano and Charlotte Danielson. All internationally recognized experts in the area of teacher effectiveness and the individuals mentioned specialize in the design of teacher evaluations. Additionally, the evaluation system and competencies have been aligned with the Indiana Professional Standards for Teachers in order to ensure that the competencies encompass the critical performances, knowledge, and dispositions defined in those sets of standards. Additional alignment was reviewed in comparison to the National Board for Professional Teaching Standards, Middle Childhood Generalist Standards.

The Matchbook Learning evaluation system facilitates conversation around clear expectations for performance and fosters continuous development. The evaluation is just one component of a larger process that occurs throughout the year.

- Ongoing walk-through observations
- Professional Learning Community meetings (PLC's)
- Feedback
- Professional development
- Goal setting and progress monitoring
- Full Lesson Observations
- Conversations around continual improvement

The Core of Teaching

Teachers serve as facilitators, coaches, and guides for students as they progress along individualized learning paths. Teachers use real-time data to meet individual student needs and monitor student progress in the Matchbook Learning competency based model. Teachers also work with student groups to model, on the application of learning, on demonstrations of mastery, and on higher order 21st century skills.

Key Elements of the Teacher Evaluation & Support System

Administrative Evaluations

- Formal Evaluations
- 90 day review cycles
- 2 Annual Formal Observations
- On Going Formative Observations & Conferencing
- Mid-Year Formative Evaluation & Conference
- Assistance with Professional Growth Planning
- Annual Summative Evaluation & Conference

Coaching Support

- 3-4 Observations Every 3 Weeks (minimum 40 per year) by Designated Administrator
- Feedback & Short Term Goal Setting Sessions Every 2 Weeks with Designated Administrator
- On-Demand Individualized PD & Training
- Long Term Career Counseling & Goal Setting
- Weekly Professional Development & Collaboration Sessions

Teachers as Learners:

Meeting Teachers Where They Are

Matchbook Learning believes in teacher centered learning and growth. In order to help meet the needs of all of our teachers we have developed an evaluation and support system that go hand in hand helping to move teachers along our teaching continuum. Most teachers new to a Matchbook Learning School start as “Minimally Effective” Teachers in our Development Continuum. They can and will progress from there to become “Effective” and eventually “Highly Effective” teachers according to the seven core dimensions of our student-centered, competency based blended model: i) vision and goal setting, ii) planning and strategy, iii) personalized learning, iv) monitoring student progress, v) building student agency, vi) classroom management, vii) student products and outcomes.

Our administrators form a supportive team to ensure that the individual teachers are getting the coaching, professional development, and supports they need to become effective teachers, teacher leaders, and beyond.

Teacher: Competencies & Indicators

The Matchbook Learning evaluation system for teachers has two major categories, Teacher Practices and Student Outcomes. In order to support our teachers with clear expectations for the teacher practices, that we believe drive student outcomes, they are broken into three major areas, Instructional Practices, Professional Responsibilities, and Project Based Teaching. Under the three main areas there are five major competencies: (1) Classroom Environment, (2) Planning, (3) Instruction and Assessment, (4) Professional Responsibilities, and (5) Project Based Teaching. Competencies in classroom

management, instructional and professional practices are determined through multiple observations, feedback and coaching. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for our teachers.

Evaluation Criteria		
Area	Competencies	Indicators
Instructional Practices	Classroom Environment (Appendix A)	<input type="checkbox"/> Building Positive Relationships <input type="checkbox"/> Physical Environment <input type="checkbox"/> Routines and Procedures <input type="checkbox"/> Student Behavior
Instructional Practices	Planning & Preparation (Appendix B)	<input type="checkbox"/> Identify and Analyze the Complexity of Standards <input type="checkbox"/> Instructional Alignment <input type="checkbox"/> Pacing <input type="checkbox"/> Differentiated Planning
Instructional Practices	Instruction & Assessment (Appendix C)	<input type="checkbox"/> Instructional Rigor <input type="checkbox"/> Cognitive Engagement <input type="checkbox"/> Use of Time <input type="checkbox"/> Personalized Instruction <input type="checkbox"/> Implementing Assessment Strategies <input type="checkbox"/> Analyze Data <input type="checkbox"/> Actionable Feedback
Professional Responsibilities	Professional Responsibilities (Appendix D)	<input type="checkbox"/> Dependability <input type="checkbox"/> Core Values <input type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Professional Growth
Project Based Teaching	Project Based Teaching Practices (Appendix E)	<input type="checkbox"/> Student Voice & Choice <input type="checkbox"/> Standards Based Criteria <input type="checkbox"/> Scaffolding <input type="checkbox"/> Real World <input type="checkbox"/> Project Management Tools <input type="checkbox"/> Teamwork & Active Facilitation

*For detailed guides to the levels of performance for each area see the appendixes A through E.

Guide to Performance Level Ratings:

Not Effective (1)	Developing (2)	Effective (3)	Exemplary (4)
Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge

Support & Coaching Cycle

Observing

- The designated Administrator will observe classrooms for 2 weeks in a continuous cycle.
- Competency "Baldrige" evidence will be reviewed during coaching sessions and in 90 day review cycle meetings for achievement.
- During the 3-week period, each instructor should be expected to receive 3-4 observations:
 - Self-contained classrooms: 1-2 observations for ELA; 1-2 observations for Math
 - Departmentalized classrooms: 1-2 AM observations; 1-2 PM observations
 - Project Based Learning Instructing/Facilitating Friday Observations
- Feedback will be reserved for discussion during coaching sessions unless warranted by the situation.

Coaching

- Following each 2-week observation period (unless a shorter period is needed between coaching sessions), the designated Administrator will schedule coaching sessions with each teacher.
- The duration of each coaching session is 30-45 minutes in length.
- Several points of discussion take place during the session:
 - Provided feedback from observations
 - Review previously agreed upon short-term goals
 - Set 1-2 new short-term goals
 - Provide on-demand training and/or PD
 - Discuss Performance Series goals and results
 - Performance Series is a nationally normed adaptive diagnostic assessment that is aligned with the Common Core State Standards. The assessment gives proficiency levels and data for individualized targeted instruction.
 - Discuss and Analyze student formative and summative data.
- Quarterly, the focus shifts to coaching on professional ambitions during which time long-term goals are shared in order to gain insight on the individual. These sessions allow for individualized coaching and learning for each teacher so that all Matchbook Learning teachers are continually learning and reaching for their personal goals with support. This is critical to the culture of a learning community and helps to ensure that our teachers are continually striving for their goals with support and not going stagnate as they move along in their careers.

