“The best way to learn is to do.” – Paul Hermos

“Elos are an opportunity to expand your knowledge and to see what you want to do for a career and to see what your life would look like after school.” – Austin Phetsaynhakoth
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What is an ELO?

Expanded Learning Opportunities (ELOs) are community-connected, student-centered programs that offer alternative paths to course credit. ELO projects are driven by student interest and are aligned by rubric-based assessments specific to each student's vision. Designed for hands-on learning, ELOs match skilled Community Mentors with students to provide enriched experiential learning inside and outside the classroom. Students are taught to ask an essential question, identify learning goals, plan activities, create a product, and demonstrate proficiency through a final exhibition project. These crosscutting, problem-solving skills are relevant in various academic practices and emphasize a competency-based learning, alternative to standardized testing.

All Highlander high school students are required to participate in the ELO program. ELOs are credit-bearing and final grades will be reflected on student’s transcript. The freshman year of the program requires that students take the Career course. This course is a guide for teens and young adults to begin planning their future. Students focus on three essential questions: Who Am I? What Do I Want? and How Do I get It? This course is the prerequisite for developing the essential skills needed for working with community mentors. The sophomore year allows for students to work with in-house community mentors. Mentors work with individuals or small groups based on student interest level. Students are required to create an essential question, reflections, a product, and presentation (see student requirements) on their experience. The junior and senior year allow for students to gain field experiences by working with community mentors outside of the traditional school setting. Students are expected to create an essential question that through research, and field experience can be answered. ELOs will be apart of the senior graduation portfolio requirement.
Roles & Responsibilities:

An ELO is a collaborative process. The key to success is the student’s involvement in their learning experience. The following describes the roles of various individuals in the ELO experience.

Student Expectations:

ELOs can, and should be, enjoyable. When connected to student interests, aptitudes and/or learning needs, projects are engaging, reflective, and rigorous. The following are the guidelines that the student must follow in order to earn credit:

● Work with program directors, teacher mentors, and community mentors to design ELO planning tool
● Participate in ELO classes
● Present ELO plan in front of ELO validation committee
● Complete and submit weekly reflections/blogs throughout the ELO process. Blogs should be about both your experiences and assigned readings (see appendix for reflection questions).
● Communicate regularly to the program directors, teacher mentors, and community mentors
● Completes monthly self-assessments (see appendix)
● Follows through on timeline set for assignments, self-assessments/reflections, and scheduled mentor meetings and classes.
● Prepare a final product that demonstrates ELO learning experiences

ELOs develop 21st Century Skills:

- professionalism
- responsibility
- critical thinking
- creativity
- innovation
- flexibility
- ethical and collaborative problem solving
- effective use of applied technology skills
- interpersonal skills
- leadership skills
● Prepare a final research paper that answers the essential question using field work experience and assigned readings.
● Prepare a final exhibition (seniors will have a senior project task)

Community Mentor Expectations:

Connecting with someone with practical expertise allows students to see how skilled workers, artisans and performers handle their profession in a real-world context.

ELO students work closely with their Community Mentor, meeting as often as necessary to meet the planned learning goals. The Community Mentor is an integral part of the learning process and is expected to drive students learning experiences. The following is a guideline that we ask all mentors to adhere to when working with students:

● Community mentors serve as professionals and should adhere to professional standards while working with students
● Community mentors commit to a minimum of 12 hours or 6-8 weeks to work with students until their final exhibition (timesheet required for payment—see appendix)
● Community mentors attend mentor meetings (beg, mid, end year meetings)
● Community mentors give weekly feedback to students (via journals and blog discussions)
● Community mentors keep ongoing communication with Director of Multiple Pathways and ELO coordinator in regards to student progress, attendance, behavior, etc.
● Community mentors complete on-site evaluations, midterm and final evaluations of student progress (see appendix)
● Community mentors attend final exhibition and are a part of the assessment of projects
● Community mentors help to assign relevant reading, assignments that connect to students essential question

Teacher Mentor Expectations:

Teacher/advisors serve as additional support in ensuring successful student products. All advisors should be aware of their advisees ELO projects, visions and goals.
The following is a guideline for the role of advisors:

