

BSU Continuous Improvement Report-2020 Renewal Application

BSU Continuous Improvement Report

Discovery Charter School

Pamela Moore
800 Canonie Dr
Porter, Indiana, 46304-1100
United States of America

Target Completion Date: 12/21/2018

Last Modified: 12/14/2018

Status: Open

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BSU Continuous Improvement Report

ENROLLMENT DIAGNOSTIC

Guidelines for Building an Enrollment Diagnostic

Using the Enrollment Diagnostic:

- a. Download the [Enrollment Diagnostic](#).
- b. Develop your institution's enrollment using the Enrollment Diagnostic Template.
- c. Upload your completed Enrollment Diagnostic in the attachment area below.
- d. You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

Enrollment Demographic Document has been attached.

ATTACHMENTS

Attachment Name



[Admission Policy](#)



[Enrollment Demographics](#)

EXECUTIVE SUMMARY

School and Community Overview

1. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Discovery Charter School serves over 500 students in grades K-8. Currently, Discovery draws students from 19 different school districts in Lake, Porter, and La Porte Counties with the majority of the students residing in Porter County. Of the school districts we draw from, the districts with the highest residency percentage are: Duneland School Corporation (41.6%), Portage Township Schools (21.1%), and Michigan City Area Schools (12.3%). Since opening, our number of students from Duneland School Corporation has maintained between 40% and 50%, which speaks well to our performance and the overall satisfaction of our school offerings. We have also seen an increase in the percentage of students from Michigan City Area Schools and Portage Township Schools while the percentage of students from Valparaiso has slowly decreased since opening. Since we pull students from 3 different counties, this presents both some unique features and challenges. One unique feature is that pulling from an array of communities contributes to the diversity of the student body. Our students come from various backgrounds and environments, with each student bringing with them their own unique personalities, interests and experiences. This is a strength that lends itself to a student-based and innovative curriculum that is offered. This also creates challenge in the desire from families to have organized transportation. Due to the vastness of our school community it is a desire we understand, however, with limited budgets and funding we cannot envision being able to offer this. Another challenge that comes along with our vast school community is being able to find balance in meeting the desires, needs, and expectations of all of our families.

2. State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

Discovery's mission is to foster in its students the passion and curiosity necessary for lifelong learning, to have its students develop the ability to think critically, communicate effectively, excel academically, and to help its students become stewards of their environment and community through an integrated, place-based curriculum. The desire to create a school with this mission grew out of the founders' belief that elementary school should be a nurturing, inspiring place for young minds to grow – a place that captivates the innate curiosity of children and utilizes it to develop strong, creative learners. Discovery is currently in its ninth year of operation and has had steady enrollment growth throughout its existence. Discovery opened its doors in August, 2010 with 309 students in grades K-6. In the 2018/2019 school year, we welcomed 534 kids in grades K-8. Discovery serves children from 19 separate school districts, across three counties. Clearly, the hands-on, place-based approach of Discovery's curriculum resonates with parents in the many Northwest Indiana communities served by Discovery. By attracting students from across Northwest Indiana, Discovery also allows students and parents the opportunity to connect with people from diverse communities, fostering connections that might not otherwise exist. Also unique about Discovery is the great opportunity it provides for parent involvement. Discovery's Parent Advisory Council coordinates volunteers who contribute countless volunteer hours. This allows parents to be part of their children's education throughout their elementary and middle school years and greatly enhances the academic, extracurricular, and social life of Discovery and its students. We believe that what Discovery offers is important because it: * provides a unique educational environment that utilizes our students' innate curiosity, fosters their creativity, and keeps them connected to their environment; * connects parents and students from across Northwest Indiana; and * invites parents to actively participate in the life and health of our school community.

School Design

1. Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

Discovery Charter has several elements that are key to upholding and supporting our vision and mission. Curriculum Planning: Each quarter Discovery Charter School teachers are provided a day of sub coverage in order to work as a grade level on planning for the next quarter. During these plan days, teachers revisit content covered in that quarter to identify what areas students have mastered and what areas may need to be revisited. Also during these plan days, teachers work to identify possible learning experiences or other place based activities for the upcoming quarter that can be integrated within the academic curriculum. Common Language: Discovery Charter School went through some academic alignment work in order to ensure all staff work from the same base of common knowledge and language. From these processes, we developed an overall Instructional Model as well as priority standards for math, ELA grammar, and essential vocabulary for math. These documents have been shared with all staff and are also available on the website for parents to see. Place-Based Curriculum: Grade level teams worked together to provide an overview of what place-based activities they routinely do in order to prevent overlap so each grade can see how they can build upon the previous year's experiences. Great Lakes Standards: In addition to the Indiana Academic Standards, Discovery Charter School will integrate Great Lakes Standards into their curriculum. Included with the attachments you will find all of the above referenced materials.

2. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

Discovery Charter School's mission was originally formulated by the founding board members prior to the school's opening in 2010. That original mission remained in effect until the Spring of 2018 when it was revisited and revised among stakeholders. Through a collaborative process led by Mr. Martinez and Mrs. Moore, stakeholders were provided a chance to provide feedback to administration regarding the current relevance of the mission. The goal of this process was three-fold: determine if there was a need to revise the mission, to create a vision statement, and to develop a motto for the school. A summary of the process of the stakeholder sessions follows. Staff: Staff were presented with the current mission and were asked to work in groups to identify four things as it relates to the mission: what they feel Discovery was already successfully doing, areas that we could improve upon, areas that were not really applicable, and things that weren't part of the mission but felt were things we did well and should be mentioned. Going through each area, staff charted responses on paper and then ideas were shared among the group. Additionally, staff were tasked with identifying key terms from our mission that they felt were most important to our school. Staff settled on four terms and then worked to create working definitions of the terms. Parents/Families: Two sessions were held for families to attend to share their thoughts regarding Discovery and how we are living up to our mission. Similar to the staff session, parents were asked to work in small groups to identify four things as they relate to the mission: areas they felt we were doing well, areas we could do better in, areas that were not applicable, and areas that were not in the mission but were things they felt we did well and should be mentioned. Students: Administration met with groups of students that represented the different grade level groups in the building (K-2, 3-5, 6-8) to have a discussion about their thoughts regarding our school. For the lower grades, the questions focused more on things they liked and disliked about school, favorite parts of their day, least favorite, etc. in general terms as opposed to items related to the mission. For the older grades we introduced the concept of a mission and directed the conversation of things they felt the school was doing well and could be improved upon as it related to the mission. Board: Administration met with the board to share some initial findings to gain their thoughts/

feedback as it related to our mission. This conversation was held informally prior to one of the regularly scheduled board meetings. It should also be noted that a couple of the board members are parents and also attended the parent session to participate as well. After all of the sessions were held, administration reviewed the feedback, looking for themes across the different sessions. Fortunately, the same items kept reoccurring, which helped make administration's job easy when it came time to reviewing feedback and making decisions moving forward.

3. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

Mission Conclusion: The overall consensus was that the mission was strong, and applicable. It didn't need changed, however, there was a secondary level to the mission, which was very detailed (this was developed prior to opening and was intended to provide additional information to help explain/sell the school). The consensus was that it was no longer necessary. We removed it. In its place we added the Keys to Our Mission, which is made up of the four terms the staff determined to be most important to us. Here is how our current mission reads: Discovery Charter School will foster in its students the passion and curiosity necessary for lifelong learning. Students will develop the ability to think critically, communicate effectively, and excel academically. Through an integrated, place-based education, our students will become stewards of their environment and community. Keys to our Mission: Community: Staff, students, families, and the spaces around us. Excel Academically: Inspire and support each student to reach their fullest potential. Place-Based Curriculum: An educational approach which incorporates local and regional partnerships to develop a sense of community and a student's place in it. Stewards: Students are given the knowledge to become active caretakers for our communities and environment. Vision: Based on everything shared in the sessions, administration settled on the following Vision Statement: Discovery is a school community that nurtures the idea of how to think, not what to think. Motto: Administration felt that it was important to leave the motto in the hands of staff. At the end of the day, it is our staff that are going to continue to live out what we are and so we left it up to them! Staff created a list of possible mottos on chart paper. From the list a bracket was created, and through voting, we eventually narrowed down our motto to: Engage. Discover. Grow. Upon completion of this process we shared the results and process with all of our stakeholders. We collaborated with a parent to help us create some materials to help us promote our new vision, mission, and motto. Looking forward, we envision doing some version of revisiting this process every two to three years.

Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (e.g. academic benchmarks, organizational changes, facility improvements, financial stability).

Academic - Goal 1: Increase Middle School Math Performance on ISTEP+/ILEARN: One of our academic goals is to strengthen our middle school academic performance in math. Currently our middle school is still growing. Until this year we have only had 2 sixth grade classes, 1 seventh, and 1 eighth grade class. With small numbers like this, it can make overall scores look slightly more skewed than they actually are when you also factor in other factors such as number of students with IEPs, number of new students, etc. However, with that being said, we still feel like middle school math is an area to improve upon. This year our middle school math teacher has integrated more online components of the math series into the regular routine. Additionally, our intermediate grades (3rd - 5th) are also utilizing more online components into their routine. As students become more and more familiar with the online aspect of the respective math series, it should make students more comfortable and competent with online assessments. This will help us to better understand if lower math scores are a result of failing to understand concepts and content or how to take the online test. With the state changing testing platforms again, there will be another

new learning curve (new testing platform) students will have to maneuver. We will continue to offer opportunities for our teachers to participate in professional development which will keep them up to date with strategies and best practice in teaching math. Spring 2018 Math ISTEP+ Passing Rates: 6th: 63.6% 7th: 47.6% 8th: 43.5% Entire Middle School: 55.5% Our goal will be to increase overall math performance in middle school to meet or exceed the state average passing rates each year. Goal 2: 20% of 3rd -8th grade students identified as "DNP" or passed within 10 points of the ELA portion of ILEARN, (prior school year) will PASS or show growth on the current school year's test. Goal 3: To increase the total number of Free/Reduced students passing both Math and ELA ISTEP +/ILEARN. Currently, this subgroup of students only has about 50% of Free/Reduced students passing both Math and ELA. While we are already well above the state average, we would like to see this percentage increase. Organizational - Our primary goal is to reach our ultimate enrollment target of 575. This will provide comfortable financial stability as our bond requirements will increase in the coming years. As part of this growth, we are aware this will require additional staffing and will work with our staff to determine the best way to meet the needs of a K-8 school with 575 students. Additionally, we are no different than any other school in terms of the retention of highly effective and effective teachers. We continue to revisit and explore ways to make sure teaching at Discovery is an attractive and rewarding job, not just for our current and returning teachers, but also for new teachers down the road. Financial - Discovery Charter School is meeting all financial reporting and compliance requirements under the Charter Agreement including complete and timely submission of financial statements, budgets, forecasts, and all other disclosure requirements. The board completed a bond offering in December 2015 and the school is now completing its third year of rigid financial reporting requirements under the bond indenture. The bond issue enabled Discovery to enhance its mission by buying its property and building a new addition. Although the bond increased our debt profile, increased interest expense, and depreciation expense on our new assets, we continue to meet or exceed the financial covenants required for maintaining adequate cash balances and debt service coverage. Furthermore, we are examined annually by Standard and Poor's, a bond rating agency, to maintain our bond rating. Our operating deficits for fiscal years 2017 and 2018 are the result of large depreciation charges on new equipment and buildings. This has not impacted our cash position, which remains excellent. The financial goal of the board is to increase enrollment so that the resultant increase in income will allow the revenue to cover all costs, including depreciation. Discovery has always received an unqualified opinion on our independent audit indicating that our accounts are maintained in accordance with generally accepted accounting principles. Also, the audits have not reported any significant weaknesses in accounting procedures or internal control.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Academic - Textbook Resources: We had previously identified math as an area of weakness and as a staff determined the math series was no longer beneficial to our school's needs. After looking through various offerings, our teachers selected a new series which included online components. Our staff has found this new series very beneficial. Similarly, our teachers expressed a desire to acquire a stand alone grammar series that would provide additional resources and support vertical consistency among grade levels. Through another process of exploring options, we decided upon a new textbook series to support our teachers, which also has served as a great resource. For our K/1 team, we have provided additional funding to purchase additional curricular resources from TeachersPayTeachers. Organizational - Shortly after our first renewal, Discovery moved away from our management company, American Quality Schools, towards self management. This was a planned break that AQS was aware of and the process of changing was fairly smooth. As part of the process, the board hired former board member, Allan Gabriele, to serve as the schools accountant/business manager. Technology support was maintained with the same company that was previously servicing us, we just contracted with them directly instead of through AQS. All other aspects of the management company was absorbed by the school via administration and Office

Manager. Some additional changes we have made has been to make our art coordinator a full time position so that classes could receive art on a weekly basis. To streamline our enrollment process, we hired a part time employee to oversee the application and enrollment process. This staff member also takes care of providing families with tours and is the immediate contact for any questions related to enrollment. Discovery Charter School obtained funding which allowed for the purchase of the building outright from Charter School Development Corporation (CSDC). Discovery was able to also expand the current building by adding on a cafeteria/gymnasium, restrooms, eight classrooms, and two offices. This improvement allowed us the ability for an increase in enrollment and removal of a classroom modular. Discovery also expanded their outdoor eating area and playground. Picnic tables are now under awnings to shade students from the sun when eating outside. We have upgraded our playground space by adding a zip-line, swings, ga-ga ball pit, teeter-totter, balance beams, and stone steppers which were all paid for from fundraising. The long-term campus goals include a sports' field and renovation of an existing barn into a learning pavilion. We also recognize we may need some additional classroom space for small group/support once we hit maximum capacity. Since the past renewal, we have set up a Development Committee that meets regularly. The focus of this committee is to work on organizing some fundraising efforts and grant writing to help cover the costs associated with school goals and growth. Financial - See response in question 1.

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

One way we have worked to support our mission is to have a Naturalist on staff. This staff member lives in our community (just up the road in fact) and has a wealth of knowledge of opportunities and resources available to our teachers. She regularly meets with teachers to brainstorm opportunities that may connect to units they are studying. From early on in our existence, staff committees were set up by our original management company. Unfortunately, they were there more for the sake of being there than actually having any value or purpose. Over the past couple of years, we have worked to make them more meaningful and productive, and this year we put in place committee chairs to lead them so that administration could take a step back and let the staff take the reigns. It is great to see them continue to grow. Through our committees we have put in place professional development for this school year based on feedback of what staff felt was needed. We have seen our Special Events Committee take ownership over school wide events both annual and new. One of the most beneficial results of our committees has been upgrades to our outdoor classroom from our Place-Based Committee. Through their discussions, we have been able to make that space more useful by adding an outdoor table, outdoor chalkboard, and some bench seating. With place-based being such an important part of our school, it has been great to see our teachers coming up with ways to continue to improve Discovery for our students.

Attachment Executive Summary

Please list any comments for this section below with attachments, if applicable.

Attachments: Instructional Model, Math Priority Standards, Math Essential Vocabulary, ELA Grammar Priority Standards, Place Based Big Ideas, Great Lakes Standards

ATTACHMENTS

Attachment Name



[Grammar Priority Standards](#)



[Great Lakes Standards Overview](#)



[Instructional Model](#)



[Math Essential Vocabulary](#)



[Math Priority Standards](#)



[Place Based Big Ideas](#)



[Vision/Mission/Motto](#)

STUDENT PERFORMANCE DIAGNOSTIC

Continuous Improvement Practices

1. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

Discovery Charter School uses NWEA, Fountas and Pinnell, CogAT, and ISTEP/IREAD assessments to support student learning. The school monitors NWEA data on a year-to-year basis to determine the effectiveness of instruction. This data is evaluated by teachers to help inform curriculum design and areas of improvement in individual students and the class. Student reading levels in grades K-1 are identified using the Fountas and Pinnell Benchmark Reading Assessments. High Ability students are identified using the CogAT assessment along with teacher input. ISTEP/IREAD data is also used in grades 3-8 to help monitor student performance and inform curriculum design for the next school year. Teachers use this assessment data to differentiate within the classroom. Teachers are encouraged to seek out professional development that allows them to focus on their areas of concern.

2. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Teachers use class created benchmarks, along with informal assessments, to evaluate student progress throughout the year. Data collected, on benchmarks in the classroom, are used to inform curriculum planning for the following quarter as well as determine progress toward end of year goals. Data is also collected for use in the RtI Identification Process. A formalized process has been developed in order to identify students requiring more intense interventions beyond the general education classroom. The Student Support Team (SST) gathers input from a variety of staff members to make academic decisions and goals for students. Progress monitoring also takes place in order to track student success over the course of the school year.

3. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

School leadership has been leading staff in professional development meetings focused on reviewing the state standards and identifying priority standards and vocabulary that is essential to success at each grade level. This process, involving all teachers and support staff, helps to provide common language for teaching and has resulted in a more cohesive curriculum between classrooms and grade levels. The priority standard work, which so far has been undertaken in math and grammar, is revisited through meetings with grade levels to ensure that teachers are prioritizing those standards that are most critical to overall student performance. The common language provided by this project allows for teachers to better understand the expectations in the grade below and above their current teaching placement to ensure that students are on track. It also allows for special education, high ability, and response to intervention staff to understand what classroom teachers are focusing on throughout the year.

4. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

Each school year, administration works with staff to identify goals for improvement related to their classroom data. Throughout the course of the year, teachers work to collect additional data to be evaluated to see if goals were met for at risk students and the classroom. At the end of the year, teachers upload supporting data toward their goals and meet with administration to discuss how successful they were in meeting their stated objectives for the school year. During this time, administration and staff work together to review the data and identify areas for continued improvement for the following school year. Similarly, at the beginning of the school year, teachers meet with administration to review ISTEP+ results for their students. In this meeting, overall

strengths and weakness of the grade level are identified and used as a driving force for beginning of the year curriculum planning.

Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

Discovery Charter School has several systems in place-Standardized assessments (NWEA, ISTEP/ILEARN) to identify students who need more intense individualized instruction through our RTI program. The Cognitive Abilities Test (CogAT) is administered to K, 2, 5, and students who are nominated for assessment. This test is used to identify students who will receive high ability instruction. The (World Class Instructional Design and Assessment) WIDA is used to screen/monitor ELL students. Based on data collected through various standardized assessments listed above, all school staff have the ability to refer students through a set process (referral form, school team meets to discuss needs and services, individualized plan with goals, ongoing progress monitoring to collect data, school team meets to review data collected). This is a fluid process that requires staff to regularly meet, monitor, and review student needs and services. Our Student Support Team (SST) meets on a regular basis in order to review pertinent academic and behavior data in order to determine what additional supports or services may be needed. As a result of this meeting, the team may request for an educational evaluation to be conducted by our school psychologist. Other determinations may be to change or increase services related to our Response to Instruction (RTI) program. Social/emotional needs may also be addressed by our school's Student Services Specialist through individual and group counseling services. Communication with parents consists of sharing both standardized assessment and progress monitoring data reports being sent home on a quarterly basis. In addition to this, meetings between our school and families are held on an as needed basis when decisions are being made that include a change of supports or services. Regular ongoing communication occurs through phone calls, emails, and notes in order to keep parents well informed of their child's progress.

2. Explain how the school supports for diverse learners.

Discovery Charter School has several support systems in place-Student Support Team (SST)collaborative decision making on individual student academic and behavior needs, academic and behavior Response to Instruction (RTI) pull-out and push-in program, English Language Learner (ELL) content based and pull-out program, High Ability pull-out program, Special education services (IEPs), and Section 504 plans. Students in grades 3-5 are assigned to classrooms based on cluster grouping for differentiated instruction. Please refer to our explanation of systems listed above.

Areas of Notable Achievement and Areas for Improvement

1. Which area(s) are above and below the expected levels of performance?

After eight years of operation, Discovery Charter School is still one of the top performing charter schools in the Northwest Indiana region as well as the state. For the Spring 2018 ISTEP+ tests, Discovery Charter School had one of the highest percentages of students passing both Math and ELA. For Spring 2018, Discovery Charter School was the 2nd in the state of all charter schools for the percentage of students passing both Math and ELA. Discovery is located within the Duneland School Corporation and has regularly outperformed many of the local public schools in regards to the state's ISTEP+ tests. Discovery Charter School ranks 2nd of the nine neighborhood schools for ELA pass percentage and 4th for Math percentage. Looking at the percentage of students passing both Math and ELA, Discovery is 3rd among the 9 neighborhood schools. •See Spring 2018 ISTEP + Comparison In addition to the above accolades, Discovery Charter School has been given an accountability grade of B respectively by the Indiana Department of Education for the past 4 years. Since opening, Discovery has always earned the grade of an A or a B from the IDOE. We have

attached a few documents showing both accountability grade breakdowns but also the most recent Spring 2018 ISTEP+ results which shows Discovery's performance compared to the local schools and districts.

2. Describe the area(s) that show a positive and negative trend in performance.

Discovery has noticed the following positive trends based on the 2017 and 2018 ISTEP data:•Growth in ELA for grades 3/4 went from 84% to 90.9% passing•Growth in ELA for grades 5/6 went from 70.8% to 77.5% passing•Growth in ELA for grades 7/8 went from 65.7% to 75% passing•Growth in Math for grades 3/4 went from 80.7% to 89.5% passing•Growth in Math for grades 5/6 went from 68% to 71.5% passingDiscovery has noticed the following negative trends based on the 2017 and 2018 ISTEP data:•Percentage of students passing math in grades 7/8 declined from 57.14% passing in 2017 to 45% passing in 2018

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.

Based on the ISTEP data from the previous two years. The achievement gap is closing in the areas of ELA and Math in grades 2-6. In grades 7 and 8 while we are closing the achievement gap in ELA, it is widening in Math from 57.14% passing in 2017 to only 45% passing in 2018.

4. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

Based on the ISTEP data for 2017 and 2018, 3rd-6th grades saw an increase in their performance in both ELA and Math. 7th and 8th grade saw an increase in their performance in the area of ELA. Based on the ISTEP data for 2017 and 2018, 7th and 8th grades saw a decrease in performance in Math from 57.14% passing to 45% passing.

5. Discuss areas of academic concern, and changes made to address any deficiencies.

Our main area of academic concern is math in the middle school grades. Last year the faculty at Discovery worked to address these concerns by diving into our math standards and pulling out the standards that we should be focusing on. We labeled these as our priority standards. We also addressed vocabulary that we thought would be of great importance for students to master at every grade level. We created a chart to show the progression of the priority standards and vocabulary through the grade levels to make sure that we were filling all gaps. Additionally, our middle school math teacher is scheduled to attend professional development opportunities focusing on best practices and innovative teaching approaches to increase student success. The middle school students this year are also spending more time utilizing the online components of the textbook, which will hopefully translate into additional comfort by the students with the online testing format. Additionally, we have noticed a fairly big gap between our socioeconomic groups passing ISTEP+, with only about 50% Free/Reduced Students passing both Math and ELA compared to 77.6% of Paid students passing both. Similar gaps exist for the subjects Math and ELA in isolation. As a school, we are at 77.9 % Paid lunch and 22.1% Free/Reduced. See attached Spring 2018 ISTEP Subgroups. We are currently working on some after school tutoring offerings utilizing Title IV funds. This tutoring will focus on creating opportunities for low performing students, including identified Title I students, the chance for after school remediation in reading.

6. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the BSU Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.

N/A

Attachment Student Performance Diagnostic

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS**Attachment Name**

[Accountability Report Cards](#)[Methods of Pupil Assessment](#)[Promotion and Retention](#)[Spring 2018 ISTEP Comparison](#)

STAKEHOLDER DIAGNOSTIC

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

Discovery Charter School administered the following surveys to stakeholder groups listed below. The number of responses to each survey is listed in parenthesis. Staff: Staff Survey for Early Learning Schools (42) Parents: Parent Survey for Early Learning Schools (238) 3rd-5th Students: Climate and Culture Elementary School Students (188) 6th - 8th Students; Climate and Culture Middle & High School Students (109) The results are based on a 4-point scale, with 1 being Strongly Disagree and 4 being Strongly Agree. Highest Levels of Satisfaction: Staff Survey: Families regularly participate in school involvement activities offered by our school. (3.8) I am treated with respect by my colleagues. (3.7) Our school's purpose and mission are based on shared values that guide decision-making. (3.6) Our school provides challenging curriculum and activities to support learning and development of young children. (3.6) Parent Survey: Our school provides opportunities for me to be involved in school activities in ways that work for me. (3.6) My family and I are treated with respect and courtesy by our school's staff. (3.7) I am aware of our school's purpose and mission. (3.6) Our school provides learning experiences that meet the individual needs of my child. (3.6) Middle School Survey: Interactions with adults at school. Helpful (65%) Respectful (64%) Trusting (49%) Supportive (49%) Lowest Levels of Satisfaction: Staff Survey : Our school has an adequate supply of resources to meet children's learning needs. (3.2) Our school implements changes based on the feedback from staff. (3.2) Parent Survey: There is an adequate supply of materials in our school to meet my child's learning needs. (3.5) Our school asks me about my ideas on how to improve its services. (3.1) Common Open Ended Positive Responses: Staff: Support from families, staff, and community. Environmental focus. Flexibility to meet children's needs and ensure success through a variety of teaching methods and curriculum. Parents: Welcoming/safe environment, family involvement, sense of community. Place based/ nature focus/ learning experiences. Teaching Styles – hands on, individualized, high standards. Staff. Common Open Ended Negative Responses: Staff: Need of more staff and teachers. (aides, resource room, administration, counselors, lunchroom). Length of day. Class size. More technology. Parents: Teacher issues (pay, understaffed, turnover, class size). Transportation/parking. Communication. Extra curricular options. Not hiking enough. More offered during the day as electives. Student Surveys: Which four of the following words or phrases best describe, in general, what you think of your teachers? Elementary: Fun 95%. Honest 90%. Caring 92%. Active 80%. Middle School: Fun 66%. Honest 54%. Caring 51%. Active 40%. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? Elementary: Listen to teachers 66%. Complete worksheets 65%. Middle School: Listen to teachers 61%. Complete worksheets 50%. Which four of the following words best describe, in general, how you feel while at school? Elementary: Happy 70%. Middle School: Happy 40%.

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

In addition to the commonalities listed above, one word that really stuck out across the staff, parent, and middle school student surveys, was respect. It is great to hear that all involved give and feel respected at Discovery. Respect also connects directly to the other commonality of the sense of community that we have established here at Discovery. Last year when we conducted our mission, vision, motto sessions during every stakeholder group session, there were multiple comments on our sense of community, so it is great to see that in these surveys the same common themes show up. We also feel that the fact that our overall average score is a 3.52 from the family survey, speaks to the happiness of families. All areas on the survey had an average of 3.4 (with the exception of 1 question), which speaks very highly of the quality of our school and

what we have to offer. With anonymous surveys you often get a lot of negative, however, with over 200 responses the results were extremely positive.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

Discovery pulls students from towns/districts from not only Porter County, but also Lake and LaPorte Counties. Having students come from such a wide range means that we have students coming to us for many different reasons. That is why in some instances, in the family survey, what one person might view as a strength another person may view as a weakness, and vice versa. Our challenge is always trying to find a balance, in what everyone expects from us as a school. Also, being a K-8 building, there are challenges in regards to expectations of a wide range of ages and grades. One area that came up frequently from the family surveys as a weakness was the need for transportation. The reality is, we will never be able to afford to provide transportation. Discovery continues to be in the bottom 10% in regards to the amount per pupil funding from the state. We do not receive any local tax dollars and being in the Duneland area, our per pupil amount is significantly less than what most charters get that are located in high poverty areas. While it would be great to offer bussing, it just is not possible. Our families do a great job of coordinating car pools among themselves and we also offer onsite before and after care for families via Kidstop of the Boys and Girls Club. However, the reality is each year, just as we gain new families, we also will lose a couple because transportation becomes unfeasible for some. Another weakness that came up was communication from the school and teacher. Sitting on the school side of things we of course feel like we do a great job of communicating. Teachers all have their own methods, and as a school, we have a website, send out regular emails and newsletters and also have active social media accounts. But again, being a K-8 with 500+ students, people are going to have different expectations of what they want and need in terms of communication. A third area of weakness was teacher retention and overall need for additional staff to support our students. This of course circles back to the idea of funding, and maximizing our dollars the best that we can. We are actively looking at ways to not just save money, but provide as much staff support as we can each and every year. Additionally, we continue to look at ways to retain our Highly Effective and Effective teachers.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

One immediate action from this feedback will be to improve communication from teachers and the school. We plan to gather information from our families via a survey in the early spring. The survey will collect data from families in terms of how often they feel they should receive communication as well as their preferred method of receiving communication. From this collected data, we can then group the results by grade level spans so that we can work toward providing effective communication to families, which may differ depending on grade level. Moving forward from that, we will plan to provide annual surveys to families focused on a specific actionable area that we may need to improve upon. A similar survey will also be provided to staff as both parent and staff surveys included frequent responses indicating a need to include their feedback with changes.

Attachment Stakeholder Diagnostic

Please list any comments for this section below with attachments, if applicable.

Attached are additional survey results and reports, some of which are pulled from eProve surveys.

ATTACHMENTS

Attachment Name

 [3rd-5th Student Survey Report](#)



[All Survey Results Snapshot](#)



[Middle School Student Survey](#)



[Parent Survey Report](#)



[Staff Survey Report](#)

ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC**Organizational**

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

We do not anticipate any changes to governance or management of the school. The Board of Directors of Discovery Charter School continues to maintain a strong and active board. We strive to pull from the communities most strongly represented in our student body and to include members with diverse backgrounds. Our board currently includes educators, small business-owners, lawyers, and CPAs. In addition, we work to maintain a balance between parents of current Discovery students and non-parents to provide diverse perspectives. The last of the original founders of Discovery will leave the board at the end of the 2018/2019 school year. Since our last charter renewal, the board worked to consolidate its policies into a comprehensive Board Policy Manual. Going into the last renewal, the school had planned to move away from a ESP and towards self management. The board experienced a smooth transition away from AQS and into self management. Long time board member, Allan Gabriele, resigned his position on the board and took on the role of the accountant for the school via his firm, The Gabriele Group. The school continued with iNetworks (now known as LevcoTech) for technology support and the day to day functions of the ESP has been absorbed into the school. The school has a CEO/Head of School, as well as a Principal, that oversee the day-to-day management and leadership of the organization.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO).

- ☐ Yes
- ☒ **No**

2a. (OPTIONAL) If Yes, please describe evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

N/A

2b. (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

N/A

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

Currently the school building is in good condition. We have begun to start looking into long term strategic planning as it relates to capital improvements (HVAC, carpeting, paving, etc). In November of 2016, the school completed an addition which added a shared gym/cafeteria space as well as a kitchen, bathrooms, and eight additional classrooms. Currently, our space meets the needs of our current target population numbers. However, once we are at full estimated capacity, we may need to explore options for rooms/space for our support staff.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

N/A

5. (OPTIONAL) Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Discovery Charter School does not provide transportation for students. The parent or guardian will need to arrange transportation to and from school which also includes any extra-curricular activities. The school provides transportation for Learning Experiences for the students, and parents as it is applicable. Transportation for students with disabilities will be based on need and determined by a case conference committee meeting.

Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

Discovery Charter School has a strong cash position which enables us to support high student academic achievement, cover overhead and operational expenses, and issues. The school continues to explore additional grants and funding to further support student achievement.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

N/A










Attachment Organizational and Financial Diagnostic

Please list any comments for this section below with attachments, if applicable.

