

CHOICE CHARTER SCHOOL UPDATE



Presented to the Iowa Department of Education
Tuesday, Jan 3, 2023



During a meeting held on December 15, 2022, between representatives from the Department of Education and Choice Charter School, a number of items were requested. What follows is an executive summary providing the information as outlined.

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I. Introductory Statement

Choice Charter School prides itself on transparency, integrity and honesty. It is important that the State Board of Education receive accurate and timely information about the school and its operation/status. Going forward, a representative from Choice Charter School will attend all State Board of Education meetings so that when questions about our school come up, we will be there to answer questions and assuage concerns that could affect our mission: to help young people find a brighter future.

We have complied with all the DE requests for information and feel compelled to ask that more time be given to gather the information. Five business days is not reasonable going forward.

The Board of Directors does not function as a typical School Board. It is in charge of a nonprofit organization and is designed and approved as such. We will continue to work with the DE to make sure we comply with all rules, regulations, contractual requirements and state laws that govern Choice Charter School. We are currently reviewing all documents available to make sure we are running this school with transparency, integrity and honesty. Dr. Cynthia Knight

II. Board Meeting Processes

The DE request included providing board policies that outline and support the decisions of the school board, the make-up of the school board, and guiding the work of the board. The DE made suggestions to:

- A. Review the CCS contract and Charter School Legislative Rules with the school board at an upcoming meeting.
 - Our legal council has put together a compliance summary that will be given to the Board of Directors to discuss at the next meeting.
- B. Clearly included in the board meeting notes when the school board approves Expenditures. Make sure the board minutes reflect agenda items and actions.
 - We updated the agenda to reflect the approval of expenditures and actions taken by the board. Below is the Agenda from 12/19/2022

Choice Charter School Governing Board Agenda 12/19/2022

- I. Call to Order 7:11 pm 12/19/2022
- II. Dr. Knight, Tara Andrews, Trent Grundmeyer, LaWanda Sanders, absent Aundra Meeks
- III. Public Comment
- IV. Jen Wilder - parent of a newer student, discussed with principal, great if more consistent standards and guidelines in welcoming new students into school so the expectations and helping students how to welcome new students into the school, potential more help in the classroom and monitor student behavior and how they are interacting with each other to get to appropriate interactions. Student to student interactions.
- V. Student member approval - Mia Stovall

- LaWanda 1st and Trent second motion to approve - all in favor motion carried
- VI. Teacher member approval - Mindie Smith
LaWanda 1st and Trent second motion to approve - all in favor - motion carried
- VII. Approval of the Agenda
LaWanda 1st and Trent second - all in favor - motion carried
- VIII. Approval of the Minutes
Motion to have secretary to change School Board to Governing Board, Mia 1st and Trent 2nd - all in favor - motion carried-
- IX. Reports
- A. CEO - update on DE report and their reporting to the State Board -
 - B. Finance and HR new hires - Angela Moench, Darron Shell, Jessica Campbell, Hannah Jester, MacKenzie Taghon, Forrest Dawkins, Doug Veenstra, Timothy Johnson, Laura Anderson
 - C. Approved purchasing 100 computers at estimate of \$45000
Mia 1st and Mindie Second - to approve the new hires and expenditures - all in favor - motion carries
 - D. Audit - found a company to use- Accounting Associates West.
- X. Old Business - WHOI radio fundraising - Tara will get this set up after the holidays
- Trent Grundmeyer agreed to be VP
 - That makes our Board of Directors: Tara Andrews - President, Trent Grundmeyer - VP, Secretary - Dr. Cynthia Knight, Treasurer - Abigail Andrews, LaWanda Sanders, Aundra Meeks, Mindie Smith members, student member for this meeting Mia Stovall.
- XI. New Business
- A. Mission/Vision review - Strategic planning Table until next meeting
- XII. Adjournment - Trent 1st to adjourn - Mia 2nd - all in favor - motion carried 7:46 pm
- C. Frequently provide and review with the School Board the current student enrollment, projection numbers, impact on budget (current and long-term).
- This will be on the Board of Directors' meeting agenda going forward and the Business manager, Abigail Andrews, will report at the meetings.
- D. Provide training to the newly formed school board on board roles, responsibilities, and functions (IASB can provide this training).
- Currently the Board of Directors is composed of 5 voting members who are not elected. The Board of Directors will do what was agreed upon in the application and in the Bylaws, state law and policies. Per our application that was approved - the Board of Directors meet 4 times a year and do the following:
 - Recruiting, hiring, administration, oversight, development, and termination of teachers, administrators, faculty and staff of the organization and/or charter school

- Recruiting, enrolling, transferring students including, but not limited to, establishing procedures for conducting transparent admissions selections and lotteries
- Financial development and management
- Fiduciary Duties
- General program oversight
- Coordination of long-term planning
- Overseeing and evaluating the work of the Principal and Chief Administrator
- Setting a framework for the budget process and authorizing the annual budget
- Approving large resource expenditures, significant program changes, expansion into new program areas, and building and facility issues
- Adopting an annual budget
- Locating new buildings or changing the location of the school's administrative offices
- Creating or increasing indebtedness
- Adopting online and offline education programs and curriculums including utilizing existing or establishing new operations schedules, classroom sizes, learning environments, classroom structure, curriculum and teaching methods
- Obtaining, creating, managing and implementing academic and instructional programs and standards
- Designating depositories of school funds
- On behalf of the organization, entering into contracts not previously approved in annual budget and that involve funds in excess of \$5,000.00
- On behalf of the organization, entering into contracts with and making appropriations to Charter school districts, professional service providers, or education service centers
- Using and measuring internal and external assessments of the organization and/or charter school including, but not limited to, measuring and reporting student progress and performance in accordance with Iowa Code section 256E.9
- Utilizing existing or creating and carrying out plans for identifying and serving students with disabilities, students who are limited English proficient, students who are academically failing or below grade level, students who have dropped out of school previously, are at risk for dropping out, have been expelled, and gifted students
- Utilizing existing or establishing and carrying out co curricular and extracurricular programs as necessary
- Preparing a student code of conduct with disciplinary procedures and sanctions
- Utilizing existing or creating and establishing new performance evaluation measures, compensation structure, methods of contract oversight and dispute resolution, employment policies
- Utilizing existing or establishing new and carryout plans for providing transportation services, food services and other operational and ancillary services

- Prepare a school start-up plan and five-year plan for the charter school
- Ensuring compliance with all applicable laws and regulations
- Other matters necessary to carry out the purpose and vision of the organization and/or charter school
- Other responsibilities as deemed necessary or provided

III. Operational Processes

The DE request included providing updated staffing and budget information including identifying assumptions used in budget forecasting and providing a break even analysis. The DE made suggestions to:

- A. Provide current staffing hiring dates – when hired/approved by the board, file folder number, subject area/licensure – and include in the board agendas/minutes moving forward
- Staff members that show a NA under BOEE are not certified teachers. Staff members that show a NA under approved by the Board are not required to be approved by the Board.

FIRST NAME	LAST NAME	TITLE	START DATE	BOEE #	APPROVED BY BOARD
LAURA	ANDERSON	TEACHER/English	11-23-2022	1028692	12-19-2022
ABIGAIL	ANDREWS	HR GENERALIST & CLERK	08-01-2022	NA	NA
ROBIN	BONEFAS	TEACHER/English	08-22-2022	1003409	07-27-2022
RACHELLE	BRANUM	TEACHER/Art	08-22-2022	339670	07-27-2022
ERIN	BUEHLER	TEACHER/Health PE CPR	08-22-2022	1023896	07-27-2022
JESSICA	CAMPBELL	PARAEDUCATOR	10-10-2022	NA	NA
FORREST	DAWKINS	MENTOR	09-30-2022	NA	NA
JEREMY	GRACEY	IT CONSULTANT	08-22-2022	NA	NA
ROBERT	HANNAH	TEACHER/Math Science	08-22-2022	967482	07-27-2022
MALISA	HIPSHUR	MENTOR	09-28-2022	NA	NA
CLARISSA	HOHENSEE	MENTOR	08-29-2022	NA	NA
HANNAH	JESTER	PARAEDUCATOR	11-16-2022	NA	NA
TIMOTHY	JOHNSON	TEACHER/GT English	11-16-2022	1027861	12-19-2022
CYNTHIA	KNIGHT	CEO	08-01-2022	230377	07-27-2022
LORI	KNIGHT	REGISTRAR	08-01-2022	NA	NA
ADAM	KOESTER	MENTOR	08-29-2022	NA	NA
CHARLES	KRUEGER	TEACHER/Math Science	08-22-2022	159748	07-27-2022
COREY	LUNN	CONSULTANT	08-29-2022	312283	12-19-2022
CHARLES	MAUSSER	PRINCIPAL	08-01-2022	345332	07-27-2022
ALMATOR	MCCRAY	TEACHER/Soc Studies	08-22-2022	1108449	07-27-2022

ANGELA	MOENCH	TEACHER/Business	11-03-2022	360414	12-19-2022
ANDREW	MOGLE	TEACHER/Soc Stud FCS	08-22-2022	333568	07-27-2022
MARCIA	POWELL	TEACHER LEADER	08-01-2022	238603	07-27-2022
DARRON	SHELL	MENTOR	11-03-2022	1117991	12-19-2022
KARRIE	SIMPSON	OFFICE CLERK	08-28-2022	NA	NA
JORDAN	SLOOTHEER	TEACHER/French Spanish	08-22-2022	984833	07-27-2022
AMANDA	SMITH	TEACHER/English Spec Ed	08-22-2022	816983	07-27-2022
BETH	STEPHAS	TEACHER/FCS Counselor	08-22-2022	226485	07-27-2022
MACKENZIE	TAGHON	MENTOR	11-03-2022	NA	NA
RYAN	VANDALL	TEACHER/Science	08-22-2022	1043351	07-27-2022
DOUG	VEENSTRA	TEACHER/Math	11-23-2022	321384	12-19-2022
BARBARA	WENO	ADMINISTRATIVE ASST.	08-01-2022	NA	NA
VALERIE	WOODS	MENTOR	08-29-2022	NA	NA

- B. Update budget documents to include assumptions used (i.e. Drop outs, early graduation), and breakeven analysis.
- There is zero in the Background Checks and fingerprinting because Jordahl Academy is paying for all of that, therefore there is no expense to Choice Charter School for background checks and fingerprinting. Rest assured that for everyone working for Choice Charter School, there are background checks in their HR Files. It would be unethical, and would go against our integrity to not have background checks done on all our staff at Choice Charter School.
 - The funds paid to Choice Charter School is based on daily enrollment. Choice Charter School has added the daily enrollments from Sept 6 to Dec. 23. That total is 7057 pupil days of enrollment. That number is then multiplied by roughly \$42 (student cost per day) which equals \$296,394. Subtracting what the DE has already paid in the monthly cost per pupil based on counts taken at their discretion of \$155,988, there is a total of \$140,406 due for educating the current student body.

Budget Line Item	Annual Budget	Monthly Budget	# of Kids Needed to cover cost
Academic Tracking System - JMC	\$5,741	\$574	0.76
Advertising & Marketing	\$5,827	\$583	0.77
Background Checks/fingerprinting	\$0	\$0	0.00
Bank Charges	\$836	\$84	0.11
Bambee HR Services	\$3,480	\$348	0.46
Books	\$2,000	\$200	0.26
Business Insurance	\$6,406	\$641	0.85
Business Operating Taxes/Fees	\$48,000	\$4,800	6.36

Federal			
Business Operating Taxes/Fees State	\$14,400	\$1,440	1.91
Computers	\$103,300	\$10,330	13.68
Computer Software	\$5,023	\$502	0.67
Conference Registrations/Memberships	\$3,120	\$312	0.41
Contracted Services	\$18,000	\$1,800	2.38
DocHub Costs	\$60	\$6	0.01
Interest Expense	\$1,259	\$126	0.17
Iowa Testing	\$2,100	\$210	0.28
Lawyer Fees	\$6,285	\$629	0.83
Lost Equipment	\$2,400	\$240	0.32
Meals & Entertainment	\$600	\$60	0.08
Mileage Reimbursements	\$5,152	\$515	0.68
Postal/Shipping	\$2,269	\$227	0.30
Recruiting Staff	\$900	\$90	0.12
Rent	\$0	\$0	0.00
Supplies	\$1,075	\$108	0.14
Teaching Equipment	\$4,386	\$439	0.58
Travel	\$240	\$24	0.03
Utilities	\$0	\$0	0.00
Webpage	\$2,500	\$250	0.33
WiFi	\$14,681	\$1,468	1.94
Payroll & Contractor Costs	\$1,310,176	\$131,018	173.53
Employee Health Benefits	\$63,432	\$6,343	8.40
Totals	\$1,633,648	\$163,365	216

C. Provide max capacity analysis: the largest number of students that can be served before adding staff is needed.

- Mentors are 15 to 18 students per mentor. We currently have 8 mentors so that would be 120 to 144 students we would look to hire a new mentor. We are good with subject area teachers for up to 400 students.

D. Update budget to show expense for background services (currently shows \$0).

- There will be no charges to background service because Jordahl Academy pays for this. All employees have a background check in their file before they can work with Choice Charter students.

Budget Line Item	Annual Budget	YTD Expenditures as of 11/30/22	Projected Additional Costs in 22-23	Total Costs in 22-23	Over/Under to Budget
Academic Tracking System - JMC	\$5,750	\$0	\$5,741	\$5,741	\$9
Advertising & Marketing	\$10,000	\$827	\$5,000	\$5,827	\$4,173
Background Checks/fingerprinting	\$3,420	\$0	\$0	\$0	\$3,420
Bank Charges	\$836	\$836	\$0	\$836	\$0
HR Services	\$4,712	\$3,355	\$125	\$3,480	\$1,232
Books	\$9,600	\$0	\$2,000	\$2,000	\$7,600
Business Insurance	\$3,000	\$3,203	\$3,203	\$6,406	-\$3,406
Business Operating Taxes/Fees Federal	\$48,000	\$0	\$48,000	\$48,000	\$0
Business Operating Taxes/Fees State	\$14,400	\$0	\$14,400	\$14,400	\$0
Computers	\$33,333	\$40,900	\$62,400	\$103,300	-\$69,967
Computer software	\$0	\$1,888	\$3,135	\$5,023	-\$5,023
Conference Registrations/Memberships	\$3,000	\$120	\$3,000	\$3,120	-\$120
Contracted Services	\$0	\$2,000	\$16,000	\$18,000	-\$18,000
DocHub Costs	\$60	\$0	\$60	\$60	\$0
Interest Expense	\$1,495	\$659	\$600	\$1,259	\$236
Iowa Testing	\$2,100	\$0	\$2,100	\$2,100	\$0
Lawyer Fees	\$6,000	\$3,285	\$3,000	\$6,285	-\$285
Lost Equipment	\$2,400	\$0	\$2,400	\$2,400	\$0
Meals & Entertainment	\$600	\$0	\$600	\$600	\$0
Mileage Reimbursements	\$4,200	\$952	\$4,200	\$5,152	-\$952
Postal/Shipping	\$2,880	\$269	\$2,000	\$2,269	\$611
Recruiting Staff	\$900	\$0	\$900	\$900	\$0
Rent	\$6,000	\$0	\$0	\$0	\$6,000
Supplies	\$1,200	\$75	\$1,000	\$1,075	\$125
Teaching Equipment/curriculum	\$4,800	\$386	\$4,000	\$4,386	\$414
Travel	\$600	\$0	\$240	\$240	\$360
Utilities	\$840	\$0	\$0	\$0	\$840
Webpage	\$500	\$0	\$2,500	\$2,500	-\$2,000
WiFi	\$100,000	\$2,781	\$11,900	\$14,681	\$85,319
Payroll & Contractor Costs	\$1,846,620	\$238,926	\$1,071,250	\$1,310,176	\$536,444
Employee Health Benefits	\$0	\$21,144	\$42,288	\$63,432	-\$63,432
Totals	\$2,117,246	\$321,606	\$1,312,042	\$1,633,648	\$483,598

- E. Develop process/communication for notifying “home” districts when students are enrolling in CCS.
- Our registrar sends a notification to the Superintendent of the school district in which the student lives indicating that the student is enrolling in Choice Charter School, and is not a current student of the district but is living within the district. The current address and contact information of the student is provided to the school to verify. Any further questions the school may have should be directed to Janet Boyd or Cassandra Cline.

