

# **CHOICE CHARTER SCHOOL STUDENT HANDBOOK 2023-2024**



## ***HOME OF THE COBRAS!***

The Student Handbook was designed to accomplish the following goals:

1. To document school rules and policies to serve as a guide for students, families, and staff members.
2. To serve as a source of information for students and their families about the school, school building, and the organizational & overall structure
3. To provide students and their families with information on opportunities and programs available through the school and the school.

Latest Revision Date: 10/26/2023 (Board Approved)

# Welcome to Choice Charter School!

It is our pleasure to welcome you to the 2023-2024 school year! We look forward to working with, and supporting you this school year.

We take pride in creating a school environment that is supportive of students while providing a variety of educational experiences on our digital campus, which is referred to as the Charterverse. Students who communicate & team with CCS teachers and mentors continually generate progress towards their high school diploma.

Please take the time to become familiar with the CCS student handbook. Choice Charter School students are expected to know and understand the information addressed throughout this handbook.

Similar to CCS staff members, we ask students to communicate & choose actions centered in kindness, empathy, reason, and grace. These skills help any interaction be centered in collaboration and teaming.

Please read the Handbook carefully and keep it available for reference. The policies herein have been approved by the Choice Charter School Board of Education. Students, guardians, and staff will be held responsible for knowing the policies and information in the Student Handbook.

If at any time, you have questions or concerns about any information in the Student Handbook, please come by either of our office in the Charterverse, drop us an email, or contact us by phone at (515)850-2545. **Go Cobras!!!**

Charles Mausser  
Principal

Dr. Cynthia Knight  
CEO

**Students Reaching 18 Years of Age:** When students turn 18 years of age, they are still subject to all policies of this handbook. Exceptions may be made in some situations for students no longer living at home.

## HIGHLIGHTED INFORMATION

### *What Does the School Schedule Look Like?*

The school year is broken into 6 hexes rather than quarters, semesters, or trimesters. Each Hex is approximately 29 school days, which are Monday - Friday. Typically, students are scheduled for two (2) classes per hex. On a case by case basis, students may take fewer or more than the typical two (2) classes per hex.

On Monday - Friday, students attend their classes. All classes at Choice Charter School have the *Time Choice!* option. *Time Choice!* gives students multiple pathways to receiving instruction. This can be done during teacher's office hours, through meetings on campus (Charterverse), through *Google Meet* meetings, phone calls, and occasionally through email and/or text conversations. Regardless of the framework, teachers and students are to connect a minimum of twice (2) a week and preferably 4 times a week. This is because students who connect with teachers at least twice (2) a week are routinely able to complete two classes per hex.

Each hex will have classes with a *Live!* option. Students in a class with a *Live!* option are able to attend this class during a scheduled time Monday - Thursday. Typically, classes with the *Live!* option are offered two times each day, which is one time in the morning and one time in the afternoon. Students would attend one of these times for their instruction. Occasionally, there are classes with the *Live!* option which are only offered once a day. All classes with the *Live!* option are able to be attended through the *Time Choice!* option when needed.

Fridays have time scheduled for Cobra Connections and additional teacher's office hours. Cobra Connections is a time for additional vocational support and additional connections between students and teachers. Office hours are additional time to meet with teachers for support.

### *What is Cobra Connections?*

Cobra Connections meets every Friday. Typically, times are at 10 AM, 11 AM, or 12 PM. The times are set by the Cobra Connection teachers. Cobra Connections is taught by two (2) or three (3) teachers.

During the Cobra Connection time, students will participate in various vocation support activities, building connection activities, and share in conversations with peers and teachers.

Also, we have additional Cobra Connection events scheduled throughout the year for additional vocational support. Information regarding these events is shared with students via

school email, student weekly newsletter, and JMC. Families are notified via JMC communication, and the guardian weekly newsletter.

### **Dress Code**

Dress code directly applies to when students are on camera. School administration reserves the right to ban any item or clothing article which may cause disruption to the learning environment or personal safety or promotes illegal products or acts, contains explicit violent or suggestive sexual content or is deemed obscene, profane, or offensive.

Students are expected to be fully clothed when they are on camera. Undergarments should be covered. Dress that is found to be in violation will result in the teacher requesting the student turn off their camera, and adjust accordingly before turning their camera back on.

In a situation where students are not responsive to a teacher's request, guardians will be notified and disciplinary action may be taken.

### **What Happens When I Am Tardy or Absent from Class or School?**

Choice Charter School teachers take attendance for all classes. For classes with the *Live!* option, attendance is taken through the *Attendance* portal in JMC.

For classes being taken with the *Time Choice!* option, attendance is taken differently. Students and families will notice a "class" on their schedule titled *Time Choice!*. This is not a class. It is how a teacher takes attendance for any student taking a class through the *Time Choice!* option. Students and families will be able to see *Time Choice!* attendance through the *Progress Monitor* portal. When a student has a two (2) or higher for a teacher in a given week, then they have with fidelity met the expectations of attendance for the *Time Choice!* classes being taken with a teacher.

Students are expected to have an attendance percentage of 70% or higher in a given hex for effective attendance. This is because students with a minimum of 70% or higher in attendance for a given hex routinely complete two (2) classes per hex.

### **What Do I Need To Do If I Will Be Missing School?**

If a student is going to be gone from school, a guardian will need to complete the online attendance form [HERE](#) for notifying the school. Unexcused and/or excessive absences may result in a review by school administration. The purpose of the review is to support students in their efforts to attend school and continue progress in class. In some scenarios, the outcome may result in consequences in addition to any necessary support. Whether an absence is considered excused or unexcused is determined by the school's administration following the guidelines in this handbook.

### **What Should I Do If I Am Not Feeling Well?**

If a student is not feeling well, please have a guardian complete our online attendance form [HERE](#). If a student's absence is going to be for an individual teacher meeting, then please email the teacher so they can mark it accordingly in their attendance and associated notes in JMC.

### **What If I Have Medicine I Need to Take at School?**

During school students are responsible for taking their medication similar to outside of school hours. This is due to Choice Charter School being an online setting.