Financial Dashboard is attached

ATTACHMENTS

Attachment Name

-  [ELL and SPED Policies and Procedures](#)
-  [Evaluation Plan](#)
-  [Fall 18-19 PD Schedule](#)
-  [Leadership Structure](#)
-  [Parent Student Handbook](#)
-  [Personnel Plan](#)
-  [Programs and Instructional Approach](#)
-  [Spring 18-19 PD Schedule](#)
-  [Staff Handbook](#)

FINANCIAL DASHBOARD

Guidelines for Completing the Financial Dashboard

Using the Financial Dashboard:

- a. Download the [Financial Dashboard](#).
- b. Complete your institution's financial framework indicators using the Financial Dashboard.
- c. Upload your completed Financial Dashboard in the attachment area below.
- d. You may enter an optional narrative about your Financial Dashboard below. If you do not have an optional narrative, enter N/A.



Financial Dashboard has been uploaded.


ATTACHMENTS

Attachment Name

 [Discovery Financial Performance Dashboard](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 3rd-5th Student Survey Report	Climate and Culture Elementary Survey.	•
 Accountability Report Cards	IDOE School Accountability Report Cards for Spring 2016, 2017, and 2018.	•
 Admission Policy	Admission Policy	•
 All Survey Results Snapshot	Summary of common Strengths and Weaknesses across all stakeholder surveys.	•
 Discovery Financial Performance Dashboard	Financial Performance Dashboard	•
 ELL and SPED Policies and Procedures	ELL and SPED Policies and Procedures	•
 Enrollment Demographics	Enrollment and Demographic Information	•
 Evaluation Plan	Evaluation Plan	•
 Fall 18-19 PD Schedule	Wednesday PD Schedule	•
 Grammar Priority Standards	Grammar Priority Standards	•
 Great Lakes Standards Overview	Grade Level Overview of Great Lakes Standards	•
 Instructional Model	Common language on what instruction looks like at Discovery, connected to our mission.	•
 Leadership Structure	Leadership Structure	•
 Math Essential Vocabulary	Essential Vocabulary taught at each grade as it relates to priority standards.	•
 Math Priority Standards	Identified math priority standards to give common understanding of what is being addressed across grade levels.	•
 Methods of Pupil Assessment	Methods of Pupil Assessment	•
 Middle School Student Survey	Climate and Culture Middle School Survey	•
 Parent Student Handbook	2018-2019	•
 Parent Survey Raw	Parent survey in CSV format with all open ended responses.	•
 Parent Survey Report	Summary Report with ratings for each question/area.	•
 Personnel Plan	Personnel Plan	•
 Place Based Big Ideas	Grade level summary of place based activities	•
 Programs and Instructional Approach	Programs and Instructional Approach	•
 Promotion and Retention	Promotion and Retention	•
 Spring 18-19 PD Schedule	Wednesday PD Schedule	•
 Spring 2018 ISTEP Comparison	A comparison of Discovery Charter Schools Spring 2018 ISTEP + scores with the state average, top three home districts of our students, and the Duneland Schools.	•
 Staff Handbook	Staff Handbook	•
 Staff Survey Raw Data	CSV of staff survey results including all of the open ended results.	•
 Staff Survey Report	Summary of staff survey with overall ratings for each question/area.	•

 Vision/Mission/Motto	<p>This document includes the final version of the vision/mission/motto that was worked on in the Spring of 2018. Copies of this has been shared with all staff and also on display throughout the building.</p>	<ul style="list-style-type: none"> •
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Discovery Charter School Admissions, Lottery, and Waitlist Policy and Procedures

ADMISSIONS POLICY

Discovery Charter School is a free public school open to all eligible candidates subject to space and staff availability. No student or applicant at Discovery Charter School shall, on the basis of ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

Students residing in the state of Indiana are eligible to attend Discovery Charter School. There are NO in-state geographic boundaries.

A student must be at least five (5) years of age on or before August 1 of the current school year to be eligible for admission into Kindergarten.

When new students transfer into Discovery Charter School they will be placed in the age appropriate class, which is the grade they would be in if they entered kindergarten turning five before August 1st of the given year. If your child has special circumstances, you may contact the school office for additional information. If a student has been retained at a previous school, Discovery will honor the retention.

Discovery Charter School may give preference to the children of current board members and full-time staff members, but not more than 10% of the student body.

An offer of admission is contingent upon the accuracy of all information provided on the student's application and throughout the application and admissions process. If the information provided is inaccurate in any material respect, the student's offer of admission may be revoked.

LOTTERY

Each year a lottery is conducted for available kindergarten spaces not allocated to siblings of currently enrolled students. All kindergarten applications received are treated in the following two ways:

- I. Applicants with siblings CURRENTLY enrolled at Discovery and applicants that are children of current staff or board members, are automatically offered a space for the current school year.
- II. New applicants to the school, who do not have siblings currently enrolled and are not children of current staff or board members, will participate in a lottery for available space or waitlist position.
- III. Please note that in order to be eligible for the lottery, applications must be received by the deadline established for each year. Applications received after the lottery will be added to the bottom of the waitlist.

The following steps are to be taken during the lottery process:

- I. The names of students who have siblings CURRENTLY in the school and those that are the children of current staff or board members, will be assigned to a space. (ie. John Doe space #1)
- II. The name and any UNENROLLED sibling information for each child will be placed on a card.
- III. All cards will go into a large clear container.
- IV. A non-affiliated school representative will select a card.
- V. The name of that child will be read and assigned to a space (ie. Sue Sparks # 22)
- VI. In the event that a child selected has an UNENROLLED sibling in another grade level, the sibling will be placed on the next available waitlist spot behind waitlist siblings of students currently enrolled. Note: This may affect overall waitlist status of other students.
- VII. In the event a twin or child with a same household sibling in kindergarten is selected, the twin or sibling of a child in the same household will be AUTOMATICALLY enrolled. Note: If a twin is selected for the last available space, we will oversubscribe in one class to accommodate the other twin/sibling. This process will continue until all spaces are full.
- VIII. Once the spaces are filled, the lottery process will continue and students will be placed on the waitlist in the order selected. (ie. Bob Banks #1 on the waitlist)
- IX. In the event a child of a student placed on a waitlist has an UNENROLLED sibling, the sibling will REMAIN on the waitlist according to the date the

application was received until either applicant is admitted. Once one of the applicants is admitted sibling preference will then apply for the other applicant.

AFTER THE LOTTERY

- I. Following the lottery, all students selected in the lottery, and those waitlisted will be contacted via e-mail and phone within 1 business day. If a communication is not received within 24 hours of the lottery, it is the family's responsibility to contact the school.
- II. Families will have 5 business days to complete necessary paperwork and turn in all enrollment forms listed on the website in order to reserve their space.
- III. IF a family receives a space in the initial lottery, but does NOT meet the aforementioned deadlines, the space will be released and the family will need to REAPPLY for admission and will be placed on the waitlist in the order received.
- IV. Vacated spaces will be released to individuals on the waitlist.
- V. This process will continue until all classes are full.
- VI. It is the responsibility of the family to make sure the school has their correct contact information. If there are any changes to their phone number or email through the enrollment process, they must notify the school office immediately.

FROM WAITLIST

- I. When a space becomes available, the family will be contacted via e-mail and phone.
- II. Families will have 5 business days to complete necessary paperwork and turn in all enrollment forms listed on the website in order to reserve their space.
- III. If the paperwork is not received by the 5th day, and a phone message (rather than speaking to a live person) had been left regarding the available space, Discovery will make a follow-up phone call.
- IV. IF a family receives a space but does NOT meet the aforementioned deadlines, the space will be released and the family will need to REAPPLY for admission and will be placed on the waitlist in the order received.
- V. This process will continue until all classes are full.

- VI. After the first Sunday in August, families contacted MUST (a) accept the offer of enrollment within 24 hours by phone or email; AND (b) turn in all required enrollment and registration paperwork and pay all required fees by the date specified in the offer (which will be the close of the 5th business day after the date of the offer). Failure to satisfy either of these requirements will result in revocation of the offer.
- VII. It is the responsibility of the family to make sure the school has their correct contact information. If there are any changes to their phone number or email through the enrollment process, they must notify the school office immediately.

FOR GRADES 1st – 8th

For grades 1st – 8th, applications will be placed on the existing waiting list for the applicable grade level in the order received. Movement on the waitlist will follow the steps outlined in the previous section. In May of each year we will send an email to all addresses provided on the application and you are required to respond to the email should you want to renew your application for the next academic year. Discovery Charter School will admit students on a space available basis. Applicants will be notified of their position on the waiting list and spaces will be filled in numerical order from the list.

It is the parents' responsibility to ensure that Discovery has the correct contact information to communicate enrollment information.

ENROLLMENT AND DEMOGRAPHIC OVERVIEW

A. Provide the enrollment and demographic information for the current school year.

2018-19 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	537	
# of Students on Waiting List	60	
Gender		
Male	298	55.5%
Female	240	44.5%
Ethnicity/Race		
White	398	74.1%
Black	35	6.5%
Hispanic	65	12.1%
Asian	9	1.6%
Native American	1	0.00%
Other	29	5.4%
Special Populations		
Students with IEPs	76	14.2%
English Language Learners	9	1.6%
Homeless Students	11	2.0%
Eligible for Free and Reduced Lunch	114	21.2%

B. Provide enrollment information for length of current charter contract (ADM count). This can be copied and pasted from the IDOE COMPASS website (<https://compass.doe.in.gov/dashboard/overview.aspx>)

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Student Enrollment	511	506	518	532	537

- C. Provide the student attendance information for the length of the charter contract.**
This can be copied and pasted from the IDOE COMPASS website
(<https://compass.doe.in.gov/dashboard/overview.aspx>)

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2014-15	2015-16	2016-17	2017-18	2018-19
K	66	66	65	65	65
1	69	69	69	69	68
2	75	75	75	73	71
3	78	74	73	75	75
4	75	69	73	75	72
5	51	70	66	68	71
6	48	42	57	60	50
7	30	16	27	24	41
8	19	25	13	23	24
9					
10					
11					
12					
All Grades	511	506	518	532	537

- D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count..**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2014-15		2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	2	.3	3	.5	5	.9	7	1.3	8	1.4
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	2	.3	1	.1	3	.5	4	.7	4	0.7
Deaf of Hard of Hearing	2	.3	3	.5	2	.3	1	.1	1	0.1
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	2	.3	4	.7	4	.7	8	1.5	7	1.3
Language or Speech Impairment	34	6.6	34	6.7	31	5.9	29	5.4	28	5.2
Multiple Disabilities	0	0	0	0	0	0	0	0	1	0.1
Orthopedic Impairment	1	.1	1	.1	1	.1	1	.1	0	0
Specific Learning Disability	10	1.9	14	2.7	15	2.8	16	3.0	15	2.8
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	11	2.1	10	1.9	8	1.5	12	2.2	12	2.2

- E. Provide the number and percentage of ELL students for length of the current charter contract. This can be copied and pasted from the IDOE COMPASS website (<https://compass.doe.in.gov/dashboard/overview.aspx>)**

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2014-15		2015-16		2016-17		2017-18		2018-19	
#	%	#	%	#	%	#	%	#	%
3	0.6	3	0.6	2	0.4	4	0.8	9	1.6

- F. Provide the number and percentage of homeless students for length of current charter contract.**

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2014-15		2015-16		2016-17		2017-18		2018-19	
#	%	#	%	#	%	#	%	#	%
0	0	1	.1	7	1.3	10	1.8	11	2.0

- G. Provide the number and percentage of High Ability students for length of current charter contract.**

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2014-15		2015-16		2016-17		2017-18		2018-19	
#	%	#	%	#	%	#	%	#	%
65	12.7	69	13.6	61	11.7	56	10.5	47	8.7

	Kindergarten	First	Second	Third	Fourth	Fifth
Capitalization	Writing first letter of their name as a capital Writing first letter of a sentence as a capital	Capitalize the first letter in their name Remove random capitals in words Capitalize the letter I and I'm	Capitalize the beginning of sentences Capitalize first and last names Capitalize calendar words	Differentiate the use of capitals of appropriate words in titles, historical periods, company names, initials in names, and special events	Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Applying correct usage of capitalization in writing
Nouns & Pronouns	Sort nouns as a person, place thing, or animal Identify nouns in sentences Write singular and plural nouns, word/picture match, reading plural nouns w/ -s or -es	Identify if a word is a noun Sort common/proper nouns Find common and proper nouns Identify singular/plural nouns Add s to make nouns plural Use singular/plural nouns correctly in sentences Identify personal pronouns	Find a noun in a sentence Identify and use pronouns - singular or plural personal, subject/object, singular possessive Replace nouns w/pronouns Add an s or es to make nouns plural	Writing sentences using abstract nouns Correct usage of irregular plurals	Reflexive pronouns; ends with self or selves Use relative pronouns to connect a clause or phrase to a noun or pronoun.	Concrete vs abstract - identify & sort nouns Proper/common nouns identify and sort Don't start PQA/constructed response with a pronoun Identify Irregular Plural Nouns, Relative/reflexive pronouns, Indefinite pronoun, and Demonstrative pronouns
Verbs	Write sentences that include verbs Past tense, 3 sounds of -ed verbally; word sort Present tense: -ing verbally; verb usage in sentences	Define a verb as an action word Identify an action verb in a sentence Find verbs in a list of words	Identifying past tense verbs Use action and linking verbs correctly in a sentence	Compare subject verb agreement Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states and conditions	Correcting verb tenses in a sentence Recognizing and using action verbs, linking verbs, and helping verbs in a sentence. Apply correct spelling rules to irregular verbs	Construct sentences using proper subject/verb agreement Correctly using verbs that are misused (lie/lay, sit/set, rise/raise) Identify between complete and simple subject/predicate
Punctuation	Understand all sentences end with periods or question marks	Understand all sentences end with periods, exclamations, and question marks.	Use appropriate end punctuation in a sentence Use apostrophe in contractions Use commas in greetings and closings, dates, and separate items in a series	Correctly use apostrophes to form contractions & singular & plural possessives Using commas in locations, addresses, direct speech & for coordinating adjectives Use quotation marks and commas to mark direct speech	correctly place apostrophes to show ownership Quotation marks and commas to mark speech Commas in compound sentence - before FANBOYS	Proper comma placement before coordinating conjunction in a compound sentence. Correct usage of apostrophes & quotation marks in writing. Proper comma placement for appositives, set off, yes & no, to set off a tag question from the rest of the sentence, and to indicate direct address
Adjectives & Adverbs			Writing sentences using adjectives and adverbs	Comparative and superlative adjectives & when to use them; er vs est or more vs most Decide to use adjective or adverb based on what needs to be modified (noun or verb)	Writing sentences using relative adverbs Demonstrative adjectives/forms of adjectives	Correct usage of adjective and adverbs Identifying adjective or adverb in a sentence Distinguish between the Superlative and Comparative form of an adverb and adjective
Prepositions					Writing sentences that include prepositions	Identify a preposition in a sentence Distinguish between a preposition and prepositional phrase

Great Lakes Standards Overview

Grade Level	Essential Principles and Concepts for Great Lakes Learning
K	The Great Lakes are bodies of fresh water with many features.
1	Water makes Earth habitable, fresh water sustains life on land.
2	The Great Lakes influence local and regional weather and climate.
3	Natural forces formed the Great Lakes; the Great Lakes continue to shape the features of their watershed.
4	Natural forces formed the Great Lakes; the lakes continue to shape the features of their watershed.
5	The Great Lakes support a broad diversity of life and ecosystems.
Middle School	The Great Lakes are socially, economically, and environmentally significant to the region, nation, and planet. Humans and their watersheds are inextricably connected.

Discovery Charter School Instructional Model

MISSION

The Discovery Charter School will foster in its students the passion and curiosity necessary for lifelong learning. Students will develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, our students will become stewards of their environment and community.

Engagement

- ⇒ How To Think,
Not What to Think
- ⇒ Utilize Inquiry
- ⇒ Hands On
- ⇒ Effective Instruction

- ◇ Slow Down
- ◇ Turn & Talk
- ◇ Experiments
- ◇ Use of Wait Time
- ◇ Essential Questions
- ◇ Making Connections
- ◇ Use of Manipulatives
- ◇ Learning Experiences
- ◇ Higher Order Thinking
- ◇ Use of technology
- ◇ Question the Concepts
- ◇ Play/Project/Problem Based
- ◇ Encourage Questioning
- ◇ Open Ended Discussions
- ◇ Use of props, models, visuals
- ◇ Encourage/Discuss Wrong Answers
- ◇ Explain your thinking (different pathways)
- ◇ Develop student understanding
- ◇ RISE 2.0 Effective Instruction

Content

- ⇒ Well rounded curriculum
- ⇒ Indiana Academic Standards
- ⇒ Purposeful Planning

- ◇ Content Integration
- ◇ Use of Multiple Content Resources
- ◇ Collaboration
- ◇ Scaffold and Reteach
- ◇ Differentiate
- ◇ RISE 1.0 Purposeful Planning

Place Based

- ⇒ Outdoor Emphasis
- ⇒ Attachment to Surroundings
- ⇒ Develop Partnerships
- ⇒ Standards Based Environmental Curriculum
- ⇒ Real World Approach

- ◇ Great Lakes Initiative
- ◇ Localized Content
- ◇ Field Work
- ◇ Learning Experiences
- ◇ Community involvement/support
- ◇ Sustainability (recycling, composting)



Discovery Charter School Math Essential Vocabulary Terms								
<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
2D shapes	add	angle	Addends	Algorithm	Benchmark Fraction	Absolute Value		
3D shapes	data	capacity	Area	Angles (right,	Common	Coefficient		
addition		centimeter	Array	Area	Compatible Numbers	Evaluate		
Circle	digit	cube	Cube	Array	Dividend	Inequality		
column	dime	data	Denominator	Calculate	Divisor	Integer		
compare	doubles	decrease	Difference	Common denominator	Equivalent Decimals	Inverse Operations		
Cone	equal shares	denominator	Dividend	Congruent	Equivalent Fractions	Outlier		
Cylinder	equals	difference	Division	Customary	Estimate	Prism		
directional words above, next to, in front of, below, beside	equation	edge	Divisor	decimal	Evaluate	Pyramid		
equal	fact family	equal shares	Elapsed time	Decompose	Exponent	Ratio		
equal sign	fourths	equation	Equilateral	Equivalent fraction	Expression	Rational Numbers		
height	halves	estimate	Equivalent	Evaluation	Factor	Reciprocal		
hundreds chart	hour	face	Equivalent fraction	Expanded form	Improper Fraction	Reduce		
length	less (fewer)	foot	Estimate/about	factors	Inverse Operation	Simplify		
less than	minus	fraction	Expanded Form	formula	Mixed Number	Statistical Question		

minus sign	minute	greatest	Factors	Hundredths	Multiple	Surface Area		
more than	more (greater)	hexagon	Fraction model	Improper fraction	Numerical Expression	Terms		
number sentence	nickel	inch	Frequency table	interval	Order of Operations	Unit Rate		
ones	(open)number line	increase	Generate	Inverse	Parenthesis (Braces, Brackets)	Variable		
Oval	ones	least	Graph (picture, scale, bar)	Line plot	Power	Volume		
pattern	part	meter	Hexagon	mass	Product			
plus sign	penny	numerator	Horizontal/vertical	Metric	Quotient			
Rectangle	plus	pentagon	Interpret	Mixed number	Round			
Rhombus	quarters	polygon	Inverse	Model	Unit Fraction			
row	subtract	quadrilateral	Line	multiples	Value			
side	tens	sum	Line segments	Parallel	Variable			
sort	whole	symbol	Multiples	perimeter				
Square		vertices	Multiplication	Perpendicular				
subtract		yard	Numerator	Rays				
take away			Perimeter	regrouping				
tally mark			Polygon	Standard form				
tens			Prism	Symmetry				
Triangle			Product	Tenths				
vertex			Quadrilateral	Volume				
weight			Quotient	Word form/number name (Pearson uses number name)				
			Represent					

			Sphere					
			Standard Form					
			Sum					
			Symbol					
			Unit fraction					

Kindergarten (17)		First Grade (10)		Second Grade (13)	
Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description
K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.	1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	2.NS.2	Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000.
K.NS.2	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	1.NS.2	Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	2.NS.7	Use place value understanding to compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits using >,=, and < symbols to record the results of comparisons.
K.NS.4	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.	2.CA.1	Add and subtract fluently within 100.

K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	2.CA.2	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
K.NS.7	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	1.CA.4	Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	2.CA.3	Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).
K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals	1.CA.5	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	2.G.1	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.

K.NS.9	Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1.GA.4	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts	2.G.5	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.
K.NS.10	Separate sets of ten or fewer objects into equal groups.	1.MD.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	2.M.1	Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.
K.NS.11	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1.MD.3	Find the value of a collection of pennies, nickels, and dimes.	2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.

K.CA.1	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10	1.DA.1	Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	2.M.4	Estimate and measure volume (capacity) using cups and pints.
K.CA.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)			2.M.5	Tell and write the time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.
K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]			2.M.6	Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.

K.CA.4	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.			2.M.7	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.
K.G.2	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).				
K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.				
K.N.2	: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.				

K.DA.1	: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.				

Third Grade (20)		Fourth Grade (15)		Fifth Grade (9)	
Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description
3NS1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
3NS2	Compare two whole numbers up to 10,000 using >, =, and < symbols.	4.C.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.	5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.
3NS3	Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	4.C.3	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.	5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).

3NS6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line	4.C.4	Multiply fluently within 100.	5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.
3NS7	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole	5.AT.4	Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).
3NS9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	4.C.6	Add and subtract mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).	5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).

3C1	Add and subtract whole numbers fluently within 1000.	4.DA.1	Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.	5.AT.8	Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values
3C2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	4.M.3	Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.
3C3	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	4.M.4	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.	5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

3C5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.	4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000		
3C6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	4.NS.4	Explain why a fraction, a/b , is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]		
3AT1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	4.NS.5	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, $1/2$, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).		

3AT2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	4.NS.7	Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model).		
3AT3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	4.AT.3	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.		
3M2	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	4.AT.2	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems		
3M3	Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve realworld problems involving addition and subtraction of time intervals in minutes.				

3M4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.				
3M6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.				
3M7	Find perimeters of polygons given the side lengths or by finding an unknown side length.				
3DA1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.				

Sixth Grade (13)		Seventh Grade		Eighth Grade	
Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description	Standard Strand	Standard Detailed Description
6.NS.1	Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.				
6.NS.3	Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.				
6.C.1	: Divide multi-digit whole numbers fluently using a standard algorithmic approach.				

6.C.2	Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.				
6.C.3	Solve real-world problems with positive fractions and decimals by using one or two operations.				
6.C.4	Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.				

6.AF.5	Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.				
6.AF.6	Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a realworld or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram				
6.AF.10	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.				

6.GM.5	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.				
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape				
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).				

6.DS.4	Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.				

Place Based Big Ideas

Kindergarten experiences place based learning all year long! Each month, Kindergarten students explore their surroundings during hikes at Coffee Creek to observe the signs of each season. In the fall, Kindergarten students head outdoors with a naturalist from the Soil & Water Conservation District to examine and identify leaves of trees. In the winter, students head to the Douglas Center for Environmental Education to learn how animals prepare for winter. In the spring, Kindergarten teams up with rangers from the Dunes State Park to search for plants native to Lake Michigan. Students also take part in an interactive education program on insects led by the Porter County Recycling & Waste Reduction Department.

First grade students develop a sense of attachment to their surroundings while recognizing their responsibility to their community and the world around them through our science and social studies' curriculum. Students analyze the needs of different plants and animals and the places they live. They compare the diversity of habitats in many ways including participating in various learning experiences to local ecosystems. First graders also explore past and present similarities and differences in community life. They participate in activities and games that were popular over 100 years ago, learn about education in a one room school house, and visit a local farm that was operational in the early 1900s. They use this information to compare and contrast how life has changed in the community in which they live.

Second grade students expand their knowledge of Native American history by visiting Chellburg Farm during Maple Sugar Time, exploring the Chicago Field Museum, and listening to local guest speakers.

Third grade students will become involved in their local community's history and natural environments through various encounters and interactive activities in cooperation with Sarah Pavlovic, our school naturalist, the Westchester Museum, The Indiana National Lakeshore, The Mighty Acorn Program, IDEM, Humane Indiana, Sunset Hill County Park, and Porter County Soil and Water Conservation.

Fourth grade students enhance their studies of science and social studies by partnering with Mighty Acorns, an environmental education program, and implementing the Great Lakes Initiative Standards in the classroom and through fieldwork. Students will be immersed in early Indiana history through multiple Learning Experiences such as Pioneerland and an overnight trip to Camp Tecumseh.

Fifth grade students will enhance their learning of science and social studies through collaboration with the Dunes Learning Center and participating in the Frog in the Bog program.

Here they will learn about their local ecosystem and the history of the area. Students will also partner three times during the year with Mighty Acorns. During these learning experiences, the student will continue to learn about the local ecosystems and become stewards of their community by helping to protect and maintain the correct balance of the ecosystems.

Middle school students continue to grow through experiencing service projects that benefit the school and community. They also use knowledge learned in the classroom to understand the balance of preservation and industry needed to make our fast growing community, and world, the best it can be. Finally, middle school students engage in extended outdoor experiences when traveling to Bradford Woods and Camp Howell that allow students to compare our local dunes ecosystem to other ecosystems in the Midwest.

DISCOVERY CHARTER SCHOOL

VISION:

DISCOVERY IS A SCHOOL COMMUNITY THAT NURTURES THE IDEA OF HOW TO THINK, NOT WHAT TO THINK.

MISSION:

DISCOVERY CHARTER SCHOOL WILL FOSTER IN ITS STUDENTS THE PASSION AND CURIOSITY NECESSARY FOR LIFELONG LEARNING. STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY, COMMUNICATE EFFECTIVELY, AND EXCEL ACADEMICALLY. THROUGH AN INTEGRATED, PLACE-BASED EDUCATION, OUR STUDENTS WILL BECOME STEWARDS OF THEIR ENVIRONMENT AND COMMUNITY.

KEYS TO OUR MISSION:

COMMUNITY: STAFF, STUDENTS, FAMILIES, AND THE SPACES AROUND US.

EXCEL ACADEMICALLY: INSPIRE AND SUPPORT EACH STUDENT TO REACH THEIR FULLEST POTENTIAL.

PLACE-BASED CURRICULUM: AN EDUCATIONAL APPROACH WHICH INCORPORATES LOCAL AND REGIONAL PARTNERSHIPS TO DEVELOP A SENSE OF COMMUNITY AND A STUDENT'S PLACE IN IT.

STEWARDS: STUDENTS ARE GIVEN THE KNOWLEDGE TO BECOME ACTIVE CARETAKERS FOR OUR COMMUNITIES AND ENVIRONMENT.



ENGAGE. *Discover.* GROW.

Indiana Department of Education Student Centered Accountability
2017- 2018
Discovery Charter School (9870)
Discovery Charter School (6824)

Overall Summary (511 IAC 6.2-10-3)				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	80.00	0.500	40.00
Performance Domain	Grade 10	0.00	0.000	0.00
Growth Domain	Grades 04-08	94.70	0.500	47.35
Growth Domain	Grades 10-12	0.00	0.000	0.00
Multiple Measures Domain	Grade 12	0.00	0.000	0.00
Overall Points:				87.4
Overall Grade:				B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	325	100.00 %
Grades 09-12	0	0.00 %

Performance Domain (511 IAC 6.2-10-4)						
Grades 03-08			Grade 10			
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	83.7 % (257 / 307)	100.0 % (307 / 307)	83.7	N/A	N/A	N/A
Mathematics	76.2 % (234 / 307)	100.0 % (307 / 307)	76.2	N/A	N/A	N/A

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	83.7	0.50	41.85
Math (Grades 3-8)	76.2	0.50	38.10
Performance Points (Grades 03-08)			
E/LA (Grade 10)	N/A	N/A	0.00
Math (Grade 10)	N/A	N/A	0.00
Performance Points (Grade 10)			
			0.0

Growth Domain (511 IAC 6.2-10-5)						
Grades 04-08			Grades 09-12			
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	93.0	104.7	98.9	N/A	N/A	N/A
Mathematics	84.2	96.6	90.4	N/A	N/A	N/A

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	98.9	0.50	49.45
Math (Grades 4-8)	90.4	0.50	45.20
Growth Points (Grades 04-08)			
			94.7
E/LA (Grades 9-12)	0.0	0.00	0.00
Math (Grades 9-12)	0.0	0.00	0.00
Growth Points (Grades 9-12)			
			0.0

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator		Graduation Indicator			
	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
CCR Achievement Rate					
N/A	4.00	N/A	N/A	N/A	N/A

Multiple Measures Summary				
	Points	Weight	Weighted Points	
CCR	0.0	0.00	0.00	
Graduation	0.0	0.00	0.00	
Total Multiple Measures Points				0.0

Federal Accountability Report Card
2017-2018
Discovery Charter School (9870)
Discovery Charter School (6824)

Overall Summary				
	Grades	Points	Weight	Weighted Points
Academic Achievement	Grades 03-08	80.00	0.475	38.00
Academic Achievement	Grade 10	0.00	0.000	0.00
Academic Progress	Grades 04-08	91.70	0.475	43.56
Graduation Rate	Grade 12	0.00	0.000	0.00
College and Career Readiness	Grade 12	0.00	0.000	0.00
Progress in Achieving English Language Proficiency	All Grades	0.00	0.000	0.00
Addressing Chronic Absenteeism	Grades K-08	78.80	0.050	3.94
Overall Points:				85.5
Overall Grade:				B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	325	100.00 %
Grades 09-12	0	0.00 %

Subgroup Grades					
Sugroup	Points	Grade	Subgroup	Points	Grade
American Indian/Alaskan Native	0.00	No Grade	Asian	0.00	No Grade
Black	0.00	No Grade	Hispanic Ethnicity	80.10	B
Multiracial	0.00	No Grade	Native Hawaiian or Other Pacific Islander	0.00	No Grade
White	86.40	B	English Language Learner	0.00	No Grade
Free/Reduced Lunch	72.80	C	Special Education	71.20	C

Academic Achievement Indicator							
Grades 03-08				Grade 10			
Performance				Performance			
Pass Rate	Participation	Points	Pass Rate	Participation	Points	Points	Overall Points
English/Lang. Arts (83.7 % (257 / 307))	100.0 % (307 / 307)	83.7	N/A	N/A	N/A	N/A	N/A
Mathematics (76.2 % (234 / 307))	100.0 % (307 / 307)	76.2	N/A	N/A	N/A	N/A	N/A

Academic Achievement Summary			
	Points	Weight	Weighted Points
E/LA (3-8)	83.7	0.50	41.85
Math (3-8)	76.2	0.50	38.10
Achievement Points (Grades 03-08)			80.0
E/LA (10)	N/A	0.50	N/A
Math (10)	N/A	0.50	N/A
Achievement Points (Grade 10)			0.0

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Where we are and where we are heading.

Discovery Charter School (6824)

800 Canonie Dr
Porter, IN 46304-0000
Phone: (219) 983-9800 Fax: (219) 929-5723
[School Homepage](#)

Principal: Mrs Pamela Moore
pmoore@discoverycharter.org
Grade Levels KG - 08
Accreditation Status: Charter Accreditation

Porter County
Charter School



[Overview](#) [Enrollment & Attendance](#) [Student Performance](#) [Accountability](#) [School Personnel](#)

[Historical Report Card](#) [Report Card](#) [Annual Performance Report](#)

[Report Card](#)

Year: 2016-17 ▼

2016-2017 Report Card

B

Discovery Charter School

Discovery Charter School received a B as its final letter grade for school accountability.

