



# ***m*ATCHBOOK**

## LEARNING

---

*At Wendell Phillips School 63*

---

# 2023 - 2024

# Parent & Student Handbook

---

Tuition Free!

Matchbook Learning  
1163 N Belmont Ave  
Indianapolis, IN 46222  
(317) 226-4263

# Table of Contents

VISION.....	4
MISSION.....	4
VALUES.....	4
CEO’s Welcome Letter.....	5
Matchbook Learning School Leadership Team.....	6
Rights and Responsibilities of Students.....	7
Athletics.....	8
Daily Schedule.....	8
The Academic Program.....	9
Grading and Promotion.....	9
Standards-Based Grading Scale.....	10
Report Cards.....	10
Evaluation for Skipping a Grade Level.....	11
Homework.....	12
MTSS.....	12
Multilingual Language Learners.....	12
Mission.....	12
Vision.....	12
Identifying English Learners.....	12
Services.....	13
Monitoring and Exiting Status.....	13
The School Culture.....	14
Voice Levels.....	15
Discipline Policy.....	15
Non-Violent Community at Matchbook Learning.....	15
Restorative Practices.....	16
Teacher Redirections & Engagement.....	16
Restorative Process.....	16
Teacher, Student Support Team, Dean of Student Culture and Restorative Team and Administration.....	16
First Responders (Building Leadership).....	17
Discipline Involving Special Education Students.....	18
Out of School Suspensions, Virtual Placement, and Expulsion.....	18
Behavioral Expectations.....	19
Harassment, Intimidation and Bullying (HIB).....	19
HIB Off School Grounds:.....	19
Definition of Harassment, Intimidation or Bullying (HIB).....	19
Bullying Behaviors.....	20
Consequences and Remedial Action.....	20
Reporting.....	21

Dress Code Policy..... 22

Search Policy..... 24

    Lockers..... 24

    Bags..... 24

    Person..... 24

Tobacco/Nicotine Policy..... 25

Lost and Found..... 25

Attendance Policies..... 25

    School Hours..... 25

    Early Dismissal..... 26

    Parents/Guardians..... 26

    Excused Absences..... 27

    Interventions for Absences..... 27

    Chronic Absence vs. Truancy..... 27

    Truancy Procedures..... 27

Transportation..... 28

Emergency Closing..... 29

Building Security..... 29

Visitors..... 29

Non Custodial Parents..... 30

Technology..... 30

Internet Safety Policy..... 31

    Acceptable Use Policy..... 31

    Student Acceptable Use Policy..... 32

Cell Phones and Electronics Policy..... 32

Health Services..... 33

    Emergency Information..... 34

    Head Lice..... 34

    Immunizations..... 34

    Meningococcal Disease..... 34

Indoor Air Quality..... 35

Pesticides..... 35

Student Services..... 35

    Counselor..... 35

    School Social Workers..... 36

Title IX Policy and Reporting..... 36

School Calendar..... 38

    Important Dates..... 38

Matchbook Learning Student Compact..... 39

Matchbook Learning Parent/Guardian Compact..... 40

## VISION

At Matchbook Learning we will develop passionate, thoughtful, goal-driven scholars who achieve at high levels academically and socially.

## MISSION

Matchbook Learning's mission is to develop a learning community in which we continually improve student academic outcomes through personalizing to meet our individual students' academic needs. In addition to continued growth in academic outcomes, the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them to understand other perspectives, the world around them, and the world beyond them.

## VALUES

- Student Achievement: Our students always come first.
- Innovation: We seek new ways to improve our work.
- Excellence: We hold ourselves and our students to the highest possible standards.
- Team Work: We know that two minds are better than one.
- Urgency: There is not a single moment to lose.
- Integrity: We never miss a chance to do the right thing.

## CEO's Welcome Letter

Dear Matchbook Learning Students & Parents/Guardians,

Welcome to Matchbook Learning at Wendell Phillips School 63, a Science of Reading School. At Matchbook Learning, we are a community of Champions. In our first year, our students rose to the challenge by achieving record academic growth during the school day. After school, Matchbook Learning students were champion athletes in numerous sports. We are a Title I school with many opportunities before, after, and during the school day that your student can participate in. Our students strive to be champions by living our core values, working towards their individual goals, taking on real world challenges, and learning the technology and 21st century skills they need to be successful. All of these are critical in developing the habits of mind necessary to be successful in the world of college, work, and life.

This student handbook contains essential information regarding our school and school rules. It lays the groundwork for our common expectations; expectations that help us create an academically demanding environment as well as the Parent, Student, and School Compact. It outlines the policies and procedures that we all will follow to ensure that we are working to prepare our students for college, work, and life.

As the Matchbook Learning student body continues to grow over the next few years, we will work together – staff, students and parents/guardians – to communicate and maintain an environment for success through the expectations set forth in this handbook. Students, you will have the opportunity to meet new friends, achieve new goals, visit new places, participate in multiple sports and clubs, while expanding your horizons as we strengthen our culture and traditions for Matchbook Learning at Wendell Phillips. Participation in a personalized learning environment, along with student culture and life activities, will help you develop friendships and memories that will last a lifetime.

Parents and Guardians, we are excited to have you as partners in the educational process. As the year progresses, we encourage you to join the Parent Teacher Organization, The Parent Council, to help run our school store, to Adopt a Classroom, or to set up a shadowing day to come and experience a day in our school. Our staff, teachers, and administrative team are here to assist you and your student should any needs and/or concerns arise.

Please use the information contained within this handbook as a resource throughout this year, and feel free to contact any member of the Matchbook Learning team if you have any questions or concerns. After reviewing the student/family handbook, please sign both the Student-School Compact and the designated form stating that you have read the information contained within the handbook, tear it out, and return it back to your student's homeroom teacher. Again, I thank you for this incredible opportunity to serve your children and I look forward to having a great school year.

Sincerely,

Dr. Amy Swann  
Matchbook Learning, Wendell Phillips School 63  
CEO

# Matchbook Learning School Leadership Team

Chief Executive Officer / Head of School	Dr. Amy Swann <a href="mailto:amy@matchbooklearning.com">amy@matchbooklearning.com</a>
Principal	Mr. Aaron Etherington <a href="mailto:aetherington@matchbooklearning.com">aetherington@matchbooklearning.com</a>
Director of Academics	Mrs. Sheila Corbin <a href="mailto:scorbin@matchbooklearning.com">scorbin@matchbooklearning.com</a>
Director of Finance	Mr. Don Stewart <a href="mailto:dstewart@matchbooklearning.com">dstewart@matchbooklearning.com</a>
Special Education Coordinator	Mrs. Cassie Pazos <a href="mailto:cpazos@matchbooklearning.com">cpazos@matchbooklearning.com</a>
Co-Coordinator of MLL Grades Kdg-4th and Bilingual Services	Mrs. Veronica Palacio <a href="mailto:vpalacio@matchbooklearning.com">vpalacio@matchbooklearning.com</a>
Co-Coordinator of MLL Grades 5th-8th and Bilingual Services	Dr. Trina Vallone <a href="mailto:tvallone@matchbooklearning.com">tvallone@matchbooklearning.com</a>
Director of Outreach and Social Services	Ms. Natalie Woods <a href="mailto:nwoods@matchbooklearning.com">nwoods@matchbooklearning.com</a>
Deans of Student Culture	Mr. Drew Dawson <a href="mailto:ddawson@matchbooklearning.com">ddawson@matchbooklearning.com</a> Mr. Andrew Clark <a href="mailto:aclark@matchbooklearning.com">aclark@matchbooklearning.com</a>
Director of Enrollment and Compliance & McKinney Vento Liaison	Mrs. Natalia Ramos <a href="mailto:nramos@matchbooklearning.com">nramos@matchbooklearning.com</a>
Director of Staff Support and Compliance	Mrs. Julie Wall <a href="mailto:jwall@matchbooklearning.com">jwall@matchbooklearning.com</a>
Title IX Coordinator	Miss Jae'sha Baul <a href="mailto:titleix@matchbooklearning.com">titleix@matchbooklearning.com</a>