Student Achievement

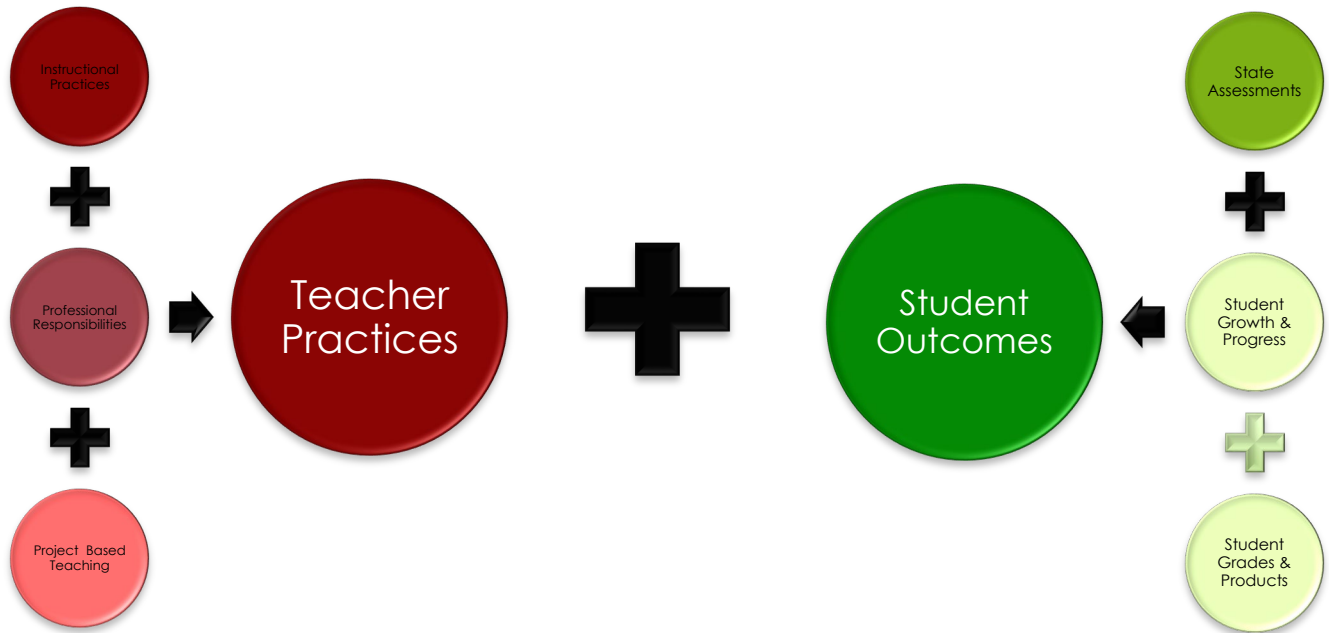
Students enter the school at various performance levels. In a system that focuses on personalization, our individual teachers' abilities to analyze student data, student work, and move students along their personal learning paths to ensure their students are making academic gains is at the heart of what we do. Therefore growth in student performance is included as a measure in our evaluation system. As teachers work to grow students we recognize that student growth and achievement must be measured by more than a grade level standardized test. The grade level state test is included but as only one component of the overall student achievement measure. While the state test measures student performance at grade level, the work of the school is to move and grow each student, regardless of their starting level of performance.

Types of Assessments:

- Annual State Standardized Assessments
- Performance Series - Nationally Normed Diagnostic Assessment 3 Times Per Year – Individualized Student Growth & Progress
- iReady – Diagnostic assessments given every 2-3 months
- Project Based Learning Competency Based Performance Assessments

At Matchbook Learning we recognize that there are numerous variables that go into student performances on assessments on specific days. A student's growth is not entirely due to one teacher and their specific classroom since multiple people inside and outside the school affect student progress. We also recognize that effective teachers should show overall classroom growth despite the variables. Additionally, we know that beginning teachers are not likely to show as much growth in their students as experienced teachers. Matchbook Learning meets every teacher where they are and our goal is to help each teacher grow and increase their individual effectiveness. Therefore, in alignment with our beliefs we put 50% of the teacher's individual evaluation on their progress and development along the teacher continuums. We also believe that even beginning teachers should positively affect student achievement and since student growth and achievement is our primary concern, it is also included in our teacher evaluation weighted at 50%.

Teacher End of Year Evaluations



The Summative Evaluation

The summative evaluation combines the multiple measures of teacher practice from the teacher development in the competency categories and the various types of student achievement data. All teachers with the support of the Administrators, who are coaching them, will develop individual growth and achievement goals. All teachers are expected to be collaborators, adhere to administrative expectations, and be professional team players as well as professional learners. The data and evidence utilized for the summative evaluation will come from the observation and coaching data as well as the student assessment data. The school administrators will capture, store, and monitor all observation data and notes.

Teacher Summative Year-End Evaluation Form

Teacher: _____ Summative Conference Date: _____

Evaluating Administrator: _____

Area	Performance Level			
	Not Effective 1	Developing 2	Effective 3	Exemplary 4
Teacher Practices 50%				
Instructional Practices 20%				
Professional Responsibilities 15%				
Project Based Learning 15%				
Student Outcomes 50%				
State Proficiency 20%				
Performance Series & iReady Student Growth & Progress 15%				
Standards Mastery & Products 15%				

**If teaching a non-core non-state assessed subject area, student outcomes are solely based on growth and outcomes in your area.*

Teacher Comments:

Evaluator Comments:

Teacher Signature

Date

Evaluator Signature

Date

**Teacher Signature Acknowledges Conference & This Summative Evaluation but Does Not Signify Teacher's Agreement with Ratings and Evaluator Comments.*

Appendix A

Classroom Environment

An effective teacher builds and maintains a classroom environment that enhances student learning.