- Teacher mentors check-in with students that are enrolled in the ELO experience (Semester 1: October- January/ Semester 2: February- May)
- Teacher mentors attend student validation meeting
- Teacher mentors receive emails/blogs from students and can also offer feedback and support
- Teacher mentors provide curriculum support by suggesting reading materials that connect to students’ experience
- Teacher mentors attend student’s final exhibition
- Teacher mentors assess student’s project and performance

**ELO Director & Coordinator Expectations:**

Both the Director of Multiple Pathways and the ELO coordinator work together to ensure the success of the ELO program. Students and mentors should frequently communicate to both. The team:

- Oversees ELO orientation and class workshops
- Connects students to mentors
- Create schedules for students and mentors
- Organizes transportation
- Communicates to parents
- Creates personalization curriculum for students
- Aligns projects to standards (workforce and common core)
- Organizes validation meetings and exhibition schedules
- Serves as the liaison between student, families, community mentor, and teachers.

**Parent/Guardian Expectations:**

Student success is linked to family involvement and encouraged throughout the ELO process. Families are expected to:

- Become familiar with all aspects of the ELO process
- Provide support and coaching to the student throughout the ELO
● Attend the final exhibition of student learning

ELO Policies and Procedures:

Community Sites/Mentors:
Students can only perform work that is approved by Rhode Island Department of Labor and Training for their age group. In order to serve as a mentor, the community partner must fill out the necessary paperwork (see appendix) and provide a copy of BCI clearance. A relationship with a community mentor can be stopped at any time by the ELO Coordinator or Highlander Administrator if the community mentor is not abiding by the rules specified in the Highlander volunteer protocol, there is evidence to believe the student is not safe, or the motives for the community mentor are not clearly aligned to the values of Highlander and the ELO Initiative. Mentors must provide a copy of license and insurance to the school if they plan to transport students. Parents must be notified of all traveling arrangements and/or field trips.

Behavior & Attendance:
Participating in an ELO is a requirement for all high school students. Expanded learning opportunities provide students opportunities beyond the traditional classroom. To successfully complete an ELO a student will have to demonstrate self-respect and respect of the school and larger community, self-motivation, clear and consistent communication, a willingness to learn, and a strong work ethic. Students are responsible for creating a schedule with ELO mentor, and submitting calendars to mentors, teachers, and directors. Students are expected to adhere to the professionalism protocol which requires showing up to schedules meetings and events. If a student
has to cancel a meeting with the ELO Coordinator, Teacher Mentor, or Community Mentor, s/he needs to contact them 24 hours in advance to reschedule.

If based on community, teachers, and student progress reports, a student is not meeting learning benchmarks and goals, it is required that the student holds a meeting with a family member, the ELO Coordinator, his/her advisor and Community Mentors, to determine what is causing the lack of success and to make a plan for ways the student may get back on track. The student will submit a second letter of intent demonstrating his/her commitment to their learning. If the student continues to not reach learning goals after 6 weeks, the student will have to re-assess his/her ability to successfully complete the ELO and if they are unable, will have to resume it at a later time when they are ready to make the commitment. This can result in a delay of student graduation.

Diverse Learners:

The ELO process is open to all students in the high school inclusive of students who are identified as receiving special education services as well as English Language Learners. Case managers for these students will be part of the development, implementation and evaluation of the individual ELO. If the ELO is in a targeted area of academic need then this will be reflected on the IEP. The case manager will be responsible to ensure that the student receives the necessary accommodations and support in order to successfully complete the ELO.
Appendix A

ELO SAMPLE REFLECTION ENTRIES

The journal provides a record of the ELO experience. It is a public document that will be read by members of the student’s evaluation committee. It must be literate, appropriate, meaningful and reflective. Frequent and varied entries are essential. The following prompts should help students achieve these goals.