[Letter Grade](#)

Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	75.90	0.500	37.95
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	84.90	0.500	42.45
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			80.4
Overall grade			B

Performance Domain

Mathematics

73.8% of students passed the assessment.
This rate is **above** the state average.
99.7% of students participated in the assessment.

English/Language Arts

77.9% of students passed the assessment.
This rate is **above** the state average.
99.7% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

85.3 points for Top 75% Growth
74.5 points for Bottom 25% Growth
79.9 points for Growth

English/Language Arts

95 points for Top 75% Growth
84.5 points for Bottom 25% Growth.
89.8 points for Growth

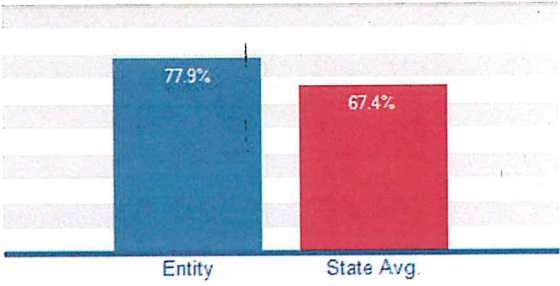
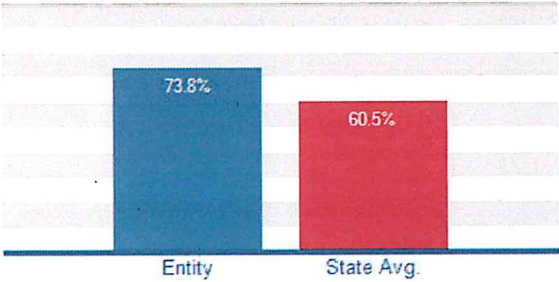
Student Performance

Mathematics

Percent Passing

English/Language Arts

Percent Passing



Search School and Corporation Reports

Search

Advanced Search
State Report

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Porter County
Charter School



Overview Enrollment & Attendance Student Performance Accountability School Personnel
Historical Report Card Report Card Annual Performance Report
Report Card

Year: 2015-16 ▼

2015-2016 Report Card

B

Discovery Charter School

Discovery Charter School received a B as its final letter grade for school accountability.

Letter Grade

Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	78.50	0.500	39.25
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	98.70	0.500	49.35
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			88.6
Overall grade			B

Performance Domain

Mathematics

77.3% of students passed the assessment.
This rate is **above** the state average.
100.0% of students participated in the assessment.

English/Language Arts

79.7% of students passed the assessment.
This rate is **above** the state average.
100.0% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

86.1 points for Top 75% Growth
94.4 points for Bottom 25% Growth
90.3 points for Growth

English/Language Arts

104.2 points for Top 75% Growth
109.8 points for Bottom 25% Growth
107 points for Growth

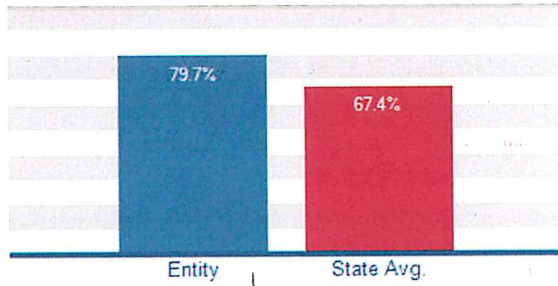
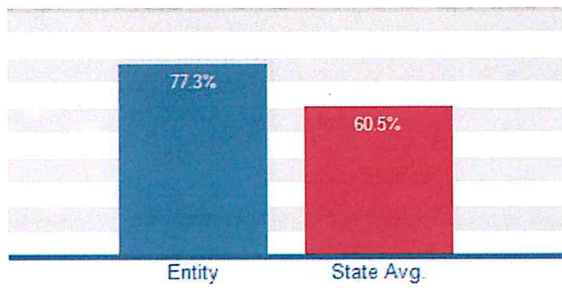
Student Performance

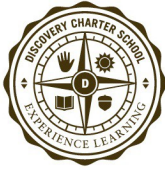
Mathematics

Percent Passing

English/Language Arts

Percent Passing





DISCOVERY
CHARTER SCHOOL

Methods of Pupils Assessment

ILEARN:

Students in grades 3 ± 8 participate in the State of Indiana's ISTEP+ testing for Math and Language Arts. In addition, students in grades 4th and 6th also participate in the ISTEP+ Science and students in grades 5th and 7th participate in ISTEP+ Social Studies.

NWEA:

Students in grades K ± 1 will participate in NWEAP Primary MAP tests. Students in grades 2 ± 8 will participate in the NWEA MAP tests in the areas of math, reading, and language usage. Students in grades 6 ± 8 also participate in the science MAP tests as well. Testing for all students takes place in the fall and in the spring. Students deemed at risk (fall under 50th %ile in fall or based on teacher recommendation) will also test in the winter session in order to make instructional and support decisions.

PIVOT:

This year we are using PIVOT for the first time. After some investigation by our PD Committee they have determined this is a tool they want to try, potentially replacing NWEA.

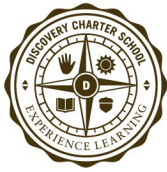
Classroom Assessments:

Curriculum maps are created by teachers which are aligned with IDOE state and common core standards. Classroom assessments are created by teachers to be used at the end of units which are included in the curriculum maps. These assessments align with rigor, content, problem types and structures used on IDOE assessments and standard examples.

High Ability Assessment:

The following assessments are used in identifying students for high ability services:

- CoGAT (Cognitive Abilities Test)



DISCOVERY
CHARTER SCHOOL

- NWEA
- IOWA Test of Basic Skills
- Parent / Staff Questionnaire

Report Cards and Retention

Report Cards

Students receive a report card once per quarter. At the end of the first quarter, each child's parent/guardian should pick up their child's report card during scheduled parent-teacher conferences. At the end of the second, the third, and the fourth quarter, report cards will be sent home for parent review and signature and conferences will be held as needed.

Retention Policy

It is the policy of Discovery Charter School that retention be the last resource as a means for remediation for a child. Therefore the following steps will be taken:

1. After the second quarter reporting period, teachers will identify any candidate that is a possibility for retention and discuss concerns with school administration.
2. After meeting with administration, the classroom teacher will set up a meeting no later than February 15th with parents, teacher, and administration to discuss a plan to avoid retention.
3. The classroom teacher will maintain weekly updates with parents regarding student progress as it relates to the plan to avoid retention.
4. A final meeting will be scheduled with parents, teacher, and administration to discuss progress of student to May 15th.
5. Administration will make a determination regarding retention or promotion prior to the end of the school year. Administration has the ultimate decision regarding placement of the student at Discovery Charter School.

Grading Scale

Kindergarten	
4	Exceeds Grade Level Expectations
3	Meets Grade Level Expectations
2	Developing Towards Grade Level Expectations
1	Below Grade Level Expectations

Grades: 1±8	
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Weighted Average Grades: 1 ± 8	
Tests	40%
Class work	30%
Homework	30%

Spring 2018 ISTEP+

Discovery Compared to 3 Largest District Residences

School	% Passing ELA	% Passing Math	% Passing Both 2018	% Passing Both 2017
Statewide	64.1	58.3	50.7	51.4
Discovery Charter School	83.6	76.3	72	65.9
Duneland Schools	71	70.2	60.8	63.8
Portage Township	64.3	63.5	53.3	51.1
Michigan City	49.5	49.4	37.6	37.4

Spring 2018 ISTEP+

Discovery School Total Compared to Individual Duneland Schools

School	% Passing ELA	% Passing Math	% Passing Both 2018	% Passing Both 2017
Statewide	64.1	58.3	50.7	51.4
Discovery Charter School	83.6	76.3	72	65.9
Bailly Elementary	68.9	65.1	57.2	60.5
Yost Elementary	77.2	67.9	64.2	63
Jackson Elementary	87.1	80.2	76.7	68.7
Brummitt Elementary	72.1	76.7	67.8	63.9
Liberty Elementary	77	74.3	65.3	61.8
Liberty Intermediate	80.4	77.4	69	65.3
Westchester Intermediate	61.9	72.6	54.8	67.3
Chesterton Middle School	68	64.6	57.1	61.9

Spring 2018 ISTEP+

Discovery Grade Spans Compared to Equivalent Duneland Schools

School	% Passing ELA	% Passing Math	% Passing Both 2018	% Passing Both 2017
Statewide	64.1	58.3	50.7	51.4
Discovery 3 rd & 4 th Grade	90.9	89.5	86.1	
Bailly Elementary	68.9	65.1	57.2	60.5
Yost Elementary	77.2	67.9	64.2	63
Jackson Elementary	87.1	80.2	76.7	68.7
Brummitt Elementary	72.1	76.7	67.8	63.9
Liberty Elementary	77	74.3	65.3	61.8

School	% Passing ELA	% Passing Math	% Passing Both 2018	% Passing Both 2017
Statewide	64.1	58.3	50.7	51.4
Discovery 5 th & 6 th Grade	77.5	71.5	66.4	
Liberty Intermediate	80.4	77.4	69	65.3
Westchester Intermediate	61.9	72.6	54.8	67.3

School	% Passing ELA	% Passing Math	% Passing Both 2018	% Passing Both 2017
Statewide	64.1	58.3	50.7	51.4
Discovery 7 th & 8 th Grade	75	45.5	40.9	
Chesterton Middle School	68	64.6	57.1	61.9

Spring 2018 ISTEP+

Discovery Ranking Compared to 3 Largest District Residencies

Grade Level	% Passing ELA	% Passing Math	% Passing Both ELA and Math
3 rd Grade	1 out of 4	1 out of 4	1 out of 4
4 th Grade	1 out of 4	1 out of 4	1 out of 4
5 th Grade	1 out of 4	2 out of 4	1 out of 4
6 th Grade	1 out of 4	2 out of 4	1 out of 4
7 th Grade	1 out of 4	3 out of 4	3 out of 4
8 th Grade	3 out of 4	4 out of 4	3 out of 4
Overall District	1 out of 4	1 out of 4	1 out of 4

Spring 2018 ISTEP+

Discovery Ranking Compared to Individual Schools of 3 Largest District Residencies

Grade Level	% Passing ELA	% Passing Math	% Passing Both ELA and Math
3 rd Grade	2 out of 22	1 out of 22	1 out of 22
4 th Grade	1 out of 22	1 out of 22	1 out of 22
5 th Grade	2 out of 19	2 out of 19	2 out of 19
6 th Grade	2 out of 13	4 out of 13	3 out of 13
7 th Grade	1 out of 6	4 out of 6	4 out of 6
8 th Grade	3 out of 6	6 out of 6	4 out of 6
Overall District	2 out of 29	4 out of 29	2 out of 29

Climate & Culture Discovery Elementary Students

run on 11/05/2018



surveys



Report Filters

School: N/A	Ethnicity: N/A	Tag: N/A
Gender: N/A	Grade: N/A	
Race: N/A	Term: N/A	

AdvancED Certified Content

Demographics

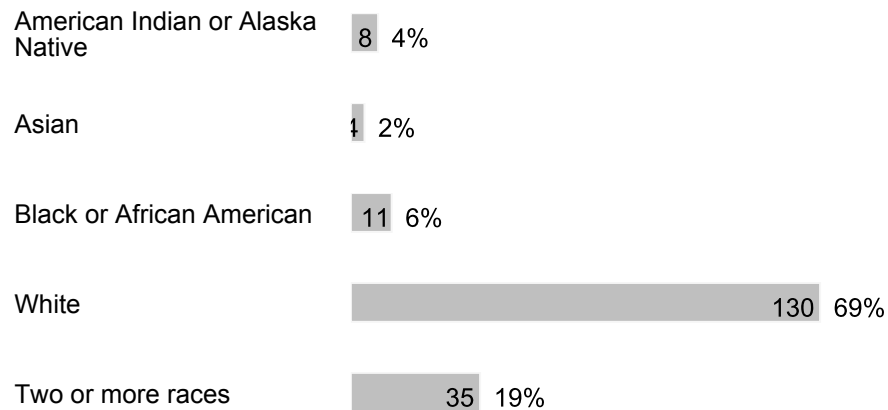
Number of Responses | Percentages of Total Responses

1. Gender



188 respondents

2. Race



188 respondents

3. Ethnicity



Not Hispanic or Latino 162 86%

188 respondents

4. Grade

3rd Grade 72 38%

4th Grade 47 25%

5th Grade 69 37%

188 respondents

5. Term

This is my 1st year 24 13%

2 years 18 10%

3 years 21 11%

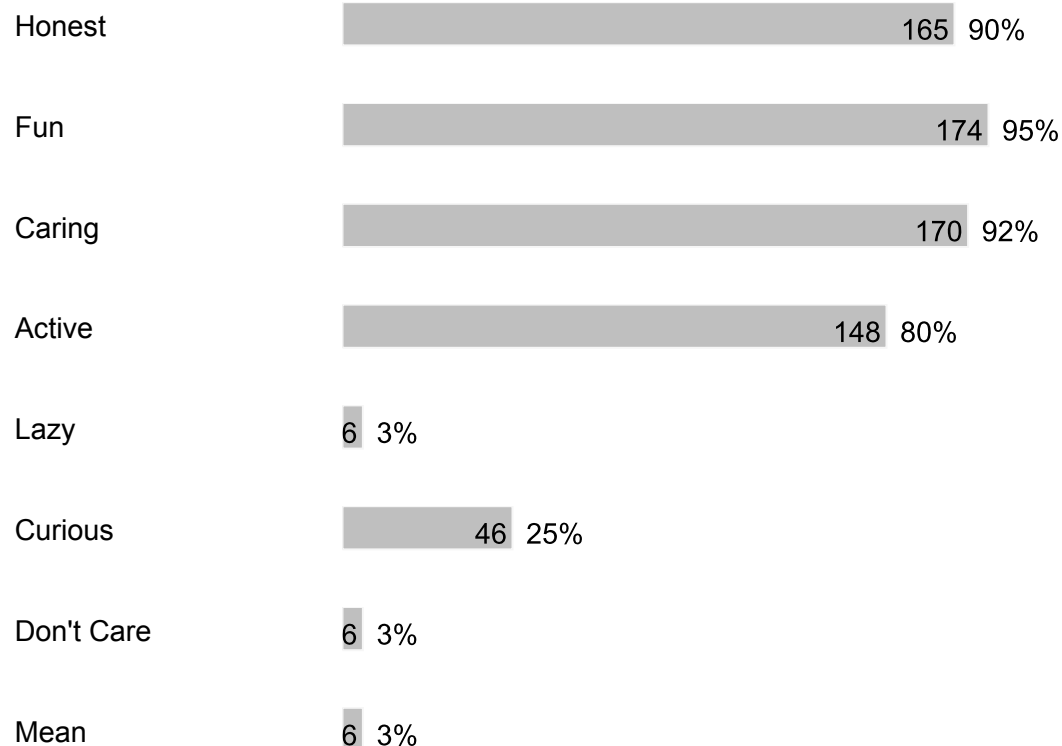
4 years or more 125 66%

188 respondents



C. Climate and Culture Questions

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?



Fake 7 4%

Unfair 8 4%

184 respondents

2. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

Listen to teachers 122 66%

Complete short projects 34 18%

Complete long projects 11 6%

Write 91 49%

Think 99 54%

Memorize 36 20%

Complete worksheets 120 65%

Work with others 73 40%

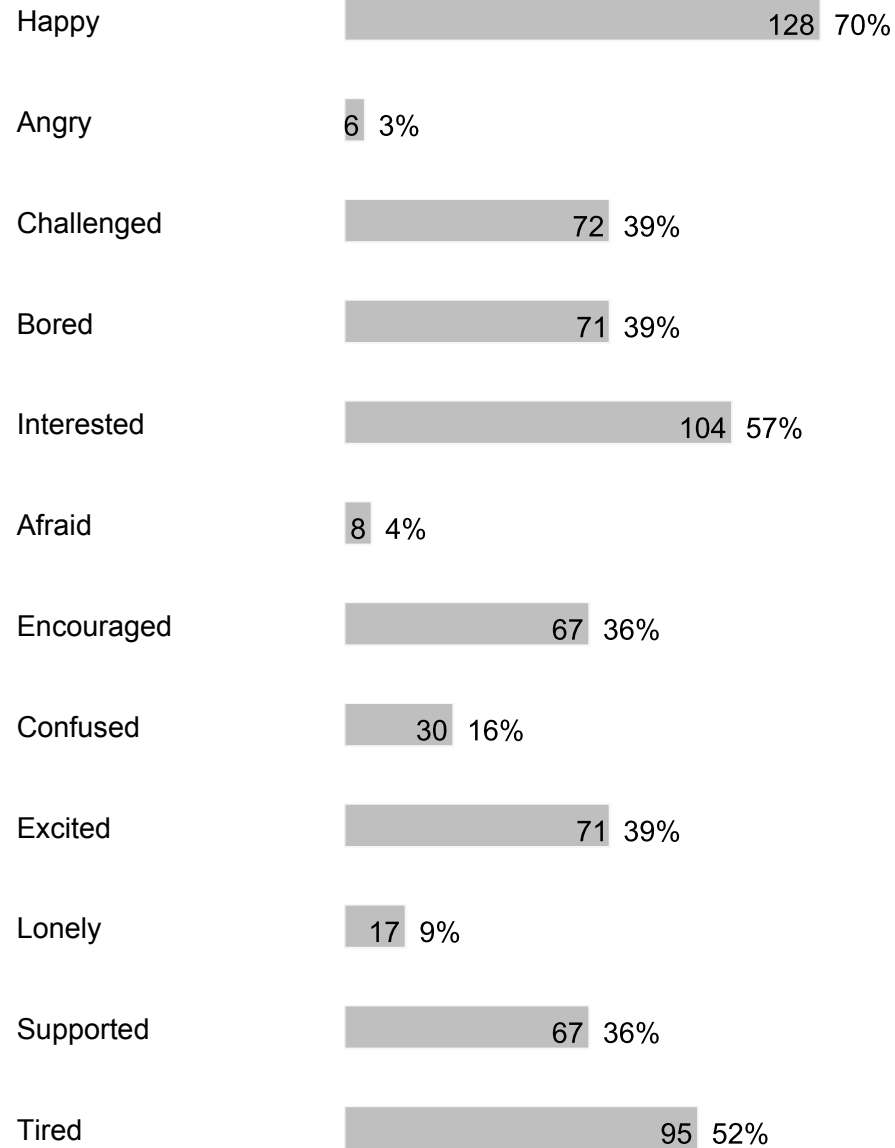
Work alone 64 35%

Make presentations 6 3%

Take tests 80 43%

184 respondents

3. Which four of the following words would best describe, in general, how you feel while at school?



184 respondents

Highest Scoring Items that correlate:

Staff Survey	Parent Survey	Middle School Survey
Families regularly participate in school involvement activities offered by our school. (3.75)	Our school provides opportunities for me to be involved in school activities in ways that work for me. (3.62)	
I am treated with respect by my colleagues. (3.69)	My family and I are treated with respect and courtesy by our school's staff. (3.73)	Interactions with adults at school. Helpful (65%) Respectful (64%) Trusting (49%) Supportive (49%)
Our school's purpose and mission are based on shared values that guide decision-making. (3.64)	I am aware of our school's purpose and mission. (3.62)	
Our school provides challenging curriculum and activities to support learning and development of young children. (3.6)	Our school provides learning experiences that meet the individual needs of my child. (3.63)	

Lowest scoring items that correlate:

Staff Survey	Parent Survey
Our school has an adequate supply of resources to meet children's learning needs. (3.17)	There is an adequate supply of materials in our school to meet my child's learning needs. (3.54)
Our school implements changes based on the feedback from staff. (3.17)	Our school asks me about my ideas on how to improve its services. (3.13)

For the open ended responses I looked for the most common reoccurring themes.

Open ended Positives

Staff

Support from families, staff, and community.

Environmental focus.

Flexibility to meet children's needs and ensure success through a variety of teaching methods and curriculum.

Parents

Welcoming/safe environment, family involvement, sense of community.

Place based/ nature focus/ learning experiences

Teaching Styles – hands on, individualized, high standards

Staff

Open ended negatives

Staff

Need of more staff and teachers. (aides, resource room, administration, counselors, lunchroom)

Length of day

Class size

More technology

Parents

Teacher issues (pay, understaffed, turnover, class size)

Transportation/parking

Communication

Extra curricular options

Not hiking enough

More offered during the day as electives.

Student Surveys

Correlations within the top 4 responses for each question.

Which four of the following words or phrases best describe, in general, what you think of your teachers?

Elementary	Middle School
Fun 95%	Fun 66%
Honest 90%	Honest 54%
Caring 92%	Caring 51%
Active 80%	Active 40%

Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

Elementary	Middle School
Listen to teachers 66%	Listen to teachers 61%
Complete worksheets 65%	Complete worksheets 50%

Which four of the following words best describe, in general, how you feel while at school?

Elementary	Middle School
Happy 70%	Happy 40%

Climate & Culture Discovery Middle School Students

run on 11/05/2018



surveys



Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Term:
N/A

Race:
N/A

Grade:
N/A

AdvancED Certified Content

Demographics

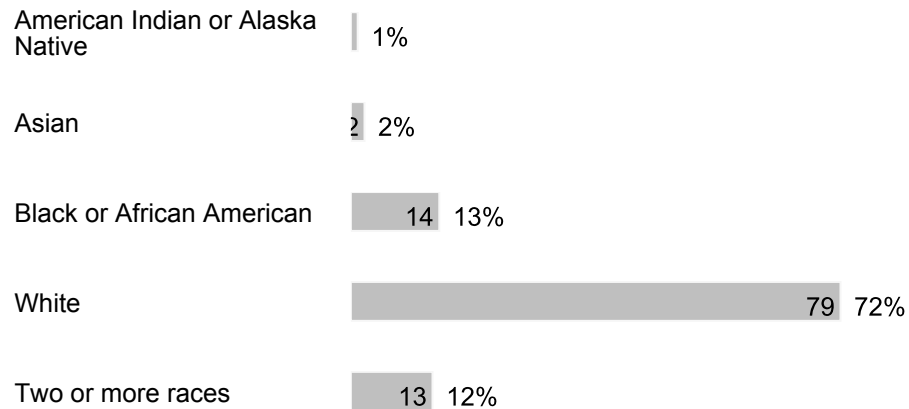
Number of Responses | Percentages of Total Responses

1. Gender



109 respondents

2. Race



109 respondents

3. Ethnicity



Not Hispanic or Latino 96 91%

106 respondents

4. Term

This is my 1st year 11 10%

2 years 8 7%

3 years 9 8%

4 years or more 81 74%

109 respondents

5. Grade

6th grade 45 41%

7th grade 40 37%

8th grade 24 22%

109 respondents



C. Climate and Culture Questions

1. Which four of the following words or phrases best describe, in general, the expectations for you as a student at your school?

I am learning. 83 78%

I am busy. 39 36%

I understand. 54 50%

I know. 25 23%

I am able to explain. 43 40%

I am able to memorize. 42 39%

I should find it myself. 20 19%

I should ask a teacher. 54 50%

I am expected to be good at everything. 20 19%

I am expected to be good at some things. 48 45%

107 respondents

2. Which four of the following phrases best describe, in general, the kinds of things your teachers say to you while at school?

What are you doing? 47 44%

What are you thinking? 19 18%

We will be working on... 62 58%

You will be working on... 39 36%

You are learning... 22 21%

You are being taught... 13 12%

Explain it. 51 48%

Repeat it. 28 26%

You should do it this way. 26 24%

You could do it this way. 29 27%

You got it right! 32 30%

You took the right approach. 22 21%

I'm interested in your answer. 23 21%

I'm interested in your approach. 15 14%

107 respondents

3. Which four of the following words or phrases best describe, in general, how you feel when trying to complete your assignments while at school?

Rushed 44 41%

Patient 35 33%

Hurried 47 44%

Deliberate 13 12%

Pressured 42 39%

Never enough time 37 35%

Hectic 30 28%

Calm 45 42%

Usually enough time 56 52%

Relaxed 36 34%

Tense 43 40%

107 respondents

4. Which four of the following words best describe, in general, what you think of your teachers?

Real 33 31%

Honest 58 54%

Fun 71 66%

Interesting 37 35%

Inconsistent 14 13%

Consistent 13 12%

Caring 55 51%

Active 43 40%

Lazy 6 6%

Curious 21 20%

Uninterested 8 7%

Mean 18 17%

Fake 14 13%

Unfair 26 24%

Untrustworthy 11 10%

107 respondents

5. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

Listen to teachers 65 61%

Complete brief projects 9 8%

Complete long projects 12 11%

Write 30 28%

Think 45 42%

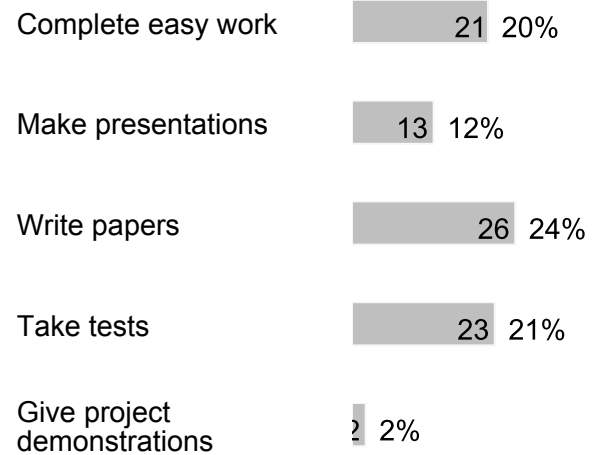
Memorize 23 21%

Complete worksheets 53 50%

Work with others 40 37%

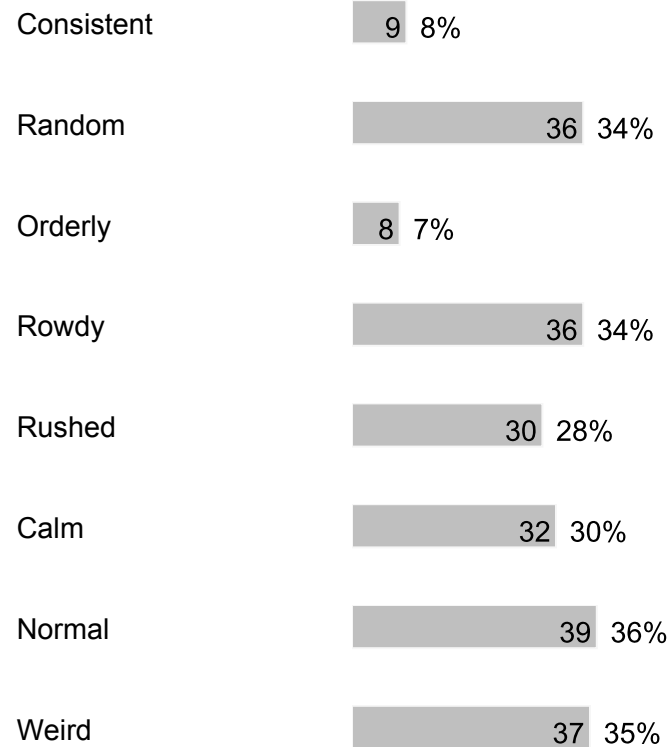
Work alone 42 39%

Complete challenging work 24 22%



107 respondents

6. Which four of the following words or phrases best describe, in general, your experiences in your classes?



Positive interactions with others 34 32%

Negative interactions with others 15 14%

Working in groups 23 21%

Working alone 31 29%

Challenging 35 33%

Easy 17 16%

New ideas encouraged 26 24%

Correct answers encouraged 20 19%

107 respondents

7. Which four of the following words best describe, in general, the interactions you have with adults at your school?

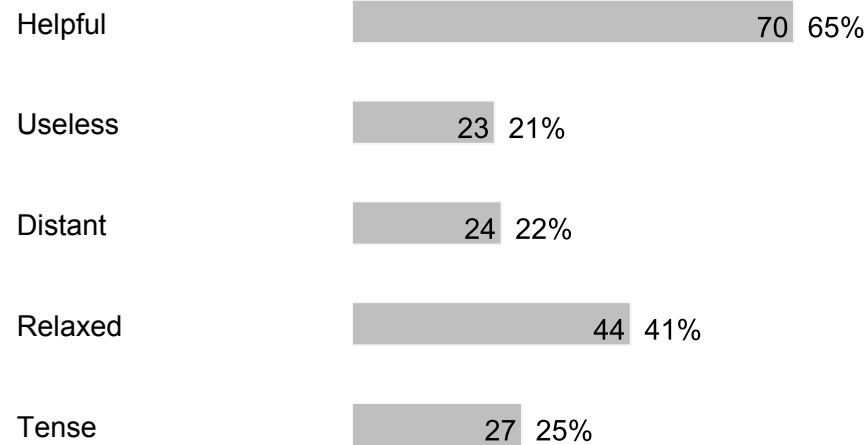
Important 30 28%

Brief 38 36%

Trusting 52 49%

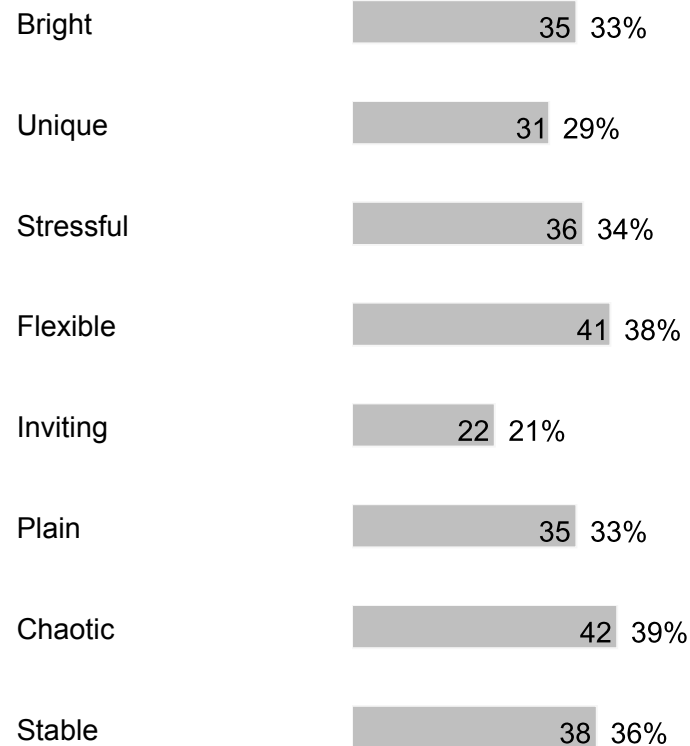
Respectful 68 64%

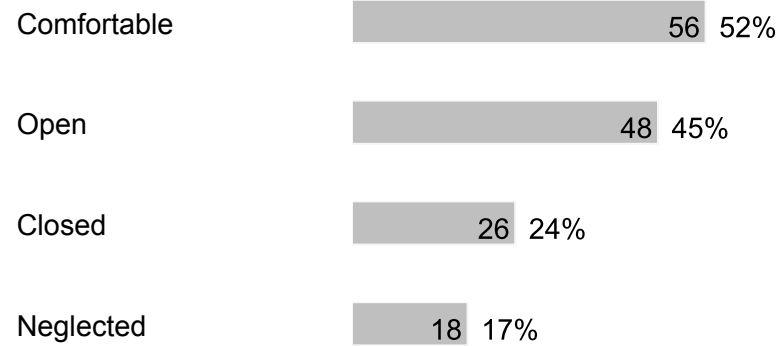
Supportive 52 49%



107 respondents

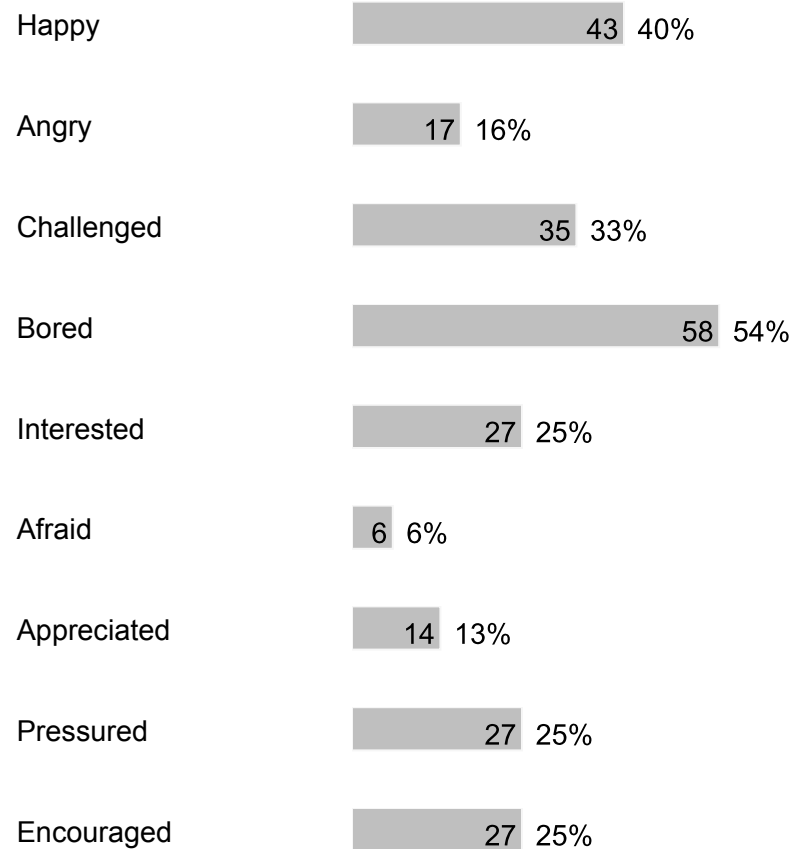
8. Which four of the following words best describe the physical spaces in which you spend most of your time at school?