Element	Not Effective	Developing	Effective	Exemplary
Teaching Enthusiasm	No communication of enjoyment or enthusiasm for profession and/or students.	Classroom environment is sometimes tense or unwelcoming.	Maintains a welcoming and positive environment.	Effective classroom and contributes to creating a welcoming and positive school culture.
Teacher Interactions & with Students	Interaction with students is negative, sarcastic or inappropriate. Students repeatedly exhibit disrespect for teacher and one another.	Interaction with students is sometimes negative or sarcastic. Students exhibit disrespect for teacher and one another.	Interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual and show respect to one another.	Creates and/or coordinates opportunities for student to demonstrate caring and respect in class and beyond through service projects, clubs etc.
Instructional Materials & Resources	Instructional materials and resources are not used to enhance the classroom environment.	Instructional materials and resources minimally engage students. Student contributions are not used to enhance displays.	Instructional materials and resources establish a positive environment and engage students. Student contributions are used to enhance displays inside and outside the classroom.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes/grades/displayed throughout the school and/or community.
Expectations for Learning	Modest expectations of student work are conveyed. Students demonstrate little pride in their work. They are expected to complete tasks, but are not encouraged to do high quality work or given constructive feedback.	High expectations for student work are not consistently conveyed resulting in a lack of pride and quality for some work. Constructive feedback is infrequently given to students on their work.	Both teacher and students establish a learning environment that reflects high expectations. Students take pride in their work and are continually given constructive feedback.	Effective and enables students to define high expectations and initiate improvement of their own work.
Commitment to Diversity and Equity	Interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. No allowance for individual viewpoints or perspectives.	Interactions with students are appropriate. Individual viewpoints and perspectives are sometimes encouraged.	Interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Initiates school and/or community activities to raise sensitivity to diversity.
Trusting & Supportive Environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/activities.	Interactions and lessons sometimes promote creativity and discovery. More opportunities for regrouping of students to encourage cooperation, respect, and divergent thinking need to be implemented by the teacher.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	Creates, models and shares interactive lessons that promote exploration, creativity and discovery. Students are encouraged and constantly challenged to explore and consider multiple solutions/methods/activities .
Rules & Expectations	Rules, expectations and procedures have not been communicated or routinely enforced to students. Standards of conduct are unclear.	Rules, expectations and procedures have been communicated but are inconsistently enforced.	Rules, expectations and procedures have been communicated and are routinely enforced. Standards of conduct are clear to all students.	Helps develop and enforce all school rules, expectations and procedures beyond the classroom.

Appendix B

Planning & Preparation

Through planning and preparation an effective teacher is able to demonstrate knowledge of their content, students, and resources.

Element	Not Effective	Developing	Effective	Exemplary
Content Knowledge	Does not display knowledge of content, content related current research, cultural context and best practices. No interdisciplinary connections.	Displays limited knowledge of content, content related research, cultural context, or best practices. Teacher makes few interdisciplinary connections.	Displays knowledge of content, content related current research, cultural context, and best practices. Teacher makes interdisciplinary connections.	Displays extensive knowledge in content area, cultural context and current best practices (publication of articles, conference attendance, professional presentations, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of Students	Planning does not recognize important student variables such as characteristics of age group, skill level or cultural heritage.	Displays a limited understanding of important student variables and lack of understanding impedes planning (grouping, interventions, activities, etc.)	Displays an understanding of important student variables and uses this understanding to inform planning (grouping, interventions, activities, etc.)	Assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning Levels	Lesson planning does not allow for multiple levels of cognitive learning.	Lesson planning frequently does not include a full range of activities and instruction that addresses multiple levels of learning.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of Resources	Resources to assist student learning are not used.	Appropriate resources to assist student learning are not used consistently. Technology is used to enhance some learning.	Able to select and access appropriate resources to assist student learning. Technology is used to enhance and personalize learning.	Uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instruction to enhance and personalizes the learning experience.
Lesson Development	Lessons are not fully developed and lack clear objectives. School core curriculum is not followed. Assessments are not utilized to guide planning for instruction.	Lesson plans are usually based on the school's core curriculum. Instruction rarely connects new information to previous learning. Appropriate assessments are planned and results sometimes guide planning for instruction.	Lesson plans are based on the school's core curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned and results utilized in planning for differentiated instruction.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback. Personalization for students is also planned in lessons based on assessment data.

Appendix C

Instruction & Assessment

An effective teacher provides instruction that leads to student growth and enhanced student achievements.

Element	Not Effective	Developing	Effective	Exemplary
Lesson Clarity	Lesson presentation has no defined structure nor is based on the school's curriculum.	Lesson presentation is based on the school's curriculum but has little defined structure.	Lesson presentation is clear, logical & based on the school's curriculum. Multiple techniques relate new information to previous teaching & student needs.	Model lessons are designed and shared with other teachers to improve understanding and practice across the grade level/department/band.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Teacher does not consistently monitor student learning and adjust lessons based on student responses.	Monitors learning using a variety of strategies and adapts instruction based on student responses to engage student in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Critical Thinking & Problem Solving	Questioning strategies are not apparent. Students are not expected to participate.	Questioning strategies are unsuccessful. Students rarely participate.	Students actively answer questions, work to solve problems, and are able to articulate the learning target for the lesson.	Students are taught self-questioning techniques that allow for problem solving, critical thinking and higher levels of comprehension.
Instructional Methods	Instructional methods do not support cognitive levels of instruction.	Instructional methods rarely support cognitive levels of instruction. Differentiation of instruction is frequently not successful.	Demonstrates variety of methods to differentiate instruction. Technology is regularly integrated for enhancement and personalization.	Instruction is supported by the consistent use of a variety of methods including technology, grouping, personalizing, pacing and scaffolding.
Assessment Use and Analysis	Assessments are not used to evaluate student progress. Assessments do not guide instruction.	Assessment is consistently used to evaluate student progress. Assessments rarely guide instruction.	Performance and product assessments are used to plan for groups and individuals and to evaluate student progress. Teacher uses assessment data to guide instruction.	Uses a variety of formal & informal assessments to document student progress. Teacher actively contributes to school/grade/band efforts to analyze results and uses the information to improve student achievement
Alignment to Standards	Assessments & lessons are not aligned with school, state, or national standards.	Assessments & lessons are sometimes aligned with school, state, or national standards.	Assessments & lessons are mostly aligned with school, state and/or national standards.	Assessments & lessons are exemplary and address specific needs identified by school, state or national standards.
Communication	No assessment standards of performance are communicated to students.	Some assessment standards of performance are communicated to students.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Incorporates student data in the development of assessment criteria and students routinely engage in self-assessment activities and monitor personal progress.

Appendix D

Professional Responsibilities

An effective teacher demonstrates positive relationships in and beyond their classroom, works collaboratively, and continually grows professionally.