### **What Happens If the Weather is Bad?**

By state law, the school must practice fire, tornado, and intruder drills with students on a yearly basis. These have been modified for our online school, and will be spread out throughout the school year.

If severe weather occurs that may disrupt the school day, we will let you know through our JMC communication system. Due to our online setting and flexible scheduling, it is rare for school cancellation or delay. Occasionally, there may be server issues which may result in temporary delays to accessing our campus (Charterverse). During these situations, students are notified by email. In the event of a longer delay due to server issues, further communication will be sent to families and students via our JMC communication system.

### **How Will I Be Graded?**

Choice Charter School uses Standards Based Grading for student grades. Standards-based grading breaks down subject areas into smaller learning objectives to better measure student learning. Instead of assigning a grade to students according to traditional grading scales, standards-based grading measures students against specific skills and standards. In the JMC gradebook, families and students will see a "0, 1, 2, 3, 4 & M" for assignments submitted.

Currently, CCS gradebooks will show a final grade of "A, B, C, and I". "I" stands for incomplete which means students either have assignments to submit or they have not reached proficiency in their class.

Students are able to continue progressing on any assignment until they reach proficiency. Proficiency means the student has foundational understanding of the course topics. Choice Charter School does not use an "F" for failing grades. Students continue to work with teachers and mentors until their progress demonstrates proficiency.

### **CCS Gradebook Descriptors**

M - Missing Assignment

0 - No Information or Not Enough Information

1 - Not Sure Where to Begin

2 - Making Progress with Help

3 - Student Understands on Their Own

4 - Student Can Apply Learning to a New Situation and/or Teach it

### **Will Retakes Be Allowed on Assignments?**

Students are able to work and progress on any assignment as many times as needed to reach proficiency or further improve their “score” on an assignment.

### **What If I Feel I Am Being Bullied or Harassed?**

If you are receiving any communication and/or attention from a student or staff member that is placing you in fear of harm, feeling uncomfortable, is demeaning or threatening, you need to let your mentor, teacher, school counselor, or principal know immediately or call (515)850 2545. Likewise, if you are involved in bullying or harassment behaviors against others, you need to know that this is outside of behavior expectations for how Choice Charter School students interact with each other.

### **What If I See a Weapon or Drugs in School?**

Showing a weapon, or illegal/inappropriate drugs during a *Live!* class, *Time Choice!* meeting, mentor meeting will result in immediate action, including suspension or expulsion from school.

Possession of a weapon, or illegal/ inappropriate drugs at a Choice Charter School in-person event will result in immediate action, including suspension or expulsion from school.

These expectations are clear, these items are not appropriate for school

If there is a situation where a student thinks it would be appropriate to show a weapon during a *Live!* or *Time Choice!* class, the student would need to receive prior permission from the principal.

## **CHOICE CHARTER SCHOOL STAFF**

### **Administration/Office Staff**

CEO	Dr. Cynthia Knight
Principal	Charles Mausser
Curriculum Director	Marcia Powell
Assistant Director	Dr. Corey Lunn
Registrar	Lori Knight
Human Resources	Abigail Andrews
IT Coordinator	Jeremy Gracey

### **Teachers/Mentors/Staff**

Agriculture/Mentor	Lakoda Sparks
Art/Mentor	Rachelle Branum
Business	Angie Moench
English	Robin Bonefas
English/Mentor	Laura Anderson
Family and Consumer Sciences (FCS)/Mentor	MeMee Winston
Gifted/Mentor	Timothy Johnson
Health/Physical Education	Erin Buehler
Math	Doug Veenstra
Math/Social Studies/ELL	Dr. Darron Shell
Media Specialist	Carissa Santana
Mentor	Forrest Dawkins
Mentor	Christy Eral
Mentor	Mitch Graubarger
Mentor	Malisa Hipshur
Mentor	Clarissa Hohensee
Mentor	Jeff Kinch
Mentor	Adam Koester
Mentor	Zhen Rammelsberg
Mentor	Mackenzie Taghon
Mentor	Val Woods
Music	Emily Duff
Music	Angie Green
Paraeducator	Jessica Campbell
	Jennifer Grodecki
	Hannah Jester
Physical Education	Autumn Roach
Science	Jennifer Sales
School Support	Taylor Hills - Mincer
Social Studies	Alma McCray

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## **Jurisdictional Statement**

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The board, administration, and staff expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, staff, students, visitors, and guests with kindness, empathy, reason, and grace. All student-to-student relationships in and around school are expected to be kept at the highest level of public appropriateness.

This handbook and school policies, rules and regulations are in effect while students are on school grounds, which includes the Charterverse, Google Meets or similar video conferencing, phone calls, and/or any electronic communication. Further, this includes on site events, such as vocation support/events, ISASP testing and/or other testing, and any other onsite events through Choice Charter School or within the jurisdiction of the school. This may include while on school-owned and/or school-operated vehicles or chartered buses, while attending or engaged in school activities, and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or involves students or staff. School policies, good conduct rules and regulations are in effect twelve months a year. A violation of a school policy, rule or regulation may result in disciplinary action and may affect a student's eligibility to participate in an extracurricular activity whether the violation occurred while school was in session or while school is not in session.

The school and administration reserves and retains the right to modify, eliminate or establish school policies, rules, and regulations as circumstances warrant, including those contained in the handbook. Students are expected to know the contents of the handbook. Students or families with questions or concerns may contact the principal for information about these policies, rules, or regulations of the school.

## **Definitions**

An administrator's title, such as CEO or principal, also means that individual's designee unless otherwise stated. The term "guardian" will be used to reference parent or guardian unless otherwise stated. The term "school grounds" includes the Charterverse, Google Meets or similar video conferencing, phone calls, and/or any electronic communication. Further, this includes on site events, such as vocation supports/events, ISASP testing and/or other testing, and any other onsite event through Choice Charter School or within the jurisdiction of the school. This may include while on school-owned or school-operated vehicles, and chartered buses, and while attending or engaged in school activities. The term "school facilities" the Charterverse. The term "school activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

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## Attendance Responsibilities and Expectations:

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### **School Day:**

School begins at Choice Charter School at 10 AM. Typically Time Choice! & Live! option class meetings are completed by 5 PM. However, depending on the agreement with the teacher and student, Time Choice! option classes or mentor meetings may occur before 10 AM or after 5 PM.