# Rights and Responsibilities of Students

## **A student can expect to:**

- be respected as a worthy individual regardless of race, color, national origin, age, religion, sex (including sexual orientation or gender identity) or disability.
- receive an appropriate education
- be provided with information about grading and progress in each class.
- be allowed to make up missed work in the case of an excused absence.
- have school records accurately maintained with confidentiality protected.
- be able to seek advice and counseling in academic, personal, social and career-related concerns.
- have access to needed services for students with disabilities.
- be involved in co-curricular and extra-curricular school activities which have clearly defined rules for participation.
- have personal safety, the protection of personal property and freedom from harassment and verbal abuse within the total school environment.
- be kept informed of all rules, regulations, policies and consequences which affect students and be assured of all rights to due process and appeal.

## **A student has the responsibility to:**

- be at school every day unless absence is excused.
- bring notes from parents/guardians or physicians for excused absences.
- be on time and prepared for school and classes.
- sign in or out of school when arriving late or leaving early.
- understand and obey the classroom, school and our Student Compact.
- complete classwork and homework on time.
- work to meet the requirements of each class.
- follow the dress code.
- be respectful to others by avoiding profanity, insults, bullying, threats and harassment.
- respect the rights and property of students and staff.
- behave in a safe and responsible manner.
- ask teachers or school staff for help with problems.
- practice good citizenship by being helpful and honest when there is a problem.
- develop and display good sportsmanship in co-curricular and extra-curricular school activities.
- report if he or she has been a victim of bullying or has observed other students being bullied.
- immediately report student threats to harm self or others to a teacher, counselor or school administrator.

# Athletics

2023-2024 School Year

This school year we will offer several opportunities for students in grades 4-8:

- Flag Football (Co-ed Fall)
- Cross Country (Co-ed Fall)
- Volleyball (Co-ed Fall)
- Boys Basketball (January-March)
- Girls Basketball (October-December)
- Soccer (Co-ed Spring)
- Track (Co-ed Fall)
- Cheerleading

We compete in the Indiana Charter School Athletic Association (KIPP, Andrew J Brown, Enlace, Irvington, Sense, PATH, Paramount Brookside, Paramount Englewood, IMSA North, Avondale Meadows Academy, Victory College Prep, Invent Learning Hub)

Athletics Contact:

Don Stewart

Director of Finance

dstewart@matchbooklearning.com

# Daily Schedule

Doors Open:

8:40 am - Breakfast

9:00 am - School Official Start Time

Dismissal:

4:15 pm - Dismissal - Car Riders and Buses Begin Loading

4:25 pm - Buses Leave and Walkers are dismissed

4:30 pm - Latest Pick-up & After School Sports and Clubs Begin

Wednesday Dismissal:

12:00 pm - Dismissal - Car Riders and Buses Begin Loading

12:25 pm - Buses Leave and Walkers are dismissed

12:30 pm - Latest Pick-up

**\*Walkers: Students are expected to WALK home.**

**\*Car Riders: Students are expected to be picked up dismissing through the car rider line only.**



## The Academic Program

In the Matchbook Learning academic program, there are clearly defined learning objectives that are organized into instructional units that are differentiated to meet the needs of the individual learner. The school's educational program uses research based national curriculum and a blended learning model as tools to support the learning of skills and content. Through the use of technology each student will have a personalized pathway for achievement, and access to online curriculum that is tailored to his or her level of learning and specific needs based on initial internal baseline subject matter assessments. All classes utilize small group instruction to aid in student progress and achievement. The entire academic program is aligned to Indiana and national standards.

Special Classes Include:

- Advanced Math - Algebra
- High Ability or Advanced Classes
- Art - Visual & Ceramics
- Chorus
- Music
- Project Lead The Way Gateway and Launch
- Physical and Health Education

## Grading and Promotion

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 students:

<b>Academics</b>	<b>Demonstration</b>	<b>Behavior</b>	<b>Attendance</b>
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 learning approach. Grades should provide meaningful feedback to students, document their progress, and help teachers make decisions about what instruction a student needs next.

Standards-based grading is based upon three principles.

1. Grades must have meaning that should provide students and parents with information related to their strengths and weaknesses, separating out non-academic behaviors.
2. Classroom-grading systems must incorporate multiple opportunities for students to demonstrate their understanding based on feedback.
3. Academic indicators are not influenced by homework completion, extra credit, or behavior.

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.

## Standards-Based Grading Scale

<b>4</b>	<b>Advanced</b>	Student demonstrates knowledge which exceeds grade-level standards.
<b>3</b>	<b>Proficient</b>	Student demonstrates mastery on grade-level standards. <b>This is the target/goal for student success and should be celebrated.</b>
<b>2</b>	<b>Developing</b>	Student demonstrates basic understanding and is partially proficient at meeting grade-level standards.
<b>1</b>	<b>Emerging</b>	With help, the student demonstrates some understanding of foundational skills and grade-level standards.

## 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.

Marking Periods	
<b>M1</b> Report Card	<b>July 31- October 6, 2023</b> October 20, 2023
<b>M2</b> Report Card	<b>October 16 - December 20, 2023</b> January 5, 2024
<b>M3</b> Report Card	<b>January 3 - March 8, 2024</b> March 22, 2024
<b>M4</b> Report Card	<b>March 11 - May 31, 2024</b> Mailed June 7, 2024

# Evaluation for Skipping a Grade Level

## Student Information

Student Name:	Parent or Guardian Requesting Evaluation:
Current Grade Level:	Grade Level Requested:
Student Age:	Current Teacher:

## Criteria Documentation

Criteria	Evidence/Data/Links
1. Academic Ability	
2. Standardized Test Scores	
3. Age & Maturity	
4. Emotional & Mental Stability	
5. Teacher Recommendations	

## Descriptions of Criteria for Skipping a Grade Level

- Academic Ability:** *The student must have demonstrated exceptional academic ability and achievement in the current grade level across subjects (not just in one subject) and have a body of work/evidence proving the student can successfully tackle the curriculum at higher levels. This includes but is not limited to persevering through longer texts and instruction at a faster pace.*
- Standardized Test Scores:** *Standardized test scores in math, reading, and writing are a way to demonstrate academic readiness for a higher grade level.*
- Age and Maturity:** *The child must be mature enough to handle the academic and social demands of the higher grade level.*
- Emotional & Mental Stability:** *Skipping a grade can be stressful and emotionally challenging. The student must demonstrate emotional stability and competency in handling the academic and social demands of the higher grade level.*
- Teacher Recommendations:** *Recommendations from teachers or other academic professionals must be taken into consideration to determine if a student is ready to advance to a higher grade level.*

## Homework

Matchbook Learning homework may not look as it does traditionally. We use homework as a means of extending student learning. For example, students may receive instructions from their teachers to continue their work at home. This process may involve students accessing their Google Classroom dashboard and continuing where their work started in the classroom. It could also involve students finishing a project at home and returning the completed project to school the next day. Additionally students may be given practice exercises to extend their learning and better prepare for the next part of the learning cycle. It is very important to speak directly with teachers about their use of homework for the continued learning and growth of our students.