1. Before I began my ELO, I was worried (hopeful) that .... Now I feel....
2. On a typical day at my ELO I ....
3. Since I began my internship, my responsibilities/activities have ....
4. Today was a successful (unsuccessful) day working on my ELO project because....
5. If I could change one thing about my ELO project (placement) it would be ... because....
6. When I am praised (criticized) at my ELO, I feel (react by).... For example...
7. Someone at my ELO (or someone involved in my project) said ... This made me think about...
8. My mentor meeting was helpful (unhelpful) today because...
9. A question I am glad I asked (wish had I asked) is.... Because...
10. I can (cannot) see myself pursuing a career in the area of my ELO project because...
11. I have taken some risks during this project by....
12. I did not take any risks during this project because...
13. One thing I have learned about myself during this project is...
14. One thing I have learned about others during this project is...
15. What do you wish you spent more time on? What aspect of this project would you have done differently?
16. What part of the project are you most proud of? Why?
17. One disappointment I have had during this project was ... because...
18. One great success I have had during this project was... because...
19. A surprising outcome of my ELO project was...
20. What were your standards? Did you meet those standards throughout the project? How?
21. How did you demonstrate professionalism?
22. How did you demonstrate responsibility?
23. What networks or connections did you make?
24. How has the ELO project helped you to think more thoughtfully about your future?
25. Reflect on your reading assignments. Summarize and explain its connection to your career interest.
26. Discuss the relationships you have made throughout the ELO project. How have they influenced you?

Appendix B
# Goal Setting and Self-Assessment

**Student Name:**

<table>
<thead>
<tr>
<th>I Will Learn:</th>
<th>Mastered</th>
<th>Still Have Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

What I learned this month:

Proof:

Questions I still have:

Reflection of my performance and progress:

---

Student Signature: __________________________ Date: ____________
Community Mentor Signature: __________________________ Date: ____________
Teacher Mentor Signature: __________________________ Date: ____________

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# Appendix C

## Mentor Timesheet

<table>
<thead>
<tr>
<th>NAME</th>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
<th>Work Description</th>
<th>Other/Notes/Misc</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-</td>
</tr>
</tbody>
</table>

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Highlander Charter School
Expanded Learning Opportunities
On-Site Evaluation Form

Dated__________________

Student__________________________
Mentor_________________

ELO Project: __________________________

Please rate the categories listed below according to the following scale:
4- Above average
3- Average
2- Below Average
1- Failing

**Attitudes**
- Attendance _____
- Reliability _____
- Punctuality _____
- Interpersonal Relationships _____
- Interest in Assignment _____

**Performance**
- Quality of work ______
- Follows instruction_______
- Initiative _____
- Observes rules & regulations ____
- Growth on the site ______

Comments: Mentors may add comments regarding a student’s overall performance
________________________________________________________________
Highlander Charter School
Expanded Learning Opportunities
Midterm Evaluation

Dated__________________

Student__________________________  Mentor_________________

ELO Project: ______________________

Comment where applicable:

Internship attendance________  Mentor Meeting attendance________

Reading:______________________________

*Please record any reading materials assigned to mentee and student’s progress with reading and writing about their reading.
Reflections/Journals: ____________________________________________________
______________________________________________________________________

*Does your mentee submit weekly journals reflecting on his/her experiences? Are entries thoughtful and clear?

Learning Experience:
Develops reading & writing skills: _______________________________________
______________________________________________________________________

Meets Deadlines: _______________________________________________________
______________________________________________________________________

Organizes Work: _______________________________________________________
______________________________________________________________________

Learns by Observation: ________________________________________________
______________________________________________________________________

Seeks to Extend Project: _________________________________________________
______________________________________________________________________

Takes advantage of opportunities: ________________________________________
______________________________________________________________________

Shows independence and assumes responsibility for ELO: _________________
______________________________________________________________________

Recommendation/Comments: _____________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Mentor Signature __________________________ Date ________________

Student’s Signature __________________________ Date ________________
Highlander Charter School  
Expanded Learning Opportunities  
Final Evaluation