### **What are the Expectations for School Attendance?**

Students have the most consistent progress when attendance is consistent and communicative. Students and families are encouraged to use weekends, time outside of *Live!* and *Time Choice!* meetings, summer, and any days where students do not have school for appointments and events as routinely as possible.

When a family knows a student will be absent for part or all of a school day, the parent/guardian will need to notify the School through the online attendance form [HERE](#) prior to the absence. If advance notification is not possible, guardians must complete the online attendance form within 24 hours of the absence.

If a student is going to miss a single *Live!* or *Time Choice!* class meeting, it is the student's responsibility to notify the teacher ahead of time so they can mark their attendance accurately.

### **Procedures for Absences**

Absences may be excused by the school following notification by a guardian. This notification preferably would be done through the online attendance form [HERE](#). Notifying the principal via email is also accepted as notification.

If notification is not received as described or does not meet the criteria for an excused absence, the absence will be recorded as unexcused. Students not living with a guardian(s) would be responsible for contacting the school through the online attendance form or via email to the principal.

### **How are Absences Categorized?**

Guardians have the right to take their child out of school at any time. An excused absence will have a reason attached to the absence. An unexcused absence will have a reason marked as "Unknown" or "Skipped Class". Choice Charter School categories absence reasons into the following categories:

- |                    |                                    |                   |
|--------------------|------------------------------------|-------------------|
| • Unknown          | • Illness                          | • Medical Appt.   |
| • Vacation         | • Work Schedule                    | • In Treatmt/Hosp |
| • Weather          | • Sick Child (for student parents) |                   |
| • Legal            | • Flex Sched                       | • Power Outage    |
| • Skipped Class    | • OFF - Emergency                  | • OFF - CCS. Tech |
| • OFF - Comp. Cls. | • OFF - CCS Test.                  |                   |

When a guardian contacts the school about an absence, Choice Charter School will assign the appropriate reason. Guardians and Students can see attendance in JMC.

### **Response to Increasing Number of Absences**

(Live! & Time Choice! class options)

#### **Level 1**

Notification to guardian of 4 (or more) absences for *Live!* option classes or 1 week of below 70% attendance for *Time Choice!* option classes before the end of the Hex. Typically, this notification is done by email.

#### **Level 2**

Notification to guardian of 6 (or more) absences for *Live!* option classes or another week of below 70% attendance for *Time Choice!* option classes before the end of the Hex. Typically, this follow up notification is done by JMC text messaging.

#### **Level 3**

Notification to guardian of 8 (or more) absences for *Live!* option classes or another week of below 70% attendance for *Time Choice!* option classes before the end of the Hex. Typically, this follow up notification is made by phone call from the principal or CEO.

#### **Level 4**

Notification to student & guardian(s) of 10 (or more) absences for *Live!* option classes. Typically, this follow up notification is made by phone call from the principal or CEO. For *Time Choice!* option classes, this would be another week of below 70% attendance or several (3 or more) of not being able to connect with the guardian via phone. An in-person meeting to include the guardian(s), CEO and/or principal, and student will be scheduled.

- Purpose: Discuss the reasons and concerns about student's absences.
  - Write a plan that will be agreed upon by the student, guardian, and school to assist the student in improving their attendance.
  - A police officer may be invited if the student is a mandatory attendee under the age of 16.

#### **Level 5**

Notification to student & guardian(s) of 12 (or more) absences for *Live!* option classes. For *Time Choice!* option classes, this would be another week of below 70% attendance of several weeks (3 or more) of a student unsuccessfully following through on the agreed upon plan from Level 4. Typically, this follow up notification is made by phone call from the principal or CEO.

A second in-person meeting to include the guardian(s), CEO and/or principal, and student will be scheduled.

- Purpose: Further discussion for the reasons and concerns about student's absences.
- A police officer may be invited if the student is a mandatory attendee under the age of 16.
  - Outcomes include, but not limited to:
    - Update to plan agreed upon by the student, guardian, and school to assist the student in improving their attendance.
    - Draft a new plan agreed upon by the student, guardian, and school to assist the student in improving their attendance.
    - Discussion whether an online/virtual learning environment is the most valuable learning environment for the student.
    - A referral as determined by an Administration Attendance Review to the local police or county attorney for mediation.

### **Administration Attendance Review:**

The administration review will consist of administration members, which includes the CEO, principal, and curriculum director. The guardian and/or the student may be present to explain their position. The review committee, after hearing the explanation, will discuss among themselves the facts and may rule in any of the following ways:

- Place the student on probation with specific attendance guidelines; reconvene the committee if the student exceeds the newly set standard.
- Allow the student to remain in class with stipulations.
- Refer the case to the county attorney.
- Discuss other educational options to support student progress

Any appeal regarding an attendance review committee recommendation must be made within 5 days to the principal.

### **Truancy**

Truancy is any absence and/or time missed from school without guardian's consent or knowledge. This includes absence of an onsite event, such as vocation support/events, ISASP testing and/or other testing, and any other onsite event through Choice Charter School without guardian permission. Also, it includes class or meetings on the Charterverse, Google Meets or similar video conferencing, and schedule phone call meetings. See

### **Tardiness**

Students are expected to be on time to school and class. When a student is late to class, it will be marked as tardy in JMC. Students and guardians are able to look this information up through the JMC - Student and JMC - Family platform

### **Response to Tardiness**

(Live! class options, and Cobra Connections):

- 1st-5th tardy = Marked as tardy in JMC
- 6th - 8th tardy = Notification to guardian before the end of the Hex
- 9th - 11th tardy = Notification to guardian before end of the Hex and:

- A meeting to include a guardian, principal, CEO, and student.
  - Purpose: Discuss the reasons and concerns about the student's tardiness
    - Write a plan that will be agreed upon by the student, guardian, and school to assist the student in improving their arrival to class on time.