## MTSS

Multi-Tiered System of Support (MTSS) is the practice of matching students' needs to high-quality, research-based instruction, intervention, and enrichment. Universal screening data are used for all students to make informed decisions that will support students' growth and achievement. The MTSS process and structure helps school teams design, implement, and evaluate the academic, emotional, and behavioral needs of the students. By creating a culture rooted in best practices for academics and social-emotional learning, we are able to provide students with a comprehensive, well-rounded education.

## Multilingual Language Learners

### Mission

The Multilingual Language Learners (MLL) Program at Matchbook Learning seeks to provide a path for our students to become active and engaged readers and writers who use literacy skills to understand their world. We extend a hand of community to families and students and celebrate each culture and the language that represents it. We believe that native language and experiences should be valued and built upon to form new learning.

### Vision

Matchbook Learning will meet the needs of all its (MLL) students by continuing to develop a program of excellence in which teachers are trained in evidence-based strategies. Simultaneously, we will provide push-in services to support our classroom teachers. Parent engagement is vital for our students' success; therefore, we invite our families to participate in school activities and their child's education. Finally, we will use student data to individualize instruction and challenge each student to be a confident, critical thinker who engages with the world around them

### Identifying English Learners

All students enrolling for the first time, including exchange and preschool students, must be administered the Home Language Survey. Any student enrolled in grades K-12 with a language other than English marked in the HLS is screened for English proficiency with Kindergarten Screener or WIDA Screener, except if the student has been transferred from another WIDA consortium state in which case we record the WIDA score from the previous school. Even though the HLS is administered upon registration for preschool students, they are not

taking the Kindergarten Screener until they enroll in kindergarten. Students Identified as an English Learner are eligible for ESL Services. Parents may refuse services if they so choose.

## Services

Multilingualism is an asset, our goal is for our students to learn the new language: English; however, we understand native language support helps to develop a second language. Therefore, we have an ESL program in which each grade level has a bilingual instructional assistant who provides support to teachers and students in their native language if available. Teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and they teach English through content-based instruction. Our school has instructors to provide additional services to newcomers in grades K-8.

## Monitoring and Exiting Status

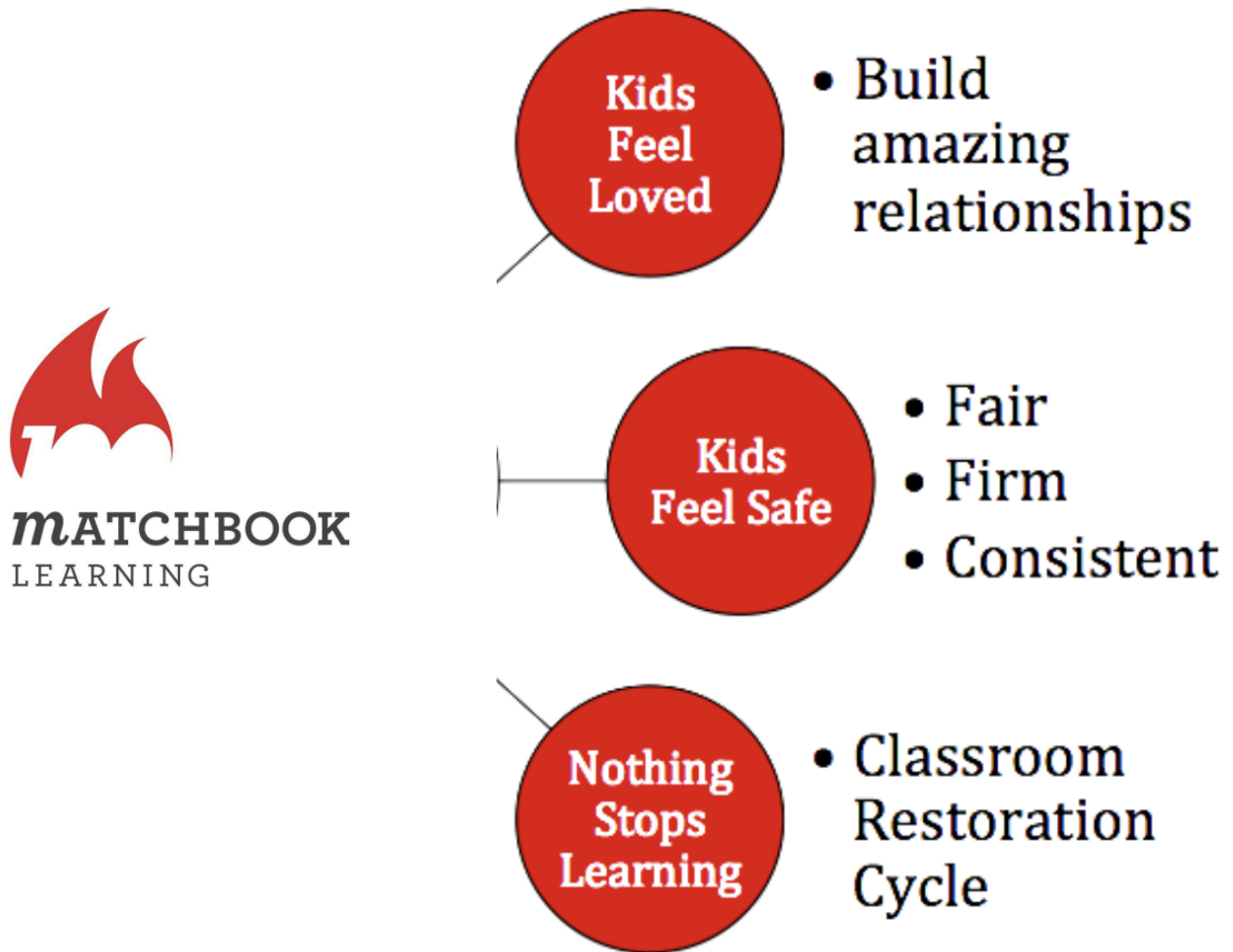
Students identified as Multilingual Language Learners will take the WIDA ACCESS test every Spring until they reach level 5.0 average in English proficiency.

In Indiana, English language proficiency is defined as a 5.0 overall composite score in the annual WIDA ACCESS assessment. After a Multilingual Language Learner (MLLs) achieves a 5.0 on the WIDA ACCESS assessment, the student is reclassified as proficient in English and enters a two-year formal academic monitoring period. During this two-year period, students are closely monitored and if needed, may receive support services from the MLL school program.

After the two-year formal academic monitoring period, students are no longer identified as a Multilingual Language Learner. Parents and families of students reclassified as fluent will be notified of the change in EL status and receive notification of their child's academic monitoring throughout the two-year period following the students reclassification as fluent.

## The School Culture

Matchbook Learning creates and maintains high student culture standards in which we teach our children to make the right choices, incorporate high levels of student leadership, and engage in character education that will enable students to navigate and succeed in various systems and contexts. Our goal is to ensure that our school is safe, learning is occurring 100% of the time, and that students are joyful and feel that the adults around them care about them as people.



We believe that all people feel happiest and most successful when they know what is expected of them, receive support when they are not meeting expectations, and feel that they are part of a strong, collaborative community. Matchbook Learning will employ a school wide behavior management system, routines, procedures, values instruction, and language to support the creation and reinforcement of a positive, consistent culture.

## Voice Levels

- 0 - No Talking
- 1 - Whisper Voice
- 2 - Quiet Voice
- 3 - Presentation Voice
- 4 - Outside Voice

## 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 whatsoever 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, 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.

