



***m*ATCHBOOK**

LEARNING

At Wendell Phillips School 63

2025 - 2026

Parent & Student Handbook

Tuition Free!

Matchbook Learning
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Indianapolis, IN 46222
(317) 226-4263

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VISION

Every child is known, loved and flourishing.

MISSION

We personalize learning, within a restorative community, fostering resilience and excellence while preparing students for real-world opportunities.

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.

Principal's Welcome Letter

Dear Matchbook Learning Students & Parents/Guardians,

Welcome to Matchbook Learning at Wendell Phillips School 63! My name is Nathan Tuttle, and I am honored to serve as your principal. As we embark on this new school year together, I want to extend a warm welcome to our entire school community and invite you to be active partners in your child's education.

At Matchbook Learning, we are deeply committed to providing a safe and supportive environment where every student feels welcome and knows they belong. Here in the vibrant Haughville neighborhood of Indianapolis, we strive to create a school culture that celebrates our diverse community and fosters a sense of belonging for all students.

We hold our students to high expectations and are dedicated to ensuring they master grade-level, rigorous material. Your child's safety and learning are our top priorities. We believe that with the right support and opportunities, all students can achieve academic excellence and develop the skills necessary for success in college, work, and life.

We view parents and guardians as invaluable allies in this educational journey. Your involvement and partnership are crucial to our collective success. We invite you to join our Parent Teacher Organization and become an integral part of our school community. Your participation in school activities, events, and decision-making processes will help us create the best possible learning environment for your child.

We also encourage you to stay actively engaged in your child's education at home. By supporting their learning, setting high expectations, and maintaining open communication with our teachers and staff, you can help us ensure that your child reaches their highest potential.

At Matchbook Learning, we are committed to your child's education and well-being. Together, we will create a positive and productive school year filled with growth, achievement, and memorable experiences.

Thank you for entrusting us with your child's education. We look forward to a fantastic school year ahead!

Warm regards,

Nathan Tuttle
Principal
Matchbook Learning at Wendell Phillips School 63

Matchbook Learning School Leadership Team

| | |
|---|--|
| Principal | Mr. Nathan Tuttle ntuttle@matchbooklearning.com |
| Assistant Principal | Mrs. Lanea Garrett lgarrett@matchbooklearning.com |
| Assistant Principal | Dr. Camille Tolliver ctolliver@matchbooklearning.com |
| Data, Assessment, and MLL Engagement Coordinator | Mrs. Veronica Palacio vpalacio@matchbooklearning.com |
| MLL Strategy Director | Mrs. Jen Venturi jventuri@matchbooklearning.com |
| Special Education Coordinator | Mrs. Cassie Pazos cpazos@matchbooklearning.com |
| Community Engagement and Event Coordinator | Mr. M Ornelas mornelas@matchbooklearning.com |
| Dean of Student Culture | Mr. Drew Dawson ddawson@matchbooklearning.com |
| Director of Enrollment & McKinney Vento Liaison | Mrs. Natalia Ramos nramos@matchbooklearning.com |

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

2025-2026 School Year

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

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

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:

Conner Beidelman

cbeidelman@matchbooklearning.com

Daily Schedule

Doors Open:

7:15 am - Breakfast

7:35 am - School Official Start Time

Dismissal:

2:15 pm - Dismissal

***Walkers: Students are expected to WALK home (Not to be picked up in a car).**

The Academic Program

At Matchbook Learning, we are committed to providing a rigorous, personalized, and standards-aligned education that meets students where they are and moves them forward with purpose. Our academic program is built on the belief that **all students can achieve high levels of success when instruction is tailored to their individual needs.**

We utilize a **research-based, nationally recognized curriculum** that is fully aligned to Indiana Academic Standards. Core subjects include **English Language Arts, Mathematics, Science, and Social Studies**, delivered through high-quality instructional materials such as **Savvas MyView, enVision Math, and MyPerspectives.**

Our approach blends **whole-group, small-group, and personalized instruction:**

- **Personalized Learning:** Each student's progress is informed by diagnostic tools (e.g., NWEA, Acadience) and targeted interventions through platforms like **Zearn** and **Heggerty** to support foundational skill development.
- **Blended Learning:** Technology-enhanced lessons allow students to work at their level and pace while receiving real-time feedback.
- **Small Group Instruction:** Daily small groups support remediation, enrichment, and grade-level acceleration based on real-time data.

Our educators design lessons with a **strong emphasis on literacy and academic discourse**, ensuring students build the critical thinking, reading, and communication skills necessary for lifelong success.

Related Arts Classes

Students participate weekly in a diverse rotation of Related Arts, which may include:

- College & Career Readiness
- Art
- General Music
- Band
- Physical & Health Education

Grading and Promotion

At Matchbook Learning, our top priority is to help your child succeed in meeting the academic standards set by the state. We believe in a personalized learning approach where each student can learn at their own pace. Some students may need more time to fully grasp the material, while others may progress quickly and be ready to move to the next level within the school year once they meet all the requirements.

We keep track of your child's progress in real time, allowing us to provide timely support and interventions to help them stay on track. Rest assured, we have plans in place to assist students who may be struggling so they can keep moving forward. Until your child masters the necessary standards, they will continue to progress in their learning journey rather than being held back.