Element	Not Effective	Developing	Effective	Exemplary
Relationships	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Support and cooperation characterize relationships with some students, colleagues and parents.	Support and cooperation characterize most relationships with students, colleagues and parents.	Assumes a leadership role in developing positive professional relationships with students, colleagues, and parents.
Collaboration	Little or no participation in school and district projects. Contractual obligations are not met.	Works collaboratively with colleagues, and meets contractual obligations but rarely participates in school projects or activities.	Participates in school projects, activities, works collaboratively with colleagues, and meets contractual obligations.	Takes a leadership role in school projects, or volunteers for school events above and beyond contractual obligations.
Record Keeping	Records for maintaining student progress, grades and procedural activities/duties are unorganized, incomplete, inaccurate, and/or untimely.	Records for maintaining student progress, grades and procedural activities/duties are sometimes not accurate and timely, and rarely actively communicated to parents.	Records for maintaining student progress, grades and procedural activities/duties are accurate, timely, and routinely communicated to parents.	Records reflect student academic and social growth, standing, and are reported to parents through a variety of media. Teacher participates in school activities to monitor and evaluate record keeping effectiveness.
Professional Growth	Does not actively participate in professional development activities. There is no evidence of new learning in classroom instruction.	Attends professional development opportunities. There is little evidence of new learning in classroom instruction.	Seeks professional development opportunities beyond the required and is receptive to suggestions for improvement.	Develops, presents or conducts, professional development activities. Teacher regularly implements new knowledge/skills into lessons.
Professionalism	Professional obligations are not met in a timely manner. Professional standards and laws are not adhered to at all times. Does not participate in grade level/department/school activities. Professional certification is not maintained.	Professional obligations are sometimes not met in a timely manner. Teacher sometimes participates in grade level/department/school activities. Professional certification is maintained.	Professional obligations are met in a timely manner. Teacher participates in grade level/department/school activities. Professional certification is maintained.	Takes a leadership role in grade level/department/school activities and mentors new teachers.
Attendance	Excessive absences and/or tardiness adversely effects student learning and the classroom environment	Frequent absences and/or tardiness adversely effects student learning.	Reliable and dependable. Typically arrives on time and is prepared.	Exceptional attendance. Always arrives promptly and prepared.

Appendix E

Project Based Teaching

An effective project based teacher enhances learning through rigorous, real-world projects that develop work force skills and have authentic demonstrations of learning.

Element	Not Effective	Developing	Effective	Exemplary
Design & Plan	<ul style="list-style-type: none"> The project resembles traditional "schoolwork" it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students' personal interests. Traditional project without planning for student voice and choice. 	<ul style="list-style-type: none"> Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. Plans for scaffolding and assessing student learning lacks some detail; project calendar needs more detail, or is not followed. Some resources for the project have not been anticipated or arranged in advance. 	<ul style="list-style-type: none"> Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs. Most resources for the project have been anticipated and arranged in advance. 	<ul style="list-style-type: none"> Project includes all Essential Project Design Elements as described on the Project Design Rubric. Plans are detailed and include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.
Align to Standards	<ul style="list-style-type: none"> Student learning goals are not clear and specific; the project is not focused on standards The project does not explicitly target, assess, or scaffold the development of success skills. 	<ul style="list-style-type: none"> Criteria for products are given but are not specifically derived from standards. Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards. 	<ul style="list-style-type: none"> Criteria for some products are not specified clearly enough to provide evidence that the students have met all targeted standards. Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards. 	<ul style="list-style-type: none"> Criteria for products are clearly and specifically derived from standards and allow demonstration of mastery. Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.
Build the Culture	<ul style="list-style-type: none"> Students are not given opportunities to express their voice and make choices affecting the content or process of the project; it is teacher-directed. Students are expected to work too much on their own, without adequate guidance from the 	<ul style="list-style-type: none"> Norms are created to guide project work, but they may still feel like "rules" imposed and monitored by the teacher. Students are asked for their ideas and given some choices to make, but opportunities for student voice and choice are infrequent or are only related to minor matters. Students occasionally work independently, but 	<ul style="list-style-type: none"> Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms. Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products. Students work independently to some extent, but look 	<ul style="list-style-type: none"> Norms to guide the classroom are co-crafted with and self-monitored by students. Student voice and choice is regularly leveraged and ongoing, including identification of real-world issues and problems students want to address in projects. Students usually know what they need to do with minimal direction from the teacher. Students work collaboratively in healthy, high-

	<p>teacher and/or before they are capable.</p> <ul style="list-style-type: none"> • Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. • Students do not know how or are not required to use feedback to revise and improve their work. 	<p>often look to the teacher for guidance.</p> <ul style="list-style-type: none"> • Student teams are often unproductive or require frequent intervention by the teacher. • Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes. • Value is placed on “getting it done” and time is not allowed for revision of work; “coverage” is emphasized over quality and depth. 	<p>to the teacher for direction more often than necessary.</p> <ul style="list-style-type: none"> • Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work. • Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be “wrong.” • The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students. 	<p>functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams.</p> <ul style="list-style-type: none"> • Students understand there is no single “right answer” or preferred way to do the project, and that it is OK to take risks, make mistakes, and learn from them. • The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.
<p>Manage Activities</p>	<ul style="list-style-type: none"> • Schedules, checkpoints, and deadlines are not set. • Teams are not formed, or students are allowed to work individually • Classroom routines and norms are not established. 	<ul style="list-style-type: none"> • The classroom features some individual and teamwork time and small group instruction, but too much time is given to whole group instruction. • Classroom routines and norms for project work time are not clearly established; time is not used productively. • Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow. • Teams are formed using either a random process 	<ul style="list-style-type: none"> • The classroom features individual and teamwork time, whole group and small group instruction, but these structures are not well balanced throughout the project. • Classroom routines and norms are established for project work time, but are not consistently followed; productivity is variable. • Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur. • Generally well-balanced teams are formed, but without considering the 	<ul style="list-style-type: none"> • The classroom features an appropriate mixture of individual and teamwork time, whole group and small group instruction. • Classroom routines and norms are consistently followed during project work time to maximize productivity. • Project management tools (group calendar, contract, learning log, etc.) are used to support student self- management and independence. • Realistic schedules, checkpoints, and