## Restorative Process

If a student disrupts the learning environment, that student may be removed from the classroom and put into our restorative room. In the restorative room, the student will be given the opportunity to reflect on behaviors and actions, take a break to work on self regulation (coping skills), and/or talk about the presenting problem with a restorative staff member. Students will have up to 25 minutes to complete this process. If successful, the student will return to the classroom. If not successful, a phone call to a guardian will happen and the student will be placed in ISS. Once in ISS, if the student cannot meet the expectations of that environment, a call to a guardian for pick up will be made.

## Teacher, Student Support Team, Dean of Student Culture and Restorative Team 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)

Building Leadership and Restorative Team will respond to 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 Student Support Team or other First Responders. Consequences range from Restorative Classroom Assignment, to In/Out of School Suspension (ISS, OSS), to virtual placement, 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
- Virtual Placement
  - Student(s) will be supplied with technology and a schedule to complete virtually. Student(s) will be assigned a virtual teacher to assure learning continues The Administrative team will

determine the length of the virtual placement which could be 14-45 days.

- If a student is put on virtual placement throughout the end of the school year, he/she will not be able to attend any end of the year activities.
- 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, Virtual Placement, 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.

If it is determined that a change in placement is necessary, virtual placement may be assigned. In this case, the student will be assigned the needed technology, schedule, and a virtual teacher to continue learning virtually. All state testing will be scheduled to be taken in the school building during the normal school day. Students will not be permitted to participate in any school activity during their virtual placement. This includes any and all end of the year activities.

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](http://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.

## Dress Code Policy

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](http://www.matchbooklearningindy.org) .

It is our intent to have students dress in a manner that shows good judgment and does not distract or interfere with the educational climate here at MBL. MBL Administration and or Staff will make the decision as to whether or not clothing worn by a student at school is appropriate for the school environment. If a student is not dressed properly:

- Student will be placed in ISS
- Student will call home
- A change of clothes will need to be brought to school
- If an adult is not available to bring a change of clothing, the student will be assigned to ISS for the remainder of the day and will do their school work from ISS.
- Continued infractions with the Dress Code can lead to harsher consequences such as OSS or a change of placement for the student.

### Such items include, but are not limited to the following:

Clothing and accessories shall not be worn if they display or suggest inappropriate pictures/sayings:

- Profanity or Vulgarity
- Obscene or foul language
- Symbols of violence
- Discriminatory messages
- Gang or gang-like symbols
- Sexually suggestive symbols, pictures, or words
- Alcohol, tobacco or drug related symbols, pictures or words

At no time should clothing be worn that is too tight; revealing undergarments or private areas; or too loose so that undergarments and or too much skin is revealed. This includes loose tops that fall from the shoulders as well as pants that sag. If leggings or similar type tight pants are worn, a top must be worn that is at least fingertip length all the way around the body.

### Accessories

- **Headphones, earbuds, AirPods** are not permitted to be worn or used in the hallways during school hours. Only with specific permission may they be used in a classroom
- **Pocket/wallet chains** are not permitted
- **Sunglasses** shall not be worn inside unless prescribed by a physician and administration is made aware.
- **Detachable gold teeth, grills, or fangs are not permitted.** These may be confiscated and will need to be picked up by a parent/guardian only

### Footwear

- Students are not allowed to walk barefoot at any time during the school day.
- Shoes with laces are to be laced and tied.

- Shoes manufactured with wheels are not permitted.
- Flimsy shoes are not permitted (thin-strap sandals, slides, etc.).
- Slippers are not permitted (such as bedroom slippers and house shoes).
- Shoes must be closed-toe and have a strap around the heel.

### Headwear

Non-religious head coverings are not allowed, unless provided special permission by school administration:

- Caps, hats, hoods, do-rags, wave caps
- Bandanas, headscarves, bonnets
- Costume wigs, hair curlers, picks, combs

### Pants and Slacks

- Belts must be appropriately buckled. Pants will be worn fitted to the waist with or without a belt, and they will not expose undergarments. If a student is “sagging”, the student will be asked to fasten the pants at his/her waist.
- Flannel pants and pajama-looking pants are not permitted.
- Pants, skirts, shorts, dresses with rips, tears, and or holes are not permitted.  
No skin should be visible under clothing (i.e.-distressed clothing revealing parts of the body)
- Pants/leggings should not be so tight that undergarments and private parts can be easily distinguished clearly through them. A long top that falls below fingertip level all the way around the body may be worn over these types of pants/leggings.

### Shirts and Tops

Clothing is not allowed if it exposes the back, shoulders, torso (including stomach/belly button area), and or cleavage:

- Tube tops/Halters
- Tank tops/Spaghetti straps
- Bare back or midriff clothing
- Crop Tops without a shirt underneath - covering the skin
- Bathing suits
- Basketball-style jerseys without a shirt underneath
- Shirts with slits above the waist
- Sheer material whereby undergarments can be seen
- Undergarment straps should not show

### Leggings, Shorts, Dresses, and Skirts

These items should meet the fingertip test, meaning, when arms are held relaxed at the student’s sides, shorts, skirts, dresses should reach **below** the fingertips. Skin should not be visible above the fingertips.

Leggings, jeggings, and any kind of tight pants may be worn **only** if the top is at fingertip level **all the way around** the body. Tied sweatshirts, sweaters, and jackets around the waist is not a solution to be used as properly covering up tight pants.

### Outerwear

Winter coats and heavy jackets are not permitted to be worn during the school day. Light weight items such as sweatshirts & sweaters are okay.

Blankets/Throws and the like are not allowed to be “worn” during the school day unless provided by a teacher or staff member. At no time should blankets/throws be worn in the hallways.

## **Application of Disciplinary Action**

Continued violations of the Dress Code Policy will become a disciplinary issue.

Matchbook Learning students that come to school with inappropriate clothing 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 appropriate clothing.

## **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.



## Tobacco/Nicotine Policy

To support, promote, and model nicotine free lifestyles and to create a healthy learning environment, Matchbook Learning has adopted the following tobacco/nicotine-free policy.

The school building and property shall be tobacco-free at all times (24 hours per day, 365 days a year). This also includes all days when school is not in session and all functions taking place on school grounds, such as athletic events or other activities not associated with, or sponsored by, the school. The policy applies to everyone on school grounds, including students, school staff, parents and visitors. The policy extends to school buses and in all Matchbook Learning owned or leased vehicles.

The policy applies to the smoking or use of all tobacco products, including but not limited to, cigarettes, cigars, spit and smokeless tobacco, chew, snuff, snus, electronic cigarettes, vape products and other electronic nicotine delivery systems.

The sale, distribution, dispensing or promotion of tobacco products and paraphernalia is prohibited on school grounds and at all school functions. Advertising of tobacco products is prohibited in school buildings, on school property and in all school publications. Tobacco industry and tobacco retailer sponsorship of school activities or functions is prohibited.

The following consequence sequence occurs for violations of school wide tobacco/nicotine policy:

- 1st Offense - Parents/Guardians will be notified. Student(s) will complete an assigned virtual curriculum about tobacco/nicotine usage and the dangers of such usage in adolescence and life. The assignment will be completed while serving an in-school suspension.
- 2nd Offense - Parents/Guardians will be notified. Student(s) will serve an Out-of-School Suspension.
- 3rd Offense - Parent/Guardian will be notified. Student(s) will serve an Out-of-Suspension anywhere from 2-5 days followed by a mandatory parent reentry meeting. In the parent meeting, continued violation of this policy will be discussed.

## Lost and Found

Students are responsible for their school clothing, equipment, and supplies. Most students lose very little or nothing during the year, while a few students misplace many items. Students are asked not to bring to school articles of great value. Books from the media center should be returned to the media center. Other articles which have been found (textbooks, electronic devices, miscellaneous items should be taken to the front office. You are encouraged to check for lost items in those areas. Please note that when items are not collected, the items are taken to Goodwill Industries.