At Matchbook Learning, we are dedicated to supporting your child's academic progress and overall development.

| Academics | Demonstration | Attendance |
|---|--|--|
| Standards-based assessments for each content area and grade level. Students need to reach mastery level of the state required content standards. | Students will apply the skills they learn to demonstrations or projects aligned to the content standards | Students will maintain excellent levels of attendance. |

| Assessment Categories & Weights | Evidence of Learning/Formative Assessments: | Evidence of Learning/Summative Assessment: |
|---------------------------------|--|--|
| | <p>Description: Formative assessment is an ongoing process that allows teachers to gather information about students' understanding and learning progress during instruction. It helps teachers make real-time adjustments to their teaching methods and provides valuable feedback to students to enhance their learning.</p> <p>Formative assessments are essential tools for both teachers and students to track progress, identify areas for improvement, and foster a supportive learning environment.</p> | <p>Description: Summative assessment is typically administered at the end of a unit, course, or academic period to evaluate students' learning outcomes and mastery of the material. It focuses on measuring the overall knowledge and skills acquired by students over a specific period.</p> <p>Summative assessments provide a snapshot of students' overall learning progress and achievement at a specific point in time. They help measure the effectiveness of instruction, inform grading decisions, and provide valuable feedback for future teaching and learning strategies.</p> |
| Assessment Examples | <p>Examples: may include but are not limited to-</p> <ul style="list-style-type: none"> ● Quizzes: Short quizzes | <p>Examples: may include but are not limited to-</p> <ul style="list-style-type: none"> ● End of Unit Exams/Tests: Comprehensive |

| | | |
|---------------------|--|---|
| | <p>administered throughout a lesson or unit to check for understanding and provide immediate feedback.</p> <ul style="list-style-type: none"> ● Exit Tickets: Brief assessments given at the end of a lesson to gauge student comprehension before they leave the classroom. ● Think-Pair-Share: Students think about a question or concept, discuss it with a partner, and then share their thoughts with the class to encourage active participation. ● Journals or Reflections: Written reflections on learning experiences to help students process information and monitor their own understanding. ● Peer Feedback: Students provide feedback to their peers on assignments or projects to deepen their understanding and improve communication skills. | <p>exams given at the end of a unit to assess students' understanding of standards measured in the unit..</p> <ul style="list-style-type: none"> ● Research Papers or Projects: Culminating research papers or projects that demonstrate students' ability to synthesize information and present their findings. ● Portfolios: Collection of student work samples compiled over time to showcase growth and achievement in various areas. ● Presentations: Oral presentations where students present their knowledge and findings on a specific topic to an audience. ● Performance Assessments: Evaluations of students' practical skills, such as lab experiments, art projects, or music performances. |
| Late Policy | Late assignments or formative assessments may be completed by the end of the unit or quarter (whichever comes first) for up to full credit. | Summative assessments will not receive a deduction if turned in late. |
| Extra Credit | <p>Focus on Learning and Support for Your Child:</p> <p>At Matchbook, we want students to dedicate their time and effort to practicing, learning, and completing assessments. Therefore, we do not offer extra credit opportunities as we believe it's important for students to focus on their regular assignments and assessments to demonstrate their understanding and skills.</p> <p>Support for Different Situations:</p> <ul style="list-style-type: none"> ● Excused Absence: If your child misses school due to an excused absence, they will receive the work they missed when they return. They will have time equal to their absence to complete and submit the assignments. Our teachers will work with your child to make sure they catch up on any missed work that needs special attention. ● Out of School Suspension: Students can receive work to complete at home for the purpose of staying on pace with their peers. ● In School Suspension: During in-school suspension, students will receive work that aligns closely with what they would be doing in their regular classes. They can work on these assignments while serving their suspension. ● Virtual Day: Before a scheduled virtual learning day, students will receive paperwork to complete at home. They are expected to return all completed work on the first day they come back to school in person. | |

| | |
|--|---|
| | We are here to support your child's learning journey and ensure they have the resources they need to succeed. |
|--|---|

We follow a mastery-based learning approach to ensure that grades offer valuable feedback to students, track their progress, and help teachers determine the best way to support each student's learning journey.

Our grading system is built on three key principles that prioritize student understanding and growth:

1. **Meaningful Grades:** Grades are designed to give students and parents insights into their strengths and areas for improvement, focusing solely on academic performance and separating out non-academic factors.
2. **Multiple Opportunities for Success:** Students have various chances to demonstrate their understanding through feedback-rich assessments, ensuring they have the support they need to succeed.
3. **Fair Assessment:** Grades are based on academic indicators and are not influenced by factors like homework completion, extra credit, or behavior.

If a student needs extra help to reach mastery, we provide academic interventions such as small group support. This system allows us to set high expectations for all students and ensure they have a strong academic foundation as they progress in their studies.

At our school, we are committed to helping your child thrive academically and reach their full potential. Thank you for being a part of our learning community!

Standards-Based Grading Scale

In a standards-based grading system using a 1–4 scale, student performance is measured against clearly defined learning objectives:

- **4 – Advanced:** Exceeds the standard with in-depth understanding, independent application, and extended thinking.
- **3 – Proficient:** Meets the standard with consistent, accurate understanding and application of skills.
- **2 – Developing:** Approaches the standard with partial understanding; requires support to apply skills.
- **1 – Emerging:** Demonstrates limited understanding; needs significant guidance to meet the standard.

This standards-based grading scale allows for a more detailed assessment of students' performance based on specific criteria and learning outcomes. It provides clear feedback to students, parents, and educators about where students excel and where they may need additional support or enrichment.

A-F Grading Scale

| Letter Grade | Percent Range | Description |
|--------------|---------------|--|
| A+ | 98-100% | The student demonstrates independent, accurate application of skills with 90%+ accuracy. The student can transfer skills to new tasks and exceeds course standards. |
| A | 93-97% | |
| A- | 90-92% | |
| B+ | 87-89% | The student often applies skills independently and accurately with 80%+ accuracy. The student can transfer skills with some prompting and meets course standards. |
| B | 83-86% | |
| B- | 80-82% | |
| C+ | 77-79% | The student applies skills with prompting, showing 70%+ accuracy. The student sometimes transfers skills with support but does not consistently meet course standards. |
| C | 73-76% | |
| C- | 70-72% | |
| D+ | 67-69% | The student struggles to apply skills and rarely transfers them. The student shows 60%+ accuracy and performs below course standards. |
| D | 63-66% | |
| D- | 60-62% | |
| F | 59% or Below | The student is unable to apply skills; accuracy is below 60%. The student cannot transfer skills and performs significantly below course standards. |

How can I, as a parent, track my student's progress?