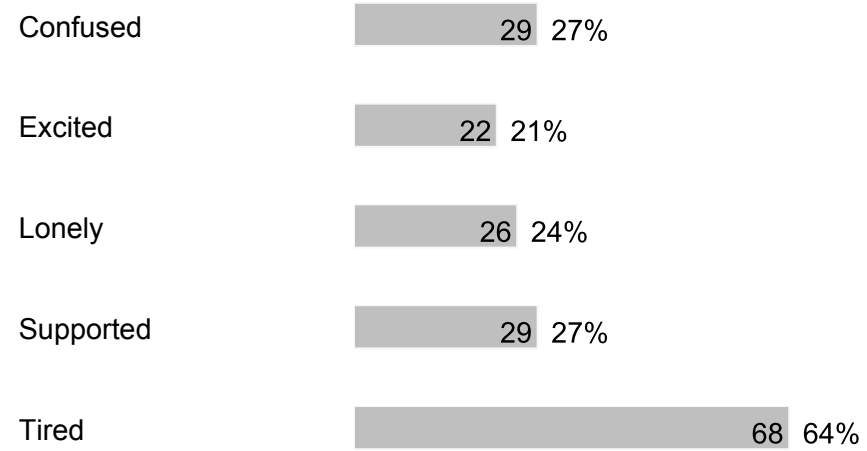




107 respondents

9. Which four of the following words best describe, in general, how you feel while at school?





107 respondents

Parent Survey for Discovery Charter School

run on 11/05/2018



surveys





Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Time Enrolled:
N/A

Race:
N/A

Child Age:
N/A



Report Summary

By Survey Section

Section Score | Network Average

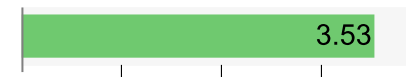
Overall Score: 3.53

Network Average: N/A



Early Learning Questions: 3.53

Network Average: 0.0





Highest Scoring Items

C2: My family and I are treated with respect and courtesy by our school's staff.



C5: Our school provides learning experiences that meet the individual needs of my child.



C1: I am aware of our school's purpose and mission.



C4: Our school provides opportunities for me to be involved in school activities in ways that work for me.



C6: Our school provides a safe learning environment.





Lowest Scoring Items

C10: Our school asks me about my ideas on how to improve its services.



C8: Our school provides me with information about resources to support my child's learning and development.



C9: My child's teachers help me understand my child's progress.



C7: There is an adequate supply of materials in our school to meet my child's learning needs.



C3: I receive adequate communication from our school about what is happening at the school.

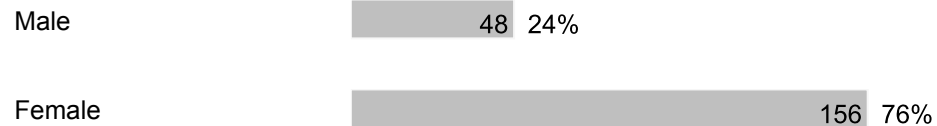




Demographics

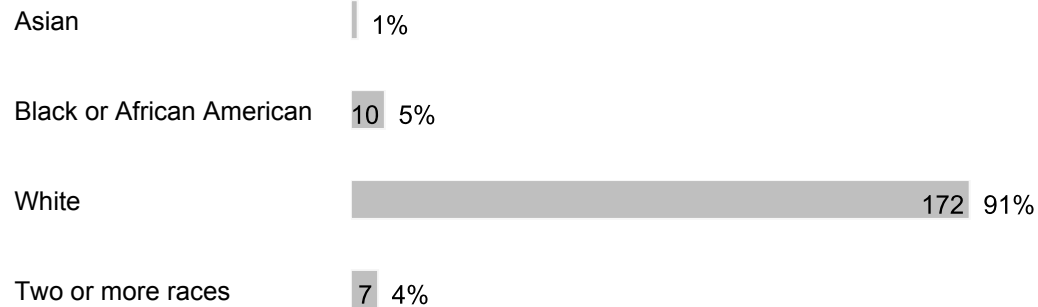
Number of Responses | Percentages of Total Responses

1. Gender



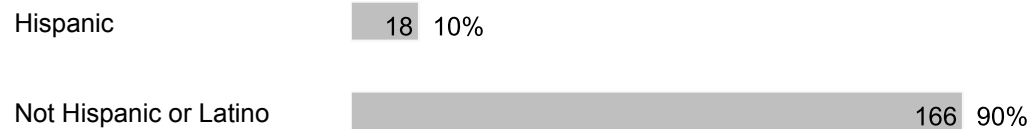
204 respondents

2. Race



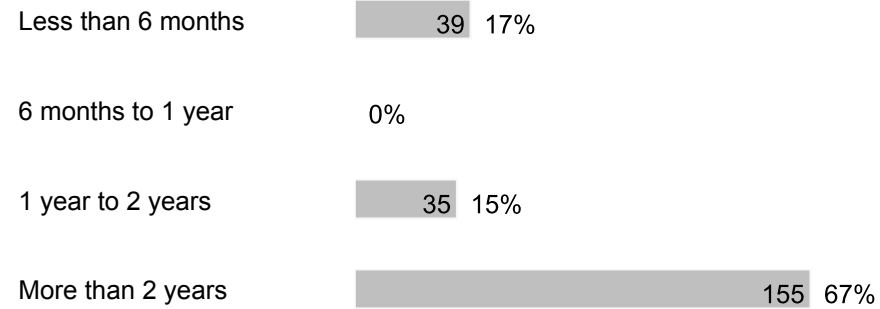
190 respondents

3. Ethnicity



184 respondents

4. Time Enrolled



230 respondents

5. Child Age



232 respondents

C. Early Learning Questions

Section score: 3.53 Network average: N/A

	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			
1. I am aware of our school's purpose and mission.	127	64	1	3
	65%	33%	1%	2%
195 respondents				
2. My family and I are treated with respect and courtesy by our school's staff.	146	46	1	2
	75%	24%	1%	1%
195 respondents				
3. I receive adequate communication from our school about what is happening at the school.	125	57	9	4
	64%	29%	5%	2%
195 respondents				
4. Our school provides opportunities for me to be involved in school activities in ways that work for me.	131	55	7	2
	67%	28%	4%	1%
195 respondents				

5. Our school provides learning experiences that meet the individual needs of my child.	132	57	3	3
	68%	29%	2%	2%
	195 respondents			
6. Our school provides a safe learning environment.	128	61	4	2
	66%	31%	2%	1%
	195 respondents			
7. There is an adequate supply of materials in our school to meet my child's learning needs.	114	73	6	2
	58%	37%	3%	1%
	195 respondents			
8. Our school provides me with information about resources to support my child's learning and development.	103	71	19	2
	53%	36%	10%	1%
	195 respondents			
9. My child's teachers help me understand my child's progress.	106	75	11	3
	54%	38%	6%	2%
	195 respondents			
10. Our school asks me about my ideas on how to improve its services.	66	95	27	7
	34%	49%	14%	4%
	195 respondents			

D. Open-Ended Questions

1. What do you like best about our school?
2. What would make our school even better?

Staff Survey for Discovery Charter School

run on 11/05/2018



surveys





Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Role:
N/A

Race:
N/A

Experience:
N/A



AdvancED Certified Content

Report Summary

By Survey Section

Section Score | Network Average

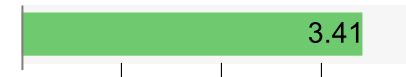
Overall Score: 3.41

Network Average: N/A



Early Learning Staff Questions: 3.41

Network Average: 0.0





Highest Scoring Items

B5: Families regularly participate in school involvement activities offered by our school.



B2: I am treated with respect by my colleagues.



B1: Our school's purpose and mission are based on shared values that guide decision-making.



B6: Our school provides challenging curriculum and activities to support learning and development of young children.



B7: Our school's staff have developmentally appropriate expectations for children.



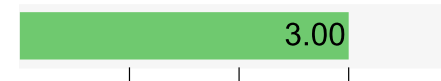
B9: Our school's staff regularly engage families in communication about their children's progress.





Lowest Scoring Items

B11: Our school has a formal process to support new teachers and staff in their role.



B12: I am provided with professional development opportunities that are relevant to my role.



B4: I receive regular feedback on how I am doing in my role.



B13: Our school has an adequate supply of resources to meet children's learning needs.



B15: Our school implements changes based on the feedback from staff.



**AdvancED Certified Content**

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male

2 6%

Female

32 94%

34 respondents

2. Race

White

33 97%

Two or more races

1 3%

34 respondents

3. Ethnicity

Hispanic

2 6%

Not Hispanic or Latino

34 94%

36 respondents

4. Role

Teacher

29 69%

Assistant Teacher or Aide 7 17%

Administrator 1 2%

Other Staff 5 12%

42 respondents

5. Experience

Less than 1 year 2 5%

1-3 years 6 15%

4-10 years 14 34%

11-20 years 19 46%

41 respondents



B. Early Learning Staff Questions

Section score: 3.41 Network average: N/A

1. Our school's purpose and mission are based on shared values that guide decision-making.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1
Number of Responses			
Percentage of Total Responses			
27	15	0	0
64%	36%	0%	0%
42 respondents			

2. I am treated with respect by my colleagues.

29	13	0	0
69%	31%	0%	0%
42 respondents			

3. Our school's leaders support a collaborative culture.

20	21	1	0
48%	50%	2%	0%
42 respondents			

4. I receive regular feedback on how I am doing in my role.

10	28	4	0
24%	67%	10%	0%
42 respondents			

5. Families regularly participate in school involvement activities offered by our school.	32	10	0	0
	76%	24%	0%	0%
	42 respondents			
6. Our school provides challenging curriculum and activities to support learning and development of young children.	25	17	0	0
	60%	40%	0%	0%
	42 respondents			
7. Our school's staff have developmentally appropriate expectations for children.	24	18	0	0
	57%	43%	0%	0%
	42 respondents			
8. Our school's staff monitor each child's learning and development.	21	21	0	0
	50%	50%	0%	0%
	42 respondents			
9. Our school's staff regularly engage families in communication about their children's progress.	24	18	0	0
	57%	43%	0%	0%
	42 respondents			
10. Our school's staff adjust curriculum based on information about the learning and development of children in our school.	21	20	1	0
	50%	48%	2%	0%
	42 respondents			
11. Our school has a formal process to support new teachers and staff in their role.	11	22	7	2
	26%	52%	17%	5%
	42 respondents			
12. I am provided with professional development opportunities that are relevant to my role.	11	25	6	0
	26%	60%	14%	0%
	42 respondents			
13. Our school has an adequate supply of resources to meet children's learning needs.	13	23	6	0
	31%	55%	14%	0%
	42 respondents			
14. I participate in quality improvement activities for our school.	12	30	0	0

	29% 42 respondents	71%	0%	0%
15. Our school implements changes based on the feedback from staff.	12 29% 42 respondents	25 60%	5 12%	0 0%

C. Open-Ended Questions

1. What do you like best about our school?
2. What would make our school even better?

Special Education and ELL:

Students receiving special services will be taught by qualified and trained staff. The goal of serving the special needs population is to ensure the LRE (Least Restrictive Environment) for each student. Therefore, students will be fully included in the classroom whenever possible, but extra instruction will also be available in the resource room, according to needs cited in the student's IEP (Individual Education Plan). Discovery Charter School (DCS) will partner with local professionals to deliver additional specialized services such as speech, occupational or physical therapy and psychological testing services as needed.

Discovery Charter School will work in accordance with the rules and regulations of the IDEA (Individuals with Disabilities Education Act) as well as individual state law. Teachers must be highly qualified and licensed in special education in the state in which they teach. Assistance for the special education staff is given by the Discovery Charter School Administration, along with an educational legal counsel who oversees compliance of special education mandates. Special education teachers are kept abreast of knowledge in the field through ongoing professional development.

Continuum of Services:

1. On the application for school enrollment, it is asked if the student currently receives special education instruction at his/her current school. If the application states special education has been previously provided, the DCS school will contact the student's previous school to receive a copy of the IEP. DCS will request that the sending school "push" the IEP through so that the Special Education Staff (Director, case managers and SPED teachers) will have the student's entire history immediately available.
2. Both the school's general education and special education staff will be trained to identify students with potential special needs. If a teacher believes a student may be in need of special education, but the student does not have a current IEP, the matter will be referred to the team leader who will then contact the child's previous school for possible past history of special education that we may have not been made aware of. If there was an unreported IEP for that student, we will hold a case conference in accordance with state law within 10 days of notice of special education services.
3. State test scores, as well as other classroom assessments are used with all students (special needs and at risk) to determine whether they may be in need of RTI (Response to Intervention). This is the first step to determining if a student needs special education services. Once in the RTI system, students will move on to receive special education, if warranted, through the following process:

If there is no previous IEP, the RTI committee will meet and move forward as determined by the committee. This committee may include parents, teachers, team leaders, case managers, social workers and the school nurse. They may suggest plans, modifications and accommodations for the student to be successful in the classroom.

Progress is carefully documented on the Student Progress Chart.

The committee will reconvene to assess the student's progress generally 4 to 6 weeks after the intervention strategies have been implemented to determine whether they are effective. They will assess outcomes and determine how to move forward. No more than 10 weeks from the beginning of the intervention, and after careful consideration of all attempts made at differing intervention strategies, the RTI committee may refer the student for special education testing. The parent will be invited to a meeting where the RTI results will be discussed. The school will then ask for the parent's permission to test the student for specific areas in special education.

After no more than 10 weeks from the beginning of the intervention, and careful consideration with several attempts at differing intervention strategies, the RTI committee may refer the student for special education testing. The parent will be invited to a meeting where the RTI results will be discussed. The school will then ask for the parent's permission to test the student for specific areas in special education.

By analyzing the data from the Student Progress Chart, one of three decisions may be made:

1. If the Progress chart shows continued improvement and the strategy works in the classroom with the usual classroom supports, the teacher will continue the strategy.
2. If the chart shows little or no improvement, but the teacher did not implement the strategy as planned, the team will consider whether additional intervention is needed, or if a referral for an individual evaluation would be more beneficial for the student.

3. If the chart shows little or no improvement and the teacher did implement the strategy as planned, the student will be referred for a full and individual evaluation.

4. **Work assignments:** Students with organizational difficulties, as well as those who are easily distracted, often need accommodations on work assignments. They may need help focusing on critical information, beginning and completing assignments, and organizing their work.

Specific Examples of Instructional Accommodations can be found in the chart below:

STUDENT BEHAVIOR	ACCOMMODATION
VISUAL: THE STUDENT HAS DIFFICULTY FOCUSING ON WRITTEN CLASSROOM MATERIALS	Cut apart worksheets. Space items according to student needs. Darken lines on paper and worksheets. Use color codes. Do not use pictures or clip on worksheets. Change color of worksheets. Give verbal directions. Maintain consistency of format on worksheets. Give students a personal copy of what is being shown on the overhead or chalkboard. Have the student use a picture window or a card to hold the place on a line. Have the student sit in clear view of the speaker. Have the student use a magnifier. Seat students where they can hear best. Use hand signals with direction words. Provide visual clues when giving direction. Provide written directions. Keep directions short and simple. Summarize key points during lessons. Have the student face the speaker. Have the student repeat information back to the speaker. Color code materials by subject. Provide folders or areas of the room for students to put their finished and not finished work. Provide time in the day for organization. Establish procedures in class with visual cues or hand signals. Limit the number of assignments at a time. Specify needed materials at the start of a task. Use advance organizers. Set a time limit and use a timer. Have the students keep a homework log and assignment book. Have the student use a checklist kept on the desk, in a folder, or in a cubby. Prepare precut materials.
AUDITORY: THE STUDENT HAS DIFFICULTY HEARING OR UNDERSTANDING VERBAL INFORMATION	
ORGANIZATION: THE STUDENT HAS DIFFICULTY ORGANIZING HIMSELF OR HERSELF FOR A TASK.	
FINE MOTOR:	

**THE STUDENT HAS
DIFFICULTY WITH
FINE MOTOR SKILLS WHILE
COMPLETING PAPER-AND-
PENCIL TASKS.**

**Have students practice larger motor tasks.
Use appropriately sized pencils and written materials. Adjust
paper size and answer spaces.
Provide dotted line to trace.
Encourage the student to use supplementary aides as
appropriate, such as pencil grips, specialized non-grip
scissors, a paper grip, clipboard, large key calculator, glue
sticks, or computer.
Provide paper with raised lines**

In most cases, students will need to be taught how to use the chosen modification. However it is important to note that most teachers find that, although they introduced one or more accommodations to support a student or small group of students, ultimately the changes resulted in enhanced learning and participation for many students. In fact, many teachers routinely embed in their large-group instruction accommodations that they originally selected for use with a particular student.

Accommodations for ELL Students:

ELL students will be accommodated using the SIOP (Sheltered Instruction Observation Protocol) Model. This model is a research-based instructional model that has had great success at the AQS-Passages School – a multi-lingual school on the North side of the city that has a strong refugee-based population, with over 25 languages spoken at the school. It is based on eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Using this combination of components enables all teachers to design lessons in the regular classroom that meet the specialized academic needs of the ELL population.

Based on a student's ACCESS score, it is determined whether he/she can effectively be mainstreamed, or needs resource room time, using the SIOP model. ALL teachers in the school receive mandatory training on the Model, and then are required to have professional development once a month on protocol. SIOP strategies are used both in the resource room as well as in the regular classroom.

Additional provisions for at risk students include free transportation support (bus cards), and waiving of student and/or uniform fees. Discovery Charter School, in accordance with federal requirements and Title IV of the Civil Rights Act, will not exclude students on the grounds of race, color, national origin, or deny them benefits of any program or activity.



Discovery Charter School Educator Evaluation Plan Overview

Evaluators and Training:

Discovery Charter School administration has been trained in using the RISE Evaluation and Development System through the Northwest Indiana Education Services Center (NWIESC).

Each year, all certified teachers will be evaluated using the RISE Evaluation and Development System by the building CEO/Head of School and Principal. The RISE Evaluator and Teacher Handbook is included in Section 2.

The evaluations will occur in the following formats:

- For teachers in 0 – 3 years of experience at Discovery, or on an Improvement Plan:
 - 2 short observations
 - 2 long observations
- For teachers in 4 plus years of experience at Discovery (being rated as highly effective or effective):
 - 2 short observations
 - 1 long observation

*Short observations will not to exceed 15 minutes. Feedback will be provided to teacher within 3 days. Long observations will range between 20 – 40 minutes. Feedback will be provided to teacher within 2 days in the form of a post observation meeting.

Discovery Charter School will follow the RISE Evaluation and Development System for evaluating certified teachers (handbook attached in Section 2).

Additional Certified Staff:

Discovery Charter School will evaluate additional certified personnel (School Nurse and Social Worker) using evaluations created by the school. These evaluations will give the certified staff member a rating out of 4 point scale. Evaluations for these certified staff members will be completed 2 times a year, both which will include a conference. Examples of these evaluations are included in Section 3.

Category Components of Certified Staff Evaluation:

- Standards of Professionalism
- Standards of Relationship Building
- Standards of Ethics
- Standards of School/Community Based Interventions
- Standards within School Support Systems

Each descriptor under each of the above category will be rated on a 4 point scale:

4: Excellent: Performance clearly and consistently exceeds normal expectations in the achievement of objectives in day-to-day functions of the job.

- 3: Proficient: Performance is acceptable in the achievement of objectives and day-to-day functions of the job
- 2: Needs Improvement: Performance level is below what is expected from American Quality Schools and deficiencies must be eliminated.
- 1: Not observed

The Principal will be evaluated by the CEO/Head of School following Principal Evaluation form from RISE.

The CEO/Head of School of Discovery Charter School's yearly evaluation will be completed by the Discovery Charter School Board of Directors.

Remediation & Ineffective Certified Employee Ratings:

For staff that require remediation in any areas, staff will work with administration to identify and participate in professional development opportunities that may also fulfill an individual's license renewal credits.

In the event that a teacher or other certified staff be rated as ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective.

If a student has been taught by a teacher who has received a rating of ineffective, the school office will place students in a classroom for the following year of a teacher rated as effective or highly effective to avoid having two ineffective teachers in 2 consecutive years.

In the event that the school is unable to comply with avoiding placing students in ineffective classrooms for 2 consecutive years, the school principal will email families directly, informing them of the situation. In the email, the principal will invite those parents to a meeting in which the principal will inform the parents what steps will be taken and resources that will be put in place to ensure their child will have a successful teacher and school year.

Additionally, a teacher found to have negative impact on student growth may be deducted up to 1 point from their final summative rating.

Certified Teacher Retention:

- Discovery Charter School teachers are evaluated following the RISE Evaluation and Development System.
- From RISE, teachers are rates as either Highly Effective (3.5 – 4.0), Effective (2.5 – 3.49), Improvement Necessary (1.75 – 2.49), and Ineffective (Less than 1.75).

- Determinations for Staff retention are based on Final RISE rating as well as staff members overall fit with the schools vision and belief in doing everything we can for our students.

Certified Teacher Compensation (Depending on budget):

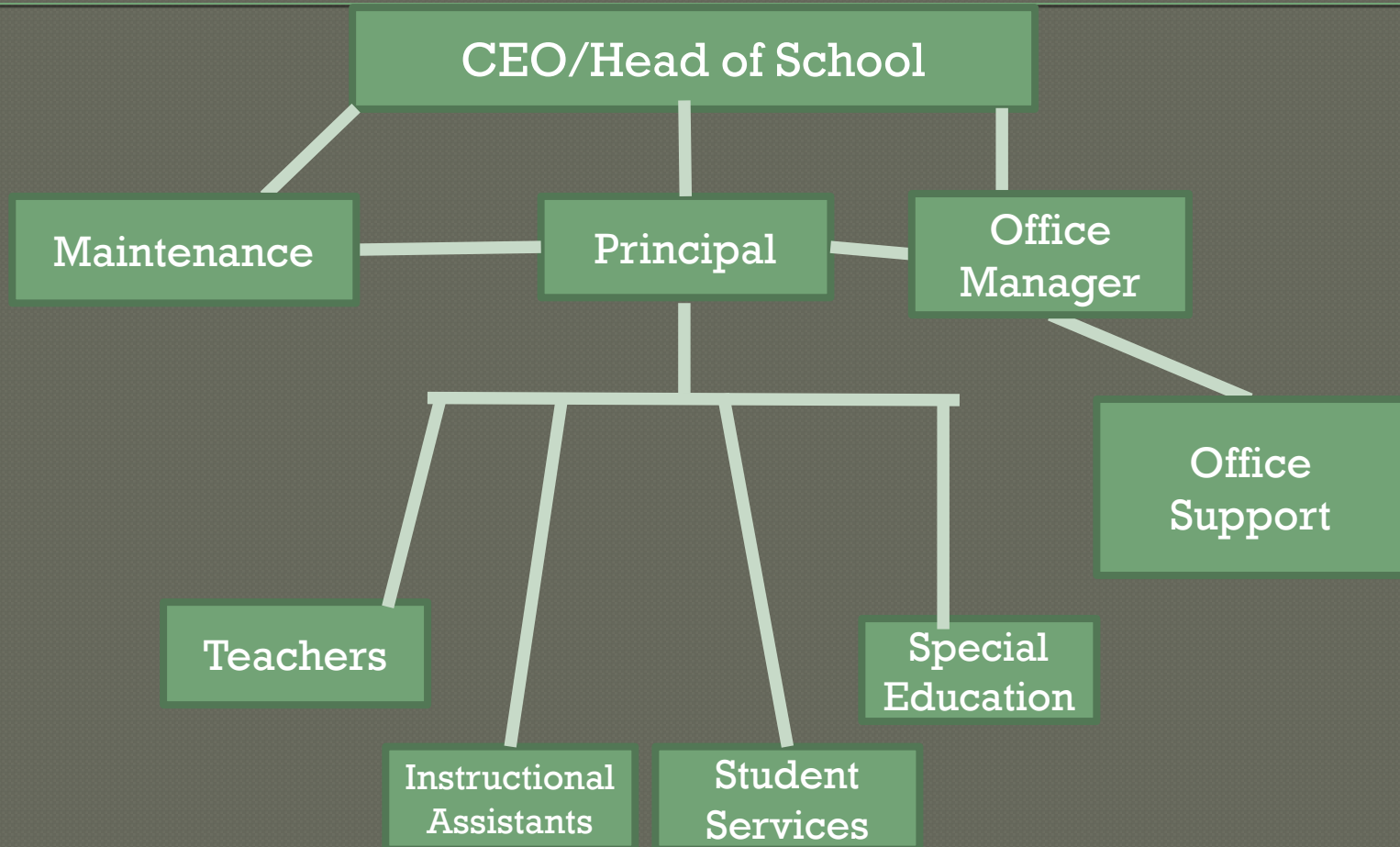
- Each year, returning certified staff receive a 3% raise (as long as budget allows).
- Due to the fact that based on our budget, we pay our teachers comparatively less than local districts we offer larger raise increases to our top notch staff in an effort to keep them from leaving us for a higher paying position. These decisions are made by the administration and board.
- Bonuses are given at the end of the year to staff. Bonus amounts are determined by budget and may vary year to year. Bonus amounts are broke down into categories based on final RISE ratings. Below is an example of what the categories might be.
 - 3.90 – 4.0 = High Bonus
 - 3.75 – 3.89 = Mid Bonus
 - 3.50 – 3.74 = Low Bonus
- Teacher Appreciation Grant: If the school receives the Teacher Performance Grant from the State of Indiana for the previous school year, the award will be distributed amongst returning certified staff that were rated as either Effective or Highly Effective. The amount of the stipend awarded to a teacher rated as Highly Effective will be at least 25% greater than the amount of a stipend awarded to a teacher rated Effective.

Discovery Charter School

1st Semester Wednesday Meeting Schedule

Date	All Staff Meetings Begin at 2:15	Committee Meetings Begin at 3:00
August 22 nd	First Day of School No Meetings	First Day of School No Meetings
August 29 th	None	None
September 5 th	Grade Level Meetings	3:00 Curriculum/Data 3:30 Place Based/Sustainability
September 12 th	Love and Logic PD	3:00 PD Committee 3:30 Sp. Events/Policies
September 19 th	ILEARN Training *All Staff Needs to Attend*	3:00 Place Based/Sustainability 3:30 Curriculum/Data
September 26 th	Love and Logic PD	3:00 Sp. Events/Policies 3:30 PD Committee
October 3 rd	Grade Level Meetings *SLOS*	None *The Renewal Team Meets*
October 10 th	Love and Logic PD	3:00 Curriculum/Data 3:30 Place Based/Sustainability
October 17 th	Bullying Training CPS Reporting	3:00 PD Committee 3:30 Sp. Events/Policies
October 24 th	No Meetings-Conferences and Fall Break Begins	No Meetings-Conferences and Fall Break Begins
October 31 st	None	None
November 7 th	Love and Logic PD	3:00 Place Based/Sustainability 3:30 Curriculum/Data
November 14 th	ELEOT Training	3:00 Sp. Events/Policies 3:30 PD Committee
November 21 st	Love and Logic PD	No Meetings-Thanksgiving Break Begins
November 28 th	Grade Level Chair Meetings	3:00 Curriculum/Data 3:30 Place Based/Sustainability
December 5 th	Love and Logic PD	3:00 PD Committee 3:30 Sp. Events/Policies
December 12 th	None	None
December 19 th	Love and Logic PD	None

Discovery Flow Chart



CEO/Head of School Job Description

- Oversee all personnel
- Oversee all data reporting to all entities and stakeholders
- Oversee day to day operations
- Oversees community relations; marketing development; and grants
- Oversee and manage budget and funding streams
- Communicate and report to the board
- Communicate to parents, community members, media, and other vested interest
- Oversee teacher licensure and Learning Connection
- Conducts formal evaluations
- Conducts informal walkthroughs and provides feedback

Principal

- Reports directly to the CEO/Head of Schoolor; second in chain of command
- Oversees Student Services and Discipline
- Oversees Special Education
- Works collectively with specials grade teams
- Conducts formal evaluations
- Conducts informal walkthroughs and provides feedback
- Oversees Section 504 Plans
- Provide additional services as needed by the CEO/Head of School

Grade Level Chairs

- Oversee Unit Assessments and provide feedback
- Conduct Grade Level Meetings
- Provide Instructional and Curriculum Support
- Model lessons in classrooms
- Provide additional services as needed by the Principal or CEO/Head of School

DISCOVERY CHARTER SCHOOL

VISION:

DISCOVERY IS A SCHOOL COMMUNITY THAT NURTURES THE IDEA OF HOW TO THINK, NOT WHAT TO THINK.

MISSION:

DISCOVERY CHARTER SCHOOL WILL FOSTER IN ITS STUDENTS THE PASSION AND CURIOSITY NECESSARY FOR LIFELONG LEARNING. STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY, COMMUNICATE EFFECTIVELY, AND EXCEL ACADEMICALLY. THROUGH AN INTEGRATED, PLACE-BASED EDUCATION, OUR STUDENTS WILL BECOME STEWARDS OF THEIR ENVIRONMENT AND COMMUNITY.

KEYS TO OUR MISSION:

COMMUNITY: STAFF, STUDENTS, FAMILIES, AND THE SPACES AROUND US.