IV. Technology Processes

The DE request included providing information on the cyber security steps and measures currently in place. The DE request included identifying the current:

- A. Learning management system (i.e JMC, Google, Cyber Security)
- We are using JMC which is one of the three required by the DE.
- B. Cyber security practices and management processes
- Login Procedures: Choice Charter School’s digital campus login uses Choice Charter School Google Accounts for access. Choice Charter School emails are uploaded to a database by either the IT Lead or the Principal. Until the email is entered into the database, the email does not have access to the Choice Charter School campus.

Further, Choice Charter School emails are assigned specific “tags” which govern what level of access the email has in the campus.

For professional learning opportunities, presenter’s are granted temporary access to the campus for the day(s) they are working with staff.

While on campus, everyone logged into the Choice Charter School digital campus is monitored through an administrator dashboard. For more information about the security of Workadventure that runs our charterverse click here:

<https://workadventu.re/privacy-policy>

- Google Classroom security is here:
<https://support.google.com/edu/classroom/answer/10467843?hl=en>
Data is encrypted in-transit and at-rest.

[Preview attachment Student Login Form example for DE Report.pdf](#)

[Student Login Form example for DE Report.pdf](#)
[64 KB](#)

- Chromebooks: On our Chromebooks only the person with a Choice Charter School email can log into it. Guest browsing is disabled. We can turn off devices through

Google Admin. We can put restrictions on certain websites and we can tell when they logged in and out. We can lock down the device.

- Hot Spots - We now have Kajeets. We can see each individual device and what traffic they are using and what sites they are going to. We can see how many devices are connected to each hotspot. We can block individual domains and shut the device down or shut down the fleet of devices. We can monitor where they are going while surfing the web.

C. Insurance coverage for any possible cyber attacks

- Our Insurance policy covers Electronic Information Security Events.

V. Programming Items

The DE request included providing information in regard to the course catalog, testing, student engagement, and professional development for staff. The DE request included providing information related to:

A. Updated Course Catalog (see appendix B)

B. Evidence of student engagement

- We have had 75 days of school with 87.54% attendance.
- Daily Attendance: Synchronous class attendance is taken by teachers through JMC, our student information system. This attendance data is included in weekly meetings with teachers on student academic progress. Further, this attendance data is part of our weekly collaboration through our Academic Support Team.
- Asynchronous class attendance is taken through our asynchronous attendance tool. This data is included in weekly meetings with teachers on student academic progress. Further, this attendance data is part of our weekly collaboration through our Academic Support Team.
- Mentor Meetings: Mentors track student attendance through our mentor meeting attendance tool. This data is included in weekly meetings with mentors on supporting students' progress. Also, this data is part of our weekly collaboration through our Academic Support Team.

C. Course completion data

- We have offered and taught 32 courses. We started with 66 students and now have 110. There have been 141 credits passed in the two hexes we have completed. Since we don't fail students, we can continue to report this data and graduations. To date we have 2 graduates.

D. Exit plan and strategy for students if not working/unsuccessful?

- We currently have had 1 student return to their home district, with another student contemplating this move as well. Another student decided to try the HiSet. We

encourage students who are finding this type of education not working for them to return to their home district but we do discuss other options: HiSet, Job Corp, Iowa Workforce Development connections, other nonprofit organizations who target this population, and/or Axis-U connections.

E. Staff training: documentation

- Professional development for Choice Charter School has focused on several areas:
 - Trauma-responsive teaching, including understanding root causes, communication issues that result from that trauma, and an introduction to restorative practices. We've included outside presenters such as **Please Pass the Love** to discuss trauma responses, Karla Duff from **Choose You/ISEA**, a certified mindfulness trainer, and internal development on restorative circles.
 - Project-based learning, using materials from *PBLWorks.org*, has been a major portion of the work we have been doing, working to create meaningful cross-linked courses and shifting traditional content to project-based learning. We're also using collaborative materials from *OERCommons.org* to help us to create a curriculum that meets the needs of our students.
 - Standards-based grading and student competencies are the third focus of our work. We believe that building on the anchor standards of the Iowa Core, and crafting driving questions that will be measured via milestones. **Dr. Matt Townsley, UNI**, is helping us with the quantification of this work, which includes a common language, an understanding of what proficient means, and measures to ensure inter-rater reliability among our teachers.

All of these professional development tasks are focused on one goal: creating intrinsically-motivated students who will re-engage with learning to obtain a high school degree. Our school is designed to help students who, for one reason or another, won't go back to a public school. We are looking for mentors and teachers who are empathetic but educated in how trauma affects the brain and who are able to help students find a SMART goal to try to reach.

Staff Inservice August 22-26 August 29-31 October 24-25 (no student classes) January 4 (no student classes) May 25-26

August 24

8 am Work time until lunch

Please stop by and see Lori in the Registrar's office between (9-10)

1130 Lunch

12:30-2 AEA PD Online, Meet in the commons

2 Q/A session by the waterfall

2:30-3:30 Work on your own

August 25

8-10 AEA PDOnline,

10-11:30 Collaboration on classes

(there will be meeting time to meet with Charles)

1230-330 Check in with Marcia on class progress

August 26

8 am Career Clusters, Apprenticeships Change EMAIL Christian
(schedule with Christian Gray, debut Edynamics)

9 am Faculty rooms (see [Event Schedule](#))

1130 Virtual Lunch (grab your sandwich and join us)

12-3 Worktime in the Workspace

August 29 MENTORS/Teachers

8 am for teachers (Career Clusters) 10 am teachers (Lead4Change)

8 am for mentors (meet with Cynthia) (expectations)

9 am Navigating the Campus for Mentors (see [Event Schedule](#))

1130 Virtual Lunch (grab your sandwich and join us)

12:30 Meeting with Mentors and Teachers in the Auditorium

Discuss CORE

Discuss 2 diploma tracks/credits/segue from Iowa Net High

130 Pass the Love

August 30 MENTORS/Teachers

8 JMC for Coaches (Lori/MENTORS)

8 Along.org for Teachers (Charles/Teachers)

10 am Coworking on the Campus (see [Event Schedule](#))

1130 Virtual Lunch (grab your sandwich and join us)

12:30 First Day Expectations and Process

1 Kids and Trauma

3:30 End of day

August 31 MENTORS/Teachers

8 am Discipline philosophy, JMC logging

9:30 teacher/mentor check in

Online expectations for reporting

10 am Coworker Space Share (see [Event Schedule](#))

11 am Mindfulness for Staff

Virtual Lunch (grab your sandwich and join us)

1230-330 Work Time, Mentor Outreach to Kids

Oct 24

10am to 12pm eDL Implementation Essentials

1 pm to 4 pm Professional Learning Communities
Project-Based Learning, Trauma-Centric Education

Oct 25

10 am to 12 pm Professional Learning Communities

1 pm to 4 pm Professional Learning Communities
eDL Edynamics training, What is your WHY (Vision/Mission), Project-based Learning Collaboration,
Teambuilding

[Framework.pdf](#)

[What is your WHY - Group 3](#)

[What is your WHY - Group 2](#)

[What is your WHY - Group 1](#)

[Part 2 - Mission and Vision.pptx](#)

[Part 1 - Mission and Vision.pptx](#)

[Mission.pdf](#)

[MISSION STATEMENT](#)

[Inclusive Language 2.pdf](#)

[Inclusive Language.pdf](#)

[Cohort-6-Focused-Attention-Practices.pdf](#)

[Adult Nervous System 3.png](#)

[Adult Nervous System 1.png](#)

[Project-based Learning Design](#)

Grading Professional Learning Services - 7 virtual hours

Mutually agreed upon dates/time

Matt Townsley, Ed.D.

1509 Robertson Rd.

Waverly, IA 50677

319-721-5879

matt.townsley@gmail.com

The purpose of our learning and collaboration is to establish a grading framework for Choice Charter School (CCS).

Roles:

- Charles/Marcia - set the stage at the beginning (what we're doing and why we're doing it) and this is a process. Be ready to answer CCS staff questions.
- Teachers - have a class available with their essential questions and milestones as a starting point to be used in conversations and any examples.

January 4, 2023

Participants will be provided an overview of the tenets of effective grading and be able to ask initial questions.

For next time:

- Read: "[Starting the Conversation about Grading](#)" by Brookhart
- Read: "[Helping Students Understand Assessment](#)" by Chappuis

January 12, 2023

Participants will...

1. Understand the process CCS will use to develop a grading framework
2. Draft a CCS grading purpose statement
3. Affirm definitions of formative and summative assessment and be able to provide examples of each

Assignment:

- Read: "[Making Homework Central to Learning](#)" by Vatterott

April 20, 2023

Participants will...

- Understand the role of homework and other formative assignments/assessments as practice and an opportunity for students to continue learning.
- Draft a CCS homework guideline

Assignment:

- Read: "How to Provide Students Multiple Opportunities to Demonstrate their Learning" from *Making Grades Matter* by Townsley (PDF provided)

May 25, 2023

Participants will..

- Understand ways to provide students multiple opportunities to demonstrate their learning as well as implementation pitfalls to avoid.
- Draft a CCS reassessment guideline

Assignment:

- Read sample descriptors of learning to be used in the grade book (provided)

May 26, 2023

Participants will...

- Draft the descriptors of learning to be used at CCS
- Affirm the overall CCS grading framework

VI. Procedural Items

The DE request included providing information in regard to the school calendar, master schedule, enrollment forms, and recruitment materials. The DE request included providing information related to:

A. Current School Calendar:

- confirming and showing the instructional hours (a minimum of 1080 hours is required).
Total hours 1110 + 16 PTC

2022-2023 CALENDAR

Staff Inservice August 22-26 August 29-31 October 24-25 (no student classes) January 4 (no student classes) May 25-26
Parent Teacher Conferences Jan 12 (no student classes) April 20 (no student classes)
Paid Holidays Labor Day Thanksgiving Christmas New Year's Day Memorial Day
Terms (Beginning and End Days Shown on Calendar) Term 1: 9/6-10/14 (29 days) Term 2: 10/17-11/23 (26 days) Term 3: 11/28-1/18 (29 days) Term 4: 1/19-3/2 (29 days) Assumes Testing window (3 days) Term 5: 3/3-4/14 (26 days) Term 6: 4/17-5/24 (27 days)
Scheduled Breaks November 24-25 December 24-January 3 January 20 February 20 March 13-17

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

September: 125 hours
 October : 138 hours
 November: 134 hours
 December: 111 hours
 January: 113 hours + 8 PTC
 February: 126 hours
 March: 118 hours
 April: 125 hours + 8 PTC
 May: 120 hours

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Total: 1110 hours + 16 PTC

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

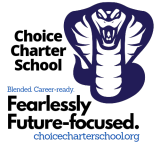
APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

B. Master schedule:

	Monday - Thursday								Friday									
8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM
Laura Anderson		Async h/Office	Async h/Office	Async h/Office	MWTh - Office - 1:30	MWTh - Office		Tu - Office - 4:30	Tu - Office			Office	Office					
Robin Bonetas		Creative Writing	PSSE	Office	Creative Writing	PSSE						Cobra Connections	Office	Office	Office			
Rachelle Branum					Monday - Art Class Tues - Thurs - IDMS2a	Office		Office until 3:30 PM				Cobra Connections	Office					
Erin Buehler	Office - 9:45	PE	Health	Office	Office								Office - 11:30	Cobra Connections	Office	Office		
Justin Hanna		Office - 10:30			Office			IDMS2a - Geometry				Cobra Connections	Office	Office	Office	Office	Office	
Timothy Johnson																		
Alma McCray							Office	Office						Cobra Connections	Office	Office		
Angie Moench		Office - By	Office - By	Office - By	Office - By	Office - By						Office - By	Office - By	Office - By	Office - By			

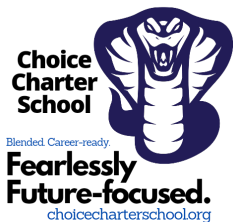
			Appoin tment	Appoin tment	Appoin tment	Appoin tment	Appoin tment					Appoin tment	Appoin tment	Appoin tment	Appoin tment				
Darro n Shell								Office	Office									Offi ce	Offi ce
Mindi e Smith	O ffi c e	Stude nt	Studen t	Studen t/Class	Studen t	Studen t	Studen t				O ffi c e	S tu d e n t	Studen t	Studen t/Class	Studen t	Studen t	Stu de nt		
Beth Steph as			Office - By Appoin tment	Office - By Appoin tment	Office - By Appoin tment	Office - By Appoin tment	Office - By Appoin tment	Office - By Appoin tment											
Ryan Vanda ll		Office - 9:30	Office	IDBE - 11:30	IDBE until 12:30	Office - 1:30	IDBE - 2:30	IDBE until 3:30	Office			Cobra Conne ctions	Office	Office	Office				
Doug Veens tra		Office	Office	Office	Office	Office	Office	Office				O ffi c e	Office	Office	Office				

C. Enrollment forms

- Family Welcome Letter

WELCOME TO CHOICE CHARTER SCHOOL!!!!

You are on your way to a successful high school experience and a career pathway.



Dear Student and Parent/Guardian,

Welcome! We hope you are excited to get in the swing of something new regarding learning.

We have received your Application to Choice Charter School and we are excited to have you join us! I will be calling you soon to explain the program and answer any questions you have. We have sent a request for your records to your previous school. After we receive your transcripts, our Curriculum Director Marcia Powell, will contact you to discuss your future and how we can help you achieve your goals. She will be setting up your class schedule with you.

You will be issued a computer to borrow. Jeremy Gracey jgracey@choicecharterschool.org, will be contacting you.

If you stated you needed a hotspot, Jeremy Gracey or Barb Weno, bweno@choicecharterschool.org will be contacting you. If your needs have changed, please contact one of the above staff persons.

In your second email you will receive your choicecharterschool.org email information and your JMC (our student information system) login information in the same email. Please set up your Google email account (choicecharterschool.org) with the login information as soon as possible. If you have any trouble with this login please contact Lori Knight lknight@choicecharterschool.org. Google Classroom is where you will see your grades and progress.

Your third email will tell you the date of your information and orientation meeting with Mr. Charles Mausser, our Principal. Typically these occur on Friday.

Here is a link to our **2022-2023 [School Calendar](#)**.

We don't want to overwhelm you but know there are forms and information that we must take care of.

Forms to be filled out:

- a) **Home Language Survey** <https://tinyurl.com/22CCSHomeLanguage> (fillable pdf)
You need to click on the blue link above. This will take you to the form. You will need to open the document in either DocuHub, Kami, PDFfiller or Sedja all have fillable PDF tools. You will fill out the form, then download the form to your computer. Then you can send the form back to:
lknight@choicecharterschool.org OR
You may print out the form and fill it out and return to:
Choice Charter School
PO Box 193
Union, IA 50258
- b) **Choice Charter School Forms** <https://tinyurl.com/22CCSForms>
This is an actual fillable form. It has 6 sections. Please read through it thoroughly and fill in the required information. You only need to hit SUBMIT and it will be sent back to us automatically
VERY IMPORTANT
- c) In order to help you best, we need to know a little bit about you: your thoughts, dreams, and plans for the future. Whether you want to head straight to the work world, have an internship, or get into a 4-year traditional program, you are in the driver's seat. **We'd like you to take a Career survey at <https://careerwise.minnstate.edu/careers/clusterAssessment> and then screenshot your top three results. You will use this information during your visit with Marcia Powell or the staff person who will help you design your schedule!**

We are excited to meet you and learn your story!

Dr. Cynthia Knight, CEO

dr.knight@choicecharterschool.org

515-850-2545

- Application Form - See Appendix C

D. Recruitment Materials

- for students and staff (notice of non-discrimination). See [HERE](#):
[3CCS \(8.5 × 11 in\).pdf](#)
[EspanolCCS2.pdf](#)
[Choice CS Brochure.pdf](#)
[3CCS Handout \(4 × 6 in\).pdf](#)

E. Provide CTE 28-E agreements from community colleges

- We have a contract with TEL which uses Iowa Wesleyan College.
- We are still working on a contract with all the Iowa community colleges. There is no ETA for this to be finalized as of today.

Appendix A: Board Policies



Mandatory Board Policies

This is a listing of policies school boards are required to adopt and keep current. Please use this list to ensure your board has the required policies.