At Matchbook Learning, we use the PowerSchool Parent Portal app to help you stay connected to your child's academic progress. This platform gives you real-time access to grades, assignments, attendance, and overall class performance.

To get started:

1. **Download the PowerSchool Parent Portal app** from the App Store (iOS) or Google Play (Android).
2. **Enter our district code: ZDKT** when prompted.
3. **Log in using the credentials provided by the school.** If you haven't received your login information, please contact the front office for assistance.

Once logged in, you'll be able to view your child's academic updates anytime, anywhere.

We believe strong communication between families and schools is essential to student success. The PowerSchool Parent Portal is one of the key tools we use to support that connection.

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 | |
|--------------------------|--|
| M1 Report Card | July 31 - October 3, 2025 October 10, 2025 |
| M2 Report Card | October 6 - December 18, 2025 January 9, 2026 |
| M3 Report Card | January 6 - March 13, 2026 March 20, 2026 |
| M4 Report Card | March 16 - May 22, 2026 (Emailed) May 29, 2026 |

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

- 1. 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.*
- 2. Standardized Test Scores:** *Standardized test scores in math, reading, and writing are a way to demonstrate academic readiness for a higher grade level.*
- 3. Age and Maturity:** *The child must be mature enough to handle the academic and social demands of the higher grade level.*
- 4. 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.*
- 5. 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

At Matchbook Learning, homework serves as an extension of student learning, differing from traditional approaches. For instance, students may be tasked with continuing classroom assignments at home, utilizing platforms like Google Classroom to seamlessly transition between in-class and at-home work. They might also be required to complete projects outside of school hours and submit them the following day. Additionally, students may receive practice exercises to enhance their understanding and readiness for upcoming lessons. It is crucial to communicate directly with teachers regarding their homework practices to support our students' ongoing learning and development.

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.

Newcomers

According to the US Department of education, the term newcomer student refers to K-12 students born outside the United States. who have arrived in the United States in the last three years and who also are still learning English. (US Department of education, 2023).

Newcomers participate in our newcomer programs: K-2, 3-5, and 6-8. Students receive services in small group settings where they have the opportunity of interacting with peers with the same English literacy level, and where they can use their prior knowledge and first language while they actively participate in their class. Students meet once a day for 30 minutes five days a week and are monitored, and sessions are modified/adapted to students' needs to ensure they successfully learn a second language.

Newcomers Social Club

Due to the social and emotional needs of newcomers, we have developed a social club. Students enrolled in a school in the United States 45 days or less participate in the social club. Students participate for four weeks; the club continues throughout the year. Our goals are:

- Expand and strengthen opportunities for cultural and linguistic integration and education.
- Understand some basics about their legal obligations as newcomers such as:
 - School attendance
 - Behavior
 - Students' participation
 - Parent engagement
 - Support from families and school staff
- Provide welcoming guidance and support to help them to make good choices
- Support and develop newcomers' social emotional skills.

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.

Instructional aides provide additional services to newcomers in grades K-8. Additionally, newcomer classes are conducted along with ILitELL and Elevate as supplemental instruction.

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.

An English learner is considered to have demonstrated English language proficiency if the English learner scores a 5.0 overall or higher on the annual WIDA ACCESS assessment. However, students in grade three or above who score between 4.3-4.9 overall on WIDA ACCESS are eligible to have additional evidence reviewed by an Individual Learning Plan (ILP) committee to make an exit determination. Additionally, English learner students with significant disabilities who take Alternate ACCESS as their annual assessment may demonstrate proficiency by scoring a P1 overall (or equivalent proficiency level post-standard setting) and an additional evidence review by an ILP committee and case conference committee.”

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.

Exceptional Learners

Special Education & Evaluation Process at Matchbook Learning

At Matchbook Learning, we are dedicated to supporting the individual needs of every student. Our Special Education program follows the guidelines of the Individuals with Disabilities Education Act (IDEA) and Article 7 (Indiana state law) to ensure students with disabilities receive appropriate services in the Least Restrictive Environment (LRE)—alongside their nondisabled peers whenever possible.

Evaluation & Eligibility:

If a student is struggling academically, behaviorally, or socially, a formal evaluation may be initiated with parent consent. This comprehensive process helps determine if a student meets eligibility criteria under one of the 13 disability categories recognized by IDEA and Indiana. Evaluations must follow set timelines and result in a decision about whether special education services are appropriate.

Individualized Education Program (IEP):

An IEP is a legal document that outlines the specific learning goals, services, accommodations, and supports a student will receive. It is developed by a Case Conference Committee (CCC), which

includes parents, educators, and specialists. The IEP is reviewed and updated at least annually to reflect the student's current needs.

Special Education Services:

Depending on the student's needs, services may include academic support, behavioral interventions, speech or occupational therapy, counseling, or transportation. Placement options range from full inclusion in the general education classroom to more specialized settings, based on what is most appropriate for the child.

Parent Rights & Involvement:

Parents are essential partners in the special education process. Procedural safeguards ensure your rights are protected, including the right to be informed, participate in meetings, and challenge decisions if necessary. Dispute resolution options such as mediation and due process hearings are available to address any disagreements.