		<p>(e.g., counting off) or students are allowed to form their own teams with no formal criteria or process.</p>	<p>specific nature of the project; students have too much voice and choice in the process, or not enough.</p>	<p>deadlines are set but flexible; no bottlenecks impede workflow.</p> <ul style="list-style-type: none"> Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.
<p>Scaffold Student Learning</p>	<ul style="list-style-type: none"> There is no process for students to generate questions to guide inquiry. The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. 	<ul style="list-style-type: none"> Students receive some instructional supports to access both content and resources, but many individual needs are not met. Teacher may "front-load" content knowledge before the project launch, instead of waiting for "need to know" points during the project. Students gain key success skills as a side effect of the project, but they are not taught intentionally. Students are asked to do research or gather data, but without adequate guidance; deeper questions are not generated based on information gathered. 	<ul style="list-style-type: none"> Most students receive instructional supports to access both content and resources, but some individual needs are not met. Scaffolding is guided to some extent by students' questions and "need to knows" but some of it may still be "front-loaded." Key success skills are taught, but students need more opportunities to practice success skills before applying them. Student inquiry is facilitated and scaffolded, but more is needed; or, Teacher may over-direct the process and limit independent thinking by students. 	<ul style="list-style-type: none"> Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed. Scaffolding is guided as much as possible by students' questions and needs; teacher does not "front-load" too much information at the start of the project, but waits until it is needed or requested by students. Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress. Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.

<p>Assess Student Learning</p>	<ul style="list-style-type: none"> • Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards. • Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work. • Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so. • Rubrics are not derived from standards 	<ul style="list-style-type: none"> • Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed. • Formative assessment is used occasionally, but not regularly or with a variety of tools and processes. • Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards. 	<ul style="list-style-type: none"> • Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent. • Individual student learning is assessed to some extent, not just team-created products, but teacher lacks adequate evidence of individual student mastery. • Formative assessment is used on several occasions, using a few different tools and processes. • Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback. • Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent. • Standards-aligned rubrics are used by the teacher to guide both formative and summative assessments. 	<ul style="list-style-type: none"> • Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills. • Individual student learning is adequately assessed, not just team-created products. • Formative assessment is used regularly and frequently, with a variety of tools and processes. • Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions. • Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance. • Standards-aligned rubrics are used by students and the teacher throughout the project to guide both formative and summative assessment.
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Engage & Coach	<ul style="list-style-type: none"> • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: it has a single or simple answer. • Not engaging to students (it sounds too complex or “academic like it came from a textbook or appeals only to a teacher). • The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project 	<ul style="list-style-type: none"> • The teacher has some knowledge of students’ strengths, interests, backgrounds, and lives, but it does not significantly affect instructional decision-making. • Project goals are developed without seeking student input. • Students are willing to do the project as if it were another assignment, but the teacher does not create a sense of ownership or fuel motivation. • The driving question is presented at the project launch and student questions are generated, but they are not used to guide inquiry or product development. • Expectations for the performance of all students are not clear, too low, or too high. • There is limited relationship-building in the classroom, resulting in student needs that are not identified or addressed. • Students and the teacher informally reflect on what and how students are learning (content and process); reflection occurs mainly at the end of the project. 	<ul style="list-style-type: none"> • The teacher has general knowledge of students’ strengths, interests, backgrounds, and lives and considers it when teaching the project. • Project goals and benchmarks are set with some input from students. • Students are excited by the project and motivated to work hard by the teacher’s enthusiasm and commitment to their success. • Students’ questions guide inquiry to some extent, but some are answered too quickly by the teacher; students occasionally reflect on the driving question. • Appropriately high expectations for the performance of all students are set and communicated by the teacher. • Student needs for further instruction or practice, additional resources, redirection, troubleshooting, praise, encouragement, and celebration are identified through relationship-building and close observation and interaction. • Students and the teacher occasionally reflect on what and how students are learning (content and process). 	<ul style="list-style-type: none"> • The teacher’s knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making. • Students and the teacher use standards to co-define goals and benchmarks for the project (e.g., by co-constructing a rubric) in developmentally appropriate ways. • Students’ enthusiasm and sense of ownership of the project is maintained by the shared nature of the work between teachers and students. • Student questions play the central role in driving the inquiry and product development process; the driving question is actively used to sustain inquiry. • Appropriately high expectations for the performance of all students are clearly established, shared, and reinforced by teachers and students. • Individual student needs are identified through close relationships built with the teacher; needs are met not only by the teacher but by students themselves or other students, acting independently. • Students and the teacher reflect regularly and formally throughout the project on what and how students are learning (content and process); they specifically note and celebrate gains and accomplishments.
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**COUNTER OFFER # 2****COMMERCIAL-INDUSTRIAL REAL ESTATE****For use only by members of the Indiana Association of REALTORS®**

1 Date: February 24, 2021
 2 The undersigned makes the following Counter Offer to the Purchase Agreement dated February 10, 2021
 3 concerning property commonly known as 2447 W 14th Street
 4 in Wayne Township, Marion
 5 County, Indianapolis, Indiana between The Friendship Missionary Baptist Church, Incorp
 6 as Seller and Matchbook Learning Schools of Indiana, or its assigns
 7 as Buyer Counter offer 1:
 8

- 9 **1. Line 21: The Purchase Price shall be \$1,350,000.00**
 10
 11 **2. Feasibility Study lines 10 and 15: Buyer shall have 120 days**
 12
 13 **3. Representations and Warranties of the Seller line 36: Warranties shall survive for a period of one year.**
 14
 15
 16
 17
 18
 19

20
 21 **Except as modified by this Counter Offer, all other terms and conditions of the Purchase Agreement and all previous**
 22 **Counter Offers remain the same.**
 23

24 This Counter Offer is void if not accepted in writing and delivered to Buyer or Buyers Broker on or before 5:00
 25 (A.M.) (P.M.) (Noon) on March 3, 2021
 26

27 [Signature] 2/24/21
 28 (SELLER) (BUYER) SIGNATURE DATE (SELLER) (BUYER) SIGNATURE DATE
 29

30 Dr Amy Swain
 31 PRINTED PRINTED
 32

33 1163 N Belmont Ave, Indianapolis, IN 46222
 34 ADDRESS FOR NOTICE PURPOSES
 35

ACCEPTANCE OF COUNTER OFFER

36
 37
 38
 39 This Counter Offer is accepted at 12:00 (A.M.) (P.M.) (Noon) on 2/26/2021
 40 Receipt of a signed copy of this Counter Offer is acknowledged.