Series 100: School District

102 – Equal Educational Opportunity 103 – Long Range Needs Assessment 104 – Anti-Bullying/Anti-Harassment 106 – Discrimination and Harassment Based on Sex Prohibited

Series 400: Employees

401.1 – Equal Employment Opportunity 401.6 – Limitations to Employment References 401.10 – Credit Cards and Procurement Cards 401.14 – Employee Expression
405.2 – Licensed Employee Qualifications, Recruitment, Selection
407.4 – Licensed Employee Suspension 408.1 – Licensed Employee Professional Development
411.2 – Classified Employee Qualifications, Recruitment, Selection
413.3 – Classified Employee Suspension

Series 500: Students

501.3 – Compulsory Attendance
501.16 – Homeless Children and Youth 502.3 – Student Expression and Student Publications (and Regulation 502.3R1) 502.6 – Weapons
502.7 – Smoking, Drinking, Drugs
503.1 – Student Conduct
503.2 – Expulsion
503.3 – Fines, Fees, Charges
503.4 – Good Conduct Rule
504.6 – Student Activity Program
505.1 – Student Progress Reports and Conferences
505.5 – Graduation Requirements
505.6 – Early Graduation
505.8 – Parent and Family Engagement Districtwide Policy
506.1 – Education Records Access
506.2 – Student Directory Information 506.4 – Student Library Circulation Records 507.2 –

Administration of Medication to Students

507.9 – Wellness

Series 600: Education Program

601.1 – School Calendar

602.1 – Curriculum Development

602.2 – Curriculum Implementation

602.3 – Curriculum Evaluation

603.3 – Special Education

603.4 – Multicultural/Gender Fair Education 603.6 – Physical Education

603.7 – Career Education

603.11 – Citizenship

605.1 – Instructional Materials Selection 605.2 – Instructional Materials Inspection 605.3 –
Objection to Instructional Materials 605.4 – Technology and Instructional Materials 605.5 –
School Library

605.6 – Internet – Appropriate Use

605.7 – Use of Information Resources

606.6 – Insufficient Classroom Space 607.2 – Student Health Services

Series 700: Non-Instructional Operations & Business Services

704.3 – Investments

706.3 – Pay Deductions

710.1 – School Nutrition Program

711.8 – Transportation in Inclement Weather

Series 800: Buildings & Sites

802.4 – Capital Assets

804.5 – Stock Epinephrine Auto-Injector Supply (only required if district stocks epi pens)

Series 900: Community Relations

901 – Public Examination of School District Records

905.1 – Community Use of School District Buildings
& Sites & Equipment

CODE NO. 102: EQUAL EDUCATIONAL OPPORTUNITY

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Choice Charter School does not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Charles Mausser, cmausser@choicecharterschool.org or (515)850-2545.

Board policies, rules and regulations affect students while they are online; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Choice Charter School, PO Box 193, Union, Iowa 50258 or by telephoning (515) 850-2545.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

This is a mandatory policy.

NOTE: A school may have a different coordinator for each law or consolidate the responsibilities under one employee. The Iowa Department of Education encourages districts to have no more than two (2) coordinators: one for employment and one for programs. If the district has more than one coordinator, publications of this policy and notifications must include the name, contact address, contact phone number and email address for each coordinator.

NOTE: The language utilized above is consistent with Iowa Department of Education guidance released in the School Leader Update on September 1, 2015. The classes listed are all mandatory.

NOTE: Some conduct that falls under a school's equal educational opportunity policy also may trigger responsibilities under the state's anti-bullying/anti-harassment laws. By limiting the response to a specific application of its equal educational opportunity policy and the accompanying grievance procedures, a school may fail to properly consider whether the alleged conduct also results in bullying and/or harassment.

Legal Reference: 20 U.S.C. §§ 1221 et seq.
20 U.S.C. §§ 1681 et seq.
20 U.S.C. §§ 1701 et seq.
29 U.S.C. § 206 et seq.
29 U.S.C. § 794 42 U.S.C. §§ 2000d and 2000e.
42 U.S.C. §§ 12101 et seq.
34 C.F.R. Pt. 100.
34 C.F.R. Pt. 104.
Iowa Code §§ 216.6; 216.9; 256.11; 280.3. 281 I.A.C. 12.

Cross Reference: 101 Educational Philosophy of the School District
401.1 Equal Employment Opportunity
506.1 Student Records

Approved _____ yes _____ Reviewed _____ yes _____

Code 103: Long-Range Needs Assessment Process

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectation of student and determines how well students are meeting student learning. The board will conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, high education and community members, regarding their expectations for adequate student preparation.

In conjunction with the in-depth needs assessment of the school district, the board will authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program.

At least every five (5) years the board shall conduct an in-depth needs assessment, soliciting information from parents, students, business, labor, industry, higher education, and community members, regarding their expectations for adequate student preparation. One purpose of this assessment is to assist the board in developing and evaluating a statement of philosophy for the school district. The second purpose of this assessment is to determine the areas of student performance, knowledge, and attitudes and the areas of school district operations which are judged to be the most crucial in meeting school or school district goals. As part of its assessment, the board shall develop a process for communicating with business, industry, labor, and higher education regarding their expectations for adequate student preparation. The statement of philosophy shall describe the board's beliefs and topics which shall include the nature of learning, the purpose of the school district, the scope of educational experiences that the school district should provide, the nature of its learners and a description of a desirable learning atmosphere.

It is the responsibility of the CEO to ensure the school district community is informed of students' progress on state and locally determined indicators. The CEO will report annually to the board about the means used to keep the community informed.

As a result of the board and committee's work, the board will determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Legal Reference:

[Iowa Code §§ 21; 256.7; 280.12.](#)

[281 I.A.C. 12.8\(1\)\(b\).](#)

Approved yes Reviewed yes

Code 104: Anti-Bullying/Anti Harassment

Choice Charter School follows the policies of the Iowa Department of Education which states, we prohibit “harassment and bullying of or by students, staff, and volunteers (**RD1.4**) which is based on actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment (**I.D.2.**). *281—IAC 12.3(13), Title IX Section 106.31, Iowa Code 280.28(3) and 729A.1*”

It is essential to understand, “harassment and bullying is construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics stated above. The local board policy must contain all of these 17 traits or characteristics, but does not need to be limited to these 17.” The following Choice Charter School policies and procedures cover student vs. student, student vs. staff, staff vs. staff, and staff vs. student issues:

It is the policy of Choice Charter School that school employees and volunteers not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, either in person or virtually, towards students. It is the policy of the district to respond to allegations of abuse by school employees or volunteers by investigating or arranging for the full investigation of any allegations, and to do so in a reasonably prudent manner. Anyone believing that an employee or volunteer of Choice Charter School has abused a student must report the abuse to Charles Mausser, Principal.

It is the policy of Choice Charter School that students, school employees, and volunteers will not commit acts of harassment or bullying towards other students or staff. Anyone believing that a student or staff member has been harassed or bullied by another student or Choice Charter School employee or volunteer must report the abuse to Charles Mausser, Principal.

-Staff and students who, without establishing a pattern of doing so, engage in isolated conduct of the kind just described, or who exhibit a pattern of engaging in such conduct but fail to realize that their actions discomfort and/or humiliate, demonstrate insensitivity that necessitates remedial measures. When program administrators become aware that such activities are occurring in their areas, they should discuss such conduct with those involved and, where appropriate, recommend that person take an educational program designed to develop understanding of the harm being done. If, after participating in the educational program or failing to participate after being recommended to do so, a person continues to engage in the unbecoming conduct previously described, he or she will be deemed to have engaged in a pattern of conduct intended to discomfort or humiliate the one at whom the actions or statements are directed. If you have questions or a grievance related to this policy please contact Dr. Cynthia Knight, CEO at dr.knight@choicecharterschool.org or call (515) 850-2545.

Code 106: Discrimination and Harassment Based on Sex-Prohibited

In accordance with Title IX of the Education Amendments Act of 1972, the Choice Charter School prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the School. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the CEO to adopt procedures for any individual to report sexual harassment to the School’s Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the School may still offer supportive measures to the subject of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the School’s Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the School’s designated Title Coordinator at the (515) 850-2545.

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the School’s Title IX Coordinator.

Legal References: 20 U.S.C. § 1681 *et seq.*

34 C.F.R. § 106 *et seq.*

Approved yes Reviewed yes

Code 401.1: Equal Employment Opportunity

Choice Charter School will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity or disability. In keeping with the law, the board will consider the veteran status of applicants.

Prior to a final offer of employment for any teaching position the school will perform the background checks required by law. The district may determine on a case-by-case basis that, based on the duties, other positions within the district will also require background checks. Based upon the results of the background checks, the school district will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived.

Advertisements and notices for vacancies within the district will contain the following statement: "Choice Charter School is an EEO/AA employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Choice Charter School, PO Box 193, Union, Iowa 50258 or by telephoning (515) 850 - 2545.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669-6820. <http://www.eeoc.gov/field/milwaukee/index.cfm> or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515)

281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office.

NOTE: This is a mandatory policy and reflects the law. The language on background checks is not required to be in policy, but is recommended. Boards choosing to perform background checks may add this language or develop their own.

Approved _____yes_____ Reviewed ___yes_____

Code 401.6: Limitations to Employment References

Choice Charter School will maintain personnel records on employees. The records are important for the daily administration of the educational program, for implementing board policy, for budget and financial planning, and for meeting state and federal requirements.

The records will include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, application for employment, references, and other items needed to carry out board policy. Employee personnel files are school district records and are considered confidential records and therefore are not generally open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

Employees may have access to their personnel files, with the exception of letters of reference, and copy items from their personnel files at a time mutually agreed upon between the CEO and the employee. The school may charge a reasonable fee for each copy. However, employees will not be allowed access to the employment references written on behalf of the employee. Board members will generally only have access to an employee's file when it is necessary because of an employee related matter before the board.

It will be the responsibility of the CEO to keep employees' personnel files current. The school HR Director will be the custodian of employee records.

It will be the responsibility of the CEO to develop administrative regulations for the implementation of this policy.

Legal Reference: Iowa Code chs. 20; 21; 22; 91B (2003).

Clymer v. City of Cedar Rapids, No. 209/97-1705 (Iowa 1999).

Des Moines Independent Community School District v. Des Moines

Register and Tribune Company, 487 N.W. 2d 666 (Iowa 1992).

City of Dubuque v. Telegraph Herald, Inc., 297 N.W. 2d 523 (Iowa 1980).

Cross Reference: 402.1 Release of Credit Information

403 Employees' Health and Well-Being

708 Care, Maintenance and Disposal of School District Records

Code 401.10: Credit Cards and procurement Cards

Choice Charter School may secure and maintain credit cards for actual and necessary business expenses incurred by administrators in the performance of their duties. Actual and necessary business expenses incurred in the performance of work-related duties include, but are not limited to, fuel for School transportation vehicles used for transporting students to and from school and for school-sponsored courses or events; and accommodation, travel and other expenses related to the professional development of Board members, administrators and other employees. Employee meals are not an appropriate use of district credit cards.

Administrators using a School credit card must submit detailed, itemized receipts in addition to a credit card receipt indicating the date, purpose and nature of the expense for each claim item. Failure to provide proper receipts shall make the expense a personal expense. Those expenses are reimbursed to the School no later than ten (10) working days following use of the School's credit card. In exceptional circumstances, the CEO or Board may allow a claim without proper receipt. However, written documentation explaining the exceptional circumstances shall be maintained as part of the School's record of the claim.

It shall be the responsibility of the CEO or designee to determine whether the school district credit card use is for appropriate school business. It shall be the responsibility of the Board to determine through the audit and approval process of the board whether claims submitted through use of School credit cards are appropriate School business expenses.

The CEO shall be responsible for developing administrative regulations regarding the physical possession and use of School credit cards. The administrative regulations shall include the appropriate form(s) to be filed for obtaining a credit card.

Legal Reference: (Code of Iowa) Iowa Constitution, Art. III, § 31.
Iowa Code 279.8, 279.29, 279.30

Cross Reference: 705.1 Purchasing Policy
705.4 Receiving Supplies and Equipment
705.5 Approval and Payment for Goods and Services
401.11 Travel Allowance
705.3 Requisition and Purchase Order

Approved _____yes_____ Reviewed ___yes_____

Code 401.14: Employee Expression

The board believes the school has an interest in maintaining an orderly and effective work environment while balancing employees’ First Amendment rights to freedom of expression and diverse viewpoints and beliefs. When employees speak within their official capacity, their expression represents the district and may be regulated. The First Amendment protects a public employee’s speech when the employee is speaking as an individual citizen on a matter of public concern. Even so, employee expression that has an adverse impact on district operations and/or negatively impacts an employee’s ability to perform their job for the district may still result in disciplinary action up to and including termination.

Employees who use social media platforms are encouraged to remember that the school community may not be able to separate employees as private citizens, from their role within the district. Employee expression on social media platforms that interferes with the district’s operations or prevents the district from functioning efficiently and effectively may be subject to discipline up to and including termination.

A school employee who acts to protect a student for engaging in free expression or who refuses to infringe on students engaging in free expression; and who is acting within the scope of their professional ethics will not be retaliated against or face any adverse employment action based on their behavior provided that expression is otherwise permitted by law and board policy.

If the board or court finds an employee that is subject to licensure, certification or authorization by the Board of Educational Examiners discriminated against a student or other co-employee, the board will refer the employee to the Board of Educational Examiners for additional proceedings as required by law and which may result in discipline up to and including termination.

Note: This is a mandatory policy required by Iowa Code ch. 279.73.

Legal Reference: U.S. Const. Amend. I

Iowa Code §§ 279.73; 280.22

Cross Reference: 502.3 Student Expression

504.3 Student Publications

Approved _____yes_____ Reviewed _____yes_____

Code 405.2: Licensed Employee Qualifications, Recruitment, Selection

Section 279.13 of the Code of Iowa states: "1. Contracts with teachers, which for the purpose of this section means all licensed employees of a school district and nurses employed by the Board, excluding superintendents, assistant superintendents, principals, and assistant principals, shall be in writing and shall state the number of contract days, the annual compensation to be paid, and any other matters as may be mutually agreed upon. The contract may include employment for a term not exceeding the ensuing school year, except as otherwise authorized.

The contract is invalid if the teacher is under contract with another board of directors to teach during the same time period until a release from the other contract is achieved. The contract shall be signed by the president of the board, or by the superintendent if the board has adopted a policy authorizing the superintendent to sign teaching contracts, when tendered, and after it is signed by the teacher, the contract shall be filed with the secretary of the board before the teacher enters into performance under the contract.

2. The contract shall remain in force and effect for the period stated in the contract and shall be automatically continued for equivalent periods except as modified or terminated by mutual agreement of the Board of Directors and the teacher or as terminated in accordance with the provisions specified in this chapter. A contract shall not be offered by the employing board to a teacher under its jurisdiction prior to March 15 of any year. A teacher who has not accepted a contract for the ensuing school year tendered by the employing board may resign effective at the end of the current school year by filing a written resignation with the secretary of the board. The resignation must be filed not later than the last day of the current school year or the date specified by the employing board for return of the contract, whichever date occurs first. However, a teacher shall not be required to return a contract to the board or to resign less than twenty-one days after the contract has been offered.

3. If the provisions of a contract executed or automatically renewed under this section conflict with a collective bargaining agreement negotiated under chapter 20 and effective when the contract is executed or renewed, the provisions of the collective bargaining agreement shall prevail."

Legal Reference: Harris v. Manning Independent School District, 66 NW2d 438 (1954).
Shackelford v. District Township of Beaver, Polk Co., 212 NW 467 (1927).
Burkhead v. Independent School District of Independence, 77 NW 491 (1898).
Af-We-Va Community School District v. Long and Henkenius, 292 N.W.2d 402 (Iowa 1980).
Burton v. Ames Community School District, 291 N.W.2d 351 (Iowa 1980).
Hartman v. Merged Area VI Community College, 270 N.W.2d 822 (Iowa 1978).
Keith v. Community School District of Wilton in the Counties of Cedar and Muscatine, 262 N.W.2d 249 (Iowa 1978).
Iowa Code ch. 20; 272; 279.12-.19B, .27; 294.1 (2013).