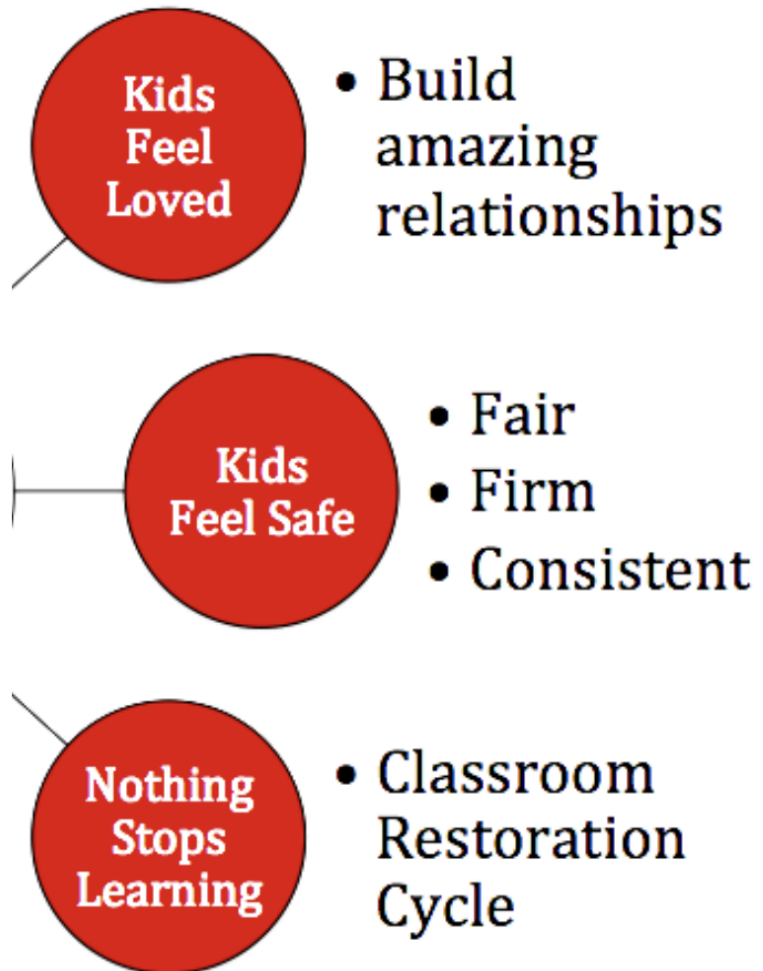
We are here to work collaboratively with families to ensure that every child reaches their full potential. If you have questions or suspect your child may need support, please reach out to our special education team.

Parent Resources

- [Indiana Special Education Laws and Resources](#)
- [Navigating the Course](#)
- [InSource-Special Education Parent Support](#)
- [Procedural Safeguards and Parent Rights \(English\)](#)
- [Procedural Safeguards and Parent Rights \(Spanish\)](#)

The School Culture

Matchbook Learning creates and maintains high student culture standards in which we teach our students 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 happening, 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.

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 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 the IPS 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 foster an equitable, respectful, and positive school community. The objective is to 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.

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. 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.

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 Room Process & Procedures

The Restorative Room is a supportive space to help students regulate emotions, reflect on choices, and return to class ready to learn safely and respectfully.

A student is sent to the Restorative Room when the teacher has already made parent contact about ongoing behavior, when the teacher has consulted with the Tier 1 principal if the teacher has exhausted all other Tier 1 Interventions. The only time parents will not be contacted prior to removal from the classroom is when the student uses profanity towards a staff member that disrupts learning, demonstrates non-negotiable behaviors that jeopardize student safety, disrespects others in a disruptive or harmful manner, or disregards all personal responsibility in relation to others' rights and properties.

Out of School Suspensions and Expulsion

[Link to IPS Student Code of Conduct](#)

Suspensions will be based on the IPS code of conduct (linked above). 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.

I.C. 20-33-8-19: Indiana law grants the principal the authority to recommend expulsion of a student from school. The student and their family will be notified in writing of the decision and given an opportunity for a hearing. The law also ensures that the student's rights are protected during the expulsion process.

Expulsion Recommendation from Matchbook Learning will take place if a student commits frequent and/or 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.

Discipline Involving Students who receive Special Education Services

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.

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, *Matchbook Learning strictly prohibits any act of harassment, intimidation or bullying (HIB) of a student*. 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

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 Dean of Student Culture the same day 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.matchbooklearning.com/matchbook/resources. 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

Dress Code Policy 25-26

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.

| Acceptable Shirts and Tops | Not Acceptable Shirts and Tops |
|---|---|
| <ul style="list-style-type: none"> Any shirt/top that is free of inappropriate language or images Crewneck Sweatshirts Hoodless Quarter Zip All necklines must be modest and shoulders covered Hooded sweatshirts, but hoods must remain down | <ul style="list-style-type: none"> Sleeveless tops, tank tops, or any top that exposes cleavage, midriff, shoulders, and/or the back Inappropriate references or images including sexualized material, drug, alcohol, tobacco, profanity, violence or gang related Shirts worn less than full length or tied/bound No jackets/coats/blankets Shirts may not be tied up showing torso or back |
| Acceptable Pants, Skirts, Dresses, and Bottoms | Not Acceptable Pants, Skirts, Dresses and Bottoms |
| <ul style="list-style-type: none"> Jeans, khakis, dress pants, sweat pants Shorts, skirts, dresses, biker shorts Cropped pants, leggings, joggers Pants must be worn at waist line or above, no sagging or undergarments visible Shorts/skirts must be finger tip length | <ul style="list-style-type: none"> Sheer pants that show private parts or under garments. Pajama pants, flannel pants, onesies, bodysuits NO HOLES OF ANY KIND in the pants |
| Acceptable Footwear | Not Acceptable Footwear |
| <ul style="list-style-type: none"> Shoes must be closed-toe and have a strap around the heel. | <ul style="list-style-type: none"> Flip-flops, slides, unfastened and unsecured shoes Open toed shoes without a strap across the back House slippers |
| Acceptable Accessories | Not Acceptable Accessories |
| <ul style="list-style-type: none"> Religious head coverings Simple Jewelry | <ul style="list-style-type: none"> Bandanas, non-religious head coverings, durags, bonnets, scarves Non prescription eyeglasses, sunglasses Oversized jewelry |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Hair brushes, combs, sponges, & picks in class • Ski masks • Wireless headphones/earbuds |
|--|--|