Dated__________________

Student__________________________  Mentor____________________

ELO Project: ______________________

Performance Factors

<table>
<thead>
<tr>
<th>Duties</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not meet Expectations</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependability &amp; Cooperation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trustworthy, punctual, reliable, responsible, ability to work with others</td>
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<td></td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
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</tr>
<tr>
<td>Work is accurate, thorough and acceptable, uses suggested reading materials, reflects on goals, and meets standards.</td>
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</tr>
<tr>
<td><strong>Work Performance</strong></td>
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</tr>
<tr>
<td>Has ability to do a comparatively large amount of work of above-average quality; has ability to work under pressure, has good time management skills and can multitask.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Professionalism</strong></td>
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</tr>
<tr>
<td>Demonstrates self-control, poised, has ability to make sound decisions, uses appropriate language and interacts well with others.</td>
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</tr>
<tr>
<td>Attitudes toward work</td>
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</tr>
<tr>
<td><strong>Is courteous, cheerful, interested, willing to work at difficult or disagreeable tasks, takes instructions cheerfully.</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation/Initiative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is motivated to finish work on time or properly; takes initiative to start new tasks; comes up with ideas, or finish work creatively.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments (strengths, weaknesses, ways to improve)**

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**Mentor Signature**  
**Date**

**Student’s Signature**  
**Date**

[Google DOC Mentor Evaluation Forms](#)
**Appendix E**

**ELO Rubrics**

## Extended Learning Opportunities - Reflection Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student identifies, evaluates, and revises his/her short term goals as needed, and is able to justify changes made along the way, explaining how this leads to successfully meeting his/her long term goals.</td>
<td>The student identifies short and long term goals, adjusts them as necessary, and determines tasks and next steps in achieving his/her goals.</td>
<td>The student identifies short and/or long term goals and uses them to determine tasks and next steps.</td>
<td>The student identifies short or long term goals.</td>
</tr>
<tr>
<td>The student communicates about and analyzes the connections between experiences and targeted competencies and predicts future behaviors/decisions based on his/her analysis (“Next time…”)</td>
<td>The student communicates about and analyzes the connections between specific experiences and targeted competencies.</td>
<td>The student communicates about experiences and makes a connection to targeted competencies.</td>
<td>The student communicates about experiences; however, connections to targeted competencies are not made.</td>
</tr>
<tr>
<td>The student describes and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of his/her choice.</td>
<td>The student describes and analyzes problems(s), states solutions, and assesses solutions for them problem(s).</td>
<td>The student describes problem(s) and states possible solutions(s).</td>
<td>The student identifies problem(s).</td>
</tr>
<tr>
<td>The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences, leading them to new perspectives or insights.</td>
<td>The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences.</td>
<td>The student makes connections between a personal idea and an experience to establish the basis of a reflection.</td>
<td>The student summarizes personal experiences.</td>
</tr>
<tr>
<td>The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few, if any, errors. Intention of thought is clearly communicated.</td>
<td>The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.</td>
<td>The student demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of the reflections’ structure may or may not be evident. Errors detract from communication.</td>
<td>The student demonstrates a lack of control over media-appropriate language including vocabulary, syntax, and grammar. Reflection is not in an organized structure. Errors disrupt the flow of communication.</td>
</tr>
</tbody>
</table>

[Google Doc template](#)
## Extended Learning Opportunities - Research Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student evaluates and refines information-gathering strategies to maintain his/her focus on targeted competencies. The student elaborates on: connections between the information gathered; how he/she refines his/her learning based on information gathered; and possible alternate directions for his/her learning.</td>
<td>The student formulates information-gathering strategies to focus learning on targeted competencies. The student communicates how he/she refines his/her learning based on the information gathered.</td>
<td>The student uses an information gathering strategy that allows him/her to add to his/her general body of knowledge. The student communicates the relationship between the information and the direction of his/her learning.</td>
<td>The student compiles information related to the general content of his/her learning goals.</td>
</tr>
<tr>
<td>The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.</td>
<td>The student uses information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.</td>
<td>The student uses information from sources representing a single perspective related to his/her learning goals.</td>
<td>The student uses information from a single source.</td>
</tr>
<tr>
<td>The student defends the inclusion/exclusion of information based on relevance to his/her learning goals and/or essential question.</td>
<td>The student describes his/her choices to include/exclude information based on relevance to his/her learning goals and/or essential question.</td>
<td>The student identifies information connected to his/her learning goal and/or essential question.</td>
<td>The student uses information in his/her ELO.</td>
</tr>
<tr>
<td>The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.</td>
<td>The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.</td>
<td>The student gathers information while checking credibility of sources.</td>
<td>The student uses information from sources without checking credibility.</td>
</tr>
<tr>
<td>The student demonstrates control of and fluency in applicable language, offers a synthesis of the information with his/her essential question, and defends how he/she applies this information to accomplishing his/her learning/project goals.</td>
<td>The student demonstrates a command of applicable language, assesses and organizes the connections he/she has found between the information and his/her essential question, and describes how he/she applies this information to his/her learning/project goals.</td>
<td>The student makes use of applicable terms, concepts or ideas. The student describes connections he/she has found between the information, his/her essential question, and his/her learning/project goals.</td>
<td>The student makes use of applicable terms, concepts or ideas.</td>
</tr>
</tbody>
</table>