Cross Reference :

Approved _____yes_____ Reviewed _____yes_____

Code 407.4: Licensed Employee Suspension

Licensed employees will perform their assigned job, respect and follow board policy and obey the law. The CEO is authorized to suspend a licensed employee pending board action on a discharge, for investigation of charges against the employee, and for disciplinary purposes. It is within the discretion of the superintendent to suspend a licensed employee with or without pay.

In the event of a suspension, appropriate due process will be followed.

Legal Reference:

Northeast Community Education Association v. Northeast Community School District, 402 N.W.2d 765 (Iowa 1987).

McFarland v. Board of Education of Norwalk Community School District, 277 N.W.2d 901 (Iowa 1979).

Iowa Code §§ 20.7, .24; 279.13, .15-.19, .27.

Cross Reference: 404 Employee Conduct and Appearance
 407 Licensed Employee Termination of Employment

Approved _____yes_____ Reviewed ____yes_____

Code 408.1: Licensed Employee Professional Development

The board encourages licensed employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board will maintain and support an inservice program for licensed employees. Requests for attendance or participation in a development program, other than those development programs sponsored by the school district, is made to the CEO.

Approval of the sCEO must be obtained prior to attendance by a licensed employee in a professional development program when the attendance would result in the licensed employee being excused from their duties or when the school pays the expenses for the program.

The CEO will have sole discretion to allow or disallow licensed employees to attend or participate in the requested event. When making this determination, the CEO will consider the value of the program for the licensed employee and the school district, the effect of the licensed employee's absence on the education program and school district operations and the school's financial situation as well as other factors deemed relevant in the judgment of the CEO. Requests that involve unusual expenses or overnight travel must also be approved by the board.

NOTE: This is a mandatory policy.

Legal Reference: Iowa Code § 279.8. 281 I.A.C. 12.7; 83.6

Cross Reference: 414.9 Classified Employee Professional Purposes Leave

Approved _____yes_____ - Reviewed _____yes_____

Code 411.2: Classified Employee Qualifications, Recruitment, Selection

Persons interested in a classified employee position will have an opportunity to apply and qualify for classified employee positions in the school in accordance with applicable laws and school policies regarding equal employment. Job applicants for classified employee positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state or other license or certificate, if required, for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on Teachlowa, the online state job posting system. Additional announcements of the position may occur through means the CEO believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who directly supervises and oversees the position. The CEO will recommend employment of classified employees to the board for approval. NOTE: This is a mandatory policy. The board has the authority to delegate hiring of classified staff to the CEO if it is stated in board policy. The board has to specify in policy the classified positions the CEO is authorized to hire.

Legal Reference: 29 U.S.C. §§ 621-634.
42 U.S.C. §§ 2000e; 12101 et seq.
Iowa Code §§ 20; 35C; 216; 256.27; 279.8; 279.20 281 I.A.C. 12

Cross Reference: 401.1 Equal Employment Opportunity
411 Classified Employees - General

Approved _____yes_____ - Reviewed _____yes_____

Code 413.3: Classified Employee Suspension

Classified employees will perform their assigned job, respect and follow board policy and obey the law. The CEO is authorized to suspend a classified employee with or without pay pending board action on a discharge or during investigation of charges against the employee or for disciplinary purposes. It is within the discretion of the CEO to suspend a classified employee with or without pay. In the event of a suspension, due process will be followed.

NOTE: This is a mandatory policy.

Approved _____yes_____ Reviewed _____yes_____

501. 3: Compulsory Attendance

Parents who have enrolled their children in Choice Charter School under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 1080 hours. Students not attending the minimum hours must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school;
- are receiving independent private instruction; or are receiving competent private instruction.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above. The principal will investigate the cause for a student's truancy. If the principal is unable to secure the truant student's attendance, the Board of Directors gives the principal the authority to refer the matter over to the county attorney. The board should be kept informed of the status of any truant students reported to the county attorney. The school will participate in mediation if requested by the county attorney. The CEO will represent the school district in mediation. The school will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Legal Reference: Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A (2011).
441 I.A.C. 41.25(8).
Iowa Code 299.15 1978 Op. Att'y. Gen. 379.

Cross Reference:
601.1 School Calendar

Approved _____yes_____ Reviewed _____yes_____

501.16: Homeless Children and Youth

Choice Charter School believes all students should have access to a free, appropriate public education. The school will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth. The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - _ Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - _ Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - _ Living in emergency or transitional shelters; or
 - _ Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the Curriculum Coordinator as the local homeless children and youth liaison;
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
- Ensure collaboration and coordination with other service providers;
- Ensure transportation is provided in accordance with legal requirements;
- Provide school stability in school assignment according to the child’s best interests;
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation;
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

The CEO may develop an administrative process or procedures to implement this policy.

Legal Reference: 20 U.S.C. § 6301.
42 U.S.C. § 11302.
42 U.S.C. §§ 11431 et seq.
281 I.A.C. 33.

Cross Reference: 503.3 Fines - Fees - Charges
603.3 Special Education

Approved ____yes____ Reviewed ____yes____

502.3: Student Expression and Student Publications (Regulations 502.3R1)

Student expression, other than student expression in student-produced official school publications, made on the school premises or under the jurisdiction of the school or as part of a school-sponsored activity may be attributed to the school; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Students who violate this policy may be subject to disciplinary measures. Employees shall be responsible for ensuring students' expression is in keeping with this policy. It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code 279.8; 280.22; 282.3

Cross Reference:

Approved _____yes_____ Reviewed _____yes_____

Code No. 502.3R1: STUDENT EXPRESSION AND STUDENT PUBLICATIONS CODE

A. Student Expression defined: Student Expression is speech, action or other forms of expression which convey a student's beliefs, views or opinions.

B. Official school publications defined: An "official school publication" is material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.

C. Limitations to Student Expression

1. No student will express, publish or distribute publication material which is:

- a. obscene;
- b. libelous;
- c. slanderous; or
- d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate lawful school regulations;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.

D. Responsibilities of students for official school publications.

1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.

2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.

3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.

E. Responsibilities of faculty advisors for official school publications.

Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. Official school publications are produced under the supervision of a faculty advisor. Faculty advisors to students producing official school publications shall supervise the production of the student staff in order to maintain professional standards of English journalism. School employees acting within the scope of their professional ethics will not suffer adverse employment action or retaliated against for acting to protect a student for engaging in authorized student expression or for refusing to infringe on protected student expression.

F. School employee rights

Any School employee or official, acting within the scope of that person's professional ethics, if any, shall not be dismissed, suspended, disciplined, reassigned, transferred, subject to termination or nonrenewal of a teaching contract or extracurricular contract, or otherwise retaliated against for acting to protect a student for engaging in expression protected by law, or refusing to infringe upon student expression that is protected by law.

G. Liability Student expression, including student expression in an official school publication will not be deemed to be an expression of the school district.

The school, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

H. Appeal procedure

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.4.

2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 213.1.

I. Time, place and manner of restrictions on student expression.

1. Student expression may be conveyed and official student publications may be distributed in a reasonable manner on or off school premises.

2. Student expression and distribution of official school publications in a reasonable manner will not encourage students to:

- a. commit unlawful acts;
- b. violate school rules;
- c. cause the material and substantial disruption of the orderly and efficient operation of the school district or school activity;
- d. disrupt or interfere with the education program;
- e. interrupt the maintenance of a disciplined atmosphere; or
- f. infringe on the rights of others.

Approved _____yes_____ Reviewed _____yes_____

502.6: Weapons

The board believes weapons, other dangerous objects and look-a-likes cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees within the jurisdiction of the school. School online sites are not an appropriate place for weapons, dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be reported to school administration. Parents of students found to possess weapons, dangerous objects or look-a-likes during school sessions are notified of the incident. Possession or confiscation of weapons, dangerous objects or look-a-likes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion. Students bringing firearms to online classes knowingly possessing firearms during school sessions will be expelled for not less than one year. The CEO has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas, or otherwise defined by applicable law. Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt from this policy. The CEO may develop an administrative process or procedures to implement the policy.

Legal Reference: 18 U.S.C. § 921
Iowa Code §§ 279.8; 280.21B; 483A.27(11), 724
281 I.A.C. 12.3(6)

Cross Reference:

Approved _____yes_____ Reviewed _____yes_____

502.7: Smoking, Drinking, Drugs

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or “look alike” substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while online; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students or employees.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion. The board believes the substance abuse prevention program will include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs, or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities.
- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on student who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with standards of conduct is mandatory.

It is the responsibility of the CEO, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code 123.46; 124; 279.8,.9; 453A

281 I.A.C. 12.3(9); .5(3)(e),.5(4)(e),.5(5)(e),.5(21)

CROSS REF.:

Approved _____yes _____ - Reviewed _____yes _____

503.1: Student Conduct

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate online classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while online or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy, and the administrative regulations supporting it, may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school property or on property within the jurisdiction of the school; while on school-owned or school-operated chartered vehicles; or while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as, when, without justification, a student does any of the following:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act;
- or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Removal from the online classroom means a student is to report to the principal. It is within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal, disciplining the student.

Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).

Brands v. Sheldon Community School District, 671 F. Supp. 627 (N.D. Iowa 1987).

Sims v. Colfax Comm. School Dist., 307 F. Supp. 485 (Iowa 1970).

Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).

Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).

Iowa Code §§ 279.8; 282.3, 282.4, 282.5; 708.1.

281 I.A.C. 12.3(6)

Cross Reference: 603.3 Special Education

Approved ____yes_____ - Reviewed ____yes_____

503.2: Expulsion

Only the board may remove a student from the school environment. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school.

Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

It shall be within the discretion of the CEO to recommend to the board expulsion of a student for disciplinary purposes. Only the board may take action to expel a student and to readmit the student. The principal shall keep records of expulsions in addition to the board’s records. When a student is recommended for expulsion by the board, the student shall be provided with:

1. Notice of the reasons for the proposed expulsion.
2. The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the superintendent;
3. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student’s behalf;
4. The right to be represented by counsel; and
5. The results and findings of the board in writing open to the student’s inspection.

In addition to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student’s behavior is caused by the student’s disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student’s conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district’s expulsion hearing procedures. The special education student must be provided educational services. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

Legal Reference: Iowa Code 21.5; 282.3,.4,.5
281 I.A.C. 12.3(8)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

503.3: Fines, Fees, Charges

The Board believes students should respect school property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for misuse of school property. The CEO may inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It shall be the responsibility of the CEO, in conjunction with the principal, to develop administrative regulations regarding this policy

Legal Reference: Iowa Code 256.7(20); 279.8; 280.10,.11; 282.6; 285.1; 301.1
281 I.A.C. 18

CROSS REF.:

Approved ___yes_____ - Reviewed ___yes_____

503.4: Good Conduct Rule

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes. Students who participate in school sponsored activities serve as ambassadors of the school throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in school sponsored activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral or unhealthy. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal shall keep records of violations of the good conduct rule. It shall be the responsibility of the CEO to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Legal Reference : Iowa Code 280.13,.13A
281 I.A.C. 12.3(8); 36.15(1)

CROSS REF.:

Approved ___yes_____ - Reviewed ___yes_____

504. 6: Student Activity Program

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interest and ability in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons.

Student activity events must be approved by the CEO unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school operations. Participation in school-sponsored activities takes priority over non-school activities.

It shall be the responsibility of the CEO, in conjunction with the principal, to develop administrative regulations for each school activity. These regulations shall include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, (forms and procedures for a waiver of liability from the parent and student in certain activities), academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school for participation in the activity.

Legal Reference: Iowa Code 216.9; 280.13-.14
281 I.A.C. 12.6; 36.15

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

505.1: Student Progress Reports and Conferences

Students will receive a report card at the end of each two-week grading period. Students who are doing poorly, and their parents, shall be notified at mid-term in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the grading period.

Parent-teacher conferences will be held at least twice each academic year at Choice Charter School. The first conference shall be during the first quarter, and shall supplement the student progress reports.

Parents, teachers, or principals may request a conference for students in grades nine through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Legal Reference: Iowa Code 256.11.,11A; 280
281 I.A.C. 12.3(6),.3(7); .5(16)

CROSS REF.:

Approved ____yes____ - Reviewed ____yes____

505.5: Graduation Requirements

“Competency-based education” means that learners advance through content or earn credit based on demonstration of proficiency in competencies. Proficiency for this context is the demonstrated skill or knowledge required to advance to and be successful in higher levels of learning in that content area. Some students may advance through more content or earn more credit than in a traditional school year while others might take more than a traditional school year to advance through the same content and to earn credit. A student must meet the requirements of 12.5(14) to be awarded credit in a competency-based system of education.

A unit is a course which meets one of the following criteria: it is an equated requirement as a part of an innovative program filed as prescribed in rule 281–12.9(256).

English/LA - English 9 (2 units), English 10 (2 units), English 11 (2 units), English 12 (2 units) speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication, language learning and creative, logical, and critical thinking, communication processes and skills; written composition; speech

Social Studies - American History (2 units), Government (1 unit), Economic (1 unit), and 1 of the following choices: Human Geography (1 unit), Psychology (1 unit), Sociology (1 unit), African American History (1 unit), Current Issues (1 unit), Financial

Literacy (1 unit), World History (2 units), Applications, Perspectives and Exploration of Psychology (1 unit), Iowa History and Geography (1 unit), US Issues and Analysis (1 unit),

Mathematics - Pre-algebra (2 units), Algebra I (2 units), Geometry (2 units), Algebra II (2 units), Calculus (2 units), Transition Math (2 units), Financial Algebra (2 units), General Math (2 units), general math (2 units), consumer math (2 units),

4 sequential units in math algebra, geometry, trigonometry, statistics, probability, and discrete mathematics problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines.

Science - General Science (2 units), Biology (2 units), Physical Science (2 units), Chemistry (2 units), Energy for the Future (1 unit), Agronomy (1 unit), Animal Science (1 unit), Anatomy/Physiology (2 units), Astronomy (2 units), Botany (1 unit), Conceptual Chemistry (2 units), Earth Space Science (1 unit), Electricity/Electronics (1 unit), Entomology (1 unit), Environmental Science (2 units), Forensics (2 units), Genetics (1 unit), Herpetology (1 unit), Marine Science (2 units), Meteorology (1 unit), Microbiology (1 unit), Zoology (2 units)

Health - 1 unit

Physical Education - 2 units or excused based on academic/athletic program participation

Fine Arts - Art 1 (1 unit), Photography (2 units), Digital Art (1 unit), Drawing Fundamentals (1 unit), Theater (2 units)

Foreign Lang. - Spanish 1 (2 units) , Spanish 2 (2 units), Spanish 3 (2 units), Spanish 4 (2 units), Heritage Spanish (2 units),

Career Tech Ed - Introduction to Business (1 unit), Career Development (1 unit), Career (1 unit), Child Development 1 (1 unit), Child Development 2 (1 unit), Textiles and Clothing 1 (1 unit), Textiles and Clothing 2 (1 unit), Textiles and Clothing 3 (1 unit), Textiles and Clothing 4 (1 unit),

Work-based Experience Iowa WorkForce Development, Electrician/Plumber/Construction/Brick-Layers Unions, Central Iowa Works, and other business partners- collaborative J-term laboratory courses (1 unit each) TBD. Student in school-to-work is an “employee” for worker’s compensation law.

LEGAL REF.: Iowa Code §§ 256.11; 279.8; 280.3; 280.14
281 I.A.C. 12.2; 12.5; 41.12(6)(e).

CROSS REF.: 603.3 Special Education

505.6: Early Graduation

Students will be required to complete the necessary coursework in order to graduate from high school. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy. Early graduation will be allowed at any time during the year. A student who graduates early will no longer be considered a student and will become an alumnus of the school. However, the student who graduates early may participate in commencement exercises. A diploma will be awarded as soon as available.