Worn To School – Must be placed in lockers

- Coats, vests, scarves, gloves, hats, or other outerwear, backpacks, purses, fanny packs, totes, drawstring bags, rain coats

Articles of Non-Compliance

- Leotards, bodysuits, onesies, cologne, perfume, body spray, see through garments, sheer clothing, no grills

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:

- Students will be given Matchbook Learning clothing to borrow for the day, while their article of clothing is stored in the Parent Resource Room.
- Students must return MBL clothing to the Parent Resource Room by the end of the day in order to receive their own article of clothing back.
- Continued infractions with the Dress Code can lead to harsher consequences such as OSS or a change of placement for the student.

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

Locker Policy for 8th Grade Students

At the beginning of the school year, each 8th grade student will receive an assigned locker. It is the student's responsibility to care for their locker; any damage or issues should be reported to school staff promptly.

Lockers are designated for storing school-related materials such as books, binders, and necessary personal items. Students are expected to maintain organization and avoid clutter, with periodic checks conducted by school staff. Sharing lockers with other students is not allowed.

For security reasons, students must keep their locker combinations confidential. Valuables like money or electronics should not be stored in lockers, as the school cannot be held responsible for lost or stolen

items.

Maintaining cleanliness is essential; lockers should be kept free of perishable items, trash, food, and beverages to prevent odors and pests. Students may decorate the inside of their lockers with appropriate materials such as magnets, posters, or pictures, ensuring all decorations are respectful and inoffensive.

During school hours, lockers may only be accessed during designated locker times. Students will not go to their locker unless special permission is granted by a teacher or staff member.

To ensure compliance with school policies and maintain safety and cleanliness, administrators or staff may conduct random inspections of lockers.

Violations of this policy, including unauthorized sharing, inappropriate storage, or failure to maintain cleanliness, may result in consequences ranging from warnings to loss of locker privileges for a specified period.

Students are encouraged to promptly report any locker-related issues or concerns to school administrators or staff.

This locker policy is subject to review and modification by school administration to best support students and maintain a safe and orderly environment.

Bags

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 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.

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

Overview:

Attendance is crucial for student success at Matchbook Learning. Regular attendance promotes academic achievement, fosters a sense of responsibility, and prepares students for future commitments in college, career, and beyond. This policy aims to support students and families in maintaining consistent attendance while providing interventions for those who may struggle to meet attendance expectations.

All Absences:

All absences now count. There is no difference between excused and unexcused absences.

Attendance Guidelines and Support Steps

We believe that regular school attendance is key to student success. To help students and families stay on track, we've outlined the steps we take when attendance becomes a concern:

Early Intervention:

After **three (3) absences**—a mix of excused and unexcused absences—parents or guardians will receive a phone call and an attendance warning letter. This first contact is meant to raise awareness and offer early support.

Parent Conference:

When a student reaches **five (5) absences**, a required meeting will be scheduled with our Student Support Team, which includes the assistant principal, school social worker, and the student's parent or guardian. Together, we'll create an attendance success plan to help improve attendance and provide support for any barriers that may be preventing the student from attending school regularly. As part of this plan, parents may be asked to sign an **attendance partnership plan** to clearly outline steps and commitments for improved attendance.

Wellness Check:

If a student has several unexplained absences, school counseling staff and/or the Indianapolis Public Schools Police Department may visit the student's home for a wellness check. This helps ensure the student is safe and allows us to offer more support if needed.

Habitual Truancy:

When a student reaches **ten (10) absences**, the school is required by law (IC 20-20-8-8) to **file a report with the Department of Child Services (DCS) or Juvenile Court**. This step shows how serious chronic absenteeism is and gets outside agencies involved to help the student and family.

In addition, under **Senate Enrolled Act (SEA) 282**, which took effect July 1, 2024, schools must also notify the **county prosecuting attorney** when a student is identified as a habitual truant. The prosecuting attorney is then responsible for notifying the parent or guardian that the student has been reported. This law strengthens the focus on early intervention and ensures families are fully informed about the legal steps being taken to address repeated absences.

Extended Absences:

If a student has been absent for thirty (30) days—whether the absences are excused or unexcused—a report will be sent to the National Center for Missing and Exploited Children's Student Unit. The student may be unenrolled from Matchbook Learning at this point, and we will follow state procedures (IC 20-26-13-11) to update the student's status for graduation rate reporting.

Tardiness Policy:

Consistent tardiness disrupts learning and impacts student achievement. The following procedures are in place to address tardiness:

- Third Consecutive Tardy: Verbal warning and referral to counseling.
- Fifth Consecutive Tardy: Written warning and phone conference with parents/guardians.
- Tenth Consecutive Tardy: Meeting with the attendance clerk, school counselor, and school principal to develop a supportive plan addressing repeated tardiness.

Supportive Measures:

Matchbook Learning provides resources and support to assist students and families in overcoming barriers to attendance. School counselors and social workers are available to provide guidance, support, and intervention strategies. It is our goal to work collaboratively with families to ensure every student has the opportunity to attend school regularly and succeed academically.