### **Leaving Live! & Time Choice! option classes:**

Students who need to leave class during class must receive permission from the teacher prior to leaving. In the event the guardian or student has notified the teacher or completed the online attendance form [HERE](#) ahead of time, this can be done by kindly reminding the teacher before leaving as scheduled.

In the event where the teacher has not been notified in advance or the online attendance form has not been completed, the student would need to notify the teacher, and receive permission from the teacher. Should a student leave class without permission, the student will be marked unexcused absent from the class. Also, it will be identified as leaving class without permission.

### **College Visits (11th/12th grade students):**

The school recognizes college/vocational school visits are worthwhile and a necessary part of a student's decision-making process after high school.

Please complete the online attendance form [HERE](#) when a student has a scheduled college/vocational school visit.

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## **Grading and Scholastic Information:**

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### **Grade Reporting:**

Teachers grade assignments typically between 48 - 72 hours of being submitted by students. This does not include weekend hours. Also, there are times grading may take longer than 72 hours.

Students and guardians can see student grades in JMC throughout a Hex. This is the best way to be updated on student academic progress. Also, emailing teachers is welcomed as well. We do not send report cards at the end of each Hex or when a student completes a course. The final grade will be shown in JMC.

Any class a student does not complete by the end of a Hex will remain on the student's schedule for the next Hex. Typically, the student must complete this class before they will begin work on the new classes already on their schedule. Upon completion of the unfinished class, students will begin the next class(s) on their schedule. Typically, these classes will be taken through the *Time Choice!* option since the student began the class after the beginning of the new hex.

### **Typical Grade Level Progress:**

Typically, students take two (2) academic classes each hex. Exceptions are made when:

- A student requests to take more than two(2) academic classes and administration assesses the student has shown the capacity to have successful progress with more than two (2) classes in a hex.
- A student's progress has shown two (2) classes to be more than is possible. In these scenarios, administration may adjust the schedule to one (1) class a hex, while working with the student and guardian(s) on supporting the student in their ability to grow in their ability to complete two (2) classes each hex.

### **Graduation Requirements :**

#### **Core Diploma: 37 credits**

Students enrolled must successfully complete the following:

- 6 credits of Social Science (also known as Social Studies)
  - These 6 credits include US History S1, US History S2, and Government
- 8 credits of English
- 6 credits of Science
- 6 credits of Math
- 1 credit of Health
- 2 credits of PE
  - Also, complete PE each year at Choice Charter School
- Class with financial literacy, which is either Consumer Math/Fin. Lit or Economics
- 8 elective credits

Students preferring to attend a four-year college or equivalent are recommended the following:

#### **College and Career Ready Diploma: 46 credits**

Standard Graduation Requirements-

- 6 credits of Social Science (also known as Social Studies)
  - These 6 credits include US History S1, US History S2, and Government
- 8 credits of English
- 8 credits of Science
- 8 credits of Math
- Minimum of 4 credits of a world language (this depends on college requirements)
- 1 credit of Health Class
- 2 credits of PE
  - Also, complete PE each year at Choice Charter School
- Class with financial literacy, which is either Consumer Math/Fin. Lit or Economics
- 9 elective credits

College requirements are individual to the institution. The requirements above represent the Regents Admission Index (RAI), which is a score colleges & universities use to determine how comfortable, confident, and competent a student will be entering into their college or university. The RAI is determined by the number and types of classes taken in World

Language, Math, Science, English, and Social Studies. Families and students are encouraged to confirm the academic requirements of their colleges or universities of choice during the selection process.

### **Graduation:**

Students who have completed graduate requirements are eligible for graduation. Students who have completed the Board of Education's requirements for graduation will receive a Choice Charter School diploma.

Upon completion of graduation credits, the following process takes place:

- Principal and curriculum director confirm the student has completed the necessary credits to graduate
- Principal emails the registrar and IT coordinator the student has met the graduation requirements. The registrar will contact the student and guardian(s) on next steps for graduation. The IT coordinator will contact the student and guardian(s) on next steps on returning school equipment, typically which is a school computer and/or hotspot.  
**\*\* Students must return their equipment prior to graduation. \*\***
- Dr. Knight (Choice Charter School CEO) sets up an exit interview with the student.
  - During the exit interview, Dr. Knight confirms which graduation ceremony option is preferred by the student and guardian(s):
    - Attend an in-person group graduation ceremony with other Choice Charter School graduates
    - Attend a personal graduation ceremony where Dr. Knight schedules a time to meet the family, typically at their home, for pictures and receipt of diploma
    - Virtual Graduation Ceremony
    - No graduation ceremony requested.

*Note:* While rare, a student does not have an undisputed right to receive a diploma at a graduation ceremony. If the student has committed some egregious misbehavior, the student may be properly banned from taking part in graduation exercises and the diploma will be mailed to the student (Source: Iowa Department of Education School Leader Update May 2009).

### **Early Graduation:**

Choice Charter School students graduate when they complete the graduation credit requirements. Early graduation follows the same process as detailed in *Graduation* above.

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## **Enrollment, Scheduling, and Curricular Options:**

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### **Open Enrollment:**

Any Choice Charter School wishing to enroll in a different school/district would contact their local school/district for the appropriate paperwork.

### **Post-Secondary Education Options (PSEO):**

The Post-secondary Enrollment Options Act (PSEO) is an agreement between local colleges and high schools where high school students can take introductory-level courses offered through the college. These courses are offered in various formats such as online or on-campus. These classes are available to Choice Charter School students based on ability and interest. The administration team honors any request for these classes. Criteria includes grade level, ISASP and other testing, attendance, and progress in classes. This criteria is in place to ensure students wishing to take these classes are being set up to succeed.

The school pays for these classes. Typically students will take no more than two (2) classes at a time. These classes are based on a college semester so they will show up on Choice Charter schedules for three (3) consecutive hexes. The school does not pay for the costs of summer school classes. *All courses are part of the official transcript.* Students who drop after the drop deadline or receive an F in the PSEO course may be responsible for reimbursing the school for the costs. A consent form will be sent home if your student is enrolled in a PSEO course.