Legal Reference: Iowa Code 279.8; 280.3,.14
281 I.A.C. 12.2; .3(7); .5

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

505.8: Parent involvement

- 1. Connect parents' high aspirations for their children's educational attainment with a clear pathway on how to get there.** A survey by UNCF indicates that over 87% of parents have high aspirations for their children to graduate from both high school and college. Choice Charter School is committed to not only school performance; the high school is committed to sharing information with parents on what students are supposed to be learning at each grade level and subject. In a non-traditional educational setting like Choice Charter School will provide, it will be important for school staff to clearly articulate to parents the purpose of projects that are presented through design-based learning as well as the skills and knowledge students are expected to gain and practice along the way. In some cases, staff will also need to be clear on why those skills or knowledge may be important for students chosen career cluster.
- 2. Meet parents where they are with appropriate messaging and support.** School staff must confront the realities that students and their families may be facing. It is anticipated that a number of students at Choice Charter School will come from low-income households. Families should be supported and the school should work to connect families to social services agencies and other organizations that will help them overcome barriers they face. Information will also be presented to families in a manner that puts their children's educational interests first and through various channels. These channels may include SIS connected to student work, online resources, community forums hosted online, and other community gathering centers, and parent-led information sessions.
- 3. Engage parents through voices that resonate with them.** In order to engage parents in the school, the school cannot take a "top down" approach. Choice Charter School will engage community leaders and faith-based leaders who have already gained the trust and respect of the population the school intends to serve. These leaders will be engaged to assist the school in delivering key messages to parents, including the importance of educational success, ways in which they can effectively engage in their children's education and convey the magnitude for college and career readiness.
- 4. Strengthen the relationship between parents and the school.** Choice Charter School will work with community leaders to make parents feel welcomed at the school and to facilitate opportunities to be involved in their children's learning. Finding interpreters and using staff members who are bilingual, communications with our parents will be seamless. Parent teacher conferences will be virtual and at times when parents are not working, so they do not need to take off work or find babysitters. Working with parents, Choice Charter School increases the likelihood of success for the students it serves.

By leveraging the support of community partners, and area faith based organization, the school will identify prospective students and families who are interested in enrolling in Choice Charter School. The school will create a prospective parent advisory board to listen and understand the needs and concerns of parents as well as their desires for how the school will feel and act. It is critical to understand what parents need to ensure that they feel the school is a welcoming place with their children's best interest at the forefront of all it does and a place where their children are safe.

Family-School Partnerships

There is widespread knowledge that parental involvement is one of the most critical factors that lead to a student's educational success and attainment. Choice Charter School is highly motivated to ensure that parents, families, and community partners have an active and engaged voice in the direction of the school. To that end, the Board plans to engage a variety of partners to actively engage families and to build and maintain strong family-school partnerships. For more information on the strategies that will be used to engage parents and families in the school and to develop strong family-school partnerships, please refer to the section above.

Any issues that are identified as concerns to parents will be raised at the parent advisory board and discussed so that the school has a clear plan for corrective action.

Legal Reference : 20 U.S.C. 6318

CROSS REF:

Approved _____yes_____ Reviewed _____yes_____

601.1 : School Calendar

[Calendar](#)

[Master Schedule](#)

602.1 : Curriculum Development

Curriculum development is an ongoing process in the school and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of reviewing and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- 1) Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- 2) Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- 3) Facilitates communication and coordination.
- 4) Improves classroom instruction.

The CEO and /or designee shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework shall describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- 1) Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- 2) Study the current status of the content/discipline (what and how well students are currently learning);
- 3) Identify the content standards, benchmarks, and grade level expectations for the content/discipline;
- 4) Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- 5) Identify the differences in the desired and present program and develop a plan for addressing the differences;
- 6) Communicate with internal and external publics regarding the content area;
- 7) Involve staff, parents, students, and community members in curriculum development decisions;
- 8) Verify integration of local, state, and/or federal mandates (multi-cultural gender-fair, higher order thinking, global education and career education).
- 9) Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a 9-12 continuum that builds on the prior learning of each level.

It shall be the responsibility of the CEO to keep the board apprised of necessary curriculum revisions, progress of each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board. The Board will annually review the curriculum cycle and approve changes as necessary.

Legal Reference: Iowa Code 216.9; 256.7; 279.8; 280.3-.14
281 I.A.C. 12.8(1)(c)(1)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

602.2: Curriculum Implementation

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- 1) Understanding the conceptual framework of the content/discipline being implemented; and,
- 2) Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The CEO and/or designee shall be responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework shall describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- 1) Study and identify the best instructional practices and materials to deliver the content;
- 2) Describe procedures for the purchase of instructional materials and resources; (See Policy #605.1)
- 3) Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- 4) Study the current status of instruction in the content area (how teachers are teaching);
- 5) Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- 6) Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- 7) Provide ongoing professional development related to instructional strategies and materials that focus on theory, demonstration, practice and feedback;
- 8) Regularly monitor and assess the level of implementation;
- 9) Communicate with internal and external publics regarding curriculum implementation;
- 10) Involve staff, parents, students, and community members in curriculum implementation decisions.

It shall be the responsibility of the CEO to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

Legal Reference: Iowa Code 216.9; 256.7; 279.8; 280.3-.14
281 I.A.C. 12.8(1)(c)(1)

CROSS REF.:

Approved _____yes_____ Reviewed ___yes_____

602.3: Curriculum Evaluation

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informed decisions which impact significant and sustainable improvements in teaching and student learning.

The CEO and/or designee shall be responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework shall describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- 1) Identify specific purposes for assessing student learning;
- 2) Develop a comprehensive assessment plan;
- 3) Select/develop assessment tools and scoring procedures that are valid and reliable; 4)

Identify procedures for collecting assessment data;

5) Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various subgroups of students);

6) Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);

7) Identify procedures for using assessment information to determine long-range and annual improvement goals;

8) Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);

- 9) Provide support to staff in using data to make instructional decisions;
- 10) Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- 11) Define data reporting procedures;
- 12) Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- 13) Verify that assessment tools measure the curriculum that is written and delivered;
- 14) Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- 15) Identify roles and responsibilities of stakeholders involved in curriculum;
- 16) Involve staff, parents, students, and community members in curriculum review;
- 17) Ensure participation of eligible students receiving special education services in district-wide assessments.

It shall be the responsibility of the CEO to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Legal Reference: Iowa Code 216.9; 256.7; 279.8; 280.3-.14
281 I.A.C. 12.8(1)(c)(1)

CROSS REF.:

Approved ___yes_____ Reviewed _____yes_____

603.3: Special Education

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public education program and related services to students identified in need of special education in the least restrictive environment. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the CEO and the area education agency director of special education to provide or make provisions for appropriate special education and related services. This shall be done to ensure a smooth transition of children entitled to special education services.

Legal Reference: Iowa Code 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8
281 I.A.C. 41

CROSS REF.: 601.1 School Calendar

Approved _____yes_____ - Reviewed _____yes_____

603.4: Multicultural/Gender Fair Education

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability. The education program is free of discrimination and provide equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Legal Reference: Iowa Code 216.9; 256.11
281 I.A.C. 12.5(8)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

603.6: Physical Education

Students in grades nine through twelve shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs. Students in grades 9-12 may also be excused from physical education courses if:

1. the student is enrolled in academic courses not otherwise available; or
2. the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school. Twelfth grade students may also be excused from the last semester of physical education if the student has applied for and been approved for early graduation. Students who will not participate in physical education must have a written request or statement from their parents.

Legal Reference: Iowa Code 256.11
281 I.A.C. 12.5

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

603.7: Career Education

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the CEO to assist certified employees in finding ways to provide career education in the education program. Special attention should be given to courses of a vocational education nature. The board, in its review of the curriculum, shall review the means in which career education is combined with other instructional programs.

Legal Reference: Iowa Code 256.11, .11A; 280.9
281 I.A.C. 12.5(7)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

603.11: Citizenship

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students shall have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students shall be instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Legal Reference : Iowa Code 256.11,.11A
281 I.A.C. 12.3(8)

Approved _____yes_____ - Reviewed _____yes_____

605.1: Instructional materials Selection

The board recognizes that the selection of instructional materials is a vital component of the school's curriculum.

The board has sole discretion to approve instructional materials for the school. The board delegates its authority to determine which instructional materials will be utilized and purchased by the school to certified employees.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, the certified employees will consider the current and future needs of the school as well as the changes and the trends in education and society.

In making its recommendation to the CEO, the certified employees will select materials which:

- Support the educational philosophy, goals and objectives of the school;
- Consider the needs, age, and maturity of students;
- Are with the school's budget;
- Foster respect and appreciation for cultural diversity and difference of opinion;
- Stimulate growth in factual knowledge and literary appreciation;

- Encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;

- Portray the variety of careers, roles, and lifestyles open to persons of both sexes; and

- Increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the CEO. The criteria stated above for selection of instructional materials will also apply to the selection of textbooks. The CEO may appoint certified employees to assist in the selection of textbooks. Education materials given to the school must meet the criteria established above. The gift must be received in compliance with board policy.

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

605.2: Instructional Materials Inspection

Parents and other members of the school community may view the instructional materials used by the students. All instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school premises. Copies may be obtained according to board policy.

It shall be the responsibility of the CEO to develop administrative regulations regarding the inspection of instructional materials.

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____ -

605.3: Objection to Instructional Materials

Members of the school community may object to the instructional materials utilized in the school and ask for their use to be reconsidered.

It shall be the responsibility of the CEO, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

605.4: Technology and instructional Materials

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economical ways to utilize multi-media, computers, and other technologies as a part of the curriculum.

It is the responsibility of the CEO to develop a plan for the use of technology in the curriculum and to evaluate it annually. The CEO will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Legal Reference: Iowa Code 279.8
281 I.A.C. 12.3(12), 12.5(10),.5(22)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

605.5: School Library

The school will maintain an online school library for use by employees and by students during the school day.

It is the responsibility of the principal of the building to oversee the use of materials in the online library.

It is the responsibility of the CEO to develop procedures for use of the online library.

Legal Reference: Iowa Code 256.7(24; 279.8; 280.14; 301 (2011)
281 I.A.C. 12.3(11),(12)

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

605.6 Internet - Appropriate Use

Because technology is a vital part of the school curriculum the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Student Internet activities will be monitored by the school to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.

The school will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school's commitment to:

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to;

- ✓ safety on the Internet;
 - ✓ appropriate behavior while online, on social networking Web sites, and
 - ✓ in chat rooms; and
 - ✓ cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children’s Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their student to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations and that they understand the consequences for violation of the policy or regulations.

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children’s Internet Protection Act (CIPA) or E-rate.

Legal Reference: Children’s Internet Protection Act, 47 U.S.C. 254(h)
Iowa Code 279.8

CROSS REF.:

Approved _____yes_____ Reviewed _____yes_____

605.7: Use of Information Resources

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In so doing, the board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school staff to violate copyright requirements in order to perform their duties properly. The school will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school received permission to perform a copyrighted work does not mean outsiders can copy it and re-play it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school is not responsible for outsiders violating the copyright law or this policy.

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school's procedures or is permissible under the law should contact the principal, teacher, or teacher librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required. It is the responsibility of the CEO, in conjunction with the principal, teacher, or teacher-librarian to develop administrative regulations regarding this policy.

Legal References: 17 U.S.C. § 101 et al. (2010)
281 I.A.C. 12.3(12).

Cross References: 605.6 Internet Appropriate Use

Approved _____yes_____ Reviewed _____yes_____

606.6: Insufficient Classroom Space

It is the goal of the school to create learning environments that encourage the growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the school adversely affect the implementation of the school's goals and its educational program.

Insufficient classroom space is determined on a case-by-case basis.

In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school and projected to be available, a sharing agreement in force or planned, a bargaining agreement in force, laws or rules governing special education class size, board-adopted school goals and objectives, and other factors considered relevant by the board.

This policy is reviewed by the board annually. It is the responsibility of the CEO to bring this policy to the attention of the board each year.

NOTE: This is a policy mandated by Iowa's open enrollment law and reflects the requirements of the law.

Legal Reference: Iowa Code § 282.18(13).
281 I.A.C. 17.6(3).

Cross Reference:

Approved ____yes____ Reviewed ____yes____

607.2: Student Health Services

Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well being. Student health services ensure continuity and create linkages between school, home, and community service providers. The school's comprehensive school improvement plan, needs, and resources determine the linkages.

The CEO, in conjunction with the (school nurse, health advisory committee, public health nurse, school health team, etc.) will develop administrative regulations implementing this policy. The CEO will provide a report on the role of health services in the education program to the board annually.

Legal Reference: Iowa Code 22.7; 139A.3,.8,.21; 143.1; 152; 256.7(24).,11; 280.23
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.12(11),.96
282 I.A.C. 15.3(14); 22
641 I.A.C. 7
655 I.A.C. 6; 6.3(1); 6.3(6); 6.6(1); 7

CROSS REF.:

Approved ____yes____ Reviewed ____yes____

704.3: Investments

School district funds in excess of current needs are invested in compliance with this policy. The goals of the school's investment portfolio in order of priority are:

- To provide safety of the principal;
- To maintain the necessary liquidity to match expected liabilities; and
- To obtain a reasonable rate of return.

In making investments, the school will exercise the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use to meet the goals of the investment program.

School funds are monies of the school, including operating funds. "Operating funds" of the school are funds which are reasonably expected to be used during a current budget year or within fifteen months of receipt. When investing operating funds, the investments must mature within three hundred and ninety-seven days or less. If, during the current budget year an amount of public funds will exceed operating funds by at least thirty-three percent, the amount of public funds that exceed operating funds by greater than thirty-three percent may be invested in certificates of deposit at federally insured depository institutions which mature within sixty-three months or less, in accordance with state and federal laws. When investing funds other than operating funds, the investments must mature according to the need for the funds.

The board authorizes the treasurer to invest funds in excess of current needs in the following investments.

- Interest bearing savings,
- money market, and
- checking accounts at the school district's authorized depositories;
- Iowa Schools Joint Investment Trust Program (ISJIT); and,
- Certificates of deposit and other evidence of deposit at federally insured Iowa depository institutions.

It is the responsibility of the treasurer to oversee the investment portfolio in compliance with this policy and the law.

The treasurer is responsible for reporting to and reviewing with the board at its regular meetings the investment portfolio's performance, transaction activity and current investments.

It is the responsibility of the CEO to deliver a copy of this policy to the school district's depositories, auditor and outside persons doing investment business with the school district.

It will also be the responsibility of the CEO, in conjunction with the treasurer, to develop a system of investment practices and internal controls over the investment practices. The investment practices are designed to prevent losses, to document the officers' and employees' responsibility for elements of the investment process and address the capability of the management.

Legal Reference: Iowa Code §§ 11.2, .6; 12.62; 12B.10; 10A; 12C; 22.1, .14; 28E.2; 257; 279.29; 283A; 285; 502.701; 633.123.

Cross Reference:

Approved _____yes_____ Reviewed _____yes_____

706.3: Pay Deductions

The district provides leaves of absences to allow employees to be absent from work to attend to important matters outside of the workplace. As public employers, school districts are expected to record and monitor the work that employees perform and to conform to principles of public accountability in their compensation practices.

Consistent with principles of public accountability, it is the policy of the district that, when an employee is absent from work for less than one work day and the employee does not use accrued leave for such absence, the employee’s pay will be reduced or the employee will be placed on leave without pay if:

- the employee has not sought permission to use paid leave for this partial-day absence,
- the employee has sought permission to use paid leave for this partial-day absence and permission has been denied,
- the employee’s accrued paid leave has been exhausted, or,
- the employee chooses to use leave without pay.

In each case in which an employee is absent from work for part of a work day, a deduction from compensation will be made or the employee will be placed on leave without pay for a period of time which is equal to the employee’s absence from the employee’s regularly scheduled hours of work on that day.

NOTE: This is a mandatory policy.

Legal Reference: 29 U.S.C. Sec. 2 13(a) 29 C.F.R. Part 541

Cross References:

Approved _____yes_____ Reviewed _____yes_____

710.1: School Nutrition Program

The school will operate a school nutrition program in each attendance center. The school nutrition program will include meals through participation in the National School Lunch Program. Students may bring their lunches from home and purchase milk and other incidental items.

School nutrition program facilities are provided to serve students and employees when school is in session and during school-related activities. They may also be used under the supervision of the Food Service Director for food service to employee groups, parent-teacher meetings, civic organizations meeting for the purpose of better understanding the schools, and senior citizens in accordance with law and board policy.

The school nutrition program is operated on a nonprofit basis. The revenues of the school nutrition program will be used only for the operation or improvement of such programs. Supplies of the school nutrition program will only be used for the school nutrition program.