[Google Doc Template](#)
## Extended Learning Opportunities - Presentation Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student’s delivery uses a variety of strategies to engage the audience and responds to audience cues.</td>
<td>The presentation communicates the information through logical organization and clear focus. The student’s delivery is appropriate to the audience, context, and purpose.</td>
<td>The presentation communicates the information despite inconsistent organization and/or delivery.</td>
<td>The presentation does not communicate intended information because organization, and/or delivery interfere.</td>
</tr>
<tr>
<td>The student frequently integrates relevant supporting materials that add or clarify information for the presentation.</td>
<td>The student integrates relevant supporting materials that add or clarify information for the presentation.</td>
<td>The student infrequently references supporting materials, which may or may not add information to the presentation.</td>
<td>The student has materials that interfere with the presentation or are not referenced.</td>
</tr>
<tr>
<td>The student explains the reasons for choosing the goals of the learning experience, communicates how the student used the learning experience to address the targeted competencies, and makes further connections to prior and future leaning.</td>
<td>The student explains the reasons for choosing the goals of the learning experience and how the student used the learning experience to address the targeted competencies.</td>
<td>The student explains the reasons for choosing the goals of the learning experience or the targeted competencies.</td>
<td>The student identifies the goals of the learning experience and/or the targeted competencies.</td>
</tr>
<tr>
<td>The student presents his/her response to the essential question and explains how he/she used it to generate additional questions, extensions, or cross-curricular relationships.</td>
<td>The student presents his/her response to the essential question. The student describes how it guided his/her work, and whether or not the question changed.</td>
<td>The student states his/her essential question, but is unable to articulate how it guided their work.</td>
<td>The student makes no reference to the essential question.</td>
</tr>
<tr>
<td>The student selects and presents examples of how his/her research, reflection, and product are interconnected and describes how each impacted his/her learning along the way.</td>
<td>The student provides examples of how his/her research, reflection, and product illustrate his/her progress toward achieving his/her goals.</td>
<td>The student provides examples of two of the three process components in describing his/her progress toward achieving learning goals.</td>
<td>The student provides examples of one of the three process components in describing his/her learning goals.</td>
</tr>
<tr>
<td>The student communicates what he/she learned through the successes and challenges of the learning experience and how he/she grew as a result of it.</td>
<td>The student communicates what he/she learned through the successes and challenges of the learning experience.</td>
<td>The student identifies a success and a challenge of the learning experience, with few details or commentary.</td>
<td>The student identifies a success or challenge of the learning experience without any details.</td>
</tr>
</tbody>
</table>