### **Changing Schedule Requests:**

Students may request to add a class at any time. This is done by contacting their mentor, principal, or curriculum director. The principal and curriculum director will look at the student's progress to determine if adding a class would benefit the student.

It is uncommon for a student to drop a class at Choice Charter School. Typically, various supports are made available allowing any student to complete their scheduled classes. In general, anytime a student wishes to discuss a change in their schedule, they can contact their mentor, the principal, or the curriculum director.

### **Human Growth and Development:**

The school provides students with instruction in human growth and development. Parents may review the human growth and development curriculum prior to its use and have their child excused from human growth and development instruction. Parents should contact the principal if they wish to review the curriculum or to excuse their child from human growth and development instruction.

### **Physical Education Non-Participation Excuses:**

Subject to the provisions of Iowa Codem subrule 12.5(6), physically able pupils in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. These minutes may come from enrollment in P.E. If a student wishes to be exempted from PE, they can contact the principal on next steps.

Students may be excused for a short period of time by a note from a doctor. This note must be given to the principal, and this information will be shared with the PE teacher. Limited activity or assignment accommodations may also be assigned depending on the nature of the illness or injury.

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## **Student Activities, Organizations, and Programs**

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### ***Academic Eligibility for Extracurricular Activities:***

CCS Students that participate in activities within their resident district are subject to the same local and state rules, as well as any guidelines established in the resident district.

### ***School Board Student Representative:***

Choice Charter School believes that student input and representation is important at its highest level of direction and decision making. Therefore a student will serve on the CCS School Board and have the same input, feedback, and voting rights as the other board members.

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## **Behavior Responsibilities and Expectations**

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### **What are the Expectations for Student Behavior?**

Behavior in Choice Charter School is a collaboration shared by school staff, students, and guardians. The purpose is to create dialogue, collaboration, and communication between staff, students, and guardians.

The *School Discipline Code* is to be applied consistently and uniformly throughout the School so students are treated with kindness, empathy, reason, and grace. The *School Discipline Code* is developed to support students to understand what it means to treat themselves and others with kindness, empathy, reason, and grace. Also, the *School Discipline Code* is developed to help students understand their levels of accountability in any organization, which Choice Charter School refers to as the *Field of Play*. In order to have a functional and safe school, we have to acknowledge there are agreed upon boundaries of what is considered kind, empathetic, reasonable, and gracious ways of interacting with each other. Following are the general guidelines for student behavior:

### **Student Conduct:**

(CCS School Board Approved Policy 503.1)

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.

### **Cell Phones or Electronic Device:**

Cell phones and electronic devices are not beneficial to students during a mentor meeting, *Time Choice!* or *Live!* option class meeting. In order to provide yourself the best environment for progress, it is preferred that cell phones are on silent, off, or in another room during any mentor meeting, *Time Choice!*, or *Live!* option class meeting.

If a teacher requests a student to silence, turn off, or place their cell phone or electronic device this is considered to be the same as any class request, which is if a teacher makes a request with kindness, empathy, reason, and grace, the student agrees to respond with the same type of kindness, empathy, reason, and grace. In this scenario, the student would agree and choose to be a teammate with the teacher regarding their cell phone or electronic device.

### **Academic Integrity (Plagiarism/Cheating):**

Choice Charter School takes academic integrity seriously and wants to ensure the work students are turning in and receiving credit for is their own. Instances that constitute plagiarism include but are not limited to:

- Turning in a paper retrieved from an internet source as one's own.
- Using another student's work in whole or part and submitting it as one's own.
- Using information from an encyclopedia, book, textbook, web site, database, etc. without citing the source.

- Using any facts, statistics, graphics, drawings, pictures, sounds, or other pieces of information without citing the source.
- Paraphrasing another person's unique ideas without citing the source.
- Letting someone else write portions of a paper.
- Inventing sources.
- Using someone else's words or ideas unintentionally as a result of poor research methods.
- Knowingly allowing someone else to use your work as their own.
- Using online translators, such as Google Translate, Spanish Dict!, etc., to complete Spanish assignments, projects, and assessments.

Ultimate decision making on if a student plagiarized or cheated on a task will be left to the teacher and administrative team. Intentional plagiarism will result in the following consequences:

- *1st offense*: Student will complete the assignment through an alternative method as decided by the teacher and administration. Guardian(s) will be notified.
- *2nd offense*: Student will complete the assignment through an alternative method as decided by the teacher and administration. Guardian(s) will be notified.  
Administration will meet to discuss if any permanent adjustments to submitting assignments are needed for the student. Any decisions will be communicated to the guardian(s) and student.
- Any subsequent offenses will result in an in-person meeting to include the guardian(s), CEO and/or principal, and student.
  - Purpose: Discuss reasons and concerns about student's plagiarism
    - Update previous plan to ensure student success in doing their own work
    - Write a new plan to ensure student success in doing their own work
    - Discussion on whether an online/virtual learning environment is the most valuable learning environment for the student.

### **Care of School Property:**

Students are expected to take care of school property including computers, hotspots, and any other school equipment. Vandalism is not considered as taking care of school property.

Students found to have destroyed or otherwise harmed school property may be required to reimburse the school. In certain circumstances, students may be reported to law enforcement officials.

### **Dress Code:**

There is a strong connection between academic performance, student's appearance, and student's conduct. School administration reserves the right to ban any item or clothing article which may cause disruption to the learning environment or personal safety or promotes illegal products or acts, contains explicit violent or suggestive sexual content, or is deemed obscene, profane, or offensive.

With regard to Choice Charter School, this applies to anytime a student is on camera during a Choice Charter School activity whether on the Charterverse or a video conferencing

software such as Google *Meet*. Also, the dress code applies to any Choice Charter School onsite activity such as ISASP/other testing and/or vocation support/events.

During times a student is on camera, students are expected to adhere to reasonable levels of cleanliness and modesty. Students are expected to wear clothing that is appropriate and does not disrupt the school or educational environment.