The board will set, and annually review, the prices for school nutrition programs. It is the responsibility of the superintendent to make a recommendation regarding the prices of the school nutrition programs, in accordance with federal and state law.

It is the responsibility of the Food Service Director to administer the program and to cooperate with the superintendent and appropriate personnel for the proper functioning of the school nutrition program.

The district shall comply with all federal and state laws and regulations required for procurement, including the selection and evaluation of contractors. The CEO or designee is responsible for developing an administrative process to implement this policy, including, but not limited to, procedures related to suspension and debarment for transactions subject to those requirements.

NOTE: This is a mandatory policy.

NOTE: Choice Charter School does not have a facility, and with the agreement of the State Board of Iowa will not operate a school nutrition program.

NOTE: CEO will make the annual recommendation to the board after they have completed the Paid Lunch Equity (PLE) tool. For additional information, please visit the “Nutrition Programs” section of the Iowa Department of Education’s website.

Legal Reference: 42 U.S.C. §§ 1751 et seq.. 7 C.F.R. Pt. 210 et seq.. Iowa Code ch. 283A. 281 I.A.C. 58.

Cross Reference:

Approved _____yes_____ Reviewed _____yes_____

711.8: Transportation in Inclement Weather

Choice Charter School is an online school. There will be no cancellation of school due to inclement weather. There is no transportation provided to students per the agreement with the State Board of Education.

NOTE: This is a mandatory policy, but the content isn’t.

Boards should amend the policy if necessary to reflect their practices.

Legal Reference: Iowa Code § 279.8

Cross Reference:

Approved _____yes_____ Reviewed _____yes_____

802.4: Capital Assets

Sites acquired by the board will meet or, upon improvement, be able to meet the specifications set out by the board prior to using the site for the education program. The board may meet in closed session to discuss potential purchases of specific sites in compliance with applicable laws.

It is the responsibility of the CEO to assist the board and to make recommendations concerning the acquisition of sites.

Legal Reference: Iowa Code §§ 21.5(j); 297.

Cross Reference:

NOTE: This is a mandatory policy.

Approved _____yes_____ - Reviewed _____yes_____ -

901: Public Examination of School District Records

Public records of the school may be viewed by the public during the regular business hours of the administration offices of the school. These hours are 9:00 a.m. to 4:00 p.m. Monday through Friday, except for holidays and recesses.

Persons wishing to view the school's public records will contact the board secretary and make arrangements for the viewing. The board secretary will make arrangements for viewing the records as soon as practicable, depending on the nature of the request.

Persons may request copies of public records by telephone or in writing, including electronically. The school may require pre-payment of the costs prior to copy and mailing. Persons wanting copies may be assessed a fee for the copy.

Persons wanting compilation of information may be assessed a fee for the time of the employee to compile the requested information. Printing of materials for the public at the expense of the school will only occur when the event is sponsored by the school.

Pursuant to Iowa law, the board has determined certain records need to be confidential as their disclosure could jeopardize the safety of persons or property and include, but are not limited to, the following:

- Security procedures
- Emergency preparedness procedures
- Evacuation procedures
- Security codes and passwords

It is the responsibility of the board secretary to maintain accurate and current records of the school. It is the responsibility of the board secretary to respond in a timely manner to requests for viewing and receiving public information of the school.

NOTE: This is a mandatory policy and is consistent with the Iowa public records law regarding access to, copying of and charging for copies of public records. By law, individuals have a right to access public records during the hours of 9:00 a.m. - 12:00 p.m. and 1:00 p.m.- 4:00 p.m. unless the board sets other hours. IASB recommends that the board establish specific hours in board policy, and blanks are provided in the first paragraph for that purpose. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 19 #6- June 23, 2006.

Iowa law requires boards to specify what emergency preparedness items need to be confidential in order to protect the safety of individuals or property. A short list is provided but should be added to by the board, if needed.

Legal Reference: Iowa Code §§ 21.4; 22.7; 291.6.

Cross Reference:

Approved _____yes_____ - Reviewed _____yes_____

**Choice
Charter
School**



Blended. Career-ready.

**Fearlessly
Future-focused.**

choicecharterschool.org

Course Guide 2022-2023

OUR MISSION

Choice Charter School's mission is to provide a brighter future to Iowa's students who need it the most; under-credited, about to age out, dropped out, at risk of dropping out, and those wanting a nontraditional option.

GOAL

We want students to gain future-ready skills and the confidence to pursue their passions.

Students who identify a potential career path can achieve success in a variety of ways, including developing workplace readiness skills, gaining background knowledge, and talking to professionals in their chosen fields via internships and apprenticeship opportunities.

We want students to be able to be successful in straight-to-work, military service, certificate, associate degrees and 4-year college environments.

BENEFITS

- Consistent application of 21st Century Skills and the Universal Constructs with an opportunity for both the acquisition of knowledge and the development of learning and service skills
- A learning environment where students feel valued and develop intrinsic learning skills
- Flexibility in terms of schedule and completion time.
- **Crosslinked** classes provide integrated learning experiences in more than one content area.
- **Flexible** learning classes provide a menu of learning to promote student voice and choice.

Choice Charter School strives to be inclusive and equitable. It does not discriminate on the basis of race, color, national origin, ancestry, religion/creed, pregnancy, sexual orientation, gender identity or expression, age, or disability in its programs and activities regarding student enrollment or employment.

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CROSS-LINKED COURSES

For students who do not find a fit in traditional schools, we offer a series of cross-linked courses that help students to see connections between disciplines. Course credits are listed by discipline below this section, where 1 unit = 1 term and 1 year = 1 Carnegie unit = 2 credits

IDMS1 provides students with 1 year of physics and 1 year of algebra 1 over two terms, and conforms to the recommendation of the National Science Teachers Association to teach physics in 9th grade as a way to make science accessible and equitable for all. Algebra concepts are intertwined with the units.

IDMS2 provides students with 1 year of geometry and 1 year of computer science over two terms, and uses technology applications such as Desmos, Scratch and Tinkercad to help students become more adept at conceptualizing geometry in the real world.

IDMS3 is in development with 1 year of advanced math and 1 semester of computer science and will combine mathematical modeling, probability and data science with computer science, using Google Sheets, Python, R, public datasets and visualization.

IDBE provides students with 1 year of biology and 1 year of environmental and integrated earth science over two terms, and focuses on the interdynamics of a changing planet and our place within it.

IDEASS1 provides students with 1 year of US History and 1 year of English over two terms, and focuses on essential topics, primary and secondary source documents, and related English texts and writing.

IDEASS2 provides students with 1 year of World History and 1 year of English over two terms, and focuses on essential topics, primary and secondary source documents, and related English texts and writing.

IDEASS3 provides students with $\frac{1}{2}$ unit of Government and $\frac{1}{2}$ unit of Economics over two terms, and focuses on essential topics, primary and secondary source documents and technical reading.

PSSE-Psychology and PSSE-English provides content in English and Psychology. It focuses on learning and understanding basic psychology and how to apply it to reading, writing, and applied media. Students will demonstrate learning and understanding by applying psychological concepts to real life.

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English Language Arts

14 credits offered

Creative Writing is a 1 unit (1 English cr) class that focuses on exploring and developing different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading well-known and not-so-well-known writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues and reviews. Goals will be met through a variety of reading and writing activities.

English 9 is a 2 unit (2 English cr) class. It emphasizes students' understanding of themselves within their communities and the world. The class focus is a study of literature, close reading strategies, strategies for vocabulary, composition skills, collaborative and academic discussion skills, and reinforces grammar rules as they relate to writing. Students will analyze literature with a focus on claim, evidence and reasoning. This class is also taught as a cross-linked option as IDEASS1-English, 2 unit (2 English cr) class

English 10 is a 2 unit (2 English cr) class. Included is writing for various tasks, purposes, and audiences. Through the practice of inquiry-based research, students will explore the author's purpose, language application, and style in different contexts. Students will also participate in studying rhetoric and persuasion in order to understand and interact with the world around them and apply this knowledge to develop their own arguments. This class is also taught as a cross-linked option as IDEASS2-English, 2 unit (2 English cr) class.

English 11 is a 2 unit (2 English cr) class. Students are exposed to a rich assortment of American thought, focusing on the major writers and themes, exploring the ideas and forces that shaped the writing. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. By the end of this course, students will have developed a familiarity with the American literary scene while also acquiring a firm grasp on the ways in which ideas can be communicated.

English 12 is a 2 unit (2 English cr) class. Students will also focus on exploring their beliefs and values and what forces shape these cornerstones of their lives. Included is a research project that focuses on all aspects of the research process, including creating a research question, conducting proper research through the use of note-taking techniques, research writing, editing, and using MLA format. Students will have the opportunity to explore the issues of various communities in the United States and will finish the year exploring issues of communities around the world.

Myth and Folklore - 2 unit (2 English cr) is a class that follows the stories of angry gods, mythic animals, perilous journeys and heroes. Such tales are studied through the lens of past history and its influence on the present culture.

Professional English 1 unit (1 English cr) is a class designed to prepare students for the

workplace, including navigating emails, interviews, applying for jobs on LinkedIn using letters and resumes, scrutinizing social media, and contrasting nonfiction and fiction texts. *This is considered a work-based learning option.*

PSSE-Psychology and PSSE-English is a 1 unit (1 social studies cr, 1 English cr) class that provides content in English and psychology. It focuses on learning and understanding basic psychology concepts and how to apply it to reading, writing, and applied media. Students will demonstrate learning and understanding by applying psychological concepts to real life. Because of the nature of this class PSSE-English cannot be taken independently if the student has already completed a psychology class. This class is a cross-linked option.

Speech 1 unit (1 English cr) is a class designed to improve interpersonal and intrapersonal communication. Students develop the confidence to organize ideas with an outline, provide speaking for various audiences and occasions.

Social Studies

8 credits offered, 9 including PSSE

US History Social Studies 2 unit (2 credit) class. History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause-and-effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future. Examples of Iowa influences are included. This class is also taught as a cross-linked option as IDEASS1-US History, 2 unit (2 social studies cr) class.

World History Social Studies 2 unit (2 credit) class that studies a range of historical themes that occur both domestically and internationally. The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Students will use skills of historical and geographical analysis to explore the early history of the world. This course will incorporate ideas, information and themes from both Western and Eastern civilizations. Examples of Iowa influences are included. This class is also taught as a cross-linked option as IDEASS2-World History, 2 unit (2 social studies cr) class.

Civics and Government - Social Studies 1 unit, (1 credit) class. All phases of the federal government in reference to its operation, basic organization, the relationship of the individual to the government and comparison of our government to other types of government are studied. Emphasis is placed on the relationship of the legislative, executive, and judicial branches of government. This class is also taught as a cross-linked option as IDEASS3-Govt, 1 unit (1 social studies cr) class.

Economics 1 cr - Social Studies 1 unit (1 credit) class. Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is

understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices. Examples of Iowa economic forces such as agribusiness and insurance and Mississippi commerce are included. This class is also taught as a cross-linked option as IDEASS3-Economics, 1 unit (1 social studies cr) class. *It is recommended that students take government before completing an economics course.*

Human Geography 2 cr, 2 semester

Human Geography is the study of the interaction between people and their environments. Geography, therefore, looks at the world through the concepts of location, geospatial orientation, place, human-environmental interaction, movement, and region through maps, interconnections, and regional cultures and practices.

Iowa History and Geography 2 unit (2 credit social studies)

This course combines history and human geography with a focus on the state of Iowa. Different time periods will be examined from multiple perspectives, as well as how the rich history and geography of Iowa impact the present and inspire the future. Throughout the course you will be challenged to think critically and meaningfully about the area of which you live. This course is designed to cover one (1) semester of History and one (1) semester of Human Geography for a total of two (2) Social Studies credits.

Psychology - Social Studies 1 unit (1 credit) class. Psychology is the study of the self. Students will study how people learn, grow, and process at the individual level while applying basic theories in psychology and scientific research. Students will gain working knowledge about their own personal values, needs, goals, and developments. This class is also taught as a cross-linked option as PSSE-Psychology, 1 unit (1 social studies cr) class.

Sociology - Social Studies 1 unit (1 credit) class. Sociology is the study of groups. Major social institutions and the effects of social change will be major focal points of the course with emphasis on race, ethnicity, gender, socioeconomic status, and other cultural identifying factors.

Mathematics

15 credits offered currently

Algebra I - Math 2 unit (2 credit) class. Algebra I provides the foundation for higher-level courses in mathematics, science, and technology. The course will teach the language and

structure of algebra, algebraic expressions, solutions and application of equations and inequalities, graphing, rational expressions, polynomials, and factoring. A strong emphasis will be placed on visualizing and solving real world problems. This class is also taught as a cross-linked option as IDMS1-Algebra 2 unit (2 math cr).

Algebra II 1 unit (2 cr math) 2 terms class. Algebra II is a course for students who have successfully completed Algebra 1 and desire another year of mathematics. Topics that are covered include a review of algebra, complex numbers, quadratic functions, polynomial equations, exponents, logarithms, sequences, and series.

Consumer Math1 1 unit (1 cr math) class. In Consumer Math I, students will apply basic math skills to real-life situations such as analyzing digital payment methods, understanding types of consumer credit and loans, and calculating different types of debt repayment. After this course, students will be better prepared to make financial decisions relating to checking, savings, and managing their credit. This course uses a curriculum adapted from Next Gen Personal Finance and also counts for financial literacy.

Consumer Math 2 1 unit (1 cr math) class. In Consumer Math II students will apply financial literacy skills to real-life situations such as renting an apartment, understanding stock market basics, completing a 1040 tax form, and comparing types of health insurance. After this course students will be better prepared to make financial decisions relating to budgeting, investing, taxes, insurance, and understanding financial pitfalls such as predatory lending. This course uses a curriculum adapted from Next Gen Personal Finance.

General Math 2 unit (2 cr math) class. This course focuses on refreshing or mastering basic computational skills, elementary algebra skills, and important applications before advancing to the next level of mathematics. Students will: Be able to do basic mathematical operations; Understand problem-solving techniques; Understand the discrepancy between actual and estimated answers; Use basic measurement skills; Understand basic properties of geometry; Be able to use formulas to solve real-world problems; Understand and apply concepts of ratios, proportions, and percents; Understand measures of central tendencies; Understand the differences between a variable expression, equation, and inequality.

Geometry 2 unit (2 cr math) class. Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization, and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate geometry. Students will: Understand and use basic number theory concepts, properties and operations; Use proportional reasoning to solve mathematical and real-world problems; Understand formulas for finding measurements and solving problems This class is also taught as a cross-linked option as IDMS2-Math, 2 unit (2 cr) class.

Pre-Algebra 2 unit (2 cr math) class. Pre-Algebra will prepare students for Algebra I with an emphasis on the mastery of basic skills needed for success. Integers and algebraic concepts are introduced early to develop students' algebraic thinking skills. Throughout the course, algebraic concepts are connected to arithmetic skills to build on what students know. Geometry concepts are integrated when appropriate to foster connections. Students will: Understand and use problem-solving approaches and procedures to solve math problems; Understand and use basic number theory concepts, properties, and operations; Use proportional reasoning to solve mathematical and real-world problems; Understand formulas for finding measurements and solving problems; Understand basic properties of geometry.

Statistics 1 unit (1 cr math) class. Statistics is a one-term course with topics including data collection, graphical representation of data, percentiles, measures of central tendency, measures of dispersion, standard scores, and hypotheses testing.

Trigonometry 1 unit (1 cr math) class. Trigonometry is a one-term course covering trigonometry functions, inverse trig functions, graphing, trigonometry identities, applications, trigonometry equations, and polar coordinates.

Select Math 1 unit (1 cr math) class. Select Math is a class designed to focus on applied concepts in mathematics that are found in daily living. Students will discover a use for models and will complete the work using a combination of online tools and projects. Course is designed to help students understand why mathematics is important in daily living.

IDMS3 2 unit (2 cr math, 1 cr computer science) class. Data science covers the major concepts in probability and statistics, data aggregation, correlation and causation, as well as using free tools such as the R-language, Python, Google Sheets and datasets available on Data Commons. It asks students to model with data and make arguments and is designed for students interested in Information Science or statistics.

Sciences

20 credits offered

Anatomy and Physiology 2 unit (2 cr science) class. Human anatomy is the study of human systems: human reproduction, integuments, skeletal, muscular, and cardiovascular. This course is highly recommended for students pursuing a career in Health Science Fields.