## Attendance Policies

### 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.**

Every Wednesday early dismissal at 12:00 pm. Your student must be picked up no later than 12:30pm.

## Early Dismissal

Parents picking up students before 3:15 pm will be asked to call by 3:00 pm, Family members must walk into the building to sign the student out by showing a state-issued ID and completing the sign out sheet in the office. You are welcome to send a note ahead of time; however, students will not be called down to the office until the adult picking them up arrives. We will release students only to adults whose names are on the student's system information SIS. Parents will need to contact our office staff to add the names and phone numbers of adults who are permitted to pick up students. **Early dismissals end at 3:30pm; parents will need to wait until regular dismissal at 4:15pm.**

**Please note:** You must call by 3:15pm to make any transportation changes. We will only make a change in the way your child leaves school at the end of the day if we have received written instructions from the parent. We will not make a change based on your child telling his/her teacher that they need to go home a different way. Wednesday: **Early dismissals end at 11:00 am; parents will need to wait until regular dismissal at 12:00 pm.**

Making school attendance a priority helps children learn good work and study habits that will serve them well now and throughout their lives. Regular school attendance also teaches children the ethics of responsibility and dedication. It builds qualities they will need as they tackle increasingly more demanding school work in upper grades and face life-long challenges. Furthermore, these character traits, along with strong academic and technical knowledge, are also what today's employers say they value most in those they hire. Research has shown students who attend school on a regular basis demonstrate:

- A strong correlation between high attendance and a higher grade point average
- Higher levels of academic achievement than students who are frequently absent
- Stronger bonds to the school and community
- Increased participation in higher education or job related success Research has shown that high rates of absenteeism result in:
  - Lack of educational engagement
  - Lack of participation
  - Behavior challenges
  - Falling behind in class work or credits
  - Inability to keep up with their school work; for every missed day of school, it takes students two days to catch up since they must make up missed learning and catch up with new learning at the same time
  - Being absent means that children miss out on the social side of school life which can affect their ability to make and keep friends and work alongside people later in life
- Increased risk of failing, retention, and dropping out later in school (US Department of Education)

## Parents/Guardians

When your child must miss school for any reason, we ask that you call the school attendance clerk at 317-226-4263 by **12:00 pm** each day that your child is not in school.

**How Parents Encourage, Promote & Ensure Regular Attendance Make attendance and academics a priority.**

- Let children know that school attendance and homework come before time with friends, extracurricular activities or the computer.
- Make medical and other appointments during non-school hours whenever possible. Schedule family

vacations during school holidays or the summer break so that students are not missing important lessons and struggling to make up for lost time.

- Stay home only when really sick. Most children will have occasional sick days. Children need to know that, unless they are truly sick, you expect them to go to school every day and do their best while there.
- Communicate with school staff. If possible, let the school know in advance if your child is going to be absent or if you have concerns about your child's attendance or school performance.
- Get organized. Create a space in your home for children to store backpacks and other supplies. Develop a routine where children have their homework done, classroom materials together and their bags packed the night before school.
- Set reasonable bedtimes. On average, school aged children need about nine hours of sleep to be healthy and alert. Reinforce reasonable bedtimes for children of all ages and, when they become teenagers, encourage them to get up and get ready on their own.

## Excused Absences

Excused absences are absence the school district regards as legitimate reasons for being out of school. Absences can be marked as excused for the following reasons:

- Illness - Parents/guardians can call in a child as 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 5 times in one school year. *If you are unable to see your child's primary care provider, we have a fully operational clinic in partnership with Shalom Health Care Center Inc. Call the school to coordinate.*
- 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.
- Religious Holidays

After a student has been absent for 5 excused days (whether these days are consecutive or non-consecutive days) any absence following the 5th excused absence may be deemed unexcused unless it falls under the excused guidelines.

## Interventions for Absences

**Tardy:** A student is considered tardy if they arrive any time after the tardy bell has rung.

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 at 8:40am to allow time to eat and get to the classroom on time. If students arrive after 9:00 am, 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 information system SIS. From 9:00 am to 12:20 pm arrival your child will be considered Tardy. At 12:21 pm or later your child will be considered Absent.

## 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.

## Truancy Procedures

School Administration shall follow these procedures at a minimum regarding truancy and habitual truancy:

1. After three (3) days of accumulated unexcused absences a contact by phone and an attendance warning letter will be made to the parents/ guardians notifying them of the truancy. Documentation will be kept.

2. After six (6) days of accumulated unexcused absences, a conference will be offered between the parents and designated school staff. An intervention plan will be developed and implemented, which may include a truancy survey questionnaire. Documentation will be kept.

3. Habitual truancy is defined by statute as 10 days. Legislation requires that habitual truants must be reported to the Department of Child Service DCS or Juvenile Court. Refer to IC 20-20-8-8.

4. On the 11th absent day, a wellness check will be conducted at the student's home by school counseling (i.e. school counselor, social workers) staff and/or Indianapolis Public School Police Department

5. On the 30th absent day a report will be filed with the National Center for Missing and Exploited Children Unit, documentation will be kept on file, and the student will be unenrolled from Matchbook Learning. Under IC 20-26-13-11, a school may provide documentation that a student's location is "unknown" for purposes of cohort status and graduation rate determinations. Prior to any determination of a student's status as "unknown."

## Transportation

It is the responsibility of Matchbook Learning to provide students a safe school environment, including while being transported via IPS/First Student to and from school. Students who cannot comply with the school bus regulations may be denied the privilege of riding school buses. When this happens, school attendance is still required, and parents must make other arrangements for their children to get to school. Students may be suspended and/or recommended for expulsion by the principal due to violations of bus policies.

### Parent Responsibilities:

- Parents are responsible for reviewing the "School Bus Rules and Regulations" with their children.
- Parents are responsible for instructing their children to cross in front of the bus after being discharged, if the locations of their residences require them to cross the road at bus stops.
- Parents are responsible for the safety and supervision of their children from the time the children leave home in the morning until they board the bus, and at the end of the day from the time the school bus departs the unloading area until the children reach their home.
- Parents are liable for damage caused by their children to the property of others, including the school bus. When children walk to and from the bus stop or school, while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of citizens whose homes and places of business are located along their routes.
- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time of the bus.
- Parents of children who walk to bus stops should develop specific routes that minimize the exposure of their children to vehicular traffic when walking to and from the bus stops.
- Parents should talk to their children about obeying school crossing guards and traffic control signals. Student Code of Conduct Page 17 of 56
- Parents should walk to and from the bus stops with their younger children, using this opportunity to teach their children proper pedestrian practices. If parents cannot accompany their children, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to do so.
- Parents with special needs children should be home to receive their children from the school bus at the end of the school day. If parents cannot be home to receive their children from the school bus, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to receive the children from the school bus.
- Parents are responsible for completing the "Student School Bus Information" form. The bus personnel

or transportation staff may need to contact parents about emergencies or discipline matters. Parents should notify their children's schools a week before they move to another residence.

***Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.***

## Emergency Closing

It may be necessary for the school to close or be delayed due to extreme weather conditions. Notification regarding weather-related closings, delays or early dismissals will be posted on the school's social media page, class Dojo and on local news stations. In addition, a School Messenger phone call and text message may be used to notify parents. Please be certain your family has established a plan for weather-related closings, delays or early dismissals.

## Building Security

In order to provide a secure environment for students, staff, and visitors, certain procedures will be followed pertaining to building security.