Conclusion:

Regular attendance is vital for student success and future opportunities. This policy emphasizes early intervention, parental involvement, and support services to address attendance issues effectively. By working together, we can ensure that every student at Matchbook Learning has the best chance to achieve their full potential academically and socially.

Note: Non-compliance with this attendance policy may result in further actions, including but not limited to referrals to external agencies, as deemed necessary to support student well-being and academic progress.

Early Dismissal Procedure:

1. Notification and Timing:

- Parents must notify the school office of early dismissal before 1:00 pm (Mon. – Fri.) This ensures sufficient time to prepare for the student's departure and minimizes disruption to the school day.

2. Sign-out Process:

- Family members picking up students early must enter the school building and present a state-issued ID at the front office.
- They will sign the student out using a designated sign-out sheet provided by the office staff.
- To maintain security, students will only be released to adults whose names are listed on the student's information system. Parents must update the office with names and contact numbers of authorized adults.

3. Arrival of Adults:

- While parents are encouraged to call ahead, students will only be called to the office upon the arrival of the adult picking them up.

4. Dismissal Time Limits:

- Early dismissals must conclude by 1:30 pm (Mon. – Fri.) Parents arriving after these times will need to wait until regular dismissal:
 - Regular dismissal is at 2:15 pm (Mon. – Fri.).

5. Transportation Changes:

- All transportation changes must be communicated to the school office by 1:00 pm (Mon. – Fri.) **Changes will not be accepted based solely on a student's request to their teacher.**
- Frequent changes in dismissal make it difficult for students and staff members to know what to do. Please have a consistent plan for transportation so that your child does not get confused.

Rationale:

Early dismissals are a necessary accommodation for family emergencies and appointments but require careful coordination to maintain school security and minimize disruption to student learning. By adhering to these procedures, we ensure a smooth and safe process for all students and families involved. These measures also reinforce our commitment to maintaining a secure environment where student safety is paramount.

Note: Failure to comply with these early dismissal procedures may result in delays and inconvenience to both students and parents. Your cooperation in following these guidelines is appreciated to facilitate effective communication and safe student management throughout the school day.

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.
- 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.

Bus Safety

Riding the school bus is a privilege that can be revoked for a short period of time to the remainder of the school year. Students are to behave in a safe, respectful manner while waiting at the bus stop and riding the bus. Students are expected to display appropriate behavior whenever they ride the bus, whether during their daily commute, traveling to sporting events or on field trips. Please review the following basic bus riding rules and expectations with your student:

- A. Obey the driver
- B. Walk safely approaching or leaving bus stops
- C. Do not play in the roadway or at the bus stop
- D. Respect all property
- E. Be at the bus stop on time
- F. Leave the bus when directed by the driver and only when the bus has come to a complete stop
- G. Sit in your seat at all times
- H. Food and drinks are prohibited on the bus

I. Respect all students riding the bus

J. Disrespect or violation of the IPS Student Code of Conduct on the bus may result in the loss of bus service or privileges

Emergency Closing

It may be necessary for the school to close or be delayed due to extreme weather conditions or other factors that may affect student safety, health, or ability to learn. Notification regarding weather-related closings, delays or early dismissals will be posted on the school's social media page, ParentSquare and on local news stations. In addition, a 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 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.

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 distracting from the learning environment.

Cell Phone Policy

Purpose

To maintain a focused and distraction-free learning environment, this policy outlines the rules and consequences regarding cell phone use in compliance with the new federal law.

Federal Law

A new federal law emphasizes the importance of limiting non-educational screen time in schools to

improve student engagement, reduce distractions, and promote a healthier learning environment. This policy aligns with those recommendations by setting clear expectations for cell phone use during the school day.

Policy Details (*Amended November 2025*)

All student cell phones must remain **powered off and stored in bookbags** during the entire school day. Bookbags should be kept in lockers or cubbies.

If a student is found to have a cell phone **on their person or using it during the school day or any school-sponsored event DURING SCHOOL HOURS** the following will occur:

1. The phone will be **confiscated immediately** and secured by school staff.
2. The phone will only be **returned to a parent or guardian** who must pick it up from the main office.
3. If a parent or guardian is unable to pick up the phone that day, it will be **held securely and returned to the student at the end of the following school day**.
4. Repeated violations may result in additional disciplinary consequences in accordance with the Student Code of Conduct.

We understand that parents may occasionally need to reach their students for urgent or emergency matters. In such cases, parents are encouraged to contact the front office directly. Our staff will ensure the student is notified immediately so they can respond as needed. This process ensures communication while maintaining a distraction-free environment for all students.

It is important to note that the school is not responsible for any damages to or theft of cell phones brought onto school property. Students who choose to bring a cell phone to school do so at their own risk.

Health Services

<https://docs.google.com/document/d/1TLKDcvyOGIbofAeoU6Uhnf8fzAfrt2Mo/edit?usp=sharing&ouid=104819771002517317537&rtpof=true&sd=true>

Immunizations

Indiana requires that all students have specific vaccinations prior to attending school to minimize student exposure to preventable, life-threatening disease.

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 or an acceptable exemption has been granted.

The student must be immunized and that the complete immunization record is required for the student's continued enrollment, attendance, or residence at the school unless:

1. The parent or student provides the appropriate laboratory documentation of immunity *or*
2. The parent/guardian presents a medical exemption completed by a physician that states a particular immunization may be detrimental to the child's health. It must state in writing that the child has a medical contraindication to receiving a vaccine. The Indiana State Department of Health has a medical exemption form available on CHIRP that providers should use to document medical exemptions. Many contraindications to vaccination are not permanent so a medical exemption must be obtained for the student each school year.
3. A religious objection that states that the objection to immunization is based on religious grounds. The objection must be in writing, be signed by the parent/guardian, and delivered to the school. To ensure the continued religious objection status for a student, written documentation of the religious objection must be provided at the start of each school year.