Astronomy 1 unit (1 cr science) 1 term class. This course introduces students to astronomy concepts including basic facts about the Earth, moon, and stars. Projects revolve around galaxies, cosmology, and space exploration.

Biology 1 2 unit (2 cr science) class. This course is appropriate for students who are

looking to gain a basic understanding of life science skills and content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This class is also taught as a cross-linked option as IDBE-Bio, 2 unit (2 cr) class.

Chemistry 2 unit (2 cr science) class. *Completion of Algebra 1 is needed for this class.* This is a lab-based course, appropriate for students who are looking to gain a basic understanding of the chemical sciences content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This course places an emphasis on the chemical science standards associated with Iowa Science Standards.

Consumer Chemistry 2 unit (2 cr science) class. This is a project-based course appropriate for students who are looking to gain a better understanding of how chemistry affects our everyday lives. Through it, we will gain a better understanding of the nature of the world around us and the chemistry we interact with on a daily basis. Chemical interactions and reactions using the periodic table, the chemistry of nutrition and product labels, the chemistry of water and its influence on solutions resulting in acids and bases as well as its importance to life on our planet, the chemistry of cosmetics and household chemicals including over-the-counter medications and potentially hazardous toxins in our homes. The course will consist of activities, projects, computer simulations, and assessments. This course focuses on Chemistry and Engineering Technology concepts as outlined by the Next Generation Science Standards.

Earth and Space Science 1 unit (2 cr science) class. Earth and Space will focus on gaining a functional understanding of the systems of Earth. We will primarily explore Geology, Oceanography, Meteorology, Climatology, Astronomy, and Environmental Science. Emphasis is placed on reflecting about the amazing beauty and complexity of planet Earth. In addition, students will build skills related to the Nature of Science that will transfer to all areas of their lives.

Electricity/Electronics 1 unit (1 cr science) class. During this course, students explore a wide range of topics related to electricity and electronics to better understand how they directly connect to their own lives. Investigations include: What are atoms made of? How does electric current work? Can you make a model to describe the First Law of Thermodynamics? Students will also build different types of electronic devices to aid in their understanding.

Entomology 1 unit (1 cr Science) class. Students will focus on the variety and structure of arthropods and insects. Life cycles of various insects, developmental stages, and an examination of insect orders and their impact on crops and humans will be discussed.

Environmental Science 2 unit (2 cr science) class. This course studies the function of the earth's systems and applied geology. Emphasis is placed on the human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin, and evolution of the Earth system and universe, geochemical cycles, and energy in the Earth system. In addition, scientific concepts are applied to the understanding and solution of environmental problems and solutions. This class is also taught as a cross-linked option as IDBE-Env Sci, 2 unit (2 cr) class.

Food Biochemistry 1/2 unit (1 cr science) class The focus of this course includes how to handle food safely, common food allergens, and the history of our food choices. Students will also be delving into the food industry and how scientific research has influenced our food choices. Students will examine food labels, what the costs/benefit analysis of various foods, and what the future looks like for our food choices.

Forensic Science 2 unit (2 cr science) class. The class is designed around authentic performance assessments with students working to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking.

Intro to Science 1 unit (1 cr science) class. This course provides students with an opportunity to explore selected segments of science and how science applies to their lives: In each unit, the students will do some independent, guided exploration of the concepts and then will work to make a claim, provide evidence, and promote reasoning for their choices in tasks designed to demonstrate student understanding of the big concepts by applying them in real-world situations.

Meteorology 1 unit (1 cr science) class. This course is designed to provide students with an understanding of the dynamic processes at play within the Earth's fluid atmosphere and an appreciation of the role of these processes in producing weather. Topics covered on the course include: the origin and evolution of the Earth's atmosphere, the structure and characteristics of the atmosphere, the Earth/Sun relationships and their influence on the seasons, solar and terrestrial radiation, the hydrologic cycle, the gas laws, global circulation, weather systems, and fronts, storms and analysis of weather maps.

Physics 2 unit (2 cr science) class. This course is designed to provide students with an in-depth examination of acceleration, forces, torque, vectors and energy using mathematical models.

Concepts of Physics 2 unit (2 cr science) class. This course is designed to provide students with an introductory exploration of acceleration, forces, torque, vectors and energy

using project-based learning. This class is also taught as a cross-linked option as IDMS1-Phys, 2 unit (2 cr) class.

Zoology 1 unit (1 cr science) class. Zoology students will demonstrate an understanding of: Classification to the 6 kingdom level; Study of animals; Animal anatomy, physiology, development, histology, ecology, behavior, and evolution; Comparative anatomy and physiology-form and function; Understanding all living things are interconnected; Humans are dependent on animal species for advances in medicine, ecosystem maintenance, and food supply.

World Languages

Spanish I 1 unit (2 cr) class. Spanish I is an introduction to the Spanish language and the culture of Spanish-speaking countries. Speaking, reading, writing, and listening skills will be developed through varied activities. Students will gain a basic working vocabulary for communication. Language lab activities, written and oral, are required.

Spanish II 1 unit (2 cr) class. Spanish II emphasizes the continued development of listening, reading, speaking, and writing skills, in addition to an appreciation of the various Spanish-speaking cultures. These skills will be further developed through a wide range of activities, projects, and supplemental books and tapes. Language lab activities, written and oral, are required.

Spanish III 2 unit (2 cr) class. Spanish III is a course in which an in-depth involvement of all skills continues, in addition to further exploration of the cultures of Spanish-speaking countries. Students will read more challenging material, discuss it, and write their ideas in Spanish. Reading will be emphasized by choosing from a variety of materials, which could include short stories, periodicals, a mystery, and more. Whenever possible, students will meet with native speakers. Students are encouraged to develop their ideas and use their creativity through individual Spanish projects. Free conversation in Spanish among the students and teacher is an integral part of the course. The majority of instruction will be in Spanish.

Spanish IV 2 unit (2 cr) class. Spanish IV has a continued emphasis on speaking, listening, reading, and writing in Spanish. Students will study literature, history, painters, and music. Students will read short stories and a novel they will discuss in Spanish. Students will express themselves in Spanish through compositions and tests that may include essay questions. Upon completion, students will be prepared for upper-level college language courses. Writing and oral projects are required. The majority of instruction will be in Spanish. Free conversation in Spanish among the students and teacher is an integral part of the course.

French 1 2 unit (2 cr) class. French 1 is an introduction to the French language and the culture of French-speaking countries. Speaking, reading, writing, and listening skills will be developed through varied activities. Students will gain a basic working vocabulary for communication. Language lab activities, written and oral, are required.

French 2 1 unit (2 cr) class. French 2 emphasizes the continued development of listening, reading, speaking, and writing skills, in addition to an appreciation of the various French-speaking cultures. These skills will be further developed through a wide range of activities, projects, and supplemental books and tapes. Language lab activities, written and oral, are required.

Health and Wellness

4 credits provided

PE is a 1 unit (1 credit) class that provides students with experiences that are aligned to the Iowa high-quality PE standards and focus on movement, strength, and skills for healthy living. PE is taken each year the student is enrolled.

PE2 is a 1 unit (1 credit) class that focuses on individual strength and conditioning within a specific area of wellness, ranging from yoga to weightlifting. Students will set SMART goals and work to meet them over defined time frames.

Health is a 1 unit (1 credit) class that provides students with the information and goal-setting skills to make healthy choices as an individual and in group settings.

Health 2 is a 1 unit (1 credit) class that provides individuals with information and skills to develop and evaluate personal nutrition, choices and activity for lifelong physical, social, and emotional wellness.

COLLEGE AND CAREER READINESS

Ag, Food, and Natural Resources

Currently 3 credit hours, looking actively for an Ag teacher will have one hired in January

Foods 1 CTE 1 unit (1 credit) class. This course is designed for students who are interested in knowing how to safely prepare delicious, nutritious foods that meet their basic nutritional requirements. The course focuses on making informed choices when purchasing, storing and cooking with a variety of foods. You will carry out food labs in your own kitchen for the following food groups: fruits, vegetables, pasta and rice, baked goods, eggs, dairy products and ground meat. You will document your labs by photographing your progress and completing lab reflections.

Foods 2 CTE 1 unit (1 credit) class. Foods 2 is designed for students who want to build on their skills from Foods 1 course. The focus will be knowing how to safely prepare delicious, nutritious foods that meet basic nutritional requirements and grow your culinary skills. You will carry out food labs in your own kitchen in meat, poultry and fish, yeast breads, legumes, soups and grains, salads and dressings, custards, puddings, mousses and souffles and cooking for special diet requirements. You will document your food labs by photographing your progress and completing lab reflections.

Foods 3 CTE 1 unit (1 credit) class. Foods 3 is designed for students who want to build on their skills from Foods 2 course. You will focus on safe food service practices, planning menus and developing You will document your food labs by photographing your progress and completing lab reflections.

Business, Finance, Marketing and Management

8 credits available

Introduction to Business Ownership CTE 2 unit (2 cr) class. Explore topics such as identifying the best business structure, business functions and operations, finance, business laws, regulations, and more! If you have ever dreamed of making a business idea a reality.

Business Communication CTE 2 unit (2 cr) class. Improve your abilities in speaking, listening, writing, using and reading body language, and communicating in teams and groups. Discover how to plan, create, and deliver business presentations and communicate through graphics.

Business Law CTE 2 unit (2 cr) class. Explore ethics, technology, e-commerce, intellectual property and other rules, including insurance and taxes in business, Determine the basics of a healthy workplace environment. Keep your business safe and growing by following the law.

Marketing Foundations CTE 2 unit (2 cr) class. Learn how marketing works, including finding a target, researching products and markets, and developing strategies. Discover how government, business, and economic conditions were. Learn about the role of marketing in business in addition to the basics of ethical and legal information.

Arts, Communication and Information Systems

22 credits available

Home and Interior Design 1 CTE 1 unit (1 credit) class. Do you love HGTV? Do you enjoy walking through furniture stores and thinking about paint colors? Then, this class might be right up your alley! Housing and Interior Design 1 will provide you with an understanding of the elements and principles of design and how to utilize them to create living spaces. This class will explore architectural styles of homes, furniture designs, room layouts, lighting and more, culminating with a dream bedroom project.

Home and Interior Design 2 CTE 1 unit (1 credit) class. This is a project-based follow-up to Home and Interior Design 1. You will apply your learning to real-world experiences. After investigating the variety of careers within the home and interiors industry, you will complete three projects. In one project, you will repurpose and upcycle an item of furniture giving it a new life and function. In the other two tasks, you will assume the role of a designer and decorate and remodel a fictitious client's living room and a kitchen. If you desire to work in a career related to housing and/or interior design, you will benefit from the experiences this course provides.

Textiles and Clothing I CTE 1 unit (1 credit) class. In this course, students learn about the various needs clothing fulfills. In addition, they study the Elements and Principles of Design and how they apply to clothing and learn the basic fibers and fabrics used in clothing and textile products and how to care for them. Following an introduction to the main equipment used in sewing students complete two beginner sewing projects.

Textiles and Clothing II CTE 1 unit (1 credit) class. In this course, students study the history of fashion, explore the cultural and social impact of clothing, and learn to identify various fibers by completing burn and chemical testing. Finally, students advance their sewing skills by adding to sewing portfolios, selecting patterns, and sewing clothing items which showcases their sewing skills.

Textiles and Clothing III 1/2 unit (1 cr) 1 term class. Students explore the diverse careers available in the textiles and clothing industry, evaluate their sewing skills, and sew an item of clothing or household textile product that advances those skills. The highlight of TC3 will be the design, creation, and marketing of an upcycled textile product.

Textiles and Clothing IV 1/2 unit (1 cr) 1 term class. In TC4, students will explore the impact of the globalization of the textile and clothing industry and create a public service announcement to educate others. As a culminating project to all of their textiles and clothing classes, they will select a career they may be interested in pursuing in the textile and clothing industry and complete a specially designed project centered around some of the major tasks that career involves.

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Introduction to Drawing 1 1 unit (1 cr) class. This class focuses on basic skills of sketching, shading and perspective, with an emphasis on growth through practice sketching in different media.

Studio Art 1 unit (1 cr) class. Designed for students who have had some basic drawing and design experience, this class focuses on exploration of student-defined projects that follow the principles of art and design. Mixed media, 3d sculpture, and various painting techniques are emphasized.

Introduction to Computer Science CTE 2 unit (2 cr) class. This class focuses on the different applications of computer science, including block programming and the creation of game components including sprites, backgrounds, animations, and coordinates. This class is also taught as a cross-linked option as IDMS2-Computer Science, 2 unit (2 cr) class.

Digital Media and Photography CTE 2 unit (2 cr) class. Students will learn a variety of techniques for lighting and picture taking, including understanding art and design principles. Using a variety of settings with a digital camera, students will create compositions using the rule-of-thirds and explore mounting techniques and resolution. Graphic design software applications such as Photopea or Gimp will utilize varying file formats to create a variety of

images, and will experiment with conveying a message using Canva or other digital social media tools.

Introduction to Networking CTE 2 unit (2 cr) class. Computer software and hardware components, the OSI model, basic types of networking, and the fundamentals of Internet Protocol are shown here. We will discuss various networking types, setting up your own network, and devices used with wireless and wired networks.

Web Design CTE 2 unit (2 cr) class. This course will work with HTML, CSS and Javascript to create web pages, practice good journalism design and layout. Uploading files, version control, and domain names will be discussed, and students will create a sample website for a business of their choosing.

Human Services

Child Development 1 unit (1 cr) class. Child Development is a course that would be of great benefit and importance to all students. Students will not only understand children better but themselves as well. The attitudes and knowledge developed will make some students better parents in the future and may lead others to rewarding careers. Important discussions covering the roles of both mothers and fathers and the influence they have in the development of children. The physical, social, emotional, and intellectual needs of children are important parts of this course of study.

Child Development 2 1 unit (1 cr) class. Child Development II builds upon your knowledge and skills from Child Development I. We will continue learning about the physical, social/emotional and intellectual development of children by focusing on school-age children. We will also learn about children with special needs, influences on child development, parenting and discipline, and family support systems, services, and laws.

Personal Development 1: CTE 1 unit (1 credit) class. Have you considered how your thoughts and words affect your choices, and ultimately your destiny? Personal development 1 focuses on the saying:

Watch your thoughts, they become your words.

Watch your words, they become your actions.

Watch your actions, they become your habits.

Watch your habits, they become your character.

Watch your character, it becomes your destiny.

Through a variety of readings, video and reflection activities you will explore the power of your own thoughts and how it can positively impact your destiny.

Personal Development 2: CTE 1 unit (1 credit) class. This course focuses on your goals for the future and the obstacles that can get in the way. You will explore how to overcome obstacles such as stress, depression, anxiety, alcohol, drugs, behavioral addictions, and more on your road to future success.

Computing Ideas 2 2 unit (2 cr) class. Students will learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. Students will create a personal portfolio website showing projects they build throughout the course. With a unique focus on creativity, problem-solving and project-based learning, Computing Ideas gives students the opportunity to explore several important topics of computing using their own ideas and creativity to develop an interest in computer science that will foster further endeavors in the field.

Applied Sciences, Technology, Engineering, and Manufacturing

Health Sciences

Cobra Connections

Service Learning

This required portion of the program connects students to their communities, enriches their experiences as participatory citizens, and develops interpersonal skills. Students are required to put in 4 hours of service learning for each month they are in the program.

Resources for Parents and Students

Information regarding the Iowa Core Standards is accessible here:

<https://www.educateiowa.gov/iowacore>

The Iowa 21st century framework (2007 Iowa Legislative session):

- civic literacy

- employability skills
- financial literacy
- health literacy
- technology literacy

The Universal Constructs are:

- critical thinking
- complex communication
- creativity
- collaboration
- flexibility and adaptability
- productivity and accountability

2022-2023 Application for Admission CCS (Choice Charter School)

Welcome to the Application for Admission Form for Choice Charter School. We are excited to hear your story.

Many of these questions are required (*), which means until a response is entered, you cannot complete the form and submit it to us.

You WILL NEED a copy of your most recent transcript in PDF format. You may ask for this from your high school counselor (where you are currently or last enrolled) and have a PDF file emailed to you or have the counseling office email the transcript directly to the Registrar (lknight@choicecharterschool.org) at Choice Charter School. If you need to ask for a transcript, we will help you find the school contact information.