## Visitors

Due to safety and security issues or liability and legal responsibility involved, casual visits by persons who are not either parents or guardians will not be allowed. In lieu of bringing visitors to school, students are always encouraged to invite or bring their siblings, other relatives, friends or out of town guests to extra-curricular events.

A parent/guardian must provide a State Issued ID upon entering the Matchbook Learning Charter School. Parents/guardians who have completed a background check and have been invited to assist with curricular activities are always encouraged, but must check in at the main office upon arrival and wear a provided name badge while visiting in the building.

Visits for the purpose of possible observation of your student will be considered if pre-arranged. A 24-hour notice is required and **MUST** be granted permission from the Principal and classroom teacher.

**Field Trip Chaperone:** All field trip chaperones are required to pass a background check. Any persons with a felony on their record will not be permitted to chaperone with their student on any school field trip. This includes pending felony cases.

## Non Custodial Parents

Indiana and federal law, as well as school district policy, presumes that a student's non-custodial parent continues to be entitled to the rights of a parent. This includes access to student records, participation in the parent-teacher conferences, and picking a student up from school at dismissal or for an appointment. If a custodial parent has a current court order that specifically limits a non-custodial parent's participation in school activities or access to the student at school, the custodial parent should present the court order to the principal of the school the student attends.

Preferences of a custodial parent not supported by a court order cannot be enforced. If a request for a court order is pending, the custodial parent should meet with the principal, or designee, of the student's school to explain any circumstances that may result in harm to the student.

## 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 viewing, 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.
- Never email, message or chat with anyone outside of Matchbook Learning staff and students without teacher permission.
- 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 ensure 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

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 Policy

Matchbook Learning Electronic Devices Policy is for cell phones, headphones, AirPods, earbuds, games, toys, etc.

The following items are not permitted for student use during the school day:

- Video games, electronic games, toys
- Cell phones, tablets
- AirPods
- Other items that school officials deem distract from the learning environment.

### Storing

- Students must turn off and hand in their phones upon arrival
- Homeroom teachers will lock cell phones in designated phone lockers or locked in a classroom cabinet.



## **Inappropriate Use**

- Students cannot use cell phones or devices to photograph, videotape, or audio record other students or staff on school property, including buses.

## **Consequences for Violating the Cell Phone and Electronics Policy**

When students use electronic devices during restricted times, the following will be followed:

- Cell phones will be confiscated and parents/guardians will be called for a meeting
- Teacher makes a phone call to parents/guardians
- Other disciplinary actions of electronic devices are at the discretion of school administration

Matchbook Learning is not responsible for the theft, damage, or loss of a cell phone or other electronic devices.

## **Health Services**

Our health services are strictly limited to the administering of first aid. In case of illness, a student should report to his or her classroom teacher for a pass to the Nurse's Office. It is not acceptable for students to make their own arrangements to go home due to illness or injury. The first time this happens, the proper procedure will be discussed. The second offense may result in an unexcused absence. Under no circumstances should a student leave the school grounds without official permission from the school nurse or administrative personnel.

According to the health policies of Matchbook Learning School, any student whose temperature is 100°F or above should be sent home from school. However, a student does not have to have a temperature of 100°F or above to go home. Any student with a fever should be kept at home until the temperature has been below 100°F for twenty-four (24) hours.

All medication to be given during school hours must have a written doctor's statement or current prescription indicating that the medication is to be taken during school hours. The medication must be brought in the original container with the name of the student clearly marked.

To safeguard the transportation of medication to and from school, all medication both prescription and non-prescription must be brought into the health center by a parent or guardian. Students are not permitted to carry any medication or drugs. The one exception is that any student with a life-threatening medical condition may possess and self-administer medication on an emergency basis (i.e. inhaler, Epipen, etc.). An annual authorization must be on file in the Health Center with a written statement from the student's physician and parent/guardian for the student to carry and self-administer the medication.

All medication shall be kept and administered in the Nurse's Office. It shall be the student's responsibility to come to the Nurse's office to receive the medication at the designated time. If it becomes necessary to give a student medication that is not kept at school, a parent or legal guardian may come to the school and administer the medication in the Nurse's Office. In case of a bee or wasp sting, Benadryl will be given according to weight guidelines if parent consent is on file. Also, the school nurse will administer analgesics (generic Tylenol or Advil) if a parent consent is on file.

A student who has an injury which makes normal passage to class difficult should report to the school nurse upon his or her return to school. A pass will be issued which gives extra time between classes and help with books if needed.

Parents who are going to be out of town should send a note to the nurse with information regarding who will be responsible for their children in the parents' absence.

A statement of immunization history, verified by a physician and/or parent, will be required of all students enrolled in Matchbook Learning School. New students enrolling in a Matchbook Learning School will not be permitted to attend any classes until a complete record of the state-required immunizations (month, day, and year) is on file at the school.

## Emergency Information

In order to facilitate reaching the parents of sick children, please remember to update emergency information on the MBL Powerschool Parent Portal with any change in home, work, and cell phone numbers. Please also supply names and phone numbers of friends and/or relatives who can be called if parents are not available. Parents who are going to be out of town should send a note to the school with information regarding who will be responsible for their children in the parents' absence.

## Head Lice

Parents have the prime responsibility of assisting in the prevention and management of head lice cases through regular checks of their children's hair and starting immediate treatment when head lice are detected. While head lice are a nuisance, they do not spread disease and are not a health issue. Should a case of head lice be brought to the school's attention, the school nurse will maintain confidentiality at school, verify presence of an active infestation, and bring it to the attention of the student's parent. Parents, students, and school staff will be educated about head lice identification, treatment and prevention. If at all possible, students should not be excluded from school for having head lice as the management of head lice should not disrupt the educational process of the child. The need to exclude students from school will be determined on a case by case basis. This policy is supported by the American Academy of Pediatrics, the National Association of School Nurses, and the Hamilton County Health Department.

## Immunizations

Indiana law requires that students in all grades are required to meet the minimum immunization requirements. The immunization record must include the student's name and date of birth, the vaccine given and date (month/day/year) of each immunization.

## Meningococcal Disease

Indiana law requires each year that parents/guardians be informed "about meningococcal disease and its vaccine" (IC 20-30-5-18). Meningococcal disease is a dangerous disease that can strike children and youth. The disease can progress rapidly and within hours of the first symptoms, may result in death or permanent disability including loss of hearing, brain damage, and limb amputations. Symptoms of meningococcal disease often

resemble the flu and can include a fever, headache, nausea, and stiff neck, making the disease difficult to diagnose. The bacteria that causes meningococcal diseases are transmitted through air droplets and by direct contact with an infected person. Fortunately, there is an immunization available and the U.S. Centers for Disease Control and Prevention recommends routine meningococcal immunizations at 11 to 12 years old. For teenagers, immunization is recommended at high school entry and incoming college freshman. Please talk with your child's health care provider about meningococcal disease and vaccination.

## Indoor Air Quality

Matchbook Learning School recognizes its responsibility relative to student, employee, and visitor health and safety, and the need for development of a comprehensive program designed to provide a healthy, safe, and secure environment on Corporation property and at Corporation-sponsored activities. Matchbook Learning School's administrator designated to monitor, facilitate, and answer questions pertaining to these indoor environmental quality procedures is the Director of Facilities and Transportation.