EXCEL ACADEMICALLY: INSPIRE AND SUPPORT EACH STUDENT TO REACH THEIR FULLEST POTENTIAL.

PLACE-BASED CURRICULUM: AN EDUCATIONAL APPROACH WHICH INCORPORATES LOCAL AND REGIONAL PARTNERSHIPS TO DEVELOP A SENSE OF COMMUNITY AND A STUDENT'S PLACE IN IT.

STEWARDS: STUDENTS ARE GIVEN THE KNOWLEDGE TO BECOME ACTIVE CARETAKERS FOR OUR COMMUNITIES AND ENVIRONMENT.



2018-2019
Parent-Student Handbook

Discovery Charter School's Eco-School Initiative

Discovery Charter School is working toward becoming an Eco-School through a National Wildlife Federation program. As part of our requirements, we must create a set of Eco-Codes that we as a school will work to follow. The implementation of these codes throughout the building will not only help us earn our certification, but will also reinforce that we as a school put a high value on the health and well-being of our environment and local community. We hope that instilling these practices in our school building will raise awareness among students and families.

Discovery Eco-Code

We as Discovery Explorers promise to...

Keep our school grounds, playground, and trail clean.

Reduce our footprint by reusing materials, packing as waste-free as possible, and recycling.

Use our sauntering time to observe, explore, and understand our place.

LEAD by example and learn all we can each day.



**Eco-Schools
Silver Award**

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Note: Throughout the Parent-Student Handbook Discovery Charter School may also be referred to as “Discovery” or “DCS”.

Hello Discovery Families,

As always, thank you for choosing Discovery Charter School for your child! We are grateful for your choice and for all you do, as parents, to make Discovery a special place. This year's class of 8th graders includes the first students who have spent their entire primary school years (beginning in kindergarten) at Discovery! It is our ninth year of operations. With your help, we have grown so much since we first opened. In our first year, Discovery operated in only part of the original building. Over the years, we expanded into the remaining space and, then of course, expanded our facility to include new classrooms and a gym. We've also made many outdoor improvements and have plans to continue improving our outdoor space.

I am truly humbled (and excited) to consider our growth over our 8 years of operation. We've grown from under 300 students to over 500 students, from a K-6 school, with 14 classrooms, to a K-8 school, with 23 classrooms. We've added numerous after school clubs, sports and academic competitions to the offerings of our school. We've improved our physical space and expanded our staff. With all that growth and change, many things have remained the same. Many of our teachers and staff have been here for most of our 8 years, including several since year one! We owe a big thanks to all of them for helping create a school that strives to be welcoming to every family and works hard to help each child grow. We still have the same beautiful setting in the woods and still work to spend more time outside than most schools. We still have an amazing group of enthusiastic parents who sacrifice time and money to support the school and its teachers and to provide our students with enhanced opportunities for enriching activities and fun.

With your help, we will continue to strive to meet our original mission: "Discovery Charter School will foster in its students the passion and curiosity necessary for lifelong learning. Students will develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, our students will become stewards of their environment and community." Thanks again for choosing Discovery and working to make it a great place; and thanks in advance for your help in making this school year even better than the last!

Sincerely,

Discovery Charter School Board of Directors: Linda, Julie, Mylese, David, Bill, and Lisa

Dear Discovery Families,

Welcome to Year 9! For our returning families, thank you for again choosing Discovery Charter School. For new families, welcome to Discovery! We look forward to another great year!

As you might recall, this past Spring we set out to revisit our original mission in efforts to get a better sense of our strengths, weaknesses and other useful information to help us continue to grow. From stakeholder sessions with our students, parent, staff and board of directors we were able to gain a tremendous amount of useful feedback. This feedback guided us towards creating our first school motto, vision statement, and keys to our mission. While all of these items can be found on the first page of this handbook, we wanted to briefly highlight our new motto.

Engage. Discover. Grow.

Three simple words that our staff felt were the perfect representation of our school, which is why we chose it as our motto. Each and every day at Discovery you can find students engaged in various aspects of learning, discovering new things, and growing into well rounded, stewards of the environment.

These words are not only a great representation of our student body, but represent how we as administrators choose to lead our school. As a single school district we have the ability to engage with our stakeholders, discover their concerns, ideas and suggestions and make decisions to help our school continue to grow and improve! Whether we it be from a parent, staff member or student, we are here to work towards making sure we make Discovery the best place it can be.

Please take a moment to review this handbook with your child as it will provide specific information regarding operational structures and policies necessary to support our work of educating and enriching the lives of the students we serve.

I would like to thank you again for joining us this year as we continue to build on all of our previous successes. Should you ever have any questions, ideas, or concerns please do not hesitate to contact either one of us.

Mr. Ernesto F. Martinez
emartinez@discoverycharter.org
CEO/Head of School

Mrs. Pamela Moore
pmoore@discoverycharter.org
Principal



Parent/Guardian Letter

Dear Parent/Guardian:

Before admittance to Discovery Charter School **all parents/guardians** are required to read the following statement, read the parent/student handbook outlining school procedures and policies, and sign the Parent/Guardian Agreement form located at the back of the handbook.

There are a number of key points to be made when discussing charter schools:

1. Charter schools are funded by public taxpayer money. Thus, they are “public” schools, but fall into a special category. Charter schools are given freedom from certain rules, regulations and policies that other “regular” public schools must follow. This freedom is granted so that some new and innovative directions might be taken and diversity in delivering education to young people might be encouraged. There is a price to be paid for such flexibility however, and that price is strict accountability. Unless charter schools are successful in providing a quality education to students, Ball State University is authorized to close the school. All students would be forced to go elsewhere; all employees would lose their jobs. Such an action does not happen in the non-charter schools. It is because of these stringent requirements that our charter schools have policies that are strictly enforced.
2. Charter schools are schools of “**choice.**” **This is a crucial point.** There are no laws that require that students come to our schools. Parents/guardians and students **choose** our schools as opposed to some other public or private schools. Choosing our schools also means that parents/guardians and students **must understand and accept** the overall philosophy Discovery Charter School as well as the academic program, rules, regulations and policies of the company.
3. Discovery Charter School is organized on the premise that parents/guardians are responsible for instilling discipline, respect and academic encouragement in their children. It is the joint responsibility of the parents/guardians as well as the school to encourage good character and good work habits in their children. Likewise, it is the joint responsibility of the school and parents/guardians to support and encourage academic achievement. Responsible parents/guardians are, after all, the first educators and the single most significant element in the mix of factors that result in high academic performance. Thus, parents/guardians who enroll their child(ren) in our school **must** be prepared to accept this partnership role. Individuals unable to accept this joint partnership role and adhere to the rules, regulations and policies of Discovery Charter School are encouraged to seek other school options and **should not** enroll their child(ren) in our school.

We require that parents/guardians sign the form at the end of this handbook which signifies that the policies, rules, regulations and information has been read and that both students and their parents/guardians agree to abide by them. If the form at the end of the handbook is not signed and returned, it will be assumed that you agree upon all policies and statements in this handbook. **STUDENTS WHO DO NOT COMPLY WITH THE POLICIES OF THE SCHOOLS WILL BE REPRIMANDED, AND IF VIOLATIONS OF OUR POLICIES, RULES AND REGULATIONS BECOME CHRONIC, WILL BE EXPELLED.**

Ernesto F. Martinez
CEO/Head of School



Discovery Charter School

Board of Directors

Linda Simon, President

David Pratt, Vice President

William Schmuhl, Treasurer

Julie Tegt, Secretary

Mylese Tucker, Board Member

Lisa Gonzalez, PAC President

This year we say goodbye to two people who have been very important to Discovery's success. Laurie Metz, the outgoing Discovery board president, was one of Discovery's founders and served as board president for 8 years. Janine Girzadas, outgoing board vice president, was the first president of PAC, helping to establish that organization as a key vehicle for parents to contribute to Discovery's success. Thank you Laurie and Janine!

School Information

Discovery Charter School

Ernesto F. Martinez, CEO/Head of School

Pamela Moore, Principal

800 Canonie Drive

Porter, IN 46304

Phone: (219) 983-9800

Fax: (219) 929-5723

www.discoverycharter.org

General Information

School Hours

Monday, Tuesday, Thursday & Friday 8:00 am – 3:30 pm Office Closes at 4:00 P.M.

Wednesday 8:00 am – 1:50 pm Office Closes at 4:00 P.M.

*Doors will open at 9:45 AM in the event of 2-hour delays.

**In the event of a 2-hour delay on a Wednesday, students will be dismissed at the normal 3:30 PM release time.

Arrival Guidelines

Students will be permitted into school at 7:45 a.m. and must be in class at 8:00 a.m. Students are to be dropped at the main doors. Parents who wish to accompany their child to class the first two weeks of school are to park in the south entrance and walk their child to the school doors so as not to hold up traffic in the drop off line. Parents should never park in the front lot during arrival. After the first two weeks of school, parents are strongly encouraged to drop their child off in the drop off car line or walk them to the front doors.

Beginning Monday, August 27th, the gym will be open at 7:30 for drop off. Students should not be dropped off and left unattended until 7:30. Students will wait in the gym until doors open at 7:45, at which point they will be released to their classrooms.

Dismissal Guidelines

Students will be dismissed at the west front entrance. Prior to the beginning of the school year, you will receive information about pick up procedures. All parents should pick up their child in car line instead of parking and walking into the school building. The main entrance is a high traffic area during dismissal so in order to maintain a safe dismissal for our students we ask parents not wait inside. If your child is participating in a carpool, please make sure they know what carpool name they should be looking for at dismissal. **LATE PICKUP: Families will be charged at a rate of \$1.00 each minute students are picked up after 4:00 P.M. (2:20 P.M. on Wednesday).**

Safety on Canonie Drive

When lining up in the car line for dismissal on Canonie it is imperative that no one pass the line on the left (south) side of the line up in order to access the driveway to our back parking lot. If you need to come into the school before dismissal officially begins do so before 2:45. Traffic coming from our back parking lot does not have a stop sign and the right (eastbound) turn is blind. There have been several near accidents at that corner. Please do not let impatience override the concern for the safety of all. ***In addition, please do not begin lining up for dismissal until 3:00 p.m. (1:20 on Wednesdays).***

Walking Policy

All students walking to/from school must be accompanied by an adult. Students should be dropped off and/or picked up at the sidewalk near the front entrance of the school. Due to the high amount of traffic on campus and due to the lack of adequate sidewalks and crosswalks, it is not safe for students to walk alone.

Before and After School Care

Before and after school care will be provided on-site by the Boys and Girls Club. Before care will be available from 6:30 a.m. until the start of school and after school care will be available from the close of school until 6:30 p.m. Arrangements can be made directly through the Boys and Girls Club. More information will be provided to you before the beginning of the school year.

School Closing

Parents may contact any of the following mediums to find out if the school is closed:

1. Check e-mail. We will have a family distribution list for emergencies and updates. Be certain to update e-mail changes promptly.
2. Check the Discovery web page or the official Discovery Facebook page.

3. A School Reach call will be made to the child's home phone number and any other number you request the office add to the list.

***It is the parents' responsibility to make sure that the school office has current phone numbers for each family.**

Cell Phones and Other Electronic Devices

Cell phones that are brought to school **MUST** remain in the off position during school hours. If a cell phone is found by any school personnel it will be taken away and turned in to the office and returned to the student at the end of the school day. **The school claims no liability for any lost or stolen cell phones.** All other electronic devices are not to be brought to school. This includes "Nintendo DS", "iPod Touch", etc. Parents are urged to help children understand that these items are not to be brought to school and why.

If any electronic devices are brought to school they will be taken away and returned to the student at the end of the school day for the first offense. Second offense the device will be kept until the end of the week and a parent will need to retrieve it. Third offense the device will be kept for the remainder of the school year and returned on the last day. Repeated violation of the policy will be treated as a Category II offense.

Items such as Nooks and other electronic readers can be used at the discretion of the individual teacher. However, these should only be used in an educational manner and the school assumes no liability for any lost, stolen, or damaged items.

Articles Not To Be Brought To School

Objects which create a safety hazard, interfere with school procedure, or disrupt the learning process should not be brought to school. These items include, but are not limited to Magic Cards, Pokemon Cards, LEGOs, toy figurines, or other similar objects. Undesirable objects will be confiscated if brought to school without the teacher's permission. *Any money sent to school with your child should be kept to a minimum. The school is not responsible for any money that is sent to school with your child.*

Search and Seizure

Desks, lockers, and storage spaces provided to students without charge are the property of the school. The Administration or designee may conduct general inspections on a periodic basis and may open desks, lockers, and storage spaces in the presence of a witness and examine the contents, including personal belongings of students, if there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, or stolen property, or the student has violated or is violating state or federal law, city codes or Board of Directors' policies and regulations provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. If the student is not present, he/she will be informed of the search. Stolen items and items that are specifically prohibited by law, Board of Directors' regulations, city codes or school regulations will be impounded.

Marking Clothing

Articles of clothing, boots, tennis shoes and lunch boxes should be marked with the child's first and last name so they may be returned if lost.

Personal Appearance

Students are expected to be dressed and groomed in a manner that will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law. See Uniform Dress Code on page 32.

Hair Policy

Guidelines for acceptable, good grooming should be taught and enforced in the home by the parent and or guardian as part of their responsibility in training their children for responsible citizenship. All students should be groomed in a safe, clean and non-disruptive manner. Cooperation of parents is solicited and expected. In an effort to model good grooming as well as a professional dress and appearance the following is the policy as it relates to hair:

1. Students are not to have words or designs cut or painted into their hair
2. Hair length/style of any student should not be a disruption to the learning environment

Promotion and Sales

Students and parents are not to participate in any fundraising activity without the express approval by the Board of Directors and School Administration. Students selling candy, toys, or related items while at school will face disciplinary action.

Snack Policy

In order to ensure our students are able to perform at their highest potential, students are allowed to bring snacks to school daily. The timing of the snacks will be dependent on the class schedule. Students are responsible for bringing in their own snack each day; no communal snacks will be organized. In keeping with Discovery's Culture of Care and our students' overall health and wellness, ALL snacks should be healthful, nutritious, and sustaining. Please refer to the school website for the most current snack list. Discovery is a Nut-Free Snack School.

School Celebrations

Birthdays

In an effort to reduce the amount of instructional time lost for birthday celebrations students' names will be read over the loud speaker with morning announcements. Students will then come down to the office to receive a special birthday surprise.

Party Invitations

Students and parents distributing invitations for birthday parties or other outside of school parties will be expected to either distribute invitations to the entire class or distribute the invitations outside of the school setting.

Holidays

Discovery Charter School will have three class parties each year: Halloween, Winter Holiday and Valentine's Day. Each party will last one hour. These are the only class parties when treats will be allowed. **A list of approved snacks for each party will be made available prior to each holiday party.** As a reminder, any parent wishing to help out with the holiday parties MUST have a background check on file with the school office.

Grade chairs will coordinate with teachers, room parents, and party volunteers on details for parties. All volunteers with current background checks are welcome to help manage the parties. A planning meeting prior to the party date will be arranged. Parties should consist of games, a craft (if desired) and fun! All plans and details for class parties must be reviewed and approved by the classroom teacher before being finalized.

Refreshments for class parties may include one healthy snack, one treat and one drink. All snacks and treats must be nut free. Please refer to the suggested snack list on the school website for guidance in planning snacks and treats. The Discovery PAC may provide each class with funds to spend for the class parties. To be consistent with Discovery's Culture of Care, waste should be kept in mind while planning. Parents should use any reusable tableware that is made available by the school and or the PAC. The parents planning the party may distribute prizes (for everyone) such as pencils, erasers, etc. Please make sure these items are not individually wrapped. Money provided by PAC or donations may be used for such prizes.

For Halloween, costumes may not be demeaning to any ethnic group, race, religion, nationality, handicapping condition, gender (boys as girls and vice versa), or individual (staff or student) at the school. Costumes should not be revealing or inappropriate in any way. No costumes are allowed that would impair a student's vision or movement ability (such as ability to climb stairs).

The month of December is a wonderful time to develop traditions and celebrate the community of our school. In an effort to have those traditions and celebrations be representative of the entire student body and to be inclusive of all students and faculty, it is the policy of the Board of Discovery Charter School that all decorations,

celebrations, crafts, games, activities, learning lessons, and treats be seasonally-based, focused on winter and nature, and have no religious representation.

At the beginning of the school year, room parents will be given a handbook by Discovery PAC that will further outline guidelines for celebrations.

Enrollment

Entrance Requirements

To enter kindergarten, a child must be 5 years of age on or before August 1 of the current school year. All students must be residents of the State of Indiana.

Grade Placement

When new students transfer into Discovery Charter School they will be placed in the age appropriate class, which is the grade they would be in if they entered kindergarten turning five before August 1st of the given year. If your child has special circumstances, you may contact the school office for additional information. Discovery Administration has final say in regards to any student's placement.

Nondiscriminatory Policy

Discovery Charter School maintains a nondiscriminatory policy toward all applications and students. Discovery does not discriminate on the basis of race, color, religion, national and ethnic origin or any other basis that would be unlawful if used.

Textbooks, Library Books, Audio/Visual Equipment & Other School Materials

At the beginning of the school year, each student will be charged a textbook rental fee (fee varies based on grade level) and an activity fee (which includes an art fee for each student). ALL FEES ARE DUE AT REGISTRATION. If you are unable to pay in full at registration, a payment schedule can be arranged with the school office. If a payment schedule is created, all fees must be paid in full by May 1st, otherwise overdue fees will be sent to collection.

It is the responsibility of Discovery Charter School students to return textbooks, library books and any other school materials at the end of the school year in good condition. In accordance with stated DCS policy, it is the responsibility of a parent/guardian to instill respect of property in their children. Thus, parents MUST assume responsibility for damage to or loss of any textbooks, library books, audio/visual equipment or other school materials used by their child/children. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. The teachers, in conjunction with the School Administration, will determine these fees.

Lunch

Lunch at Discovery Charter School is provided by a contracted vendor. All parents must fill out and submit a Free and Reduced Priced Meals Application which is provided prior to the beginning of the school year to see if they qualify for Free or Reduced Lunch. These forms will be processed, and all students who desire meals provided through the school will receive them. Parents may make lunch payments by cash or money order, made payable to Discovery, and delivered to the school office or online. **All students MUST pay for meals in advance. Failure to pay could result in an alternative meal being served.**

Services for Students with Disabilities

The school offers a complete special education program as required by state and federal laws. Special education students will have Individualized Educational Plans (IEP) written for them annually. This plan must be implemented in the least restrictive environment. Please contact the Special Education Teacher or School Administration for further information.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that: "no otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity

receiving federal assistance or activity by any Executive Agency or by the United States Postal Service". There are ways that a person may qualify as an individual with disabilities under the regulations. Please contact School Administration for further information.

Title I Services

Discovery Charter School (DCS) is a Title I, Targeted Assistance School. Students receive assistance based upon academic performance in relation to overall school performance. Students are identified for services following initial screening which is conducted within the first 4 weeks of school. A letter will be sent home this fall with additional information about Title I and any corresponding activities and parent meetings.

PARENTS' RIGHT TO KNOW In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) **PARENTS' RIGHT TO KNOW**, this is a notification from Discovery Charter School to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers.

This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications. If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have questions or concerns, please feel free to contact the school administration.

Health Services Information

ILLNESS/INJURY DURING SCHOOL

The classroom teacher refers students to the school nurse whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries may be treated at school with basic first aid and over-the-counter preparations and supplies. In emergency situations, 911 would be called and transport by ambulance would occur to the nearest hospital if indicated.

*Each child is required to have an Emergency Contact Form on file. The form requires names and phone numbers of two responsible persons 18 years or older that can be contacted if the child must be picked up due to illness and the parent cannot be reached within one hour. Children that become ill during the school day **must** be picked up in a timely manner.

WHEN TO KEEP YOUR CHILD HOME

1. Students with a fever of 100 F or higher will need to stay home and not attend school until fever-free for 24 hours without fever-reducing medications.
2. Students with a new onset of cough, or a red, sore throat.
3. Vomiting or diarrhea, until symptom-free for **at least** 24 hours, but preferably 48 hours.
4. Conjunctivitis (pink eye), until treated for at least 24 hours.
5. Lice, nits (lice eggs), or scabies until treated and nit/lice free.
6. Body rash of unknown origin.
7. Acute cold symptoms or flu-like symptoms until symptoms improve and fever-free for at least 24 hours.

The parent must contact the school nurse via phone or email at kbyrt@discoverycharter.org as soon as possible if their child has a communicable illness diagnosed by a doctor.

Additionally, if a student is absent on any given day, they cannot participate in any after school sponsored event on that day including but not limited to: sporting events and practices, clubs, tutoring, band practice or event, musical, etc.

If activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place.

Children cannot be left in the classroom during recess without a teacher present. All children who attend school are expected to participate in recess, gym and outdoor activities. If a child is too sick to go outdoors for fresh air and exercise, the child should be kept at home. Exceptions will be made upon written request from a physician.

MEDICATION

No medications will be given at school except for those which have been prescribed by a physician and which are needed to maintain the child in school or over-the-counter medications upon the request and direction of the child's parent/guardian. Any medication that is taken at school **must** be brought to the office in a container appropriately labeled by the pharmacy or in the original over-the-counter package. Alternative medications, such as herbal or homeopathic medications, will not be administered without a written physician's order.

If the student needs to take medication at school, the parent/guardian must bring the medication to school and not send it with their child. The parent/guardian is also responsible for picking up their child's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be discarded. All expired medication will be thrown away at the end of the year.

Before medication can be dispensed at school, the parent/guardian and the child's physician must complete the required form. The form can be obtained from the school nurse.

All medications must be kept in the school nurse office, with the exception of cough drops which may be kept in a secure location by the teacher, if the teacher permits. In order for a student to self-carry their inhaler or epi-pen, a note from the physician indicating this option is required.

Please indicate on the Health Survey (that must be completed for every student at the start of the school year, unless a physical is submitted) if your child is taking any medications on a regular basis at home.

MEDICAL REQUIREMENTS/VACCINATIONS

All children entering school must comply with the minimum vaccination requirements of the State of Indiana. A copy of these standards will be distributed prior to registration for the new school year. A copy of the vaccination record must be presented at registration for all new students, and students entering grades requiring additional vaccinations. The vaccination record submitted must be an official copy from the physician office record or from the state immunization registry database. Handwritten "shot records" will not be accepted. Waivers can be honored for the following reasons: medical reasons authorized by a physician or religious reason authorized by a parent/guardian. Waivers must be updated annually to remain in effect. Please be aware that in the event of an outbreak of a vaccine preventable disease, students that have waivers on file and are not up-to-date on their vaccinations will be excluded from school for a duration of time determined by the local or state health department during the outbreak.

The school nurse will submit student immunization data to the State of Indiana's immunization database (CHIRP) for students entering kindergarten, 1st and 6th grade.

A student is not permitted to attend school beyond the first day without furnishing vaccination documentation or a waiver form.

Any students enrolling in school for the first time, and students entering 6th grade must present a physical examination report completed by their physician. The physical examination form is required to be on file no later than the first day of school. The physical must have been conducted within the last school calendar year

(i.e., an exam provided for August 2017 must have been completed after August 2018). A cumulative health record is kept for every student. In case of a transfer, the student's health record is sent to the new school.

HEALTH SCREENINGS

The State of Indiana requires that students in specific grades receive hearing and vision screenings while at school. Hearing screenings are performed in grades 1st, 4th, and 7th. Vision screenings are performed in grades K, and/or 1st, 3rd, 5th, and 8th.

In addition, any child suspected of having a vision or hearing defect will also receive screening. Screenings will be performed on all students in the required grade levels, unless a written objection is received by the school nurse from the parent/guardian. The parent/ guardian will be notified if their child did not pass the required screening and that physician follow up is recommended.

Additionally, height, weight and BMI screenings may be performed in certain grade levels during the school year. Information about screening results and health promotion information may be sent out to parents.

WELLNESS PROMOTION

As part of our health and wellness promotion, the following items should not be brought into the school by students:

1. coffee or iced coffee
2. fountain sodas
3. energy drinks
4. fast food items

Guidelines for Management of Peanut/Tree Nut and other Severe Food Allergies

The risk of accidental exposure to allergy inducing foods can be reduced in the school setting if schools work with students, parents, and staff to minimize risks and provide a safe educational environment for students with severe food allergies.

Although schools cannot guarantee an allergen free environment, we can utilize strategies to greatly minimize the risks associated with peanut and nut allergies. These strategies will focus on prevention, education and emergency response. The ultimate goal is that children eventually learn through guidance and support to keep themselves safe by making good choices and advocating for themselves.

Discovery parents play an essential role in helping to keep students with food allergies safe. Please read the following guidelines detailing safety precautions that parents should be aware of and follow.

FOOD SERVICES/ CAFETERIA

1. All school lunches are prepared and served nut-free. Parents requesting further information on food preparation of school lunches may contact the food service company. There will be a nut-free table clearly labeled in the cafeteria. Separate cloths and buckets will be used to clean the nut-free table.
2. Parents should discuss with their children that food sharing should not occur in the lunchroom.

CLASSROOM PRECAUTIONS

1. Nut products will not be consumed in the classroom. Signs will be posted outside of the classroom indicating that it is a nut-free classroom.
2. **All daily snacks brought in by students must be from the approved nut-free snack list which is available on the school website.**
3. Students will receive information at the beginning of the school year regarding safety procedures in place related to food allergies.

4. Epinephrine devices for students with severe food allergies will be present in the classroom and locations that the students travel to during the school day. Students in the classroom will be made aware of this necessity and that the red bags the devices travel in should not be opened by students.
5. Classrooms that have student(s) with peanut allergies will be encouraged to wash their hands before class starts and when returning from lunch. Students from any classroom that consume peanut butter at lunch will be encouraged to wash hands after lunch to prevent the transfer of peanut oil on surfaces.
6. The teacher will be aware of snacks brought into the classroom and will try to ensure that no nut products are introduced. The teacher will reinforce that no food sharing should occur during snack time.
7. Any project that may involve food will be discussed in advance with parents of students with food allergies. Special events and classroom parties will be carefully planned so that there is minimal chance of exposure.
8. Classroom room parents will be made aware of food allergies in their classroom and will plan food for parties accordingly.

EDUCATION OF STAFF/ PARENTS/ VOLUNTEERS

1. Parents will receive information at the beginning of the school year regarding safety procedures in place related to food allergies. Nut allergy information will be posted in the school's newsletter and will include a link to the approved nut-free snack list.
1. Prior to school starting, all staff will be informed about how to maintain the safest environment for the students with severe food allergies. Signs and symptoms of an allergic reaction will be taught as well as how to administer an epinephrine auto-injector. Standard protocol regarding epinephrine usage will also include 911 to be called and student transport by ambulance to the nearest emergency department.
2. Education and training will be required for all staff members, substitutes, room parents, and volunteers in the lunch room.

LEARNING EXPERIENCES (FIELD TRIPS)

1. It is recommended that the parent/guardian of a child with a severe food allergy attend learning experiences if possible. If the parent/guardian or designee cannot attend, the student will be chaperoned by the teacher who will carry the epinephrine auto-injector and a copy of the Food Allergy Action Plan.

PARENT-NURSE-STUDENT COMMUNICATION

1. The parent of a student with severe food allergies must inform the school nurse of the allergy at registration.
2. A meeting will occur between a student with severe food allergies, their parent and the school nurse prior to the start of school to discuss the development of an IHP (Individual Health Plan).
1. A Food Allergy Action Plan must be completed by the child's physician and brought in to the school nurse by the parent in addition to supplying an unexpired epinephrine auto-injector device. It is the preference of the school that the parent supplies two epinephrine auto-injectors if available.
1. The nurse will talk to the student about their understanding of their allergy, symptoms and reactions. They will discuss how to avoid the allergen and what they would do if they thought they were having an allergic reaction.

STATE LAW REGARDING EPINEPHRINE ADMINISTRATION IN SCHOOL

1. Effective July 1, 2014, a new Indiana Code (IC 20-34-4.5-2)) was placed into effect regarding auto-injectable epinephrine. In the event that a student's, own epinephrine device is not available, or if any student, staff member, or volunteer experiences symptoms of life-threatening anaphylaxis, epinephrine may be administered as allowed by state law. This is subject to availability of a prescribed epinephrine device for use in such situations.

Discovery Culture of Care Policy

Discovery Charter School is built on the philosophy of Place Based Learning. There are many important facets to Place Based Learning. "Culture of Care" is a phrase we use to encompass our approach to some of these facets that make our school life and culture unique from other public schools. Often, this term is used in regards to sustainability and the healthy body/healthy mind connection. Discovery Charter School's culture is unique, and we are proud of it!

The principles of "learning by doing" permeate every aspect of our children's lives, in school and at home. One of the founding principles in Place Based Learning is teaching our kids to become stewards of their environment. This means that we teach our students about caring for our environment from a local to world perspective. We teach them to be mindful, noticing the small positive changes they can make daily to their environments. In school the kids compost lunch scraps, bring reusable water bottles rather than disposable cartons/cans, limit paper waste, etc. They are encouraged daily to think about the impact of their actions on the world around them. We also know that healthy bodies grow healthy minds. DCS believes that proper nutrition and activity is absolutely essential to our kids' minds, bodies and spirits. This belief is the foundation for the healthful snack guidelines, which can be found on the school website. This list of snacks should be used for daily classroom snacks as well as classroom parties and celebrations.

We call this our "Culture of Care", principles born out of the emphasis DCS puts on the care of the environment and the healthy mind/body connection. The DCS teachers/staff work very hard to maintain consistent messaging in these areas and we find it immensely positive when parents support and model these principles as well.

Sustainability Policy

Sustainability is the concept of meeting our current needs through behaviors, practices, and policies that do not compromise the ability of future generations to meet their own needs. The Board of Directors recognizes sustainability as a guiding principle and believes that Discovery Charter School should be committed to developing and integrating sustainability practices in all aspects of our school.

Sustainability efforts will balance the interconnected areas of education, environment, society, and economy to contribute to a healthy future for our students, faculty, staff, and community. The Board believes that these actions are a natural extension of the school's core mission and values. To effectively achieve these commitments, school administration may develop additional plans and regulations to implement the sustainability policy.

Sustainability will be demonstrated through:

Sustainable management: Striving to incorporate educational, social, and environmental values in our daily decision-making. Specific areas include, but are not limited to:

1. Reducing energy and water consumption.
2. Purchasing more sustainable products and materials.
3. Reducing waste by cutting consumption and increasing recycling efforts.
4. Lessen overall environmental impact.

Sustainability education: Integrating environmental and social sustainability concepts in our education of students. Specific areas include, but are not limited to:

1. Encouraging sustainability-focused student organizations and projects.
2. Promoting sustainability-related resources for teachers and staff.
3. Developing a better understanding of the local, regional, and global impacts of the school's activities.

Fostering health and well-being: Providing a physical environment that promotes the health, productivity, and safety of students and staff. Specific areas include, but are not limited to:

1. Continuing to strengthen the school's nutrition standards and policies.
2. Examining the use of more sustainable cleaning products and methods.
3. Reducing the school's carbon footprint.
4. Providing safe and healthy classroom and workspaces.

Continual Improvement: Seeking new, expanded and improved ways to create a sustainable and restorative future. Specific areas include, but are not limited to:

1. Constructing new buildings and completing renovations to high performance building standards.
2. Increasing school, student, parent, and community engagement in goal-setting and decision-making.
3. Developing and monitoring indicators of progress toward greater sustainability.