The parent/guardian of a student who has enrolled in the school must furnish, not later than the first day of school attendance, proof of the student's immunization status, either as a written document from the health care provider who administered the immunization or documentation provided from the state immunization data registry.

Per Indiana law, a student may not be permitted to attend school beyond the first day of school without furnishing the necessary vaccine history documentation unless:

1. the school gives the parent of the student a waiver; or
2. the local health department or a health care provider determines that the student's immunization schedule has been delayed due to extreme circumstances and that the required immunizations will not be completed before the first day of school.

The waiver referred to in subdivision (1) may not be granted for a period that exceeds twenty (20) school days. If subdivision (2) applies, the parent of the student shall furnish the written statement and a schedule, approved by a health care provider who is authorized to administer the immunizations or the local health department, for the completion of the remainder of the immunizations.

Required and Recommended School Immunizations, Indiana 2025-2026



Updated 11.12.2024

| Grade | Required | | Recommended |
|--------------|--|--|--|
| Pre-K | 3 Hepatitis B 4 DTaP (Diphtheria, Tetanus and Pertussis) 3 Polio | 1 Varicella (Chickenpox) 1 MMR (Measles, Mumps and Rubella) 2 Hepatitis A | Annual influenza COVID-19 Haemophilus influenza B Pneumococcal conjugate |
| K-5 | 3 Hepatitis B 5 DTaP 4 Polio | 2 Varicella 2 MMR 2 Hepatitis A | Annual influenza COVID-19 |
| 6-11 | 3 Hepatitis B 5 DTaP 4 Polio 2 Varicella | 2 MMR 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus, Diphtheria and Pertussis) | Annual influenza 2 or 3 HPV (Human papillomavirus) COVID-19 |
| 12 | 3 Hepatitis B 5 DTaP 4 Polio 2 Varicella | 2 MMR 2 Hepatitis A 2 MCV4 1 Tdap | Annual influenza 2 or 3 HPV 2 MenB (Meningococcal) COVID-19 |

HepB: The minimum age for the third dose of Hepatitis B is 24 weeks of age.

DTaP: Four doses of DTaP/DTP/DT are acceptable if fourth dose was administered on or after the fourth birthday.

Polio: Three doses of Polio are acceptable for all grade levels if the third dose was given on or after the fourth birthday and at least six months after the previous dose.

*For students in grades K-12, the final dose must be administered on or after the fourth birthday and be administered at least six months after the previous dose.

Varicella: Physician documentation of disease history, including month and year, is proof of immunity for children entering preschool through 12th grade. Parent report of disease history is not acceptable.

Tdap: There is no minimum interval from the last Td dose.

MCV4: Individuals who receive their first dose on or after their 16th birthday only need one dose of MCV4.

Hepatitis A: The minimum interval between first and second dose is six calendar months. Two doses are required for all grade levels.

For additional immunization information, visit: in.gov/health/immunization or call **1 (800) 701-0704** during normal business hours.

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 Chief Operating Officer.

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 Matchbook Learning 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 Matchbook Learning 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 Learnings’ 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. 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 2025-2026

| July 2025 | | | | | | | August 2025 | | | | | | | September 2025 | | | | | | | October 2025 | | | | | | |
|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | | | | | | | | | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| November 2025 | | | | | | | December 2025 | | | | | | | January 2026 | | | | | | | February 2026 | | | | | | |
|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | H | H | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | H | H | H | H | H | 27 | 18 | H | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 23 | H | H | H | H | H | 29 | 28 | H | H | H | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| March 2026 | | | | | | | April 2026 | | | | | | | May 2026 | | | | | | | June 2026 | | | | | | |
|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | 1 | 2 | 3 | | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | H | 20 |
| 22 | H | H | H | H | H | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | | | 24 | H | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Marking Periods | | | |
|---------------------------------|------------------|------------------|-------------|
| | Dates | Report Card | No. of Days |
| M1 | July 31 - Oct. 3 | October 10 | 45 |
| M2 | Oct. 6 - Dec. 18 | January 9 | 43 |
| M3 | Jan. 6 - Mar. 13 | March 20 | 47 |
| M4 | Mar. 16 - May 22 | May 29 (Emailed) | 45 |
| Total Instructional Days: | | | 180 |
| Total Days for New Staff: | | | 194 |
| Total Days for Returning Staff: | | | 191 |

| Board Meetings | | | |
|----------------|---------|--|--|
| 5-7 PM Monthly | | | |
| July 21 | Jan. 5 | | |
| Aug. 18 | Feb. 23 | | |
| Sep. 15 | Mar. 16 | | |
| Oct. 20 | Apr. 20 | | |
| Nov. 17 | May 11 | | |
| Dec. 15 | June 15 | | |

| School Hours | |
|---|--|
| Breakfast: 7:15 AM Class Start: 7:35 AM | |
| Class End: 2:15 PM | |

| Contact Information | |
|--|--|
| Matchbook Learning | |
| 1163 N Belmont Ave, Indianapolis, IN 46222 | |
| 317-226-4263 | |