## Pesticides

Matchbook Learning School is committed to providing a safe environment. While pesticides protect children from pests that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to children. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential pesticide exposure. For information regarding pest control, please contact the main office, and the name and phone number of a specific contact person will be provided. Matchbook Learning School will provide notice of planned pesticide applications to parents who have requested advanced notice during the student registration process. Unless an emergency is declared, Matchbook Learning School will give notice at least seventy-two (72) hours prior to the date and time the pesticide application is to occur. The notice will include the date and time of the pesticide application, the general area where the pesticide is to be applied and the telephone number to contact for more information. In case of emergency pesticide applications, because of immediate threat to the public health, the school shall give written notice as soon as possible.

## Student Services

Counselors and School Social Workers work cooperatively with students on their shared caseloads. Although primary roles have been outlined below, involvement with students on an academic and social/emotional level will overlap.

### Counselor

Counselors work as a part of the educational program to support the academic achievement of all students as they prepare for the future. Focus is on the planning and implementation of programming in the areas of goal setting and decision making, academic planning, transition, and college and career readiness.

## School Social Workers

School Social Workers work with students and families to provide social/emotional support and links to community resources. Primary areas of focus include peer relationships and social skills, family changes, attendance, bullying and harassment, assistance to families, and outside referrals. Parents and students are welcome to contact either the counselor and/or student services coordinator with concerns at any time.

## Title IX Policy and Reporting

### POLICY AGAINST SEX DISCRIMINATION

Title IX of the Education Amendments of 1972 states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” It is the practice of Indianapolis Public Schools to abide by applicable law, including Title IX and the Indiana Civil Rights Law. Therefore, a student or employee may not, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any IPS program. “On the basis of sex” includes because of one’s sexual orientation or gender identity.

### TITLE IX COORDINATOR

Matchbook Learning has designated a Title IX Coordinator, as required by law, who has the responsibility for Matchbook Learning’s compliance with Title IX, including directing the investigation of grievances and reports of sex discrimination and harassment, including teen dating violence, and assuring that prompt and effective corrective action is taken.

### MANDATORY REPORTING POLICY

- a. Every employee of Matchbook Learning is required to immediately report suspected sex discrimination or harassment of a student to the Title IX Coordinator, whether it is based on the employee witnessing such conduct or being informed of such conduct.
- b. Every employee is also required to immediately report (prior to the Title IX reporting obligation above) an allegation of suspected sex discrimination or harassment of student that also meets the criteria for child abuse/neglect to the Department of Child Services (“DCS”).
- c. Any employee who suspects, or learns of an allegation of, sexual harassment by an employee against a student (including retaliation related to such matters) is required to also report the allegation to Human Resources once applicable reporting requirements in paragraphs a. and b. above have been completed.

## COMPLAINT AND INVESTIGATION PROCEDURES

a. Any staff member that *suspects, witnesses, or is made aware* of possible sexual harassment, sexual groping, sexual assault, gender identity harassment, or dating relationship violence, including stalking, must report to the Title IX Coordinator as soon as reasonably possible. The online form automatically notifies the correct dept. as required.

**Note:** *If incident involves a Matchbook staff member, immediately* notify building principal and Title IX Coordinator at 317-226-4263 or by email to [titleix@matchbooklearning.com](mailto:titleix@matchbooklearning.com). Principal should then also notify their Supervisor.

b. If incident includes sexual violence, sexual exploitation, nude pictures or videos seen, shown to others, or distributed in any manner of a child, a police report must be filed. All non-consensual touching of private areas UNDER CLOTHES requires a police report be filed.

**Note:** Sexual activity by students under 16, including groping and fondling of private areas *even if consensual* also requires a police report.

C. If the incident is determined to be a Title IX violation, based on preliminary interviews, the Title IX coordinator determines if Informal Resolution is available or if formal process must happen. The Title IX Coordinator will make initial contact/call to notify parents of the incident. Both parties are subject to due process. If Formal Grievance Process is required it will take 30-45 days normally. Report will be submitted for determination by the IPS TIX Decision Maker.

Note: If the incident is determined not to be a Title IX violation, the School addresses with discipline or consequences and education in accordance with the student code of conduct. If incident/behavior is TIX violation - response must be Non-punitive/Non-disciplinary with focus on safety for *both* parties. This May include: separation, increased supervision, counseling for both, check-ins, education

D. Matchbook Learning can not take disciplinary/punitive actions if behavior/incident is a Title IX violation. That violates federal regulations for due process rights of accused.