Promoting and celebrating student and school accomplishments.

Inclusion and Participation

All constituencies in the Discovery Charter School community are encouraged to contribute thought and action to sustainability challenges in the communities to which we belong. We include sustainability and care for the environment among the core issues such as discrimination, equality of opportunity, citizenship, social equity, cultural and awareness that inspire members of our community to take positive and constructive actions.

There are specific practices that the school staff, school organizations, volunteers, students and families are asked to engage in, as members of this community:

1. Waste

1. Classroom party totes have been purchased and include cloth napkins, small plates, bowls, cups, and silverware. These are always the first choice for food consumed in each classroom.
2. Families and staff will take steps to eliminate or reduce the use of disposable packaging of food brought to school for lunch, snacks, or parties. The use of reusable water bottles by students during the school day and at all learning experiences and other school-sponsored events will be encouraged.
3. Printing shall occur on both sides of paper. Documents will be printed as half or quarter sheet pieces, when possible.
4. Both sides of paper should be used before it is placed into the recycling stream.
5. All areas that have garbage cans will have an accompanying recycling bin with a list posted that details what can be recycled.
6. At all school events and all events on school grounds, including events held by student and volunteer organizations, the use of reusable water bottles will be encouraged. Bottled water will not be purchased, used or re-sold at any student event or activity of

Discovery Charter School, its student or volunteer organizations or on Discovery Charter School grounds, except in an emergency situation.

2. Energy

1. Promote a 'switch off' policy for equipment, lighting and heating that is not being used.

3. Biodiversity

1. New trees and plantings shall be species native to NW Indiana.

4. Travel and Traffic

1. Discovery Charter School promotes transportation to and from school that minimizes negative environmental impacts and reduces emission levels and congestion. We continue to urge an end to automobile idling during afternoon pick up and encourage car-pooling.

Monitoring, Transparency, and Accountability

Sustainability planning, implementation and review are ongoing processes that require education and participation of the community. We establish organizational structures to enable this process. Administrative leadership directs and facilitates our commitment. The effective communication of annual goals and objectives helps us to advance the efforts of the School.

Attendance

***When Your Child Must Be Absent From School Parents/Guardians Are Required To CALL (983-9800) Or EMAIL (nsantiago@discoverycharter.org) Prior To 9:00 AM**

Excused Absences

Excused absences are defined as absences that the school regards as legitimate reasons for being out of school, as included in the school policy. These could include:

1. Illness verified by note from parent/guardian
2. Illness verified by note from Physician
3. Family funeral
4. Required court attendance by student
5. Medical and dental appointments (please make every effort to schedule after school)
6. Religious holidays
7. Military connected families (e.g. absences related to deployment and return)
8. Other exceptional reasons approved by administration

Unexcused Absences

When a student misses more than five (5) unexcused days in a semester, parent/guardian will be notified by administration. **Should a student accumulate (10) unexcused days in a school year, administration will notify parent/guardian of referral to Project Attend.**

Absences

The Indiana Compulsory Attendance Law IC 20-20-8-8 states habitual truancy to include students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. Chronic absenteeism includes students absent from school for 10 percent (18 days) or more of a school year for any reason. **Unresolved problems of a substantial nature regarding absences and**

tardiness will be turned over to the Juvenile Circuit Court from Project ATTEND. Multiple absences may negatively affect a student's academic growth which may put a student at risk for being retained.

1. 5 Absences (Excused/Unexcused)
 1. Phone call or email will be sent to the parent/guardian
2. 10 Absences (Excused/Unexcused)
 1. Attendance committee will arrange a meeting with parent/guardian which may result in a referral to Project ATTEND or other action
3. 15 Absences
 1. Attendance committee will arrange a final meeting with parent/guardian which may result in a referral to Project ATTEND or other action
4. Cumulative of 18 Absences Within a School Year
 1. Administration will notify parent/guardian of referral to Project ATTEND or other action

Continuous Infractions of the Attendance Policy May Result In Expulsion

Extended Absences-If it is known that a child will be absent for an extended period of time, the parent/guardian should state this information at the time of their 1st notification. The parent/guardian need not call again if the child is absent during the reported amount of time. If, however, the time is extended, the parent/guardian **MUST** notify the school.

Make-up work-For excused absences, students will be given the number of days absent, plus one to complete missed work for full credit. However, if the absences coincide with the end of a quarter, the number of days plus one may not be possible and work will be due at discretion of teacher in order for credit to be given before gradebooks close. If the absence is considered unexcused, teachers are not required to provide special assistance and homework is still required to be completed.

STUDENTS WHO ARE ABSENT, WHETHER EXCUSED OR UNEXCUSED, MAY NOT PARTICIPATE IN ANY EXTRA-CURRICULAR OR ATHLETIC ACTIVITIES FOR THAT DAY.

Tardiness

Tardiness is disruptive to the educational process and is inconsiderate to both teachers and other students; therefore, it is imperative that students are punctual. A student is considered tardy when he/she arrives to class after 8:00 a.m. The following information will be applicable to all students:

5. 5 Tardy Arrivals Within 1 Academic Quarter
 1. Phone call or email will be sent to the parent/guardian
6. 7 Tardy Arrivals Within 1 Academic Quarter
 1. Phone call or email will be sent to the parent/guardian
 2. Parent conference with Administration
7. 10 Tardy Arrivals Within 1 Academic Quarter
 1. Attendance committee will arrange a meeting with parent/guardian which may result in a referral to Project ATTEND or other action
8. Cumulative of 20 Tardy Arrivals Within a School Year
 1. Administration will notify parent/guardian of referral to Project ATTEND or other action

Continuous Infractions of the Attendance Policy May Result In Expulsion

Project Attend

Project ATTEND stands for Aiming Towards Truancy Elimination and Non-Attendance Decrease. The goal is to catch problems early. Truancy is a big indicator of delinquency and other problems developing in the lives of young people. The program works with parents in understanding their obligation to make sure their children

attend school. The program puts into place any necessary services, assigns a case manager and monitors the situation on a regular basis.

Early Dismissal

No child is allowed to leave the building or playground during school time unless a parent, guardian or an adult accompanies the child from the school. All-day attendance is important for every student, every school day. If it is known in advance that an early dismissal is absolutely necessary, parents must call, email or write the office and classroom teacher. Children who leave early must be picked up and signed out from the school office.

*Please keep in mind that early dismissals are recorded and count towards your child's attendance. There will be NO early dismissal after 2:45 pm on Mondays, Tuesdays, Thursdays, and Fridays and NO early dismissal after 1:00 pm on Wednesdays.

Dismissal for Vacation

Family vacations and trips taken during the school year are strongly discouraged. Please notify the school office and your child's teacher(s) of all family vacations and trips at least 2 weeks in advance. Any absence in excess of three (3) days for a family trip will be considered an unexcused absence.

Students who are absent over a period of 2 weeks because of extended vacations should not expect to receive homework assignments ahead of time and are at risk of being retained.

Policy Enforcement

Consistent attendance and on-time arrival at school is an important part of any student's education. Because of its importance, the school administration has the authority to enforce the policy through a variety of methods. *The School Administration may, at his/her discretion, apply penalties to ensure compliance with the attendance and tardy policies. These may include attendance contracts, Saturday School, referral to Project Attend, referral to Child Services for Educational Neglect, or any other measure deemed necessary.*

Report Cards and Retention

Report Cards

Students receive a report card once per quarter. At the end of the first quarter, each child's parent/guardian should pick up their child's report card during scheduled parent-teacher conferences. At the end of the second, the third, and the fourth quarter, report cards will be sent home for parent review and signature and conferences will be held as needed.

Retention Policy

It is the policy of Discovery Charter School that retention be the last resource as a means for remediation for a child. Therefore the following steps will be taken:

1. After the second quarter reporting period, teachers will identify any candidate that is a possibility for retention and discuss concerns with school administration.
2. After meeting with administration, the classroom teacher will set up a meeting no later than February 15th with parents, teacher, and administration to discuss a plan to avoid retention.
3. The classroom teacher will maintain weekly updates with parents regarding student progress as it relates to the plan to avoid retention.
4. A final meeting will be scheduled with parents, teacher, and administration to discuss progress of student to May 15th.
5. Administration will make a determination regarding retention or promotion prior to the end of the school year. Administration has the ultimate decision regarding placement of the student at Discovery Charter School.

Grading Scale

Kindergarten	
4	Exceeds Grade Level Expectations
3	Meets Grade Level Expectations
2	Developing Towards Grade Level Expectations
1	Below Grade Level Expectations

Grades: 1–8	
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Weighted Average Grades: 1 – 8	
Tests	40%
Class work	30%
Homework	30%

Student Enrichment

Homework

Homework is an integral part of the child's educational process. The Discovery curriculum requires student preparation outside of school and is enhanced by a parent's involvement with homework completion.

Homework assignments are a part of each student's grade, therefore, missing assignments must be turned in as soon as possible. Students are also responsible for homework assignments missed during an absence from school (see section on student absences).

Students are responsible for completing their homework on time. Continual failure to complete or to turn in homework assignments on time will result in appropriate consequences determined by the classroom teacher and/or school administration.

1. Parents may be required to work with their child on special projects and provide materials that can be found in the home.
2. Parent/student reading, particularly in the primary grades, is strongly recommended.
3. Parents have the responsibility to discuss and check homework assignments on a daily basis with their child.
4. Parents have the responsibility to review their child's Homework Folder in order to be informed about current units of study, their child's progress, etc.

Learning Experiences

Cultural and educational learning experiences are scheduled during each school year. Learning experiences are planned to enhance your child's educational process and covers what is currently being studied in the classroom.

***Learning experiences are scheduled on school days and are, therefore, NOT OPTIONAL. Students not present on the day of a learning experience will receive an unexcused absence. No opportunity to make up work or receive credit for lost points/grades will be given.**

Written notification of each learning experience will be sent home to parents/guardians and must be signed and returned to the classroom teacher acknowledging receipt of this information.

Chaperones - The ratio of chaperone to student is:

1. Kindergarten – 2nd grade: 1 parent/guardian for every 6 students
2. 3rd – 8th grade: 1 parent/guardian for every 10 students

Although each chaperone is directly responsible for their group of students, the class as a whole should stay together at all times during a learning experience. Chaperones, alone or with their group, should not separate from the rest of the class at any time for any reason. Each group will follow the same set of rules. The teacher will provide a brief outline of the guidelines to chaperones before the trip. Any questions regarding the rules and responsibilities should be directed to the classroom teacher, Grade Level Chair, or school administration.

Dress Attire - Students attending a learning experience are required to wear their complete Discovery Charter School uniform, unless otherwise noted in the permission slip sent home to parents prior to the learning experience.

Fees – During registration, an activity fee is paid to cover transportation costs and school-based activities. In the event a learning experience is taken to a fee-based destination, a learning experience admission fee will be charged. Exact change is required for all learning experience fees.

LEARNING EXPERIENCE PAYMENTS ARE NON-REFUNDABLE: Since we must pay in advance we are unable to refund learning experience costs as a result of illness/other absence factors.

Field Experiences

Field Experiences are a crucial part of the daily learning. As a school of choice, Discovery Charter School feels that children learn best in a place based environmental setting where learning can be anchored in his/her surroundings. For this reason, all students, parents, and teachers need to be committed to making this happen for all children. However, should accommodations need to be made that would affect the safety and learning experience for the entire class, it is ultimately the parent's responsibility to assist in making these accommodations.

Athletic Program

It is our belief that a child's participation in athletics is important in the development of character, teamwork, self-discipline, healthy living, integrity, respect for others and positive, competitive behavior. As we investigate additional athletic opportunities, the following policies will be applicable:

Expectations:

1. The athletic program(s) will not interfere/disrupt the academic programs of the school. Early dismissal, excuse from classes, or "away" games during school hours will not be permitted.
2. The student athlete must show respect for coaches, team members, opponents and the officials of the sport. The athlete is also expected to demonstrate respect toward the spectators and play by the rules of the game.
3. The athlete must be present and on time for all practices and games. It is the responsibility of the athlete to notify the coach if he/she is unable to attend a practice or a game.
4. The athlete is expected to return his/her uniform in good, clean and reusable condition.

Blatant disrespect and disregard of the expectations mentioned above will result in limited or revoked playing time and the potential withdrawal of the student from the athletic team and competition.

Responsibilities:

1. A student must have parental approval to participate on the team. A permission slip will be sent home to parents/guardians at the beginning of the athletic season.
2. Students that will be participating in the following school sports during the 2018-19 school year will need to have a current physical on file: volleyball, cross country, and basketball. Students in K - 4th grade should have a general physical on file (done within past 12 months), and 5th - 8th

should have a sports physical done after April 1st of this year in order to participate in after school sports.

3. A student must be in good academic standing upon joining the team (a minimum of a “C” average in all courses) and maintain a “C” average in all classes for the duration of the athletic season as determined by quarterly report cards. A grade of “D” or “F” in any class will automatically make the student ineligible.
4. All students participating in the athletic program must present a grade verification form (provided by the coach of the team) at the end of each quarter, to each of their teachers for a signature.
5. Any student who has incurred an out of school suspension will be subject to missed participation time from all sport related activities. The length of time missed will be determined by the coaches and school administration.

Extracurricular Clubs

Students participating in any extracurricular club at Discovery Charter School are expected to live up to the same responsibilities as outline above for athletics. If at any time a student fails to live up to those responsibilities they may be prohibited from continuing to participate in the club.

Technology Acceptable Use Policy

Purpose of Use

Through technology, Discovery Charter School provide access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff use.

The Opportunities and Risks of Technology Use

Discovery Charter School believe that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, the school cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed.

No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, the school is not liable or responsible for:

1. Any information that may be lost, damaged, or unavailable due to technical, or other difficulties;
2. The accuracy or suitability of any information that is retrieved through technology;
3. Breaches of confidentiality;
4. Defamatory material; or
5. The consequences that may come from failure to follow DCS policy and procedures governing the use of technology.

Privileges of User

Users may access technology for educational purposes only. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their resources when appropriate.

The actions of users accessing networks through Discovery Charter School reflect on our organization. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Definition of Acceptable Use

Users will:

1. Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain");
2. Adhere to the licensing agreements governing the use of shareware; note that e-mail is not guaranteed to be private;
3. Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes;
4. Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
5. Respect the rights of others to use equipment and therefore use it only for school-related activities;
6. Treat all computers, printers, cameras, and other electronic hardware and software with great care;
7. Abide by the policies and procedures of networks and systems linked by technology; and protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment, and programs.

Users will not:

1. Use offensive, obscene, inflammatory or defamatory language;
2. Harass other users;
3. Misrepresent themselves or others;
4. Violate the rights of others, including their privacy;
5. Access, download, and/or create pornographic or obscene material;
6. Use the network for personal business or financial gain;
7. Vandalize data, programs, and/or networks;
8. Degrade or disrupt systems and/or equipment;
9. Damage technology hardware and/or software;
10. Spread computer viruses;
11. Gain unauthorized access to resources or entities;
12. Violate copyright laws;
13. Damage computers, printers, cameras, or other hardware;
14. Use technology for illegal activities; and
15. Reveal their name, personal address or phone number, or those of other users without parental permission.

Right to Monitor

Discovery Charter School as provider of the technology, email, and Internet access, has the right to monitor any and all use of the system. Any individual right of privacy is superseded by the school's need to maintain its system.

Penalties for Improper Use

If users of the technology do not follow these rules of Acceptable Use, their privileges may be taken away according to the following guidelines:

Level 1: Loss of use of computer privileges until the end of the current class period.

Student does not follow the directions of supervisor regarding Internet, programs, or use of hardware.

Level 2: Loss of use of computer privileges for one month.

Student consistently does not follow directions of supervisor regarding Internet, programs, or use of hardware, OR

Student damages hardware due to carelessness.

Level 3: Loss of computer privileges for a period of 3 months to the entire academic year.

Student destroys files, any form of another person's work, OR

Student views or prints a sexually explicit, offensive site OR

Student views or prints other inappropriate material, OR

Student destroys hardware intentionally, OR

Student destroys hardware beyond repair.

Level 4: Incurs the cost of repair or replacement of computer.

Student breaks the computer.

Uniform Dress Code

The dress and grooming of the student body affects the educational environment and the climate for learning in our school. We believe that helping students become aware of the appropriate dress for various activities is part of the educational process. The nature of our curriculum demands that students have the correct clothing and footwear in order to be safe and to learn effectively.

Upper Garments:

Upper garments will consist of any shirt that is available through the Discovery apparel line. Students may wear a long-sleeve shirt underneath their Discovery shirts.

Until the first uniform order of the school year is fulfilled, students may wear a dark blue, light blue or dark green polo shirt, which is defined as a shirt with two or three buttons and a collar.

Shirts must be properly fitted (not oversized or overly tight, and must cover the top of the lower garment).

Shirts must not have holes or embellishments. Sweatshirts or sweaters available through the Discovery apparel line may be worn during the school day. Sweatshirts and sweaters without the Discovery logo are not allowed.

Lower Garments:

Lower garments will consist of appropriate black/blue jeans or navy/khaki colored pants or walking shorts, capris or skorts. **Athletic pants, yoga pants, and skirts are not allowed.** Pants and shorts must be properly fitted (not oversized or overly tight) and must not have holes or embellishments. Pants must fit at the waist, or a belt must be worn to prevent them from falling. A student's skin, underwear, or other undergarments must not be exposed due to sagging pants or shorts. Shorts and skorts must be no shorter than three fingers above the knee. Students may wear tights/leggings underneath their skorts or shorts.

Footwear:

Shoes or boots must have both closed heel and toe. Gym shoes or hiking shoes/boots are recommended. Sandals, flip-flops, Crocs, Heelys, and heels of any kind are not acceptable.

Outerwear:

For cold weather, students must have heavy jackets, snow pants, hats, waterproof gloves/mittens and snow boots.

During the fall and spring seasons, students should have a light jacket and a rain coat/poncho. It is recommended that a hat is available at all times to protect from sun and insects.

Long Hikes:

To help keep the students protected from the sun, ticks and other insects, on days when the students will be going on long hikes or spending extended periods of time outside, long pants and hats are highly recommended. If students wear shorts/skorts to school, they should have a pair of long pants to change into. A hat should also be available at all times.

Students are expected to be dressed in a manner that will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law. Any clothing or jewelry that is disruptive to the learning process is not permitted.

Any student who fails to meet the dress code requirements may be given a written warning, be asked to change into clothes available at Discovery, sent home to retrieve appropriate clothing, or may be asked to call parents for an acceptable change of clothes. Further dress code infractions will result in an after school detention. The final determination of appropriate dress and the action taken will be made by the school administration.

Uniform Purchase:

A catalog, uniform order form, and directions for ordering are available on our website www.discoverycharter.org. There will be a minimum of three uniform order dates throughout the school year.

Questions about uniform ordering can be directed to discoveryuniforms@gmail.com.

Policy EnforcementPolicy Statement

Discovery Charter School is responsible for establishing and carrying out the following discipline policy. It is in stating this that DCS wishes to ensure that the school environment is safe for all students. Furthermore, DCS expects all students to accept full responsibility for their actions and behavior.

Discovery Charter School, will be implementing Positive Behavior System and other programming in order to assist the children we serve in developing strong social skills. These systems and programs will proactively address issues such as expectations, conflict resolution, and bullying. It is our goal to work diligently to set each student up for success. However, in the event that discipline action needs to be taken, the following discipline code will be followed.

DCS Discipline Code

The Discovery Charter School expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes Discovery Charter School's philosophy of providing a college preparatory education for all students.

This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all Discovery Charter School sponsored events and when the actions affect the mission of Discovery Charter School. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the orderly educational process at Discovery Charter School.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Discovery Charter School's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

1. Age, health, maturity and academic placement of a student
2. Prior conduct
3. Attitude of a student
4. Cooperation of parents
5. Willingness to make restitution
6. Seriousness of offense
7. Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, Discovery Charter School staff will determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

CATEGORY I

These acts of misconduct include, but are not limited to, the following:

1. Running and/or making excessive noise in the building
2. Repeated failure to complete homework on time
3. Repeated failure to follow school rules
4. Insubordination – refusing to participate in classroom activities and assignments
5. Horseplay
6. Visible carrying of cell phones or other electronic devices
1. Cheating

Students who commit any of these acts are subject to an after school detention, as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to an in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at Discovery Charter School:

2. Repeated Category I offense
3. Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
4. Participation in acts designed to disrupt classroom or school activities
5. Leaving the classroom without permission
6. Bullying, including verbal harassment
7. Minor physical actions against another student
8. Disrespect to staff members
9. Plagiarism

Students who commit any of these acts are subject to an after-school detention, and/or an in-school suspension as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by the school administration. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

1. Fighting or threatening any student or staff member
2. Major physical actions against another student
3. Persistent refusal to follow stated school rules and procedures
4. Arson
5. Destruction of property/graffiti
6. Creating a false fire alarm
7. Repeated Category I and Category II offenses
8. Possession of weapons
9. Any act that endangers the safety of the other students, teachers or any school employee
10. Theft of valuable items
11. Trespassing
12. Involvement in gang activity
13. Sex violations/sexual harassment
14. Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Based upon the discretion of the school administration and the age of the students who commit any of these acts students are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may,

depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

When a student's misconduct results in the need to suspend or expel a student, the following procedures will be followed:

1. **Suspension Not Exceeding 10 School Days:** Students suspended for 10 days or less shall be afforded due process in the following manner:

The student will be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

2. **Suspension In Excess of 10 Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct will be afforded due process in the following manner:

The Discovery Charter School will request that the student's parents or guardian appear before the Discovery Charter Board of Directors, an appointed hearing officer, or a Board representative at the discretion of the Board. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event will a hearing be public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and the Board's attorney at all times. Witnesses will be admitted to a closed hearing to the extent necessary to testify. The Discovery Charter Board of Directors will make the final decision on expulsion.

DISCOVERY CHARTER SCHOOL SECLUSION AND RESTRAINT PLAN

As a part of the emergency procedures in place in our schools, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. However, significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after any such use of restraint and/or seclusion, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of restraint and or seclusion.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school principal may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special

education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. DCS staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of a Causal Case Conference, which must be held within 10 days of the date of misconduct.
2. The Case Conference team must:
 1. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is a manifestation of a student's disability if:
 1. The behavior was caused by, or had a direct and substantial relationship to, the student's disability; or
 2. The behavior was a direct result of the public agency's failure to implement the student's IEP;
 2. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
 3. If the Case Conference Committee determines that the conduct is not a manifestation of the student's disability the CCC must include in the IEP services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
 4. Determine the appropriateness of an interim educational setting.

If the student's behavior is not a manifestation of the disability, school staff may apply the DCS discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

Without regard to whether the behavior is determined to be a manifestation of the student's disability, the student's placement may be changed to an appropriate interim educational setting for not more than 45 instructional days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the department of education or a public agency.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

Anti-Bullying/Harassment Policy

Discovery Charter School is committed to protecting our students and employees from bullying, harassment, or discrimination of any kind. We believe that all students and employees are entitled to a safe, non-threatening and harassment-free school experience, and demonstration of appropriate behavior and respect, and refusing to tolerate bullying or harassment of any kind is expected of students, administrators, faculty, staff and volunteers at all times.

Bullying, harassment and discrimination will not be tolerated and will be cause for immediate disciplinary, and possibly legal, action.

This anti-bullying/harassment policy is designed to provide awareness, intervention, training and instructional strategies on bullying and harassment prevention and to provide direct follow up when incidents are reported and/or occur.

Definitions:

1. **Bullying:** Is defined as systematically and chronically inflicting physical hurt and/or psychological distress on one or more persons. Bullying is a form of harassment and may be characterized by: unwanted, purposeful written, verbal, nonverbal or physical behavior that has the potential to create an intimidating, hostile or offensive educational environment, or cause long term damage, humiliation, discomfort, or to interfere with the individual's school performance or participation. Bullying may involve, but is not limited to:
 1. Unwanted teasing
 2. Threatening
 3. Intimidating
 4. Stalking
 5. Physical violence
 6. Sexual, religious, ethnic or racial harassment
 7. Public humiliation
 8. Rumor or spreading of falsehoods
9. **Harassment:** Is threatening, insulting or dehumanizing gestures, use of technology, written, verbal or physical conduct against a student or employee that:
 1. Places that person in reasonable fear of harm to his/her person or damage to his/her property.
 2. Negatively affects that person's emotional or social well-being.
 3. Interferes with educational or work performance, opportunities or benefits.
 4. Substantially disrupts the orderly operation of the school.

Cyber bullying: Is willful and repeated harassment and intimidation of a person(s) in any of the above stated ways, through the use of digital technologies including, but not limited to, e-mail, blogs, texting, social websites, chat rooms, instant messaging or video voyeurism.

Discovery Charter School expects all students and staff to conduct themselves in a manner that stands within the guidelines of the six pillars of Character Counts, which includes demonstrating proper regard for the rights and welfare of others at all times.

Discovery Charter School believes that the best discipline is self-imposed, and that it is the responsibility of the staff to use disciplinary interventions and Positive Behavioral Intervention & Supports (PBIS) as opportunities for helping students learn to assume responsibility and the consequences of their behavior.

Since bystander support of bullying can encourage these behaviors, Discovery prohibits both active AND passive support for acts of bullying and/or harassment. Staff should encourage and support students who walk away from these acts when they see them, and report them to the designated authority.

Discovery Charter School requires that all school administrators develop and implement procedures that ensure both the appropriate consequences AND remedial responses to a student or staff member who commits an act of bullying. The following factors, at a minimum, shall be given consideration by administrators when developing the procedures for determining appropriate consequences and remedial measures for each act of bullying:

Factors for Determining Consequences:

5. Age, development, and maturity level of parties involved
6. Degree of harm
7. Nature and severity of the behavior(s)
8. Incidences of past or continuing patterns of behavior(s)
9. Context in which the alleged incident occurred.

Examples of Consequences:

10. Admonishment
11. Temporary removal from classroom
12. Loss of privileges
13. Classroom or administrative detention
14. Referral to administration
15. In-school suspension
16. Out of school suspension
17. Expulsion
18. Legal action

Discovery requires administration to be responsible for receiving alleged complaints regarding violation of this policy. All school employees are **required** to report alleged violations of this policy to administration. All other members of the school community are encouraged to report alleged violations of this policy. Reports may be made anonymously, but formal disciplinary action MAY NOT be based solely on the basis of an anonymous report.

Discovery requires administration to be responsible for determining whether an act constitutes violation of this policy. That person shall conduct a prompt, thorough and complete investigation to be completed within three school days after a report or complaint is made.

Discovery prohibits retaliation against any person who reports an act of harassment or bullying as well as any person who falsely accuses another as a means of harassment or bullying. The consequences and appropriate remedial action for doing so shall be determined by the administrator.

Discovery requires all schools to annually disseminate this policy to all school staff, students, and parents along with a statement explaining that it applies to all applicable acts of bullying or harassment that occur on school property, at school-supervised events, on a school bus, or walking to and from school.

Discovery reserves the right to act as a witness and a complainant by filing a criminal charge against any person who willingly and intentionally violates this policy or aids and abets another in the violation of this policy.

In cases of cyber bullying, this policy applies to all students of DCS who partake in any kind of bullying or harassment by means of any type of digital technology regardless from where the technology emanates.

Parent Involvement

Parent Visitation

Parents are more than welcome to come and visit Discovery, however, visits to your child's classroom must be scheduled with the classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning.

Parent Volunteer Opportunities

There are numerous ways that you can be involved in your child's education in addition to parental/family educational opportunities. A complete list will be provided prior to the beginning of the school year. In addition, Discovery Charter School has an active Parent Advisory Council that provides additional opportunities for getting involved. Prior to volunteering at the school, each parent must have an extended background check on file and must review and agree to abide by the volunteer handbook.

Parents are discouraged from bringing younger siblings while attending learning experiences or volunteering in the classrooms. Bringing younger siblings provides a distraction, and does not allow the parent volunteer to give undivided attention to our Discovery students. We understand last minute circumstances arise – special circumstances will be handled on a case by case basis.

All volunteers are required to undergo a background check annually. Information on the process for obtaining a background check can be found on the following link: <http://www.discoverycharter.org/background-checks.html>

Discovery Breastfeeding Policy

Discovery Charter School supports the rights of breastfeeding mothers and their children. We also value our reputation as a place that welcomes parents and families to be a part of school life and although there are only rare occasions when young children are at Discovery for extended periods, we understand that that may sometimes be the case. Therefore it is the policy of Discovery to implement Indiana law which provides that "a woman may breastfeed her child anywhere the woman has a right to be." This policy, as all others, relies on the good will of all parties - - discretion on the part of breastfeeding mothers and understanding on the part of

others. If you find yourself needing to breastfeed your child while at Discovery and are unable to find a comfortable location to do so, please feel free to ask the office for assistance.

Criminal Background Investigation Policy

Each applicant for employment, both certified and non-certified, as a condition for employment at Discovery Charter School, will authorize in writing and fully cooperate in providing an expanded background investigation to determine if he or she has been convicted of committing a criminal offense which will/ may preclude him or her for being fit to become an employee of Discovery Charter School. (The definition of “expanded criminal history check” found at IC 20-26-2-1.5 includes a search of records from all Indiana counties in which the applicant resided, all counties in other states in which the applicant resided, and the national sex offender registry or the sex offender registries of all fifty (50) states; or a national criminal history background check and a search of the national sex offender registry or the sex offender registries of all fifty (50) states.)

The expanded Background Investigation will consist of, but not be limited to, a fingerprint check and the supplying of a current photographic likeness. School Administration shall also obtain from the applicant, his or her legal name or any previously used aliases, date of birth, and social security number for submission to the appropriate law enforcement agencies on forms or in format prescribed by the agencies.

Discovery Charter School will not knowingly employ a person or allow volunteering by anyone, for whom a criminal background investigation has not been initiated. Any record of a conviction resulting from a criminal background check shall be held as confidential and shared only with persons who have a legitimate and legally established reason to be made aware of the results.

Conflict Resolution Policy

At Discovery Charter School, we work with parents as partners to provide a quality educational environment. We feel strongly that the individuals who are best equipped to address problems are the individuals most closely linked to the situation. In the event that a conflict arises between Discovery families and Discovery Charter School staff, administration or Board, the following protocol shall be followed:

Level I: Staff Review

Nature of Concern

1. Disagreement at the classroom level (i.e. homework assignments, missing assignments, classroom level discipline actions, grades, etc.).

Review Procedure

2. Parent/Guardian will contact the teacher to discuss concerns and attempt to resolve the issue.

**Level II:
Administrative Review**

Nature of Concern

3. Unresolved Level I Disagreement.
4. Allegations of unlawful or imprudent acts of a school employee or volunteer.
5. Any concerns about school procedure, execution of policy or implementation of the mission that applies to specific students.

Review Procedure

1. Parent/Guardian will submit a request for review in writing (email preferred) to the CEO/Head of School or Principal. A meeting will be held in person or via phone within 3 business days to discuss the issue.

**Level III:
Board of Directors Review**

Nature of Concern

1. Unresolved Level II Disagreement.
2. Issues with school policy as written in the student handbook. Concerns about school procedure or execution of policy that applies to the entire student population.

Review Procedure

1. Parent/Guardian will submit in writing a request to address the Board of Directors at the monthly board meeting. An executive session board meeting will be held if the issue warrants it.

Nature of Concern

2. Allegations of unlawful or imprudent acts by the administration.
3. Allegations of unlawful or imprudent acts by a Board member.