| Key Dates | |
|-------------------|--|
| July 15 - July 17 | New Staff PD |
| July 23-25, 28-30 | All Staff PD (July 25 and 29 Teacher Work Days) |
| July 25 | K-8 Summer Bash, 12:30-4 PM |
| July 29 | K-8 Orientation, 6-7 PM |
| July 31 | First Day of School |
| September 1 | Labor Day (No School) |
| September 2 | All Staff PD (No School) |
| October 9 | Parent Conferences, 3-7 PM |
| October 10 | Parent Conferences, 7:30 AM-3:30 PM |
| October 10 | Asynchronous Virtual Day for Students |
| Oct. 13 - Oct.17 | Fall Break |
| November 3 | All Staff PD (No School) |
| Nov. 24 - Nov. 28 | Thanksgiving Break (No School) |
| December 18 | Winter Celebration, 5:30-7:30 PM |
| December 19 | All Staff PD (No School) |
| Dec. 22 - Jan. 2 | Winter Break |
| January 5 | All Staff PD (No School) |
| January 19 | Martin Luther King Day (No School) |
| February 16 | Presidents Day (No School) |
| February 17 | Asynchronous Virtual Day for Students / All Staff PD |
| March 19 | Parent Conferences, 3-7 PM |
| March 20 | Parent Conferences, 7:30 AM-3:30 PM |
| March 20 | Asynchronous Virtual Day for Students |
| Mar. 23 - Mar. 27 | Spring Break |
| May 14 | K-8 Celebration of Learning, 5:30-7:00 PM |
| May 22 | Last Day of School |
| May 23 | Memorial Day |
| May 26 | All Staff PD (No School) |
| June 1 - June 18 | Summer School (Dates TBD) |
| June 19 | Juneteenth (No School) |

| Key Dates | |
|-------------------|--|
| July 15 - July 17 | New Staff PD |
| July 23-25, 28-30 | All Staff PD (July 25 and 29 Teacher Work Days) |
| July 25 | K-8 Summer Bash, 12:30-4 PM |
| July 29 | K-8 Orientation, 6-7 PM |
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| September 1 | Labor Day (No School) |
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| Oct. 13 - Oct.17 | Fall Break |
| November 3 | All Staff PD (No School) |
| Nov. 24 - Nov. 28 | Thanksgiving Break (No School) |
| December 18 | Winter Celebration, 5:30-7:30 PM |
| December 19 | All Staff PD (No School) |
| Dec. 22 - Jan. 2 | Winter Break |
| January 5 | All Staff PD (No School) |
| January 19 | Martin Luther King Day (No School) |
| February 16 | Presidents Day (No School) |
| February 17 | Asynchronous Virtual Day for Students / All Staff PD |
| March 19 | Parent Conferences, 3-7 PM |
| March 20 | Parent Conferences, 7:30 AM-3:30 PM |
| March 20 | Asynchronous Virtual Day for Students |
| Mar. 23 - Mar. 27 | Spring Break |
| May 14 | K-8 Celebration of Learning, 5:30-7:00 PM |
| May 22 | Last Day of School |
| May 23 | Memorial Day |
| May 26 | All Staff PD (No School) |
| June 1 - June 18 | Summer School (Dates TBD) |
| June 19 | Juneteenth (No School) |

Important Dates

- Summer Bash, July 25, 12:30-4 PM
- Orientation, July 29, 6-7 PM
- First Day of School, July 31
- Parent Conferences, October 9-10
- Fall Break, October 13-17
- Thanksgiving Break, November 24-28
- Winter Celebration, December 18, 5:30-7:30 PM
- Winter Break, December 19 - January 5
- Parent Conferences, March 19-20
- Spring Break, March 23-27
- Celebration of Learning, May 14, 5:30-7 PM
- Last Day of School for Students, May 22

Matchbook Learning Student Agreement

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 stay focused on learning every day.
- I will be at school, ready to learn, by 7:35 a.m., Monday through Friday.
- I will stay at school each day until 2:15 p.m., Monday through Friday.
- I will spend time outside of school to help myself grow and succeed.
- I will always try my best, act responsibly, and make smart choices—even when it's hard.
- If I don't know what to do, I will ask my teachers for help.
- I am responsible for my choices. If I mess up, I will be honest and take responsibility.
- I will treat others with respect, just like I want to be treated.
- I will not use violence for any reason—at school, during school events, or with anyone in the Matchbook community.
- This includes situations where I think I'm "right" or trying to "defend" myself.
- I will follow the dress code in the Student Handbook.
- If I don't, I understand I may face consequences, including missing class or activities.
- I will keep my cell phone, tablet, AirPods, and other personal electronics put away during school and on field trips.
- I understand they may be taken and only returned to a parent or guardian if I use them.
- I will learn and follow the Code of Conduct at all times—in class, hallways, the cafeteria, recess, restrooms, on the bus, and at all school events.
- If I break a rule, I understand there may be consequences, including suspension or expulsion.
- I will accept the consequences given by Matchbook Learning.

Print Student Name

Student Signature

Date

Matchbook Learning Parent/Guardian Agreement

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 ready to learn by **7:35 a.m.**, Monday through Friday
 - Stays at school until **2:15 p.m.**, Monday through Friday
 - Completes all homework and takes learning seriously
 - Follows the school's **dress code** every day

- We will:
 - Stay involved in our child's education and communicate regularly with teachers
 - Read all school notices and respond when needed
 - Notify the school if our child will be absent or if our contact information changes
 - Make sure our child follows the school's rules and expectations
 - Talk through the **Code of Conduct** and community rules with our child
 - Support school consequences if our child breaks the rules, including detentions or suspensions
 - Attend a **reinstatement meeting** if our child is suspended, understanding they may not be able to return until the meeting happens
 - Understand that if our child brings or uses personal electronic devices at school, they may be taken and only returned to a listed parent or guardian

- We also agree to ensure that our child's compliance with Indiana law regarding vaccination requirements, knowing they may not attend school after the first day without proper documentation, unless a waiver or special exception has been granted.

Print Parent/Guardian Name

Parent/Guardian Signature

Date