41 [Signature] 2/26/2021 [Signature] 2/26/2021
 42 (SELLER) (BUYER) SIGNATURE DATE (SELLER) (BUYER) SIGNATURE DATE
 43 Charles Debow, Deacon/Trustee Marvin Weddle, Deacon/Trustee
 44
 45
 46

47 PRINTED PRINTED
 48 1301 N Goodlet Ave. Indianapolis, IN 46239
 49

50 ADDRESS FOR NOTICE PURPOSES



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Matchbook Learning Pre-Opening Dashboard Tool-Overall Progress

Assigned Pre-Opening Team Members:

Amy Swann, Eric McGuire, Don Stewart, Sheila Corbin, Ann Sc

Area Addressed	Not Started	# in Progress	# Tasks Completed	Total Tasks
Governance & Management	5	6	9	20
Financial Management	0	0	9	10
Staffing	1	4	7	12
Curriculum & Instruction	3	8	12	23
Students & Families	0	3	8	11
Operations	0	9	2	11
Facilities, Furnishings, & Equipment	3	6	1	11
All Pre-Opening Tasks	12	36	48	98

chlosser, Natalie Woods

% Completed	Status
45.0%	In Progress
90.0%	In Progress
58.3%	In Progress
52.2%	In Progress
72.7%	In Progress
18.2%	In Progress
9.1%	In Progress
49.0%	In Progress

EDUCATION ONE, LLC

Budget and Staffing Workbook Template

| General Instructions for School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 (planning year) - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
-
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

2020 INSURANCE SUMMARY

Date	6/15/20-21
Insured:	Matchbook Learning Schools of IN, Inc
Mailing Address:	1163 N Belmont Avenue Indianapolis, IN 4 46222

Coverage	Limits	Ded.	Term
Commercial Package Policy			6/15/20 - 6/15/21
Business Personal Property	\$10,000	\$1,000	
Property Ultra XP Endorsement	Included		
EDP Equipment-140,000 at school/ 60,000 floating	\$200,000		
Employee Theft	\$100,000	\$1,000	
General Liability			
General Aggregate	\$ 2,000,000		
Bodily Injury & Property Damage - Ea Occurrence	\$ 1,000,000		
Fire & Water Damage Legal Liability	\$ 100,000		
Sexual Abuse Liability	\$ 1,000,000		
Professional Liability	\$ 1,000,000		
Personal & Advertising Injury	\$ 1,000,000		
Non-Owned & Hired Automobile Liability	\$ 1,000,000		
Medical Expense	\$ 10,000		
Educators Legal Liability (Directors & Officers & Employment Practices Liability)			6/15/20 - 6/15/21
Educators Legal Liability (Directors & Officers & Employment Practices L	\$ 4,000,000	\$ 5,000	
Employment Practices Liability	\$ 4,000,000	\$ 5,000	
Umbrella Liability			6/15/20 - 6/15/21
Aggregate	\$ 3,000,000	\$ 10,000	

Occurrence	\$ 3,000,000	\$ 10,000	
Sexual Abuse & Molestation	\$ 3,000,000	\$ 10,000	
Social Workers Professional Liability	\$ 3,000,000	\$ 10,000	
Hired & Non-owned Auto Liability	\$ 3,000,000	\$ 10,000	
Student Accident Medical		None	6/15/20 - 6/15/21
Maximum Medical Expense Benefit	25,000		
Accidental Death & Dismemberment Based on 612 students K-8	20,000		
Total			

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Travelers

Company	Policy	Premium
Nova Casualty	CF1-ML-10002367-02	\$ 14,204
	CF1-ML-10002367-02	
Greenwich	ELL0953386-02	\$ 12,794
Nova Casualty	CF1-UM-10000551-02	\$ 4,470

5304

3349

6080

US Fire	AH-GA26932-002	\$ 3,550
		\$ 35,018

|







































Budget Narrative

Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.

State Revenue Projection - Revenue projection assumptions are based on historical data used over the last three years from data received from the Department of Education. The assumptions used were **foundation and complexity** grant from a conservative historical view. Also assumes **charter facility** grant remains consistent for the per student ratios. Also used the historical three year trend from our current school for the Special Education student population for the **State Special Education** funding. **Textbook reimbursement** assumes that current data remains constant as well.

Federal Revenue Projection - Assumes school will be approved for (**PCSP Grant**) at the current approval ratios. **Title I, II and Federal Lunch Program** assumes the school will be approved at the historical rate based on the last three years worth of data. All other federal grants such as **High Ability, NESP, Title III** etc were based on the same historical trends.

Enrollment - All revenue assumptions were also based on a conservative estimate of enrollment increases over the first five years of operation.

Staffing Levels - Built staffing level assumptions based on enrollment growth projection and number of new classes needed. There was also an assumption of 3% pay increase and the same increase for benefits every year for every salary over the budgeted period.

Costs - For all contracts and costs of goods for the expenditures in the budget. The three year historical trend was used to allow for consistency in the budgeting process.

Instructions: Provide historical academic data for each school within the network/organization. For any areas that are Not Applicable, enter N/A. Boxes highlighted in yellow are those that should be filled out by the applicant. Copy and paste for additional schools as needed. Links will provide access to the data that							
School Name: Matchbook Learning at Wendell Phillips School 63			Year Opened: 2018				
School Contact Information:			City/Location: Indianapolis, Indiana				
Local School District: Indianapolis Public Schools			Grade Levels Served: K-8				
Authorizer: Indianapolis Mayor's Office of Education Innovation			Number of Students: 640				
Indicators	2020-21	2019-20	2018-19	2017-18	2016-17	Data Links for Indiana Schools	
State Rating	N/A	D	No Grade	N/A	N/A	IDOE: State A-F Results	
Federal Rating	N/A	No Rating	No Rating	N/A	N/A	IDOE: Federal A-F Results and Ratings	
Attendance Rate	N/A	95.49%	90.21%	N/A	N/A	IDOE: Attendance	
E/LA Achievement on Summative Assessment	N/A	N/A	10.60%	N/A	N/A	INView: School Profile Look Up->Performance->Student Achievement	IDOE: ISTEP+
Math Achievement on Summative Assessment	N/A	N/A	7.20%	N/A	N/A	INView: School Profile Look Up->Performance->Student Achievement	IDOE: ISTEP+
E/LA Growth on Summative Assessment	N/A	N/A	23.90%	N/A	N/A	INView: School Profile Look Up->Performance->Growth	
Math Growth on Summative Assessment	N/A	N/A	11.50%	N/A	N/A	INView: School Profile Look Up->Performance->Growth	
Reading Proficiency- Grade 3 (IREAD-3)	N/A	N/A	42.20%	N/A	N/A	INView: School Profile Look Up->Performance->Student Achievement	IDOE: IREAD
Graduation Rate- Grades 9-12	N/A	N/A	N/A	N/A	N/A	INView: School Profile Look Up->Performance->Graduation	IDOE: Graduation
College and Career Readiness- Grades 9-12	N/A	N/A	N/A	N/A	N/A	INView: School Profile Look Up->Performance->College and Career Readiness	