After Choice Charter School has received your application for admission, one of our administrators will contact you within two days. We look forward to meeting you!

Questions? Need some help filling out this application? We're able to help. Fill out the Contact Us form or drop an email to lknight@choicecharterschool.org with your Name, Cell Phone Number, and Question(s) and we'll get back to you as soon as possible.

Choice Charter School strives to be inclusive and equitable. It does not discriminate on the basis of race, color, national origin, ancestry, religion/creed, pregnancy, sexual

orientation, gender identity or expression, age, or disability in its programs and activities regarding student enrollment or employment.

Email*

Valid email

This form is collecting emails.[Change settings](#)

After section 1

Continue to next section

Section 2 of 6

Student Information

This section will collect student information to assist in processing your registration and subsequent enrollment.

Legal Student First Name

*

Please enter the student's legal name.

Short answer text

Legal Student Middle Name

If the student does not have a middle name, please respond NMN.

Short answer text

Legal Student Last Name

*

Please enter the student's legal name

Short answer text

Student Preferred Name

Example: Student's Legal name is Stephanie, she prefers to go by Steph, enter Steph here.

Short answer text

Student Date of Birth

*

Student's Cell Phone #

*

Please enter phone number in this format (999) 999-9999.

Short answer text

What grade level is the student currently enrolled? We serve students in 9th -12th grade.

*

We understand that life has challenges and circumstances, but please let us know the last grade into which you were enrolled.

1.12

2.11

3.10

4.09

5.08

Is the student under the age of 18?

*

If the student is a minor the response would be yes. If the student is 18 or older on the date of the application the response would be no.

1.YES

2.NO

After section 2

Continue to next section

Parent/Guardian Information

This section will collect parent/guardian information to assist in processing the registration and enrollment.

PRIMARY CONTACT

Please enter information for the primary contact first. The primary contact will receive all communication sent out by the school.

Primary Contact's Relationship to the Student

*

1. Mother
2. Father
3. Court Appointed Guardian
4. Grandmother
5. Grandfather
6. Aunt
7. Uncle

Parent/Guardian First Name

*

Please enter the name of the parent/legal guardian with whom the student is currently living.

Short answer text

Parent/Guardian Last Name

*

Short answer text

Parent/Guardian Address

*

Enter the house number and street address. If family is without a permanent address, please write 'Other' and we'll work with you.

Short answer text

Parent/Guardian City

*

Enter the city of the physical residence of the parent/guardian.

Short answer text

Parent/Guardian State

*

Enter the state using the 2 digit abbreviation. Iowa = IA.

Short answer text

Parent/Guardian Zip Code

*

Short answer text

Parent/Guardian COUNTY of Residence

*

Short answer text

Parent/Guardian Cell Phone

*

Please enter phone number in this format (999) 999-9999.

Short answer text

Parent/Guardian Home Phone

Please enter phone number in this format (999) 999-9999.

Short answer text

Parent/Guardian Email Address

*

Short answer text

Does the student live with the parent/guardian in this household?

*

1. Yes
2. No

After section 3

Continue to next section

Section 4 of 6

Student's Address if Different from Parent/Guardian's Address

The student may be of majority age (18 and older), living with a non-custodial parent, relative, unaccompanied minor, etc.

Student's Address

*

Enter the house number and street address. If family is without a permanent address, please write 'Other' and we'll work with you.

Short answer text

Student's Residence City

*

Enter the city of the physical residence of the student

Short answer text

Student's Residence State

*

Enter the state using the 2 digit abbreviation. Iowa = IA.

Short answer text

Student's Residence Zip Code

*

Short answer text

Student Preferred Phone

Please enter phone number in this format (999) 999-9999.

Short answer text

Student Preferred Email

*

Short answer text

After section 4

Continue to next section

Section 5 of 6

Demographics

Demographics are collected for statistical purposes or when required by the state.

Gender

*

Male = M; Female = F; Non-Binary = X

1.M

2.F

3.X

Preferred Pronouns

1. she/her/hers
2. he/him/his
3. they/them/their
4. other

Race

- 1.American Indian or Alaska Native
- 2.Asian
- 3.Black or African American
- 4.Native Hawaiian or Other Pacific Islander
- 5.White
- 6.Prefer not to answer

Ethnicity

- 1.Hispanic or Latino
- 2.Non-Hispanic/Latino

After section 5

Continue to next section

Section 6 of 6

School Information

Please enter school information in regards to most recent or current enrollment. If the application is completed prior to a new school year starting, please enter the last school the student was enrolled or was attending at the end of the year.

School District

*

Public School Districts are listed alphabetically, other options at the bottom of responses.

- 1.0018 Adair-Casey
- 2.0027 Adel DeSoto Minburn
- 3.0009 AGWSR

4.0441 AHSTW

5.0063 Akron Westfield

6.0072 Albert City-Truesdale

7.0081 Albia

8.0099 Alburnett

9.0108 Alden

10.0126 Algona

11.0135 Allamakee

12.0171 Alta-Aurelia

13.0225 Ames

14.0234 Anamosa

15.0243 Andrew

16.0261 Ankeny

17.0279 Aplington-Parkersburg

18.0355 Ar-We-Va

19.0387 Atlantic

20.0414 Audubon

21.0472 Ballard

22.0513 Baxter

23.0540 BCLUW

24.0549 Bedford

25.0576 Belle Plaine

26.0585 Bellevue

27.0594 Belmond-Klemme

28.0603 Bennett

29.0609 Benton

30.0621 Bettendorf

31.0720 Bondurant-Farrar

32.0729 Boone

33.0747 Boyden-Hull

34.1917 Boyer Valley

35.0846 Brooklyn-Guernsey-Malcom

36.0882 Burlington

37.0916 CAL

38.0918 Calamus-Wheatland

39.0914 CAM

40.0936 Camanche

41.0977 Cardinal

42.0981 Carlisle

43.0999 Carroll

44.1044 Cedar Falls

45.1053 Cedar Rapids

46.1062 Center Point-Urbana

47.1071 Centerville

48.1080 Central

49.1089 Central City

50.1093 Central Decatur

51.1082 Central DeWitt

52.1079 Central Lee

53.1095 Central Lyon

54.4772 Central Springs

55.1107 Chariton

56.1116 Charles City

57.1134 Charter Oak-Ute

58.1152 Cherokee

59.1197 Clarinda

60.1206 Clarion-Goldfield-Dows

61.1211 Clarke

62.1215 Clarksville

63.1218 Clay Central-Everly

64.2763 Clayton Ridge

65.1221 Clear Creek Amana

66.1233 Clear Lake

67.1278 Clinton

68.1332 Colfax-Mingo

69.1337 College

70.1350 Collins-Maxwell

71.1359 Colo-NESCO

72.1368 Columbus

73.1413 Coon Rapids-Bayard

74.1431 Corning

75.1476 Council Bluffs

76.1503 Creston

77.1576 Dallas Center-Grimes

78.1602 Danville

79.1611 Davenport

80.1619 Davis County

81.1638 Decorah Community

82.1675 Delwood

83.1701 Denison

84.1719 Denver

85.1737 Des Moines Independent

86.1782 Diagonal

87.1791 Dike-New Hartford

88.1863 Dubuque

89.1908 Dunkerton

90.1926 Durant

91.1944 Eagle Grove

92.1953 Earlham

93.1963 East Buchanan

94.1968 East Marshall

95.3978 East Mills

96.6741 East Sac County

97.1970 East Union

98.1972 Eastern Allamakee

99.1965 Easton Valley

100.0657 Eddyville-Blakesburg- Fremont

101.1989 Edgewood-Colesburg

102.2007 Eldora-New Providence

103.2088 Emmetsburg

104.2097 English Valleys

105.2113 Essex

106.2124 Estherville Lincoln

107.2151 Exira-Elk Horn- Kimballton

108.2169 Fairfield

109.2295 Forest City

110.2313 Fort Dodge

111.2322 Fort Madison

112.2369 Fremont-Mills

113.2376 Galva-Holstein

114.2403 Garner-Hayfield-Ventura

115.2457 George-Little Rock

116.2466 Gilbert

117.2493 Gilmore City-Bradgate

118.2502 Gladbrook-Reinbeck

119.2511 Glenwood

120.2520 Glidden-Ralston

121.2682 GMG

122.2556 Graettinger-Terril

123.3195 Greene County

124.2709 Grinnell-Newburg

125.2718 Griswold

126.2727 Grundy Center

127.2754 Guthrie Center

128.2766 H-L-V

129.2772 Hamburg

130.2781 Hampton-Dumont

131.2826 Harlan

132.2846 Harris-Lake Park

133.2862 Hartley-Melvin-Sanborn

134.2977 Highland

135.2988 Hinton

136.3029 Howard-Winneshiek

137.3033 Hubbard-Radcliffe

138.3042 Hudson

139.3060 Humboldt

140.3168 IKM-Manning

141.3105 Independence

142.3114 Indianola

143.3119 Interstate 35

144.3141 Iowa City

145.3150 Iowa Falls

146.3154 Iowa Valley

147.3186 Janesville Consolidated

148.3204 Jesup
149.3231 Johnston
150.3312 Keokuk
151.3330 Keota
152.3348 Kingsley-Pierson
153.3375 Knoxville
154.3420 Lake Mills
155.3465 Lamoni
156.3537 Laurens-Marathon
157.3555 Lawton-Bronson
158.3600 Le Mars
159.3609 Lenox
160.3645 Lewis Central
161.3715 Linn-Mar
162.3744 Lisbon
163.3798 Logan-Magnolia
164.3816 Lone Tree
165.3841 Louisa-Muscatine

166.3897 LuVerne

167.3906 Lynnville-Sully

168.3942 Madrid

169.4023 Manson Northwest Webster

170.4033 Maple Valley-Anthon Oto

171.4041 Maquoketa

172.4043 Maquoketa Valley

173.4068 Marcus-Meriden-Cleghorn

174.4086 Marion Independent

175.4104 Marshalltown

176.4122 Martensdale-St Marys

177.4131 Mason City

178.4203 Mediapolis

179.4212 Melcher-Dallas

180.4419 MFL MarMac

181.4271 Mid-Prairie

182.4269 Midland

183.4356 Missouri Valley

184.4149 MOC-Floyd Valley

185.4437 Montezuma

186.4446 Monticello

187.4491 Moravia

188.4505 Mormon Trail

189.4509 Morning Sun

190.4518 Moulton-Udell

191.4527 Mount Ayr

192.4536 Mount Pleasant

193.4554 Mount Vernon

194.4572 Murray

195.4581 Muscatine

196.4599 Nashua-Plainfield

197.4617 Nevada

198.4662 New Hampton

199.4689 New London

200.4644 Newell-Fonda

201.4725 Newton

202.2673 Nodaway Valley

203.0153 North Butler

204.3691 North Cedar

205.4774 North Fayette Valley

206.0873 North Iowa

207.4778 North Kossuth

208.4777 North Linn

209.4776 North Mahaska

210.4779 North Polk

211.4784 North Scott

212.4785 North Tama County

213.0333 North Union

214.4773 Northeast

215.4788 Northwood-Kensett

216.4797 Norwalk

217.4860 Odebolt Arthur Battle Creek Ida Grove

218.4869 Oelwein

219.4878 Ogden

220.4890 Okoboji

221.4905 Olin Consolidated

222.4978 Orient-Macksburg

223.4995 Osage

224.5013 Oskaloosa

225.5049 Ottumwa

226.5121 Panorama

227.5139 Paton-Churdan

228.5160 PCM

229.5163 Pekin

230.5166 Pella

231.5184 Perry

232.5250 Pleasant Valley

233.5256 Pleasantville

234.5283 Pocahontas Area

235.5310 Postville

236.5325 Prairie Valley

237.5463 Red Oak

238.5486 Remsen-Union

239.5508 Riceville

240.1975 River Valley

241.5510 Riverside

242.5607 Rock Valley

243.5643 Roland-Story

244.5697 Rudd-Rockford-Marble Rk

245.5724 Ruthven-Ayrshire

246.5805 Saydel

247.5823 Schaller-Crestland

248.5832 Schleswig

249.5877 Sergeant Bluff-Luton

250.5895 Seymour

251.5949 Sheldon

252.5976 Shenandoah

253.5994 Sibley-Ocheyedan

254.6003 Sidney

255.6012 Sigourney

256.6030 Sioux Center

257.6035 Sioux Central

258.6039 Sioux City

259.6093 Solon

260.6091 South Central Calhoun

261.6095 South Hamilton

262.6099 South O'Brien

263.6097 South Page

264.6098 South Tama County

265.6100 South Winneshiek

266.6101 Southeast Polk

267.6094 Southeast Warren

268.6096 Southeast Webster Grand

269.6102 Spencer

270.6120 Spirit Lake

271.6138 Springville

272.5751 St Ansgar

273.6165 Stanton

274.6175 Starmont

275.6219 Storm Lake

276.6246 Stratford

277.6273 Sumner-Fredericksburg

278.6408 Tipton

279.6453 Treynor

280.6460 Tri-Center

281.6462 Tri-County

282.6471 Tripoli

283.6509 Turkey Valley

284.6512 Twin Cedars

285.6516 Twin Rivers

286.6534 Underwood

287.6536 Union

288.6561 United

289.6579 Urbandale

290.6592 Van Buren County

291.6615 Van Meter

292.6651 Villisca

293.6660 Vinton-Shellsburg

294.6700 Waco

295.6759 Wapello

296.6762 Wapsie Valley

297.6768 Washington

298.6795 Waterloo

299.6822 Waukee

300.6840 Waverly-Shell Rock

301.6854 Wayne

302.6867 Webster City

303.6921 West Bend-Mallard

304.6930 West Branch

305.6937 West Burlington Ind

306.6943 West Central

307.6264 West Central Valley

308.6950 West Delaware County

309.6957 West Des Moines

310.5922 West Fork

311.0819 West Hancock

312.6969 West Harrison

313.6975 West Liberty

314.6983 West Lyon

315.6985 West Marshall

316.6987 West Monona

317.6990 West Sioux

318.6961 Western Dubuque

319.6992 Westwood

320.7002 Whiting

321.7029 Williamsburg

322.7038 Wilton

323.7047 Winfield-Mt Union

324.7056 Winterset

325.7092 Woodbine

326.7098 Woodbury Central

327.7110 Woodward-Granger

328.8000 Non-public School

329.0000 Homeschool

330.0000 Lived in another state

331.0000 Other

Building Level Last Attended

*

High School (gr 9-12) = HS; Middle School or Junior High (gr 6-8) = MS; Elementary (gr KG-5) = EL

1.HS

2.MS

3.EL

4.Other

School Building Name

Please enter the name of the last school attended (example: Kennedy HS). If homeschooled, please enter Homeschool.

Short answer text

Last date attended

*

Please enter the last day you attended at the above listed school building. If you are still attending, please enter today's date.

What services, supports or programming is the student currently receiving?

*

Please select those which the student is currently receiving or enrolled. Select all that apply.

Other...

Why are you wanting to enroll in Choice Charter School?

*

Short answer text

Authorization to Request Records

I authorize Choice Charter School to obtain official permanent and cumulative school records to be transferred as soon as possible. Any reports that are generated by a third party will need to be requested separately.

If you are a high school student, please upload a copy of the student's transcript below, so that we may get started as soon as possible. Thank you.

Records Request

*

I agree to request records to be sent to Choice Charter School, from the last school the student attended. The student will be transfer out from the last school attended, and be transferred in to Choice Charter School.

1.Yes

2.No

Transcript Records

This upload will only accept PDF documents or an image captured and uploaded from a computer. If you can't upload a PDF, email a copy to info@choicecharterschool.org when you can and answer the next 4 questions.

Add file

[View folder](#)

Do you have your own WiFi service at home?

*

How did you hear about Choice Charter School?

*

Career Interests - Please indicate your career pathway interest. More information about each of these are on our website:

www.choicecharterschool.org .

Math - Please check all boxes of courses you have successfully completed.

Social Studies - Please check all boxes of courses you have successfully completed.

Other...

English -Please check all boxes of courses you have successfully completed.

Science -Please check all boxes of courses you have successfully completed.

 [Copy Technology & Related Service Agreement Form](#)