[Google DOC template](#)
## Extended Learning Opportunities - Product Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product illustrates discovery of complexity and/or connectivity of the</td>
<td>The product independently illustrates relevant connections to all the</td>
<td>The product demonstrates connections to the targeted goals and competencies,</td>
<td>The product is completed with little, if any, evidence of the targeted</td>
</tr>
<tr>
<td>targeted competencies.</td>
<td>targeted goals and competencies.</td>
<td>dependent on further explanation.</td>
<td>goals and competencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product meets all of the design criteria established by the mentor,</td>
<td>The product meets all of the design criteria established by the mentor,</td>
<td>The product meets half the design criteria established by the mentor,</td>
<td>The product has little, if any, evidence of meeting the design criteria</td>
</tr>
<tr>
<td>certified school personnel and student in the plan and additionally reflects</td>
<td>certified school personnel and student in the plan.</td>
<td>certified school personnel, and student in the plan.</td>
<td>established by the mentor, certified school personnel, and student in the</td>
</tr>
<tr>
<td>modifications made in response to authentic feedback.</td>
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<td></td>
<td>plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product has been evaluated by the mentor or certified school personnel</td>
<td>The product has been evaluated by the mentor or certified school personnel</td>
<td>The product has been shared with the mentor or certified school personnel</td>
<td>The product has been shared with mentor or certified school personnel</td>
</tr>
<tr>
<td>and an authentic audience. Modifications have been made based on feedback</td>
<td>and an authentic audience within an appropriate environment, Feedback has</td>
<td>in an authentic user/audience within an appropriate context. Possible</td>
<td>for evaluation.</td>
</tr>
<tr>
<td>or expert critique and/or the product has been adopted for use by the</td>
<td>been collected.</td>
<td>sources of feedback are identified.</td>
<td></td>
</tr>
<tr>
<td>authentic user/audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product reflects a fusion of student interest with the needs of the</td>
<td>The product reflects a fusion of student interest with the needs of the</td>
<td>The product shows evidence of a design based either on the needs of an</td>
<td>The product was external to student interest and/or the needs of the</td>
</tr>
<tr>
<td>user/audience. The product is recognized by the mentor/certified school</td>
<td>user/audience. The product is recognizes by the mentor/certified school</td>
<td>needs of an authentic user/audience or the interest of the student. The</td>
<td>user/audience. (Product is the result of an assignment.)</td>
</tr>
<tr>
<td>personnel as a unique and original solution to the design criteria and is</td>
<td>personnel as a unique and original solution to the design criteria.</td>
<td>product is recognized by the mentor/certified school personnel as an</td>
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<tr>
<td>adopted for use.</td>
<td></td>
<td>uncommon but successful solution to the design criteria.</td>
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<tr>
<td>The student creates a collection of artifacts containing artifacts used</td>
<td>The student creates a collection of artifacts that was used during or</td>
<td>The student creates a collection with appropriate student-created</td>
<td></td>
</tr>
<tr>
<td>during or describing the process of creating the product and includes</td>
<td>describes the process of creating the product and includes clear</td>
<td>documentation that was used during or describes the process of creating</td>
<td></td>
</tr>
<tr>
<td>clear representation of authentic feedback. Student’s intentional selection</td>
<td>representation of feedback.</td>
<td>the product.</td>
<td></td>
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<tr>
<td>of artifacts illustrates key learning breakthroughs.</td>
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</tbody>
</table>

[Google Doc Template]
Appendix F
Mentor Paperwork

VOLUNTEER/CONSULTANT
CHECKLIST
2014-2015

NAME

POSITION

DATE OF HIRE

☐ RESUME
☐ BC/WITH FINGERPRINTS/DATE OBTAINED
☐ CONSULTANT AGREEMENT
☐ W-9
☐ INDEPENDENT CONTRACTOR FORM
☐ INFORMATION FORM
☐ CONFIDENTIALITY FORM
☐ OTHER

COMMENTS:
Form W-9

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

<table>
<thead>
<tr>
<th>Name as shown on your income tax return</th>
</tr>
</thead>
</table>

Business name (disregarding entity name, if different from above)

Check appropriate box for federal tax classification (required)

- Individual & paysee
- Partnership
- S Corporation
- C Corporation
- Exempt payee

Part II Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part II instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see how to get a TIN on page 3.

Note: If the account is in more than one name, see the chart on page 4 for guidance on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (I am waiting for a number to be issued to me, and)

2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the IRS that I am subject to backup withholding as a result of failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. citizen or other U.S. person (Please choose below)

Certification instructions. You must cross out Item 3 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest or dividends on your tax return. For real estate transactions, Item 3 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN, see the instructions on page 4.

Sign Here

Signature of U.S. person

Date

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, or contributions made to an IRA, etc. When applicable, if:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee, if applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to assume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.
NOTICE OF DESIGNATION AS INDEPENDENT CONTRACTOR PURSUANT TO R.I.G.L. §28-29-17.1

WARNING

No one can force you to sign this form. When you sign this form you are stating that you are an independent contractor and in the event of injury, are not entitled to workers' compensation benefits.