Matchbook Learning Schools of Indiana, Inc.	
Statement of Financial Position	
As of June 30, 2018	
	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash	
1010 Bank of America x1314	\$ 270,483
Total 1000 Cash	\$ 270,483
Total Bank Accounts	\$ 270,483
Total Current Assets	\$ 270,483
TOTAL ASSETS	\$ 270,483
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable (A/P)	\$ 67,475
Total Accounts Payable	\$ 67,475
Other Current Liabilities	
2500 Other Current Liabilities	
2570 IPS Pre-Operational Loan	\$ 320,000
Total 2500 Other Current Liabilities	\$ 320,000
Total Other Current Liabilities	\$ 320,000
Total Current Liabilities	\$ 387,475
Total Liabilities	\$ 387,475
Equity	

3300 Retained Earnings	
Net Income	\$ (116,992)
Total Equity	\$ (116,992)
TOTAL LIABILITIES AND EQUITY	\$ 270,483

[Audited Financials from Matchbook Learning Prior to Indiana](#)

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Financial Position

	Six Months Ended June 30, 2016 (Reviewed)	Year Ended December 31, 2015 (Audited)
ASSETS:		
Current assets:		
Cash and cash equivalents	\$ 1,263,300	\$ 1,699,369
Accounts and other receivables–net	192,047	307,637
Prepaid expenses	-	44,599
	<u>1,455,347</u>	<u>2,051,605</u>
Property and equipment–net	<u>490,476</u>	<u>239,419</u>
Total Assets	<u>\$ 1,945,823</u>	<u>\$ 2,291,024</u>
LIABILITIES AND NET ASSETS:		
Current liabilities:		
Accounts payable	\$ 189,381	\$ 151,289
Accrued expenses	178,362	6,890
	<u>367,743</u>	<u>158,179</u>
Net assets:		
Unrestricted:		
Undesignated	1,087,604	1,893,426
Property and equipment–net	490,476	239,419
	<u>1,578,080</u>	<u>2,132,845</u>
Total Liabilities and Net Assets	<u>\$ 1,945,823</u>	<u>\$ 2,291,024</u>

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Activities

	For the Six Months Ended June 30, 2016			For the Year Ended December 31, 2015		
	(Reviewed)			(Audited)		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE:						
Contributions	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	\$ -
Program service income	3,241,476	-	3,241,476	3,622,114	940,000	4,562,114
Total Support and Revenue	<u>3,321,476</u>	<u>-</u>	<u>3,321,476</u>	<u>3,622,114</u>	<u>940,000</u>	<u>4,562,114</u>
RECLASSIFICATIONS:						
Satisfaction of purpose restrictions	-	-	-	990,000	(990,000)	-
EXPENSES:						
Program services expenses	2,666,450	-	2,666,450	2,678,159	-	2,678,159
Supporting activities:						
General and administrative	1,189,455	-	1,189,455	1,223,234	-	1,223,234
Marketing and business development	20,336	-	20,336	34,333	-	34,333
	<u>1,209,791</u>	<u>-</u>	<u>1,209,791</u>	<u>1,257,567</u>	<u>-</u>	<u>1,257,567</u>
Total Expenses	<u>3,876,241</u>	<u>-</u>	<u>3,876,241</u>	<u>3,935,726</u>	<u>-</u>	<u>3,935,726</u>
Change in Net Assets from Operations	(554,765)	-	(554,765)	676,388	(50,000)	626,388
NON-OPERATING ACTIVITIES:						
Forgiveness of indebtedness	-	-	-	254,757	-	254,757
Change in Net Assets	(554,765)	-	(554,765)	931,145	(50,000)	881,145
Net Assets, Beginning of Year	2,132,845	-	2,132,845	1,201,700	50,000	1,251,700
Net Assets, End of Year	<u>\$ 1,578,080</u>	<u>\$ -</u>	<u>\$ 1,578,080</u>	<u>\$ 2,132,845</u>	<u>\$ -</u>	<u>\$ 2,132,845</u>

See notes to financial statements

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Cash Flows

	Six Months Ended June 30, 2016 (Reviewed)	Year Ended December 31, 2015 (Audited)
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ (554,765)	\$ 626,388
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Accounts receivables–net	115,590	106,066
Grants receivable	-	50,000
Prepaid expenses	44,599	-
Depreciation	23,407	26,913
Changes in operating assets and liabilities:		
Accounts payable	38,092	100,979
Accrued expenses	171,472	590
Net Cash Provided (Used) by Operating Activities	(161,605)	910,936
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(274,464)	(256,688)
Net Cash Used by Investing Activities	(274,464)	(256,688)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Receivables acquired from Touchstone Education, Inc.	-	508,457
Note payable	-	(250,000)
Interest payable acquired from Touchstone Education, Inc.	-	4,757
Net Cash Provided by Financing Activities	-	263,214
Net Change in Cash and Cash Equivalents	(436,069)	917,462
Cash and Cash Equivalents, Beginning of Year	1,699,369	781,907
Cash and Cash Equivalents, End of Year	\$ 1,263,300	\$ 1,699,369

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

1. NATURE OF ORGANIZATION:

Matchbook Learning Solutions, Inc. (Matchbook) is a Georgia nonprofit corporation incorporated on February 18, 2011. Matchbook is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable state laws, and contributions to Matchbook are tax deductible within the limitations prescribed by the Code. Matchbook has been classified as a publicly supported organization which is not a private foundation under Section 509(a)(1) of the Code. The primary office of Matchbook is Atlanta, Georgia.

Matchbook is a national non-profit school turnaround charter management organization, whose mission is to turnaround our nation's failing K-12 public schools using a student-centered model of school that personalizes teaching and learning for each student by leveraging technology and face-to-face instruction. The organization is supported by management fees from charter school contracts and grants from foundations.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the statements to the reader. During 2016, Matchbook changed from a calendar year accounting period to a fiscal year accounting period ending June 30th.

ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts and disclosures at the date of the financial statements. Actual results could differ from those estimates.

CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of cash held in checking, savings, and money market accounts. While Matchbook maintains cash and cash equivalents in bank deposit accounts which, at times, exceed federally insured limits, Matchbook has not experienced any losses in such accounts. Management believes it is not exposed to any significant credit risk on cash and cash equivalents.

ACCOUNTS AND OTHER RECEIVABLES—NET

Accounts and other receivables—net consist of grants and trade receivables from a donor and from clients. The client receivables represent fees for services rendered. Accounts receivable are reported net of any anticipated losses due to uncollectible accounts. Uncollectible accounts are reported as additions to the provision for uncollectible accounts receivable when it is determined the amounts will become uncollectible, which is typically when the account is 9 months old. Matchbook does not assess finance charges. The provision for uncollectible accounts is maintained at a level which, in management's judgment, is adequate to absorb potential losses inherent in the receivable portfolio. The amount of the provision is based on management's evaluation of the collectability of the receivables, including the nature of the portfolio, trends in historical loss experience, specific impaired accounts, and economic conditions. The provision for uncollectible accounts is computed as \$12,041 for the six months ended June 30, 2016.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

PROPERTY AND EQUIPMENT

Items capitalized as property and equipment are stated at cost or, if donated, at market value on the date of donation in excess of \$2,000. Matchbook reports donations of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Matchbook reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service. Depreciation is computed using the straight-line method over the estimated useful lives of the assets as follows:

Office and equipment	5 - 7 years
Computers	12 years
Software	9 years

NET ASSETS

The financial statements report amounts separately by class of net assets:

Unrestricted amounts are currently available at the discretion of the administrative leaders for use in operations. Equity in property and equipment represents amounts invested in property and equipment, net of accumulated depreciation and related debt.

Temporarily restricted amounts are contributed with donor stipulations for specific operating purposes or programs, with time restrictions, or not currently available for use until commitments regarding their use have been fulfilled.

REVENUES, EXPENSES, AND RECLASSIFICATIONS

Revenue is recognized when earned and support when contributions are made, which may be when cash is received, unconditional promises are made, or ownership of donated assets is transferred to Matchbook.

Matchbook reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated amounts. When a stipulated time restriction ends or purpose restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Donated goods (including securities, property, and equipment) are recorded at fair value at the date of the gift.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

REVENUES, EXPENSES, AND RECLASSIFICATIONS, continued

Expenses are recorded when incurred in accordance with the accrual basis of accounting. The costs of providing various program services and supporting activities of Matchbook have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program services and supporting activities benefited.

RECLASSIFICATION

Certain information from the prior year reviewed financial statements has been reclassified to conform to the current year presentation.

UNCERTAIN TAX POSITIONS

The financial statements effects of a tax position taken or expected to be taken are recognized in the financial statements when it is more likely than not, based on the technical merits, that the position will be sustained upon examination. Interest and penalties, if any, are included in expenses in the statements of activities. As of June 30, 2016, Matchbook had no uncertain tax positions that qualify for recognition or disclosure in the financial statements.

3. PROPERTY AND EQUIPMENT—NET:

Property and equipment—net consist of:

	June 30, 2016 <u>(Reviewed)</u>	December 31, 2015 <u>(Audited)</u>
Computers and equipment	\$ 26,210	\$ 26,210
Web site development costs	195,188	54,188
Software development	<u>335,964</u>	<u>202,500</u>
	557,362	282,898
Less accumulated depreciation	<u>(66,886)</u>	<u>(43,479)</u>
	<u>\$ 490,476</u>	<u>\$ 239,419</u>

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

4. SCHEDULE OF FUNCTIONAL EXPENSES:

	For the Six Months Ended June 30, 2016 (Reviewed)			
	Program Services Expenses	Supporting Activities		Total
		General and Administrative	Marketing and Business Development	
Salaries and benefits	\$ 2,243,978	\$ 990,147	\$ 15,315	\$ 3,249,440
Contract services	94,511	40,504	-	135,015
Travel and meetings	165,131	80,094	5,021	250,246
Insurance	2,813	1,205	-	4,018
Legal	-	8,928	-	8,928
Recruiting	349	149	-	498
Printing and postage	3,517	1,507	-	5,024
Operations expense and supplies	50,479	21,634	-	72,113
Depreciation	16,385	7,022	-	23,407
Computer hardware and software	1,992	853	-	2,845
Advertising	85,096	36,469	-	121,565
Occupancy	2,199	943	-	3,142
	\$ 2,666,450	\$ 1,189,455	\$ 20,336	\$ 3,876,241

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

4. SCHEDULE OF FUNCTIONAL EXPENSES, continued:

	For the Year Ended December 31, 2015 (Audited)			
	Program Services Expenses	Supporting Activities		Total
		General and Administrative	Marketing and Business Development	
Salaries and benefits	\$ 2,093,963	\$ 947,187	\$ 26,802	\$ 3,067,952
Contract services	136,262	58,398	-	194,660
Travel and meetings	240,844	117,206	7,531	365,581
Insurance	23,661	10,140	-	33,801
Legal	-	11,690	-	11,690
Recruiting	6,539	2,803	-	9,342
Printing and postage	6,564	2,813	-	9,377
Operations expense and supplies	54,293	23,269	-	77,562
Depreciation	18,839	8,074	-	26,913
Computer hardware and software	906	388	-	1,294
Advertising	88,777	38,047	-	126,824
Occupancy	7,511	3,219	-	10,730
	\$ 2,678,159	\$ 1,223,234	\$ 34,333	\$ 3,935,726

5. RETIREMENT PLAN:

Matchbook Learning has a 403(b) annuity retirement plan for employees. Employees make voluntary contributions into the plan. Matchbook currently matches employee contributions up to 4%. The Matchbook contribution is based upon the level of the employee contribution. The amount of the employer contributions for the six months ended June 30, 2016, was \$19,072.

6. SUBSEQUENT EVENTS:

Subsequent events have been evaluated through the report date, which represents the date the financial statements were available to be issued. Subsequent events after that date have not been evaluated. Matchbook's school management contracts in Newark and Detroit will end on June 30, 2017. Matchbook is expecting to be awarded a new long-term (up to 7 years) charter management contract to do a charter restart in Indianapolis in 2018.