# School Calendar



## Matchbook Learning School Calendar 2023-2024

<b>July 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<b>August 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<b>September 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 H 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 C 21 22 23 24 25 26 27 28 29 30							<b>October 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<b>F= First Day of School</b> <b>L= Last Day of School</b> <b>VL= Virtual (attendance by work completion)/PD</b> <b>C=Parent Conference Day (no school)</b> <b>H= Holiday (no school)</b> <b>New Teachers and Staff PD (no school)</b> <b>All Staff PD (no school) Room Ready Days</b> <b>Office Closed (no school)</b>																																				
<b>November 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 H H H H H 25 26 27 28 29 30							<b>December 2023</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 H H 23 24 H H H H H 30 31							<b>January 2024</b> Su Mo Tu We Th Fr Sa H H 3 4 5 6 7 8 9 10 11 12 13 14 H VL 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<b>February 2024</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 H VL 21 22 23 24 25 26 27 28 29							<b>Key Dates</b> <table border="1"> <tr><td>First Day of School</td><td>Jul. 31</td></tr> <tr><td>Fall Break</td><td>Oct. 9-13</td></tr> <tr><td>Thanksgiving Break</td><td>Nov. 20-24</td></tr> <tr><td>Winter Break</td><td>Dec. 21 - Jan. 2</td></tr> <tr><td>Spring Break</td><td>March 25-31</td></tr> <tr><td>Last Day of School (Students)</td><td>May 31</td></tr> <tr><td>Last Day of School (Staff)</td><td>June 3</td></tr> </table>		First Day of School	Jul. 31	Fall Break	Oct. 9-13	Thanksgiving Break	Nov. 20-24	Winter Break	Dec. 21 - Jan. 2	Spring Break	March 25-31	Last Day of School (Students)	May 31	Last Day of School (Staff)	June 3																					
First Day of School	Jul. 31																																																															
Fall Break	Oct. 9-13																																																															
Thanksgiving Break	Nov. 20-24																																																															
Winter Break	Dec. 21 - Jan. 2																																																															
Spring Break	March 25-31																																																															
Last Day of School (Students)	May 31																																																															
Last Day of School (Staff)	June 3																																																															
<b>March 2024</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 H H H H H							<b>April 2024</b> Su Mo Tu We Th Fr Sa VL 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<b>May 2024</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 H 28 29 30 L							<b>June 2024</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<b>Instructional Days</b> <table border="1"> <tr><td>July</td><td>1</td></tr> <tr><td>August</td><td>22</td></tr> <tr><td>September</td><td>18.5</td></tr> <tr><td>October</td><td>16</td></tr> <tr><td>November</td><td>16.5</td></tr> <tr><td>December</td><td>13</td></tr> <tr><td>January</td><td>18.5</td></tr> <tr><td>February</td><td>19</td></tr> <tr><td>March</td><td>15.5</td></tr> <tr><td>April</td><td>21</td></tr> <tr><td>May</td><td>20</td></tr> <tr><td><b>Total Instructional Days</b></td><td><b>181</b></td></tr> <tr><td colspan="2"><i>Total Teacher Days: 198 Total New Teacher: 203</i></td></tr> </table>		July	1	August	22	September	18.5	October	16	November	16.5	December	13	January	18.5	February	19	March	15.5	April	21	May	20	<b>Total Instructional Days</b>	<b>181</b>	<i>Total Teacher Days: 198 Total New Teacher: 203</i>										
July	1																																																															
August	22																																																															
September	18.5																																																															
October	16																																																															
November	16.5																																																															
December	13																																																															
January	18.5																																																															
February	19																																																															
March	15.5																																																															
April	21																																																															
May	20																																																															
<b>Total Instructional Days</b>	<b>181</b>																																																															
<i>Total Teacher Days: 198 Total New Teacher: 203</i>																																																																
<b>Orientation</b> <table border="1"> <tr><td>K-3</td><td>Jul. 26</td><td>6-7 PM</td></tr> <tr><td>4-8</td><td>Jul. 27</td><td>6-7 PM</td></tr> <tr><td colspan="3">State Testing: 10/19 PSAT 8th Grade, WIDA 1/16-3/1, iRead 2nd &amp; 3rd 3/4-3/15, iLearn 4/15-5/10</td></tr> <tr><td colspan="3"><b>Open House</b></td></tr> <tr><td>Aug. 24</td><td colspan="2">5:30-6:30 PM</td></tr> <tr><td colspan="3"><b>Parent Conference Day</b></td></tr> <tr><td>Sept. 20</td><td colspan="2">7:30 AM - 7:00 PM</td></tr> </table>			K-3	Jul. 26	6-7 PM	4-8	Jul. 27	6-7 PM	State Testing: 10/19 PSAT 8th Grade, WIDA 1/16-3/1, iRead 2nd & 3rd 3/4-3/15, iLearn 4/15-5/10			<b>Open House</b>			Aug. 24	5:30-6:30 PM		<b>Parent Conference Day</b>			Sept. 20	7:30 AM - 7:00 PM		<b>School Hours (M,T, Th,F)</b> <table border="1"> <tr><td>Open at 8:40/Class Start: 9AM</td></tr> <tr><td>Class End: 4:15 PM</td></tr> <tr><td><b>Wednesdays</b></td></tr> <tr><td>Open at 8:40/Class Start: 9AM</td></tr> <tr><td>Wed. In-Person Dismiss 12pm</td></tr> <tr><td>Virtual 2nd 1/2 Day Wednesdays</td></tr> <tr><td><b>Parent Leaders</b></td></tr> <tr><td>3rd Wednesday Monthly 5:30pm</td></tr> </table>			Open at 8:40/Class Start: 9AM	Class End: 4:15 PM	<b>Wednesdays</b>	Open at 8:40/Class Start: 9AM	Wed. In-Person Dismiss 12pm	Virtual 2nd 1/2 Day Wednesdays	<b>Parent Leaders</b>	3rd Wednesday Monthly 5:30pm	<b>MBLI Board</b> <table border="1"> <tr><td>Jul 17</td></tr> <tr><td>Sept. 18</td></tr> <tr><td>Nov. 13</td></tr> <tr><td>January 22</td></tr> <tr><td>March 18</td></tr> <tr><td>May 20</td></tr> <tr><td><b>Media Center</b></td></tr> <tr><td>Time: 5:00 PM</td></tr> </table>			Jul 17	Sept. 18	Nov. 13	January 22	March 18	May 20	<b>Media Center</b>	Time: 5:00 PM	<b>Marking Periods</b> <table border="1"> <tr><td><b>M1</b></td><td>July 31 - Oct. 6</td></tr> <tr><td><b>Report Card</b></td><td><b>Oct. 20</b></td></tr> <tr><td><b>M2</b></td><td>Oct. 16 - Dec. 20</td></tr> <tr><td><b>Report Card</b></td><td><b>Jan. 5</b></td></tr> <tr><td><b>M3</b></td><td>Jan. 3 - March 8</td></tr> <tr><td><b>Report Card</b></td><td><b>Mar. 22</b></td></tr> <tr><td><b>M4</b></td><td>March 11- May 31</td></tr> <tr><td><b>Report Card Mailed</b></td><td><b>June 7</b></td></tr> </table>			<b>M1</b>	July 31 - Oct. 6	<b>Report Card</b>	<b>Oct. 20</b>	<b>M2</b>	Oct. 16 - Dec. 20	<b>Report Card</b>	<b>Jan. 5</b>	<b>M3</b>	Jan. 3 - March 8	<b>Report Card</b>	<b>Mar. 22</b>	<b>M4</b>	March 11- May 31	<b>Report Card Mailed</b>	<b>June 7</b>
K-3	Jul. 26	6-7 PM																																																														
4-8	Jul. 27	6-7 PM																																																														
State Testing: 10/19 PSAT 8th Grade, WIDA 1/16-3/1, iRead 2nd & 3rd 3/4-3/15, iLearn 4/15-5/10																																																																
<b>Open House</b>																																																																
Aug. 24	5:30-6:30 PM																																																															
<b>Parent Conference Day</b>																																																																
Sept. 20	7:30 AM - 7:00 PM																																																															
Open at 8:40/Class Start: 9AM																																																																
Class End: 4:15 PM																																																																
<b>Wednesdays</b>																																																																
Open at 8:40/Class Start: 9AM																																																																
Wed. In-Person Dismiss 12pm																																																																
Virtual 2nd 1/2 Day Wednesdays																																																																
<b>Parent Leaders</b>																																																																
3rd Wednesday Monthly 5:30pm																																																																
Jul 17																																																																
Sept. 18																																																																
Nov. 13																																																																
January 22																																																																
March 18																																																																
May 20																																																																
<b>Media Center</b>																																																																
Time: 5:00 PM																																																																
<b>M1</b>	July 31 - Oct. 6																																																															
<b>Report Card</b>	<b>Oct. 20</b>																																																															
<b>M2</b>	Oct. 16 - Dec. 20																																																															
<b>Report Card</b>	<b>Jan. 5</b>																																																															
<b>M3</b>	Jan. 3 - March 8																																																															
<b>Report Card</b>	<b>Mar. 22</b>																																																															
<b>M4</b>	March 11- May 31																																																															
<b>Report Card Mailed</b>	<b>June 7</b>																																																															
<b>Celebrations of Learning</b> <table border="1"> <tr><td>Winter (6:00pm- 7:30pm)</td><td>Dec. 19</td></tr> <tr><td>Spring (6:00pm- 7:30pm)</td><td>May 23</td></tr> </table>							Winter (6:00pm- 7:30pm)	Dec. 19	Spring (6:00pm- 7:30pm)	May 23																																																						
Winter (6:00pm- 7:30pm)	Dec. 19																																																															
Spring (6:00pm- 7:30pm)	May 23																																																															

### Important Dates

- Kindergarten - 3rd Grade Orientation, July 26
- 4th - 8th Grade Orientation, July 27
- First Day of School, July 31
- Open House, August 24
- Parent Conference Day, September 20
- Fall Break, October 9-13
- Thanksgiving Break, November 20-24
- Winter Celebration of Learning, December 19
- Winter Break, December 21-January 2
- Spring Break, March 25-29
- Spring Celebration of Learning, May 23
- Last Day of School for Students, May 31

## 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 whatsoever 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'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, tablets, AirPods, 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 agree to follow the Matchbook Learning Code of Conduct in class and all other settings, including but not limited to: SIT Time, Specials, Lunch, Recess, the Bus, the Bathroom and Field Trips.
- 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.

---

Print Student Name

---

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 leaders.
- 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 the Matchbook Learning Code of Conduct applies to the traditional classroom and all other settings, including but not limited to: SIT Time, Specials, Lunch, Recess, Bus, Bathroom, and Field Trips.
- 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, tablets, AirPods, etc. may be confiscated. Confiscated items will only be returned to a parent or guardian as listed on school records.

---

Print Parent/Guardian Name

---

Parent/Guardian Signature

---

Date