*(Name)_________________________________________ Soc. Sec. No._________________________
* Business Name_________________________________ FEIN______________________________
* Address_______________________________________ Business License No.__________________

Date of Birth

I declare that I am an independent contractor pursuant to R.I.G.L. §28-29-17.1 and, therefore, I am not eligible for nor entitled to Workers' Compensation benefits pursuant to Title 28, Chapters 29-38, of the Workers' Compensation Act of the State of Rhode Island for injuries sustained while working as an independent contractor for the hiring entity named below. This designation will remain in effect while performing services for the named hiring entity until a withdrawal of designation as independent contractor form is filed with the Department of Labor and Training.

* Hiring Entity Name___________________________________ Soc. Sec. No._________________________
* Address_______________________________________ FEIN______________________________

Bus. License

Warning! This form is for purposes of Workers' Compensation only and completion of this form does not mean that you are an Independent Contractor under the rules, regulations or statutes of the Internal Revenue Service or the R. I. Division of Taxation. Information on this form will be shared within the Department of Labor and Training, the R. I. Division of Taxation and the Internal Revenue Service.

Independent Contractor: ____________________________ Date ____________________________

A hiring entity that knowingly assists, aids and abets, solicits, conspires with or coerces an employee to misrepresent the employee's status as an independent contractor may be subject to criminal prosecution under Rhode Island General Law §26-33-17.3.

* This information is available to the public including the Hiring Entity's Workers' Compensation Insurance Carrier.

FORM IS NOT VALID UNTIL RECEIVED AND DATE STAMPED BY THIS DEPARTMENT.

For a dated receipt copy, include a copy with the original sent to the Department of Labor and Training with a SELF-ADDRESSED STAMPED ENVELOPE. The original and copy will be date stamped. The original will be retained for our files. The stamped copy will be returned in the envelope provided.

DWC-UIC (12-02)
This is a form DWC11-IC, Designation of Independent Contractor. This means that you have stated that you are an independent contractor NOT an employee and are NOT eligible for Workers' Compensation benefits.

Many factors are considered when determining whether someone is an employee or an independent contractor. Some of those factors are: independent contractors set their own work hours, have their own tools and work when and for whom they choose.

An employer generally does not have to withhold or pay any taxes on payment to independent contractors, such as social security, Medicare, unemployment and Temporary Disability Insurance (TDI).

This form is for purposes of Workers' Compensation, and completion of this form does not mean that you are considered an Independent Contractor under the rules, regulations or statutes of the Internal Revenue Service or the R.I. Division of Taxation.

SHOULD YOU HAVE ANY QUESTIONS ABOUT WHETHER YOU ARE AN INDEPENDENT CONTRACTOR OR AN EMPLOYEE, PLEASE CONTACT THE R.I. DIVISION OF TAXATION AT (401) 222-3682, OR THE US GOVERNMENT INTERNAL REVENUE SERVICE AT 800-829-1040.

IF YOU FEEL YOU HAVE BEEN COERCED OR FORCED TO SIGN THE INDEPENDENT CONTRACTOR FORM, REPORT THIS TO THE WORKERS' COMPENSATION FRAUD PREVENTION UNIT AT (401) 462-8110.

When your work as an independent contractor ends with this employer, complete and return the form titled Notice of Withdrawal of Designation as Independent Contractor, DWC-11-ICR, to the Department of Labor & Training, Workers' Compensation Unit.

If you have a question, contact the Workers' Compensation Unit at (401) 462-8081. For further information, contact the Workers' Compensation Information Line at (401) 462-8125.
EMPLOYEE INFORMATION FORM

2014-2015

NAME:

STREET ADDRESS:

CITY: STATE: ZIP:

HOME PHONE: CELL PHONE:

BEST NUMBER TO REACH YOU AT/HOME OR CELL?