This would include not wearing:

- Clothing advertising or promoting items illegal for use by minors including, but not limited to alcohol, tobacco, and drugs
- Clothing displaying obscenity, profanity, vulgarity, racial and/or sexual remarks, making reference to prohibited conduct or similar displays or that creates a disruptive educational environment
- Clothing where they are not fully clothed on camera or in a way that creates a disruptive educational environment

The principal or designee makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or guardians will be notified.

### **Search & Seizure:**

The Board of Directors holds all school property in public trust. School authorities may, without a search warrant, collect and search any school property provided to students, including school issued computers to maintain order and discipline. Such searches should be conducted in the presence of another adult witness when feasible. All non-maintenance searches must be based on reasonable suspicion and be reasonable in scope.

### **Student-to-Student Harassment Procedures:**

(School Board Regulation 50210-R(1))

Harassment of students by other students will not be tolerated in the school. The school includes the school premises/"charterverse"; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, offensive or hostile learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, offensive or hostile learning environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.; demeaning jokes, stories, or activities directed at the student.
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Harassment and abuse are violations of school policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed should:

- Communicate to the harasser that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student should:
  - tell a teacher, counselor or principal; and
  - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the harasser did;
    - witnesses to the harassment;
    - what the student said or did, either at the time or later;
    - how the student felt; and
    - how the harasser responded.

## COMPLAINT PROCEDURE

A student who believes that the student has been harassed will notify Charles Mausser, CCS Principal, [cmausser@choicecharterschool.org](mailto:cmausser@choicecharterschool.org). The alternate investigator is the Title IX Coordinator. The investigator may request that the student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation is kept confidential to the extent possible.

The investigator has the authority to initiate a harassment investigation in the absence of a written complaint.

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the Title IX Decision Maker (CCS Curriculum Director). The investigator will outline the findings of the investigation to the Title IX Decision Maker (CCS Curriculum Director).

## RESOLUTION OF THE COMPLAINT

The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant and the alleged harasser will receive notice as to the conclusion of the investigation.

## POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process. Retaliators will be disciplined up to and including suspension and expulsion.

## CONFLICTS

If the investigator is a witness to the incident, the alternate investigator is the investigator.

## **Technology Usage Agreement:**

Choice Charter School has a Chromebook Program designed to help your student succeed during their time here in school. Students are assigned a Chromebook, similar to textbook checkouts. This device works in conjunction with the school-issued Google Accounts, giving access to Google Drive, Google Apps, video conferencing/virtual classroom and a wide range of other academic apps and resources. This is a long term checkout. The student will be assigned the same chromebook for the duration of their school career, returning the devices for the summer recess. Devices may be recalled by the school at any time.

Throughout the time the student participates in the Choice Charter School Chromebook Program, parents/guardians have a responsibility to supervise their student's use of the Chromebook, Internet use at home, and care for the Chromebook. If the device is lost or there

is any physical damage to the Chromebook as a result of misuse or lack of care, families can be held financially responsible for the cost to repair or for the replacement of the Chromebook, just as they would for lost or damaged textbooks.

Below are the basic guidelines for taking care of your Chromebook:

1. Keep all liquids and food items away from your Chromebook. Liquids and food crumbs can damage delicate electronic circuits.
2. Do not touch the screen with sharp objects, as this can puncture the LCD screen and make it unusable. Do not leave in an unattended vehicle. Close the lid gently. Make sure no objects (i.e. pencil, paperclip, etc.) are left on top of the keyboard that will scratch or crack the screen when closed.
3. Be sure to store your Chromebook safely when not in use. Ultimately, you are responsible for anything that may happen to your Chromebook, including loss or damage of the charging cord.
4. Protect your identity. Be careful when giving out your email address and personal information online and do not share passwords with others.

### **CHROMEBOOK/HOTSPOT CHECKOUT AGREEMENT**

#### *Terms of Use Distribution and Management*

Chromebooks are the property of Choice Charter School and are loaned out during the school year to students. If needed, a hotspot may be provided with limited data each month. Chromebooks and hotspots should only be used by students and their families for school use only. Chromebooks and hotspots cannot be lent to others.

Chromebooks and/or hotspots that are lost or stolen as a result of student or parent negligence may not be replaced and students may have to complete their work without the use of a Chromebook. Lost Chromebook chargers are the responsibility of the parent/guardian to replace. Chromebooks that are damaged will be repaired based on a fee schedule of the repair type.

Chromebooks may be replaced with different models, repaired for a fee or not replaced at the discretion of the district. If the Chromebook is not returned in a timely manner, the Chromebook will be disabled, considered lost, and parents will be billed.

Lost or stolen Chromebooks must be reported immediately. Following the report of a lost or stolen Chromebook, the student will be asked to provide a statement describing the circumstances to the school administration. If the Chromebook is recovered and returned to the school, it will be reassigned to the student.

Failure to follow the rules and guidelines presented in this document could result in disciplinary action and criminal prosecution. This includes, but is not limited to, tampering with the Chromebook's administrative settings, neglecting or stealing the school-issued Chromebook, etc. Students are expected to return the Chromebooks (and hotspots) at the end of their time with Choice Charter School.

## **Computer/Internet Usage Agreement**

The use of any computer and or provided access to the Internet is a privilege that may be revoked at any time for abusive or inappropriate conduct. Such conduct would include but is not limited to, the placing of unlawful information on or through the computer, accessing another person's files or email, and the use of obscene, abusive, or otherwise objectionable language or images in either public or private files or messages.

Choice Charter School reserves the right to inspect any material stored in files to which users have access and will edit or remove any material which may be objectionable. Users of the computers/Internet will not use their account to obtain, view, download, or otherwise gain access to potentially objectionable materials. This includes text materials, video images, or sound files that may be considered objectionable.

Choice Charter School computers are intended for the exclusive use of Choice Charter School students. As a user, you are responsible for the use of your password and account. Any problems which arise from the use of a user's account are the responsibility of the account holder. Any misuse will result in the suspension of the account privileges.

Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited.

Commercial software is placed on the computer for the use and convenience of students and staff. Any unlawful use such as the copying of copyrighted material without the express written permission of the owner or the proper license is prohibited.

Any unauthorized, deliberate action which damages or disrupts a computing system (including the willful introduction of computer "viruses" or other disruptive/destructive programs), alters its normal performance, or causes it to malfunction is prohibited. Users will be financially responsible for any damages up to replacement of a damaged computer. Parents and/or guardians may be held accountable for inappropriate use by their child.

## **What Happens If These Expectations Are Not Met?**

School problems can best be resolved in the classroom.. In order to resolve problems, guardians or students can meet with a teacher at appropriate times to discuss existing problems. If the guardians or students are dissatisfied with the teacher's decision or explanation, they can meet with the building administrator to review the area of concern. Guardians and students who wish to appeal the Alternate Educational Placement or who wish to appeal an expulsion should refer to the section of the *Code* relating to procedures for appropriate guidance.

The School may impose disciplinary consequences for conduct that interferes with the educational environment. When administering discipline, school personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.

2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors that will be considered in the administration of student discipline and factors that will be considered in determining the length of any suspension, alternate education placement, or expulsion may include but are not limited to:
  - A. Seriousness of offense
  - B. Student's age and intent or lack of intent at the time the student engaged in the conduct
  - C. Student's disciplinary history
  - D. Student's attitude
  - E. Potential effect of the misconduct on the school environment
  - F. State law requirements for certain disciplinary consequences
  - G. Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of the punishment
  - H. Whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
  
3. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, school, or any school-related activity and may include persistent misbehavior of Level II or higher misconduct. An administrator may find, on the basis of the facts and circumstances of the case, that a Level III offense constitutes a serious offense. Finally, a finding that a student has engaged in any offense listed as an offense under Level III or Level IV constitutes a finding that the student has engaged in serious misbehavior

Student acts of misconduct are categorized into the following four levels of offense are not inclusive. The student who commits an act of misconduct that occurs on school property, at a school-sponsored or school-related activity regardless of whether the event is on or off school property may be classified into any of the four levels will be subject to disciplinary action by the classroom teacher or principal. Choice Charter School's administration reserves the right to make final decisions regarding disciplinary consequences.

#### **Level I (Violation of Classroom Rules):**

Each teacher or staff member establishes the rules for the classroom and for school-related activities. These are offenses that generally occur in the classroom and can be corrected by the teacher. The teacher/staff member will discuss the Level I misbehavior with the student and guardian, administrator, or support personnel as necessary and record the offense and disciplinary action in JMC.

Level I behaviors may include:	Level I disciplinary actions
<input type="checkbox"/> Violations of rules or classroom procedures <input type="checkbox"/> Refusal to participate in classroom activities <input type="checkbox"/> Tardiness to class <input type="checkbox"/> Failure to be prepared for class	<b>Requires:</b> <input type="checkbox"/> Parent or guardian notification. <input type="checkbox"/> Requires individualized educational program (IEP) meeting, if the student has an IEP.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Cheating, plagiarism, or copying the work of other students</li> <li><input type="checkbox"/> General misbehavior, such as making excessive noise, not following instructions, or violating campus dress codes</li> <li><input type="checkbox"/> Disruptive or non-cooperative behavior</li> <li><input type="checkbox"/> Failure to protect, share and/or use of other student's passwords</li> <li><input type="checkbox"/> Profanity, vulgar language, or obscene gestures</li> <li><input type="checkbox"/> Any other act that disrupts the classroom or interrupts the operation of the class</li> </ul>	<p><b>And may include but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian conference that includes the student, when appropriate;</li> <li><input type="checkbox"/> When appropriate and with written parent/guardian consent, counseling, and/or mental</li> <li><input type="checkbox"/> Health counseling subject to available resources of the district;</li> <li><input type="checkbox"/> Behavior intervention student agreement coupled with another response(s);</li> <li><input type="checkbox"/> Restitution or opportunities to repair relationships coupled with another response(s);</li> <li><input type="checkbox"/> Detention;</li> <li><input type="checkbox"/> Temporary removal from extracurricular activities;</li> <li><input type="checkbox"/> Temporary removal from class;</li> <li><input type="checkbox"/> In-school suspension; and/or</li> <li><input type="checkbox"/> Suspension of transportation, if misconduct occurred in a school vehicle.</li> </ul>
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### **Level II (Administrative Intervention):**

Offenses that are more serious in nature or are a continuation of Level I misconduct, will involve the school's administration. Level II acts of misconduct include student acts that interfere with the orderly educational process in the classroom, on school property, or at a school-sponsored event. A teacher/staff member who observes a student engaged in Level II or higher misconduct will complete a discipline/referral form for the principal or other appropriate administrator. The principal/administrator will document the discipline and resolutions in JMC and provide communication to the parent/guardian.