Review Procedure

4. Concerns should be placed in writing to the Board of Directors and an executive session board meeting will be held within 3 business days to discuss the issue.

School Communication Policy

The Board of Discovery Charter School believes that clear and timely communication is an important priority. To that end, it is the policy of Discovery Charter School that Discovery School personnel (including administration, teaching staff and the Board of Directors) should answer all inquiries within 24 hours of receipt (or immediately

in case of emergency). If a complete response cannot be made within 24 hours, communication to that effect should be made within 24 hours and then the complete response should be made as soon as possible.

In addition, all Discovery personnel (including administration, teaching staff and the Board of Directors) should make every effort to use proper spelling and grammar in all written communications.

School Civility Policy

Note: Discovery Charter School “staff” includes all employees within the DCS building.

Staff of DCS will treat parents and other members of the public with respect and expect the same in return. DCS is committed to maintaining orderly educational and administrative processes, in keeping the school and administrative offices free from disruptions and preventing unauthorized persons from entering the school grounds and building.

This policy promotes mutual respect, civility and orderly conduct among DCS staff, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment free workplace for our students and staff. In the interest of presenting DCS employees as a positive role model to the children of our school, as well as the community, DCS encourages positive communication and discourages volatile, hostile or aggressive speech or actions. DCS seeks public cooperation in this goal.

1. Any individual who disrupts or threatens to disrupt the school or office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language which could provoke a violent reaction will be directed to leave the school property by the Head of School or Principal.
2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner whether it be in person or on the phone, school administration or the employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If the abusive party does not take corrective action school administration or the employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated. If the offending person is on school property he/she will be directed to leave promptly by the Head of School or Principal.
3. When an individual is directed to leave under Paragraph 1 and 2 circumstances, the Head of School or Principal will discuss future actions with the DCS Board. Those actions may include informing the disruptive person that he/she will be guilty of a misdemeanor in accordance with Indiana Criminal Code IC 35-43-2 if he/she reenters the school within 30 days of being directed to leave or within 7 days if the person is a parent/guardian of a student attending DCS. If an individual refuses to leave upon request or returns before the applicable period of time, school administration or designee may notify law enforcement officials.

Notification of Rights under FERPA

for elementary and secondary schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to school administration [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the administration [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Discovery Charter School

School-Parent Contract

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The purpose of the school-parent contract is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Assist all students in meeting their NWEA Reading and Math Fall to Spring Targets and as well as making Adequate Yearly Progress (AYP) on the ISTEP.
2. Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
3. Provide opportunities for ongoing communication between you and your child's teachers through:
 1. Annual parent/teacher conferences
 2. Frequent reports regarding your child's progress
 3. Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
4. Provide the staff with appropriate professional development activities.
5. Maintain highly qualified teachers.
6. Provide a safe and secure learning environment.

Parent's Responsibility:

7. Ensure that my child attends school daily and arrives to school on time.
8. Encourage my child to follow the rules and regulations of the school.
9. Monitor my child's homework.
10. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
11. Volunteer in my child's school and classroom if time or schedule permits.
12. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with my child.
13. Seek information regarding my child's progress by conferencing with teachers, administration, and other district personnel.

Student's Responsibility:

14. Attend school regularly.

15. Complete and turn in all classroom and homework assignments on time.
16. Accept responsibility for my own actions.
17. Show respect for myself, other people, and property.
18. Make the effort to do my best to learn.
19. Resolve conflicts peacefully.

School, Parents, and Student Responsibilities:

20. High student expectation.
21. Improve student academic achievement.
22. Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this contract with your child. The contents of the contract may be discussed with you during a parent/teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education.

I have read and discussed the contents of the document with my child as it relates to his/her education at Discovery Charter School. By signing, we are not only agreeing to the contents of this contract, but also all of the policies, guidelines, and procedures outlined in the Discovery Charter School Handbook

Parent/Guardian Signature

Student Signature

Staff Signature

Photograph/Video/Name Release Form

I, _____, the undersigned, hereby (☐ grant/ ☐ do not grant) permission to have photographs/videos or other images taken of my child. I authorize the use of these photographs/videos for the general purposes as determined by the Discovery Charter School without time restriction of such pictures or any portion thereof. I further waive any claim for compensation, financial or otherwise, in connection with the aforementioned pictures.

In addition, I hereby (☐ grant/ ☐ do not grant) permission for Discovery Charter School to use my child's name in newsletters, school generated newspaper articles, and on their websites.

Parent/Guardian Name (Please Print): _____

Signature: _____ Date: _____

Relationship to Student: _____

Discovery Charter School Personnel Plan

Methods of Selection:

- As positions become available at Discovery Charter School, job postings are made on the school website, the Indiana Department of Education job bank website, posted on Facebook and shared with NWI Town Planner which is an online publication that posts jobs weekly.
- As resumes are submitted, they are looked through and filed.
- Interview Screening Process
 - o Phone screens are held with prospective candidates
 - Phone screens conducted by Principal and Assistant Principal
 - o After phone screens, some candidates are invited into the school to teach model lessons to a class of our students followed by a sit down face to face interview
 - On site interviews conducted by CEO, Principal, and other staff which may include office manager, student service specialist, and teachers.

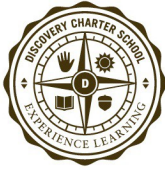
Retention:

- Discovery Charter School teachers are evaluated following the RISE Evaluation and Development System.
- From RISE, teachers are rates as either Highly Effective (3.5 ± 4.0), Effective (2.5 ± 3.49), Improvement Necessary (1.75 ± 2.49), and Ineffective (Less than 1.75).
- Determinations for Staff retention are based on Final RISE rating as well as staff members overall fit with the schools vision and belief in doing everything we can for our students.

Teacher Compensation (Depending on budget):

- Each year, returning staff receive a 3% raise (Exception being instructional assistants).
- Instructional Assistants: Since they start off at \$20,000, they receive a \$2,000 raise each of the first four years. After the fourth year, they receive standard 3% raise.
- Due to the fact that based on our budget, we pay our teachers comparatively less than local districts we offer larger raise increases to our top notch staff in an effort to keep them from leaving us for a higher paying position. These decisions are made by the administration.

- Bonuses are given at the end of the year to staff. Bonus amounts are determined by budget and may vary year to year. Bonus amounts are also broke down into categories based on final RISE ratings.
 - o 3.90 ± 4.0 = High Bonus
 - o 3.75 ± 3.89 = Mid Bonus
 - o 3.50 ± 3.74 = Low Bonus



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Programs and Instructional Approach

The Indiana Academic Standards are our starting point for our curriculum. State curriculum maps are used as a framework for the scope and sequence. The items listed below are our RESOURCES for developing knowledge. Curriculum maps are expected to be updated prior to the school year and during subsequent plan days throughout the year and uploaded to the curriculum map folder on the R drive.

Programs:

English/Language Arts: Write Source for primary grades and Writing Coach for middle school, Painless Grammar, Grammar Works, Guided Reading, novel studies, Core Knowledge, and Junior Great Books are resources teachers use to work towards a Balanced Literacy framework.

Math: Envision Math for Primary and Big Ideas for middle school, IDOE resources, and other supplementary materials.

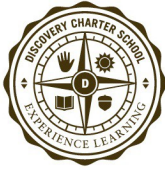
Science / Social Studies: Textbooks are available as a resource (Science A Closer Look, Timelinks). Teachers are encouraged utilize to cross curriculum instruction to address content in ELA, Reading, and Math.

Fieldwork: As opportunities naturally occur, teachers are expected to integrate fieldwork into ALL content areas!

Audio/Visual: Videos/Movies should ONLY be used in the classroom when there is a clear tie in or relevance to the unit being taught. There should be some type of extension following the viewing of the video or movie. Videos/Movies should not be used as time filler for a substitute teacher.

Place Based Learning

It is our fundamental belief children learn best when they are actively engaged in their learning. While, we utilize curricular materials, we feel strongly classroom teachers must make a connection to the environment and place in order for ideas and concepts explored to fully develop. Therefore, it is the expectation of



DISCOVERY
CHARTER SCHOOL

classroom teachers to constantly think about how concepts can connect students to their community and environment.

Teachers are expected to plan and implement AT LEAST 2 (only 1 of which can be science based) place based experiences or activities each month. These experiences or activities should be directly related to the units being taught.

Some examples include: collecting objects/data on the trail for math based instruction, researching local people, places, and events as part of writing instruction, bringing in speakers from the community to share expertise as it relates to subject matter (community members to talk about what it was like here during the Vietnam War, Banker to talk about interest rates), or identifying local concerns and taking action.

Learning Experiences should occur within a 60 mile radius (closer proximity preferred). If a Learning Experience is requested past 60 miles, documentation must be presented indicating why the specific need could not be met in the local area. Each grade should plan at least 1 Learning Experience per quarter.

Additionally, please remember that each class will have a designated weekly hike time. Hike times should have an educational focus. One way to utilize the hike time is through observational journals. Another way would be to incorporate the hike into your content.

Discovery Charter School -2nd Semester Wednesday Meeting Schedule

Date	Meetings Begin at 2:15
January 9th	No PD
January 16th	Love & Logic #6
January 23rd	Grade Level Meetings
January 30th	ELEOT Training
February 6th	No PD
February 13th	Love and Logic #7
February 20th	SPED PD
February 27th	Grade Level Meetings
March 6th	Love and Logic PD #8
March 13th	No PD
March 20th	Grade Level Meetings
March 27th	Spring Break
April 3rd	No PD Ball State Site Visit
April 10th	Love and Logic PD #9
April 17th	Grade Level Meetings
April 24th	Open
May 1st	No PD
May 8th	Open
May 15th	Open
May 22nd	Grade Level Meetings
May 29th	Open

About this Handbook

The following pages contain information regarding many of the policies and procedures of Discovery Charter School (hereby referred to as DCS). This is not an employment contract and is not intended to create contractual obligations of any kind.

The purpose of this handbook is to familiarize employees with the philosophy, policies, procedures, and benefits of DCS. New employees should carefully review this booklet in its entirety upon receipt.

DCS values the many talents and abilities of its employees and seeks to foster an open, cooperative, and dynamic environment where employees and the school alike can thrive. If you would like further information or have questions about any of the policies and procedures outlined in this handbook, please bring them to the attention of the Principal or CEO/Head of School.

The policies and procedures outlined in this handbook will be applied at the discretion of DCS, and DCS reserves the right to deviate from the policies and procedures of this handbook, or to withdraw or change them at any time. We will notify you when an official change in policy or procedure has been made.

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DISCOVERY CHARTER SCHOOL

VISION:

DISCOVERY IS A SCHOOL COMMUNITY THAT NURTURES THE IDEA OF HOW TO THINK, NOT WHAT TO THINK.

MISSION:

DISCOVERY CHARTER SCHOOL WILL FOSTER IN ITS STUDENTS THE PASSION AND CURIOSITY NECESSARY FOR LIFELONG LEARNING.

STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY, COMMUNICATE EFFECTIVELY, AND EXCEL ACADEMICALLY. THROUGH AN INTEGRATED, PLACE-BASED EDUCATION, OUR STUDENTS WILL BECOME STEWARDS OF THEIR ENVIRONMENT AND COMMUNITY.

KEYS TO OUR MISSION:

COMMUNITY: STAFF, STUDENTS, FAMILIES, AND THE SPACES AROUND US.

EXCEL ACADEMICALLY: INSPIRE AND SUPPORT EACH STUDENT TO REACH THEIR FULLEST POTENTIAL.

PLACE-BASED CURRICULUM: AN EDUCATIONAL APPROACH WHICH INCORPORATES LOCAL AND REGIONAL PARTNERSHIPS TO DEVELOP A SENSE OF COMMUNITY AND A STUDENT'S PLACE IN IT.

STEWARDS: STUDENTS ARE GIVEN THE KNOWLEDGE TO BECOME ACTIVE CARETAKERS FOR OUR COMMUNITIES AND ENVIRONMENT.



DIRECTORY

Discovery Charter School Board of Directors	
Linda Simon, President	lindajsimon@hotmail.com
David Pratt, Vice President	dmpratt@pnw.edu
William Schmuhl, Treasurer	wschmuhl@nd.edu
Julie Tegt, Secretary	juliehtegt@gmail.com
Lisa Gonzalez, PAC President and Director	lisagonzalez2108@yahoo.com
Mylese Tucker	ncupboard@hotmail.com

EMPLOYMENT PRACTICES

At Will Employment

DCS does not offer tenured or guaranteed employment. Except as DCS has otherwise expressly agreed in writing, employment is at will and may be terminated by DCS at any time, subject to the individual employment agreement. There is no reasonable expectancy of employment without having received a Letter of Appointment.

Probationary Work Period

All newly hired or re-hired employees shall be hired subject to the successful completion of a temporary/probationary work period. That work period shall last up to 45 business days during which the employees' supervisor shall determine whether the employee is able to successfully meet the standards and/or expectations of the job for which the employee is hired.

By way of example, but not limitation, the supervisor shall consider the following criteria in determining whether or not the employee should be hired on a permanent basis.

- Ability to perform the job
- Quality of work
- Productivity
- Work Habits
- Cooperative attitude
- Attendance
- Punctuality

If the employee is clearly not meeting the requirements of the job, the employee may be released at any time during the probationary period.

Equal Employment Opportunity

DCS is committed to providing equal employment opportunities to all individuals without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law.

DCS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. An employee with a disability for which reasonable accommodation is needed should contact the Administration or their immediate supervisor to discuss possible accommodations.

Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Administration. Employees can raise legitimate concerns and make good faith reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including discharge.

Sexual and Other Unlawful Harassment

DCS is committed to providing a work and learning environment in which all individuals are treated with respect and dignity. Each employee and student has the right to work and learn in an environment that is free of discrimination, including sexual harassment. No person should be required to endure sexual harassment by supervisors, peers, (which includes student-on-student sexual harassment), faculty members, educational support staff, independent contractors or vendors. No one should work or learn in a hostile environment as a condition of employment or pursuit of academic excellence. Furthermore, this policy applies to all phases of employment and academic status, including, but not limited to recruitment, testing, hiring, upgrading, promotions or demotions, transfers, layoffs, terminations, suspensions, expulsions, rates of pay, benefits and selection for training.

DCS recognizes that the elimination of sexual harassment in the workplace will create a better work and learning environment for employees and improve working and academic relationships for all employees and students. It is the policy of DCS to prohibit sexual harassment in the workplace and in connection with all extra-curricular, athletic, and other programs sponsored by the school whether occurring at the school or at another location. Sexual harassment is a violation of the law and will not be tolerated. Employees and students who engage in sexual harassment will be subject to discipline, up to and including discharge or expulsion.

Prohibited Conduct

As used in this policy, sexual harassment means any unwelcome sexual advance or request for sexual favors or conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, participation in an education program or activity or receipt of DCS services; or when submission to or rejection of such conduct by an individual is used as the basis of any employment, educational or service decision affecting the individual; or when such conduct has the purpose or effect of substantially interfering with the work performance of an employee, a student's ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment. Furthermore, gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving conduct of a sexual nature, may constitute a form of sex discrimination.

There is a broad range of conduct by supervisors, co-workers, faculty, educational support staff, students and third parties, which can, in certain circumstances, be considered sexual harassment. This includes, but is not limited to, sexually suggestive or offensive remarks, sexually suggestive pictures, sexually suggestive gesturing, verbal harassment or abuse of a sexual nature, subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group. Sexual harassment also can result from words or conduct by employees or students toward members of the public.

Voluntary social relationships between DCS employees are not prohibited by this policy. However, the existence of a romantic relationship between administrators or supervisors, and vendors or subordinates, has the inherent danger of coercion, or at least has the appearance of impropriety. Therefore, any administrator or supervisor who has such a relationship with another DCS employee over whom he or she has any supervisory authority or with a vendor or contractor over whom he or she has authority to approve or suggest approval of a contract, shall report this fact to his or her supervisor.

The supervisor or administrator who receives such information shall discreetly seek confirmation from the subordinate, vendor or contractor, that the relationship is both welcomed and consensual.

Voluntary social relationships between students, that are consistent with the Discipline Code, are not prohibited by this policy.

Any supervisor or administrator who is aware of or should be aware of sexually harassing conduct by another employee or a student, whether or not anyone complains about such harassment, but fails to report that conduct as required in this policy, may be subject to discipline.

Any employee or student who believes that he or she has been subjected to or has knowledge of a sexually harassing or offensive work or learning environment or other sexual harassment, shall report the incident in writing to their immediate supervisor or the Administration. The Administration will investigate the charge and inform the President of the School Board of Directors of the charge within 24 hours. If the person against whom the claim is made is the supervisor or Administration, the employee shall inform the President of the School Board of Directors directly. The person who is charging the Supervisor or Administration of the harassment may submit their written charge directly to the President of the School Board of Directors in a timely and confidential manner.

Retaliation against any person for having made a good faith complaint or report of sexual harassment, or participating or aiding in an investigation of sexual harassment, is strictly prohibited. Any person who believes that he or she has been subjected to retaliation should bring the retaliatory conduct to the attention of his/her supervisor. If the supervisor is the source of the alleged harassment, the charge shall be reported directly to the President of the School Board of Directors. Retaliation will be considered a serious act of misconduct subject to appropriate discipline up to and including discharge or expulsion.

Any employee or student whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action.

Conduct On School Property

DCS expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a School Board member, a Student, or any other person;
2. Damage or threaten to damage another's property;
3. Damage, deface, or steal school property;
4. Violate any State law, or town or county ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons;
7. Impede, delay, or otherwise interfere with the orderly conduct of the school's educational program or any other activity occurring on school property;

8. Enter upon any portion of school premises at any time for purposes other than those which are lawful and authorized by the Discovery Charter School Board of Directors;
9. Operate a motor vehicle in a risky manner or in violation of an authorized school employee's directive;
10. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding; or
11. Violate other DCS policies, regulations, or an authorized DCS employee's directive.

"School Property" means school buildings, vehicles used for school purposes, school grounds, or offsite property that is being used for a school function.

State law prohibits a child sex offender from:

Being present in any school building, on school grounds, in any school vehicle, or being present at school related activities, or

- Loitering on a public way within 500 feet of school property,

when persons under the age of 18 are present, unless the offender is a parent/guardian of a student present in the building, on the grounds, or in the vehicle, or unless the offender has received permission to be present from the Administration or School Board of Directors. If permission is granted, the Administration or designee who is a certified employee shall supervise a sex offender whenever the offender is in a child's vicinity.

As circumstances warrant, the school administrators shall take appropriate action in enforcement of this policy. Violations will be handled as follows:

- Anyone observing a student violating this policy shall notify the Administration and the Administration shall take whatever action is appropriate under the student conduct code.
- The supervisor of any employee violating this policy shall take whatever action is appropriate according to personnel rules.
- Anyone observing a parent/guardian or other person violating this policy shall immediately notify the Administration or designee. The Administration or designee will request that the person act civilly or otherwise refrain from the prohibited conduct. If the person persists with uncivil or prohibited behavior, the Administration shall request that the person immediately leave school property and may contact law enforcement, if appropriate.

Immigration Law Compliance

DCS does not hire anyone that is not a citizen of the United States, or is not authorized to work in the U.S. under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Criminal Investigations

All employees must pass a background check as prescribed by law.

Personnel Files

DCS maintains personnel files for each of its employees. These files are kept confidential, and are managed by DCS. They will not be copied or removed from the premises unless there is a legitimate business or legal reason to do so.

All employees may view his or her personnel file by contacting the office manager during normal business hours. No employee may alter or remove any document in his or her personnel file.

Standards of Conduct

All employees of DCS are expected to maintain standards of professional, personal and business ethics consistent with the responsibility we have of educating and providing an example for the youth of our community.

Conflict of Interest

DCS employees are obligated to always act in the best interest of the organization. This obligation requires that any employee, in the performance of DCS duties, seek only the furtherance of the DCS mission. At all times, employees are prohibited from using their job title, the school's name or property, for private profit or benefit.

A. The officers, employees, or agents of DCS should neither solicit nor accept gratuities, favors, or anything of monetary value from contractors/vendors.

This is not intended to preclude bona-fide organization fundraising activities.

B. No officer, employee, or agent of DCS shall participate in the selection, award, or administration of a purchase or contract with a vendor where, to his/her knowledge, any of the following has a financial interest in that purchase or contract:

1. The officer, employee, or agent;
2. Any member of their immediate family;
3. Their partner;
4. An organization in which any of the above is an officer, director, or employee;
5. A person or organization with whom any of the above individuals is negotiating or has any arrangement concerning prospective employment.

C. Disclosure—any possible conflict of interest shall be disclosed by the person or persons concerned.

D. Board Action—when a conflict of interest is relevant to a matter requiring action by DCS, the interested person(s) shall call it to the attention of DCS and said person(s) shall not vote on the matter. In addition, the person(s) shall not participate in the final deliberation or decision regarding the matter under consideration and shall retire from the room during any work on behalf of or by DCS.

When there is a doubt as to whether a conflict exists, the matter shall be resolved by a determination of DCS's School Board President excluding the person(s) concerning whose situation has caused the doubt to arise.

E. Record of Conflict—a written record shall reflect that the conflict of interest was disclosed and the interested person(s) was (were) not present during the final determination.

F. This policy statement is not intended to apply to gifts and or similar entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

G. A financial interest is not necessarily a per se conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate authority at DCS determines that a conflict of interest exists.

Employee Protection (Whistleblower) Policy

If any DCS employee reasonably believes that some policy, practice, or activity of DCS is in violation of law, a written complaint must be filed by that employee with the School Board.

It is the intent of DCS to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. Employees are expected to bring any alleged unlawful activity, policy, or practice to the attention of the above referenced management and provide them with a reasonable opportunity to investigate and correct the alleged unlawful activity.

DCS will not retaliate against an employee who in good faith, has made a protest or raised a complaint against some practice of DCS, or of another individual or entity with whom DCS has a business relationship, on the basis of a reasonable belief that the practice is in violation of a law or a clear mandate of public policy.

DCS will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body, any activity, policy or practice of DCS that the employee reasonably believes is in violation of a law, or of accounting irregularities, or is in violation of a clear mandate of public policy concerning health, safety, welfare, or protection of the environment.

GENERAL POLICIES AND PROCEDURES

Attendance & Punctuality

Punctuality and regular attendance are important to the smooth operation of DCS. If you are consistently late or excessively absent, student progress will be affected and an unfair burden is placed on your co-workers. Therefore, unless your absence is permitted or excused under DCS's sick or other policies, you are responsible for being at work and arriving on time. If you are going to be absent or late, it is your responsibility to call your Administration or Supervisor as soon as possible. If you are absent for more than one day, you must notify your supervisor each day.

An employee who is absent for reasons other than those permitted or excused by DCS's holiday, vacation, or leave policies, or who repeatedly fails to provide notice as required, will be subject to appropriate disciplinary action, up to and including discharge.

Confidential Information

DCS requires that employees not disclose student, employee, and other information held to be confidential by DCS or by State or Federal law.

Drugs and Alcohol

DCS will not tolerate the use, possession, or abuse of alcohol, drugs, or other substances on school property. Employees using, possessing, or abusing alcohol, drugs, or other substances on school property, at a school sponsored event, while at work, or who report to work under the influence of alcohol, drugs, or other substances will be subject to disciplinary action, up to and including discharge.

Expense Reimbursement

Reimbursements for approved purchases and/or travel will be paid at least once a month. Employees should complete a Check Request form, have it signed by the Administration, and submit it to the DCS business manager. Original receipts must be attached to the request form in order for the reimbursement to be approved. Not all requests for reimbursement are approved.

Unauthorized Purchases

Any employee that purchases or otherwise commits to an expenditure of funds on behalf of DCS without proper written authorization shall be personally liable for such purchase or expense. This includes, but is not limited to, the purchase of text books, supplies, services, field trips, travel and attendance at conferences. Any such unauthorized expenditure that was paid for with school funds shall be deducted from the employee's salary.

Learning Experiences – Check with Grade level chairs

It is the duty of the teacher and any chaperone to supervise students during a school sponsored learning experience. No student should be unattended, out of sight, or left alone. Any teacher or chaperone who does not adequately supervise students may face disciplinary action.

Discovery staff will typically follow the below guidelines for chaperones. Depending on the type of trip, the ratio of chaperones may slightly differ.

- ◆ **PRIMARY (K-5TH): 1 PARENT/GUARDIAN FOR EVERY 6 STUDENTS**
- ◆ **UPPER (3RD—8TH): 1 PARENT/GUARDIAN FOR EVERY 10 STUDENTS**

Personal Property

DCS does not assume responsibility for any personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the school, and do so at their own risk. Additionally, employees may not bring or display in the school any property that may be viewed as inappropriate or offensive to others. No microwave ovens, refrigerators, toasters or other electrical appliances are allowed in classrooms.

Personal Safety

The safety of each employee's health and security is very important to DCS. DCS will make reasonable efforts to address an employee's safety concerns. Employees should remember to use caution and good judgment in all activities, and should notify their supervisor or Administration if they believe there is a safety issue that should be addressed.

Postage, Shipping and Office Supplies

Postage, shipping, and office supplies paid for by the school are for business purposes and are not to be used for an employee's personal purposes.

Reporting Changes

Employees are responsible for promptly notifying DCS of any change in name, address, telephone number, marital status, citizenship, tax withholding allowances, emergency contact information, insurance beneficiary, or dependent insurance coverage. Accurate and correct information is vital for benefits and insurance records and other school files.

Smoking

Smoking is not permitted on the school campus of DCS.

Telephone Use

Telephones are provided to enable teachers and other employees to carry out their work assignments in an efficient manner. Personal telephone calls should be kept to a minimum and personal toll calls should not be made at DCS's expense. Personal phone calls should only be made during prep or lunch times.

Breastfeeding

Since breastfeeding has been shown to be a beneficial form of infant nutrition and because breastfeeding employees require on-going support at their worksite or station to be able to provide their milk for their babies and still efficiently perform their duties, DCS subscribes to and endorses the following [Breastfeeding Policy](#) substantively and procedurally as follows:

1. **Employees shall be provided a place to breastfeed or express their milk.**

An employee lactation room is provided as a private and sanitary place for breastfeeding employees to express their milk during work hours. This room provides an electrical outlet, comfortable chair, and nearby access to running water. Employees may, of course, use their private office area for breastfeeding or milk expression, if they prefer.

2. **A refrigerator will be made available for safe storage of expressed breast milk.**

Employees may use their own cooler packs to store expressed breast milk, or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with name and date. Those using the refrigerator are responsible for keeping it sanitary and secure.

3. **Employees shall be provided flexible breaks to accommodate breastfeeding or milk expression.**

A breastfeeding employee shall be provided a flexible time schedule for breastfeeding or pumping to provide breast milk for her child. The scheduled time should not exceed normal time allowed for lunch and breaks. For breastfeeding time which exceeds the normal lunch and breaks, sick/annual leave time must be used, or the employee may adjust their time accordingly to make up time used for breastfeeding.

4. **Staff are expected to provide support for breastfeeding employees.**

Realizing the importance of breastfeeding to the infant and mother, DCS staff should provide an atmosphere of support for employees who breastfeed.

5. **Breastfeeding promotion information will be displayed.**

DCS will provide information on breastfeeding to all pregnant and breastfeeding employees. In addition, positive promotion of breastfeeding will be set forth in and at in-house communications with staff.

6. **Employee orientation will include information about the DCS' breastfeeding policy.**

DCS' breastfeeding policy will be communicated to current staff. New employees will be informed about the DCS policy as set forth within the employee handbook.

Any and all questions concerning this policy and its compliance with the federal and state law should be directed to the School Board of Directors at DCS.

Use of School Property

No school equipment, including computers, photocopiers or printers may be used for personal business. Individual teachers assigned business supplies and equipment are responsible for their proper use, loss or damage.

Violence & Weapons

DCS takes threats of violence extremely seriously. DCS has zero tolerance for any act or threat of violence by or against any employee or student and is strictly prohibited. This policy applies to all DCS employees, whether on or off school property.

Any use or possession of weapons, whether illegal or not, is prohibited on school property, or while on DCS business. This includes knives, guns, martial arts weapons, or any other object that is used as a weapon. Any employee possessing a weapon will be disciplined, up to and including termination.

Staff/Student Social Media Policy

Definitions

Educational Purpose — A reason associated with the staff member's duties for DCS including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description or other assigned duties.

Staff Member— For the purposes of this policy, a staff member is any individual employed by DCS, including part-time and substitute employees and student teachers.

Student — Individuals currently enrolled in a DCS managed or provided program or activity.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment by DCS.

Although this policy applies to the relationships between staff members and DCS students, staff members who inappropriately interact with any child may be disciplined or terminated when DCS determines such action is necessary to protect students or the reputation of DCS.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. DCS may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left school.

3. Making sexual advances towards a student or engaging in a sexual relationship with a student.
4. Engaging in any conduct that constitutes illegal harassment or discrimination or that could constitute a violation of that policy if pervasive and continuous.
5. Engaging in any conduct that violates DCS policies, regulations or procedures or constitutes criminal behavior.

Exceptions to This Policy

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. DCS does not intend to interfere with or impede appropriate interaction between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the “Absolute Prohibitions” section of this policy.

A DCS staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, DCS encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional, physical and emotional boundaries are violated by example include, but are not limited to:

- 1) Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner of meeting with students.
- 2) Meeting students in non-work settings without the parent/guardian being present, even if the parent/guardian grants permission.
- 3) Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
- 4) Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic/digital communication.
- 5) Discussing the staff member’s personal problems with or in the presence of students.

- 6) Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
- 7) Inviting students to the staff member's home.
- 8) Being present when students are fully or partially nude.
- 9) Sending students on personal errands.
- 10) Allowing a student to drive the staff member's vehicle.
- 11) Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
- 12) Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.
- 13) Giving gifts to individual students.
- 14) Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the school or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

DCS's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose as defined in this policy.

- 1) When communicating electronically with students for educational purposes, staff members must use school provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and school-sponsored webpages or social networking sites), when available. If school-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students

using school-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With school permission, staff members may establish websites or other accounts on behalf of the school that enable communications between staff members and students or parents/guardians. Any such website or account is considered school-sponsored and must be professional and conform to all school policies, regulations and procedures.

- 2) A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, web pages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a school-sponsored class or activity if the communication is determined necessary or beneficial, if a school-sponsored form of communication is not available, and if the communication is related to the class or activity. The school will provide notification to the parent/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with school students upon request.
- 3) Staff use of any electronic communication is subject to the schools policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with DCS are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
- 4) DCS discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for reasons other than educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate.

Consequences

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, DCS may report staff members to law enforcement and/or the local governmental Child Protective agency apparatus.

Reporting

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the Administration, counselor or staff member's supervisor.

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to DCS. The anonymity of any DCS employee or whistleblower who reports a DCS employee in violation of the Social Media Policy shall be protected. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with DCS policy. Staff members must also immediately report a violation or perceived

violation of DCS's discrimination and harassment policy to DCS's nondiscrimination Compliance Officer. Staff members may be disciplined for failing to make such reports.

DCS will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

Training

DCS shall provide training to DCS staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and address how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

Voice Mail and Electronic Mail

All electronic and telephone communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of DCS and as such are intended for teaching or other job-related purposes. Personal use should be kept to a minimum. Electronic or telephone communication systems may not be used to transmit messages that may be considered inappropriate under DCS's policies, including those prohibiting harassment. Employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from the Administration. DCS reserves the right to monitor any electronic, telephone, or other communications made using DCS systems or property.