HOME E-MAIL

BUSINESS E-MAIL

IN CASE OF EMERGENCY, PLEASE CONTACT:

NAME: PHONE:

NAME: PHONE:

SIGNATURE

DATE COMPLETED
EMPLOYEE/CONSULTANT/VOLUNTEER
CONFIDENTIALITY POLICY

School employees, consultants and volunteers are required to preserve the confidentiality of any and all records containing personally identifiable information. Student (and staff) records may be confidential by virtue of the Family Educational Rights and Privacy Act, the Individuals with Disabilities in Education Act, state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students or employees unless they are certain that such disclosure is permitted by law.

If in doubt about either the confidentiality of any record or the legality of disclosing information (including to other personnel within the school), Highlander School Employees should consult with the Director of Human Resources (who in turn may contact the school’s counsel) before disclosing any student or employee information.

I HAVE RECEIVED AND READ A COPY OF THE ABOVE POLICY

Name: ________________________________

Signature: _____________________________

Date: ________________________________
Memorandum of Understanding
Between: Highlander Charter School and
Community Partner: ____________________________

This Memorandum of Understanding sets forth the terms and understanding between Highlander Charter School and the specified community partner for the 2014-2015 Expanded Learning Opportunities (ELOs) program.

Purpose
Highlander Charter School’s ELO program is created to connect student interest with relevant community/industry mentors to complete student-driven projects. These projects are not work-study programs for the benefit of a mentor’s industry, but individualized learning programs that provide hands-on experience to accomplish student goals.

The community partner agrees to:
1. Individualized Supports for students
   • Co-creating relevant benchmarks based on student goals
   • Meeting with student a minimum of 12 hours
   • Completing midway and final student evaluations
   • Documenting student attendance and meeting schedules
   • Checking in with students’ assigned teacher mentor
   • Reviewing student progress blogs once every two weeks

*All Community Partners must provide a valid National BCI Check with Fingerprints to The Highlander Charter School as well as a State Background Check in order to begin work.

2. Reporting
Community Partners are expected to report through the ELO Coordinator for any change in terms, assignments, meeting locations, concerns, or suggestions. Reports should include any behavioral issues, attendance reports, and project outlines.

3. Duration
ELO calendars, meeting times and locations, are dictated prior to the project’s start. Project timelines are flexible, but should meet the 12 hour minimum of individual support.
I have read the memorandum of understanding and understand and agree with the terms.

<table>
<thead>
<tr>
<th>Community Partner/Organization Name</th>
<th></th>
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<tbody>
<tr>
<td>Community Partner Representative</td>
<td></td>
</tr>
<tr>
<td><strong>Signature and Date</strong></td>
<td></td>
</tr>
<tr>
<td>Position</td>
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<td>Address</td>
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<td>Telephone</td>
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<td>Fax</td>
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<td>Email</td>
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<tr>
<td>Highlander Charter School ELO Office Representative Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parent/ Guardians,

Your high school student is required to participate in the Expanded Learning Opportunity (ELO) program at Highlander Charter School. ELOs are community-connected, student-centered programs that offer alternative paths to course credit. ELO projects are driven by student interest and are aligned by rubric-based assessments specific to each student's vision. Designed for hands-on learning, ELOs match skilled Community Mentors with students to provide enriched experiential learning inside and outside the classroom. Students are taught to ask an essential question, identify learning goals, plan activities, create a product, and demonstrate proficiency through a final exhibition project.

Your child, ______________, will begin their project this semester. ______________ will be working with: Brief description of ELO project (include mentor/program information) and will meet (insert dates/times). Transportation will be provided to all off-site locations, however, pick-up arrangements must be made between the parent and the child. Highlander Charter school is not responsible for your child’s dismissal arrangements. If your child needs a bus pass to get home please indicate this on the permission below.

Thank you for your cooperation.

Simona Simpson-Thomas
Multiple Pathways Director
ssimpson@highlandercharter.org
401-247-3585

Molly Tracy
ELO Coordinator
mtracy@highlandercharter.org
401-247-3585

Please sign below indicating that you have read the letter and are aware of your child’s ELO project and transportation logistics.

________________________________________________________________________________________________________________________________________________________________________________________

_____ I give my child permission to be transported to ELO site.

_____ My child will need a bus pass to get home.

OR

_____ I will arrange pick-up for my child.

Student’s Name: __________________________________________

Parent Signature: _________________________________________

Google Form
360 Market Street
Warren RI 02885
401-247-3585