Workplace Attire

A neat and professional appearance is expected of all employees of Discovery Charter School. The following requirements constitute the establishment of an appropriate dress code by faculty and staff.

Physical Education instructor(s) may wear gym shoes or jogging clothes, but the wearing of these items is not considered appropriate for other teachers.

- ◆ First and foremost, Discovery Staff Members should dress in a manner that will facilitate their ability to get our students outside to build upon the learning that occurs in the classroom.
- ◆ Female teachers and other female staff members should wear skirts no shorter than two inches above the knee, and excessive make-up or jewelry should not be worn.
- ◆ No spandex/plastic fabrics are allowed.
- ◆ Male teachers may not wear earrings.
- ◆ No exposed body piercing.
- ◆ Hats are not allowed in the school building during the day.
- ◆ Tattoos, if present, should be discretely covered.

- ◆ No unnatural hair colors are allowed.

The Administration shall determine appropriateness of dress beyond the above descriptions.

PAYROLL

Payroll

Both exempt (salaried) and nonexempt (hourly) employees will have federal and state taxes withheld from their wages. Employees of DCS are paid on the 15th and 30th of each month. Salaried employees are paid to date. Hourly staff salaries will reflect a two-week period prior to the pay date (15th or 30th).

Pay Periods

Employees are paid on the 15th and the 30th of each month via direct deposit. When the 15th or 30th of the month falls on a holiday or weekend, employees will be paid the day before the holiday or weekend.

Hours of Work

Classes for students will begin at 8:00 a.m. and end at 3:30 p.m. There may be an early dismissal one day each week to provide for professional development activities. Kindergarten classes and students with special needs may be dismissed earlier than the regular dismissal time at the direction of the Administration. Faculty hours are 7:40 a.m. to 4:00 p.m. Other staff will have varying work times, as directed by their supervisor. At no time shall students be left unattended in the school building, regardless of time of day or night. Any teacher or authorized employee that gives a student permission to arrive at school early or stay late must provide a note for the student to present to security personnel. The teacher or authorized employee is also responsible for supervising that child at all times before or after school hours.

Overtime

Full-time non-exempt (hourly) employees may occasionally be asked to work more than 40 hours in a given work week. The employee must obtain prior written authorization for any overtime request. Such overtime work, which is undertaken only when necessary, must be approved by the Administration.

The employee will be compensated for overtime hours worked at the rate of one and one-half times the employee's base rate of pay. Working and claiming payment for unapproved overtime may be cause for disciplinary action.

Sick leave, vacation, personal time, holiday, or leave without pay occurring in a 40+ hour work week do not count as hours worked for the purposes of calculation of overtime.

Salaried, as contrasted to hourly employees, are not eligible for consideration of payment of overtime.

*For the purposes of this policy, a salaried employee is defined as anyone who is paid the same set dollar amount each pay period for all work performed.

Performance Reviews

Faculty will be evaluated using the RISE Indiana evaluation system. Certified employees will be evaluated based on their number of years at Discovery and the level of their Summative Evaluation from previous years. At minimum, staff will receive 1 extended and 2 short observations per year conducted by the CEO/Head of School and the Principal. The employee will have an opportunity to review the written extended observations and final summative evaluation with his/her supervisor. Other non-teaching staff will be evaluated by the Administration.

Performance Bonuses

It is the policy of DCS to award performance bonuses to staff members who qualify based on their end of the year summative evaluation using the RISE Indiana Evaluation System. *The awarding of bonuses is dependent on the availability of funds.*

Bonuses will be granted following Discovery Charter School's Staff Evaluation Plan, which is submitted annually to the Indiana Department of Education. The evaluation plan will be provided to staff no later than October 1st of every academic year (or within 2 weeks of the date the plan is submitted to the IDOE).

Payroll Adjustments

Employees who qualify for disability under the DCS insurance program or are eligible for FMLA (see Family and Medical Leave section), should expect certain salary adjustments to the four pay periods between June 30 and August 15. If you qualify for disability or FMLA you should contact the office manager for information and the calculation affecting your salary during that period.

Employees are required to schedule an appointment with the Office Manager and/or CEO/Head of School regarding benefits.

Degree Earned Salary Adjustments

Any full-time Certified Staff member who earns an initial Master's Degree while employed at DCS is eligible for an annual \$2,000.00 salary adjustment. Adjustments are made twice each year on the January 15th paycheck or August 30th paycheck. Employees are required to submit original transcripts of their earned degree to the CEO/Head of School for approval on or before January 15th or August 30th. Salary adjustments are not guaranteed and are subject to the CEO/Head of School and/or School Board approval.

LEAVE POLICIES

Paid Time Off (PTO)

Eligible employees are given the following Paid Time Off days for the full academic year based on the number of years they have been with Discovery Charter School.

0 – 3 years of service = 9 PTO days

4 – 7 years of service = 10 PTO days

8+ years of service = 11 PTO days

. For new employees, PTO days for the first school fiscal year are pro-rated as follows:

Employment Beginning:	Eligible PTO Days
September - October	8 days
November – December	7 days
January – February	5 days
March - April	3 days
May – June	1 days

The following guidelines are designed for the proper use of sick leave:

- (a) If you intend not to report to work, you must phone the Principal or have someone call for you by 6:00 a.m. or as early as possible. This procedure allows your Principal to rearrange work schedules in your absence. The employee must call each day he/she intends not to report to work.
- (b) If you foresee the need to take sick leave (e.g., for non-emergency surgery or for a doctor's appointment), tell your supervisor as soon as possible and secure a substitute teacher, if needed prior to submitting a PTO slip for approval.
- (c) In case of an extended absence, you should consult the office manager and your insurance plan booklet to see whether you are eligible for short-term or long-term disability leave.
- (d) Unused PTO days at the end of the year may be carried over into the next year, to a maximum of 60 days.
- (e) Employees will not be paid for unused sick leave when their employment ends.
- (f) Employees who take sick leave the day before or after an official holiday, must present evidence of their illness upon their return to work.

Family and Medical Leave

Employees may take unpaid leave per the terms of the Family and Medical Leave Act (FMLA) of 1993.

Employees must be employed by DCS a minimum of 12 consecutive months or more to be eligible.

Employees are required to schedule an appointment with the Office Manager and/or CEO/Head of School regarding benefits.

Note:

** Any employee while receiving FMLA, Short-Term Disability, Long-Term Disability, or Worker's Compensation will be considered an inactive employee and are not eligible to receive Holiday or Spring/Winter Break compensation. An employee may also be held personally responsible for additional payment of insurance benefits.*

Military Leave Policy

DCS is committed to protecting the job rights of employees absent on military leave. In accordance with federal and state law, it is the school's policy that no employee or prospective employee will be subjected to any form of discrimination on the basis of that person's membership in or obligation to perform service for any of the Uniformed Services of the United States. Specifically, no person will be denied employment, reemployment, promotion, or other benefit of employment on the basis of such membership. Furthermore, no person will be subjected to retaliation or adverse employment action because such person has exercised his or her rights under this policy.

Procedures/Guidelines:

Short-Term Military Leave

In addition to the rights and benefits provided to employees taking Extended Military Leave (as described in this policy), eligible employees who must be absent from their job for a period of not more than ten (10) working days each year in order to participate in temporary military duty are entitled to as many as ten (10) days paid military leave. All benefits will continue during an employee's temporary military leave.

All Other (Extended) Military Leave

Employees directed to participate in extended military duties in the U.S. Armed Forces that exceed ten (10) working days will be placed on an unpaid military leave of absence status for a period of as long as five (5) years.

Procedures for All Military Leave

The employee will provide his or her immediate supervisor with written notice that the employee will be engaging in military services. Employees are requested to provide such notice as soon as they have knowledge of upcoming military service.

Employees on short term or extended military leave may, at their option, use any or all accrued paid vacation or personal leave during their absence.

When the employee intends to return to work, he or she must make notification of reinstatement to the office manager within the application period set forth below.

If the employee does not return to work, the supervisor must notify the office manager so that appropriate action may be taken.

Benefits

If an employee is absent from work due to military service, benefits will continue as follows:

- (1) If the employee has military orders for over 31 days, the employee and covered dependents will be offered a "Cobra like" health coverage for up to 18 months at 102% of the overall (both employer and employee) premium rate. Beginning after the first 31 days of military leave, group health insurance coverage for an employee and/or an employee's covered dependents will run concurrently with applicable health insurance coverage under COBRA.
- (2) The group term life/AD&D insurance provided by the company will be suspended the day the employee becomes active military.
- (3) The group long-term disability insurance provided by DCS will be suspended the day the employee becomes active military.
- (4) Employees do not accrue vacation, personal leave, or sick leave while on military leave of absence status.
- (5) Voluntary supplemental life/AD&D insurance will suspend the day the employee becomes active military. Converting to an individual policy will continue voluntary dependent life insurance coverage. To exercise this conversion option, dependents must submit a written application and the first premium payment within 31 days immediately following the suspension of coverage.

Application for Reinstatement

An employee who has engaged in military service must, in order to be entitled to the reinstatement rights set forth above, submit an application for reinstatement according to the following schedule:

- (1) If service is less than 31 days (or for the purpose of taking an examination to determine fitness for service) the employee must report for reinstatement at the beginning of the first full regularly scheduled working period on the first calendar day following completion of service and the expiration of eight hours rest and after a time for safe transportation back to the employee's residence.
- (2) If service is for 31 days or more but less than 180 days - the employee must submit an application for reinstatement with the office manager no later than 14 days following the completion of service.
- (3) If service is 181 days or over- the employee must submit an application for reinstatement with the office manager no later than 90 days following the completion of service.
- (4) If the employee is hospitalized or convalescing from a service-connected injury- the employee must submit an application for reinstatement with the office manager no later than two years following completion of service.

Exceptions to Reemployment

In addition to the employee's failure to apply for reemployment in a timely manner, an employee is not entitled to reinstatement as described above if any of the following conditions exist:

- (1) The school's circumstances have so changed as to make reemployment impossible or unreasonable.
- (2) The employee's employment prior to the military service was for a non-recurrent period and there was no reasonable expectation that the employment would have continued indefinitely or for a significant period.
- (3) The employee did not receive an honorable discharge from military service.

General Benefits Upon Reinstatement

Employees reinstated following military leave will receive seniority and other benefits determined by seniority that the employee had at the beginning of the military leave, plus any additional seniority and benefits the employee would have attained, with reasonable certainty, had the individual remained continuously employed. In addition, an employee's time spent on active military duty will be counted toward their eligibility for FMLA leave once they return to their job at DCS.

Short-Term Disability

All eligible full-time employees are eligible for the Short-Term Disability (STD) plan.

"Disability" or "Disabled" means that, due to sickness, pregnancy or accidental injury, you:

- (1) are receiving appropriate care and treatment from a doctor on a continuing basis; and
- (2) are unable to earn more than 80% of your pre-disability earnings at your own occupation for any employer in your local economy.

The Short-Term Disability benefit replaces 60% of your gross monthly earnings, less income you may receive from other sources (such as Social Security, Workers' Compensation, etc.). The maximum weekly benefit is \$600.

Benefits are payable following an elimination period. The elimination period begins on the day you become disabled and is the length of time you must wait after being disabled before you are eligible to receive a benefit. Elimination periods are as follows:

- ◆ Accidental injury: 7 days
- ◆ Sickness and Pregnancy: 7 days after the child's birth

Benefits continue for as long as you are disabled up to a maximum duration of twelve (12) weeks.

If an employee takes additional time off after STD concludes and before LTD begins, the employee has the option to utilize any saved up PTO. It is the responsibility of the employee to notify the CEO/Head of School and Office Manager of the number of days of PTO that the employee would like to use. Note: the number of days used by the employee cannot exceed the actual number of standard payroll work days.

No benefits are payable for a disabling injury or sickness which happens in the course of any work performed by you for wage or profit, or for which you are eligible to receive benefits under any Workers' Compensation or any similar law. Disability is excluded from coverage if due to: war, insurrection, or rebellion; active participation in a riot; intentionally self-inflicted injuries or attempted suicide; or the commission of a felony.

Short-term Disability is paid by a 3rd party (the insurance carrier). Employees do not earn DCS pay while on STD.

Employees are required to schedule an appointment with the Office Manager and/or CEO/Head of School regarding benefits.

Note:

** Any employee while receiving FMLA, Short-Term Disability, Long-Term Disability, or Worker's Compensation will be considered an inactive employee and is not eligible to receive Holiday or Spring/Winter Break compensation. An employee may also be held personally responsible for additional payment of insurance benefits.*

Procedures for Short-Term Disability (STD)

Submission of Claims

After notifying the office manager of a pregnancy or other disability, you will be provided with a claim form via e-mail or fax which contains the Employee Statement and Attending Physician's Statement. You will be responsible for completion of the Employee Statement and getting the Attending Physician's Statement to your doctor for completion. Upon completion of both forms, you need to forward them to the office manager who will report the claim to the insurance carrier. Generally it takes the insurance carrier 10-14 business days to post this information in their system. DCS's broker representative will follow-up with the insurance carrier in fifteen (15) business days to confirm receipt and posting, and see if there are any outstanding issues required by the Case Manager assigned to your claim. After the required policy waiting period, your estimated claim check will be sent by the insurance carrier.

Note:

** Employees are required to schedule an appointment with the Office Manager and CEO/Head of School regarding benefits.*

** In case of pregnancy, contact DCS Human Resources three (3) months prior to due date.*

** In the case of pregnancy, you must notify the broker representative of the baby's birth immediately in order to activate the claim.*

Long-Term Disability

All eligible full-time employees are eligible for the Long-Term Disability (LTD) plan.

"Disability" and "Disabled" mean that because of an injury or illness, a significant change in your mental or functional abilities has occurred, for which you are:

- ◆ Prevented from performing at least one of the material duties of your regular occupation during the first 2 years of disability and after 2 years are unable to perform all of the material duties of any gainful occupation; and

- ◆ During the first 2 years of disability are unable to generate current earnings which exceed 99% of your monthly earnings from your regular occupation, and after 2 years are unable to generate current earnings which exceed 85% of your monthly earnings from any gainful occupation.

Long Term Disability benefit is equivalent to 60% of your before tax monthly earnings, less income you may receive from other sources (such as Social Security, Workers' Compensation, etc.). The maximum monthly benefit is \$6,000.

Benefits begin following a 90-day elimination period and continue as long as you are disabled, up to age 65. Disabilities beginning at age 62 or after are subject to reducing benefit duration based on the table below.

Disability Beginning at Age	Maximum Duration of LTD Benefits
61 or less	To age 65
62	42 months
63	36 months
64	30 months
65	24 months
66	21 months
67	18 months
68	15 months
69 or older	12 months

If you become disabled and can work part-time (but not full-time) you may be eligible for partial disability benefits, which will help supplement your income until you are able to return to work full-time.

If you are participating in a Plan-approved Vocational Rehabilitation Program, you may be eligible to receive the Rehabilitation Incentive, which provides a 5% increase in the monthly benefit.

Plan Limitations and Exclusions: The plan does not cover pre-existing conditions, unless your disability begins after you have been covered under the plan for twelve (12) months. A preexisting condition is defined as an injury or sickness for which you received medical treatment, advice or consultation, care or services including diagnostic measures, or had drugs or medicines prescribed or taken in the three (3) months prior to the day you became insured under the policy.

The plan also has limited benefits for Mental Disorders, Alcohol, Drug and Substance Abuse in addition to other General Exclusions. Contact your Office Manager and/or CEO/Head of School for further details regarding the plan.

This plan does not cover any Disability which results from or is caused by or contributed to: war, insurrection, or rebellion; active participation in a riot; intentionally self-inflicted injuries or attempted suicide; or committing a felony.

Note:

- * Any employee while receiving FMLA, Short-Term Disability, Long-Term Disability, or Worker's Compensation will be considered an inactive employee and are not eligible to receive Holiday or Spring/Winter Break compensation. An employee may also be held personally responsible for additional payment of insurance benefits.*

Procedures for Long-Term Disability (LTD)

Submission of Claims

After notifying DCS of a pregnancy or other disability, you will be advised to call or e-mail the insurance broker representative at Pierce Benefits. Pierce Benefits will forward you the Employee Statement and Attending Physician's Statement via e-mail or fax. You will be responsible for completion of the Employee Statement and getting the Attending Physician's Statement to your doctor for completion. Upon completion of both of these forms, you will send them back to the broker representative who will in turn report the incident to the insurance carrier. It normally takes the insurance carrier 10-14 business days to post this information in their system. The broker representative will follow-up with the insurance carrier in fifteen (15) business days to confirm receipt and posting, and see if there are any outstanding issues required by the Case Manager assigned to your claim. After the required policy waiting period, your claim checks will be sent by the insurance carrier on a weekly basis.

Note:

- * Employees are required to schedule an appointment with the Office Manager and/or CEO/Head of School regarding benefits.*
- * In the case of pregnancy, you must notify the broker representative of the baby's birth immediately in order to activate the claim.*

Jury Duty

Employees summoned for jury duty or officially summoned by a state court or federal court as a witness will be allowed the necessary time off from work to perform this civic responsibility. Upon return to work, employees must submit documentation to the CEO/Head of School to verify completion of service. The CEO/Head of School shall forward the documentation to the Office Manager and/or CEO/Head of School. Failure to provide such documentation may result in non-payment.

Funeral Leave

When a death occurs in an employee's immediate family, an employee may take up to five (5) days with pay in order to attend the funeral or make funeral arrangements. In unusual circumstances, additional time off may be granted, with or without pay, at the discretion of DCS. For purposes of the funeral leave policy, "immediate family" means an employee's spouse or child, as well as a parent, grandparent, brother, or sister of the employee or the employee's spouse.

Emergency Closings & Severe Weather

From time to time it may become necessary to close school or to dismiss early due to severe weather or other unforeseen emergencies. The school will have an emergency plan for notifying staff ahead of time of closings due to weather. Staff members are not required to report should the school be closed due to a weather emergency. In the case of other unforeseen emergencies, the CEO/Head of School will issue oral or written procedures appropriate to the situation.

Holiday Policy

Employees are required to be at work the last work day before and first work day after a holiday unless a doctor's note or prior approval has been obtained from the CEO/Head of School. Any employee absent without obtaining approval or providing such documentation will not be paid for the holiday.

Spring/Winter Break Policy

Employees are required to be at work the last work day before the break and the first work day after the break unless a doctor's note or prior approval has been obtained from the CEO/Head of School. Any employee absent without obtaining approval or providing such documentation will not be paid for that day or the break.

EMPLOYEE BENEFITS

DCS is a not-for-profit corporation which has contractual agreements with various boards, foundations and state organizations. Funds from these entities are generally forthcoming, but are not guaranteed. Therefore, DCS's ability to provide these benefits is dependent on the availability of such funding.

The benefits offered to employees are contingent on funds available and may be discontinued or modified should such funding be eliminated or diminished. Each year DCS will distribute to its employees a "Benefits" memorandum outlining the benefit program.

The following is a list of benefits that DCS makes available to Eligible Employees. The descriptions in this handbook are a summary only. The separate plan documents explain each benefit in more detail and the language of the plans' documents controls the various plans. Benefits may be modified, added or terminated at any time by the insurance company or benefit provider, per the terms of the plan, or by DCS, at its discretion.

403(b)

All employees who normally work 1,000 hours of service or more in a Plan Year are eligible to participate in this program. Employees will automatically be enrolled to contribute 3 % of their gross salary. Employees will also have the option to opt out of the plan or contribute a higher percentage. Current employees wanting to join or make changes must do so during the open enrollment period.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the Company's health plan, should the employee lose his or her eligibility (e.g., upon termination). Under COBRA, the employee pays the full cost of coverage at the Company's group rate. Details of COBRA coverage and how to apply for it will be provided by DCS at the time eligibility is lost.

Medical Insurance

All new full-time employees are eligible to participate in the medical or dental insurance plans DCS offers. A PPO or HMO medical plan and dental plan are available. Discovery Charter School will pay 70% of the cost of the single rate for the individual employee and 50% of the employee/spouse, employee/child(ren), and family coverage rates. Current employees wanting to join or make changes must do so during the open enrollment period.

Pension

Indiana

ISTRF

The pension system for all full-time certified teachers is called the Indiana State Teachers Retirement Fund (ISTRF). ISTRF requires a mandatory 3% deduction from the employee's payroll check per pay period and an employer match as assigned by the system.

PERF

The pension system for all other full-time employees is the Public Employee Retirement Fund (PERF). PERF requires a mandatory 3% deduction from the employee's payroll check per pay period and an employer match as assigned by the system.

Employees may go to the following websites for additional information regarding pension benefits: www.in.gov/trf for ISTRF or www.in.gov/perf for PERF. Employees may also contact the DCS School Office for information.

Worker's Compensation

In accordance with Indiana's Worker's Compensation Act, DCS provides comprehensive worker's compensation insurance. This protection covers any work-related injury or illness that requires medical treatment. Worker's compensation coverage does not extend to benefits for injuries that occur during an employee's voluntary participation in any off-duty, school-sponsored recreational, social or athletic activity.

DCS requires that all employees report job-related accidents or injuries to a supervisor immediately, no matter how minor. A full report must be completed by the school nurse and submitted to the CEO/Head of School within twenty-four (24) hours of injury. Failure to report an injury, regardless of how minor, may compromise an employee's eligibility for and ability to claim worker's compensation benefits.

Employees are expected to return to work immediately upon release by their doctor.

Note:

** Any employee while receiving FMLA, Short-Term Disability, Long-Term Disability, or Worker's Compensation will be considered an inactive employee and are not eligible to receive Holiday or Spring/Winter Break compensation. An employee may also be held personally responsible for additional payment of insurance benefits.*

** Employees are required to schedule an appointment with the Office Manager and/or CEO/Head of School regarding benefits.*

DISCIPLINARY POLICIES

Problem Resolution

DCS seeks to deal openly and directly with its employees, and believes that communication between employees and management is critical to solving problems.

DCS employees that may have a problem with one another should attempt to resolve the problem themselves. If a resolution cannot be agreed upon, both employees should approach the Administration, who will work with the employees to determine a resolution. Employees that have a problem with a supervisor should first go to the supervisor and state the problem. If a resolution cannot be agreed upon, the employee should present his or her problem to the Administration. If a resolution cannot be agreed upon, the employee shall present it to the President of the School Board of Directors.

Discipline

DCS policy is to attempt to deal constructively with employee performance problems and employee errors. The disciplinary process will be determined by DCS in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the discipline applied may include, among other things, oral or written warnings, probation, suspension without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Details of this process are outlined further in the Corrective Action section.

Corrective Action/Remediation

Corrective Action will be taken against an employee in response to a rule infraction or a violation of school policies. Corrective action will continue until the violation or infraction is corrected or the employee is terminated.

Corrective Action usually begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action is required, the employee may be put on probation, or have his or her employment terminated.

DCS considers some violations as grounds for immediate dismissal, including, but not limited to: verbal or physical abuse of students, insubordinate behavior, theft, destruction of school property, dishonesty, drug or alcohol abuse, or threats of violence.

Employees charged with some infraction and subject to corrective action may appeal that corrective action. An appeal must be submitted in writing to the DCS Board of Directors. The decision of the DCS Board of Directors is final.

Remediation

It is the policy of DCS that all employees are expected to comply with DCS's standards of behavior and performance and that any noncompliance with these standards must be remedied and will be subject to discipline. DCS reserves the right to discipline employees on a case by case basis depending on the severity of the offense and the needs of DCS at the time. Discipline may include, but is not limited to, oral or written reprimands, suspension, demotion, pay reduction, or termination.

Nothing in this policy alters the at-will employment relationship or creates a contractual obligation on the part of the employer.

- (1) If an employee is not meeting DCS standards of behavior or performance, the employee's supervisor should take the following action:
 1. Meet with the employee to discuss the matter;
 2. Inform the employee of the nature of the problem and the action necessary to correct it; and
 3. Prepare a memorandum for the supervisor's own records indicating that the meeting has taken place, and then forward a copy of the memorandum to the Administration for inclusion in the employee's personnel file.
- (2) If there is a Second occurrence, the supervisor should hold another meeting with the employee and take the following action:
 1. Issue a written reprimand to the employee;
 2. Warn the employee that a third incident will result in more severe disciplinary action; and
 3. Prepare, have the employee sign, then forward to the Administration a written report describing the first and second incidents and summarizing the action taken during the meetings with the employee.
- (3) If there are additional occurrences, the supervisor should take the following action:
 1. Issue a written reprimand or warning;
 2. Suspend the employee without pay for up to five working days; or
 3. Suspend the employee indefinitely without pay and recommend termination.

After taking action pursuant to this policy, the supervisor should prepare and forward to the Administration or equivalent another written report describing the occurrences, indicating the timing between the occurrences, and summarizing the action taken or recommended and its justification.

Employees are expected to sign all written warnings to indicate they received the warning. Signing in no way implies that the employee agrees with the written statement. If the employee refuses to sign, the Supervisor must get a third party involved to sign the warning, as a witness to the fact that the employee in question received the warning.

When job performance or conduct does not meet DCS standards, DCS will attempt to use progressive disciplinary procedures to identify an employee's deficiencies. There may be circumstances where discipline other than termination is appropriate. However, there may be circumstances where an employee fails to perform to expected performance levels or engages in conduct which is inconsistent with the expectations of DCS, and therefore he or she will be subject to discipline including termination without application of the progressive disciplinary procedures. To that end, these progressive disciplinary procedures are not intended to be used in all cases or as a substitute for the good judgment, common sense, and discretion of the school's personnel and management.

DCS considers some violations to be so egregious that if proven, constitute grounds for immediate dismissal, including, but not limited to: verbal or physical abuse of students, insubordinate behavior, theft, destruction of school property, dishonesty, drug or alcohol abuse, or threats of violence.

At an investigatory interview conducted for the purpose of determining the facts involved in any suspected violation of DCS rules and regulations, the employee who is suspected of violating school rules and regulations must be told in general terms what the interview will be about and that they have the right to have a representative present during the interview.

Employees suspended from work will not receive or accrue any employee benefits or salary during suspension, except employee-paid insurance. Days spent on suspension will not count as days worked for calculating any employment benefits.

Employees who believe they have been disciplined too severely or without good cause may appeal following the "Chain of Command" up to the School Board of Directors.

A period of one (1) year during which an employee experiences no disciplinary problems will allow the Employee to be taken back one (1) step in the disciplinary process, i.e., from suspension to written warning, or from written warning to oral reprimand. Management reserves the right to modify this "step back" protocol in discipline based on the severity of the problems. Minor problems may be stepped back sooner and severe problems may have no step back options.

SEPARATION POLICIES

Job Abandonment

Employees of DCS that are absent for more than two (2) consecutive days without notifying a direct supervisor are considered to have voluntarily abandoned their employment with the school. The effective date of termination will be the last day the employee performed services.

Resignation

To promote the efficiency of operations within DCS, the company requires that written notice of resignation be directed to the CEO/Head of School.

Termination

Termination may result from any of the following: 1) layoffs, which include the elimination of an employee's job function or headcount reduction due to cost reduction or funding shortfall and 2) involuntary dismissal, which may include poor performance reviews or failure to adhere to the teaching/learning philosophy of DCS or the demonstration of an unacceptable attitude in the workplace. Failure to return all property of DCS may result in a forfeiture of any monies due or owing to the employee.

Termination Process

DCS requires that employees return all documents, files, computer equipment, tools, keys and other school-owned property on or before the last day of work. Failure to return all property of DCS may result in a forfeiture of any monies due or owing to the employee.

TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

Purpose of Use

Through technology, DCS provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff use.

The Opportunities and Risks of Technology Use

DCS believes that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, DCS cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed.

No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, DCS is not liable or responsible for:

- ◆ any information that may be lost, damaged, or unavailable due to technical or other difficulties;
- ◆ the accuracy or suitability of any information that is retrieved through technology;
- ◆ breaches of confidentiality;
- ◆ defamatory material; or
- ◆ the consequences that may come from failure to follow DCS policy and procedures governing the use of technology.

Privileges of User

Users may access technology only for educational purposes. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their resources when appropriate.

The actions of users accessing networks through DCS reflect on our school. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Definition of Acceptable Use

Users will:

- ◆ Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled “freeware” or “public domain”);
- ◆ Adhere to the licensing agreements governing the use of shareware; note that e-mail is not guaranteed to be private;
- ◆ Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes;
- ◆ Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
- ◆ Respect the right of others to use equipment and therefore use it only for school-related activities;
- ◆ Treat all computers, printers, cameras, and other electronic hardware and software with great care;
- ◆ Abide by the policies and procedures of networks and systems linked by technology; and protect the privacy of other users and the integrity of the system by avoiding misuse of others’ files, equipment, and programs.

Users will not:

- ◆ Use offensive, obscene, inflammatory or defamatory language;
- ◆ Harass other users;
- ◆ Misrepresent themselves or others;
- ◆ Violate the rights of others, including their privacy;
- ◆ Access, download, and/or create pornographic or obscene material;
- ◆ Use the network for personal business or financial gain;
- ◆ Vandalize data, programs, and/or networks;
- ◆ Degrade or disrupt systems and/or equipment;
- ◆ Damage technology hardware and/or software;
- ◆ Spread computer viruses;
- ◆ Gain unauthorized access to resources or entities;
- ◆ Violate copyright laws;
- ◆ Damage computers, printers, cameras, or other hardware;
- ◆ Use technology for illegal activities; and
- ◆ Reveal their name, personal address or phone number, or those of other users without parental permission.

Right to Monitor

DCS, as the provider of the technology, email, and Internet access, has the right to monitor any and all use of its system. Any individual right of privacy is superseded by the school's need to maintain its system.

Penalties for Improper Use

If users of the technology do not follow the rules of Acceptable Use, their privileges may be taken away or be subject to disciplinary action up to and including termination.

Acknowledgement of Receipt & Understanding

I hereby certify that I have read and fully understand the contents of this Employee Handbook. I also acknowledge that I have been given the opportunity to discuss any policies contained in this handbook with a Discovery Charter School official. I agree to abide by the policies set forth in this handbook, and understand that compliance with Discovery Charter School's rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the DCS policies, rules, and regulations.

I acknowledge that Discovery Charter School reserves the right to modify or amend its policies at any time, without prior notice. These policies do not create any promises or contractual obligations between Discovery Charter School and its employees.

Signature

Print Name (clearly)

Date

**FINANCIAL PERFORMANCE FRAMEWORK
BALL STATE UNIVERSITY**

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	1.64
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	1.54
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	\$0.00
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	0.99
1.e.	Default		0
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	-0.007
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.097142931
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	\$-79,619 \$118,405
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.112739564

Current Assets	\$593,408.00
Current Liabilities	\$362,352.00
Cash	\$556,654.00
Unrestricted Cash	\$556,654.00
Total Expenses	\$4,121,181.00
Depreciation Expenses	\$293,969.00
Enrollment Projection in Charter School Board-Approved Budget	540
Actual Enrollment	534
Default	
Net Income	-\$123,066.00
Total Revenue	\$3,998,115.00
Aggregated Total Margin	
Total 3 Year Net Income	-\$80,022.00
Total 3 Year Revenues	\$11,396,462.00
Total Liabilities	\$7,381,712.00
Total Assets	\$75,988,154.00
Year 1 Total Cash	556654
Year 2 Total Cash	438249
Year 3 Total Cash	636273
Depreciation	293969
Interest	508232
Interest Expense	508232
Annual Principal, Interest, and Lease Payments	610327