Level II behaviors may include:	Level II disciplinary actions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Leaving without permission including the online classroom or school grounds (Charterverse)</li> <li><input type="checkbox"/> Absences including cutting class</li> <li><input type="checkbox"/> Harassment, Bullying, intimidation (see Pages 22-24 for a detailed description)</li> <li><input type="checkbox"/> Use of Smoking/Tobacco while online or at onsite event — includes use and/or possession of tobacco or tobacco products including electronic cigarettes, vaping products, and similar products/devices</li> <li><input type="checkbox"/> Forgery</li> <li><input type="checkbox"/> Selling or soliciting unauthorized merchandise</li> </ul>	<p><b>Requires:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian notification.</li> <li><input type="checkbox"/> Review of response to prior offense, if applicable, to inform increased level of response.</li> <li><input type="checkbox"/> Individualized educational program (IEP) meeting, if the student has an IEP.</li> </ul> <p><b>And may include but are not limited to, the following:</b></p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Inappropriate display of affection</li> <li><input type="checkbox"/> Posting or distributing unauthorized materials</li> <li><input type="checkbox"/> Failure to abide by the rules and regulations at extracurricular activities or at co-curricular activities such as field trips</li> <li><input type="checkbox"/> Loitering in unauthorized areas</li> <li><input type="checkbox"/> Failure to follow school policy on the operation of electronic devices</li> <li><input type="checkbox"/> Refusal to comply with a school's dress code policy</li> <li><input type="checkbox"/> Disruptive behavior on a school bus or at a school bus stop</li> <li><input type="checkbox"/> Violation of <a href="#">Choice Charter School Computer/Internet Usage Agreement (Data and Software)</a></li> <li><input type="checkbox"/> Sending or forwarding inappropriate electronic communication that results in a disruption to the educational environment</li> <li><input type="checkbox"/> Other acts interfering with the orderly educational process in the classroom or the school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian conference that includes the student, when appropriate;</li> <li><input type="checkbox"/> When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li><input type="checkbox"/> Behavior intervention student agreement coupled with another response(s);</li> <li><input type="checkbox"/> Restitution or opportunities to repair relationships coupled with another response(s);</li> <li><input type="checkbox"/> Detention;</li> <li><input type="checkbox"/> Temporary or permanent removal from extracurricular activities;</li> <li><input type="checkbox"/> Temporary or permanent removal from class;</li> <li><input type="checkbox"/> In-school suspension;</li> <li><input type="checkbox"/> Out-of-school suspension;</li> <li><input type="checkbox"/> Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li><input type="checkbox"/> Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.</li> </ul>
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### **Level III Suspension and/or Optional Recommendation for Alternative Educational Placement (AEP):**

Offenses that seriously disrupt the educational process in the classroom, in the school, or at school-related activities, or a continuance of repeated Level I or II misconduct. Level III acts include misconduct for which an administrator may suspend the student, place the student into in-school suspension, or if the administrator finds the Level III misconduct to be serious or persistent as defined in this *Discipline Code*, refer the student to a school-level alternate educational placement (AEP). The principal or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct.

Level III student behaviors may include:	Level III disciplinary actions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Assault is defined as an act intended to result in physical contact that will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act.</li> <li><input type="checkbox"/> Gambling</li> <li><input type="checkbox"/> Stealing/theft of property</li> <li><input type="checkbox"/> Truancy</li> </ul>	<p><b>Requires:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian notification.</li> <li><input type="checkbox"/> Review of response to prior offense, if applicable, to inform increased level of response.</li> <li><input type="checkbox"/> Individualized educational program (IEP) meeting, if the student has an IEP.</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Threatening others with weapons/ammunition including but not limited to: <ul style="list-style-type: none"> <li>a) knife, which includes razor blades, utility knives, X-ACTO knives, or other objects that are designed to cut'</li> <li>b) fireworks, "poppers," smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process</li> <li>c) live ammunition or bullets</li> <li>d) BB guns, pellet guns, or air rifles, electric stun guns or other protective devices designed to administer an electric shock</li> <li>e) replica of a gun that is sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm</li> </ul> </li> <li><input type="checkbox"/> Persistent disruptive behavior</li> <li><input type="checkbox"/> Interfering with school authorities</li> <li><input type="checkbox"/> Disruptive demonstration</li> <li><input type="checkbox"/> Behavior contract violations</li> <li><input type="checkbox"/> Participation in an illegal organization</li> <li><input type="checkbox"/> Hazing</li> <li><input type="checkbox"/> Vandalism/Burglary</li> <li><input type="checkbox"/> Continued violation of the District's Acceptable Use Policy.</li> <li><input type="checkbox"/> Under the influence of alcohol or a controlled substance</li> <li><input type="checkbox"/> False report or retaliation against a staff member</li> <li><input type="checkbox"/> False alarm or report, or terroristic threat</li> <li><input type="checkbox"/> Felony conduct</li> <li><input type="checkbox"/> Assisting (directly or indirectly) with the promotion of any prohibited behavior</li> <li><input type="checkbox"/> Other acts of serious misconduct that disrupts the school environment in the classroom and/or school.</li> </ul>	<p><b>And may include but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian conference that includes the student, when appropriate;</li> <li><input type="checkbox"/> When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li><input type="checkbox"/> Behavior intervention student agreement coupled with another response(s);</li> <li><input type="checkbox"/> Restitution or opportunities to repair relationships coupled with another response(s);</li> <li><input type="checkbox"/> Detention;</li> <li><input type="checkbox"/> Temporary or permanent removal from extracurricular activities;</li> <li><input type="checkbox"/> Temporary or permanent removal from class;</li> <li><input type="checkbox"/> In-school suspension;</li> <li><input type="checkbox"/> Out-of-school suspension;</li> <li><input type="checkbox"/> Suspension of transportation privileges, if misconduct occurred in a school vehicle;</li> <li><input type="checkbox"/> Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or</li> <li><input type="checkbox"/> Recommendation for expulsion.</li> </ul>
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#### **Level IV: Required Alternate Education Placement or Recommendation for In Lieu of Expulsion and/or Expulsion for Serious Offenses:**

Level IV acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school or that most seriously disrupt the orderly educational process in the classroom and/or school. Students may be expelled for any violation listed under this section. Expulsion may occur if the Level IV act of misbehavior occurs on school property or at a school-sponsored or school-related activity on or off of school property. Students receiving Special Education services that commit a Level IV offense

may be recommended for alternate educational placement pursuant to the procedures set forth in the preceding section.

Level IV student behaviors may include:	Level IV disciplinary actions:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Threat with a weapon.</li> <li><input type="checkbox"/> Firearm/Dangerous weapon.</li> <li><input type="checkbox"/> Distribution of a controlled substance.</li> <li><input type="checkbox"/> Possession with intent to distribute.</li> <li><input type="checkbox"/> Arson.</li> <li><input type="checkbox"/> Assault of Staff Member resulting in bodily injury.</li> <li><input type="checkbox"/> Sexual Assault.</li> <li><input type="checkbox"/> Habitual Disruptive Behavior</li> </ul>	<p><b>Requires:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent or guardian notification.</li> <li><input type="checkbox"/> Review of response to prior offense, if applicable, to inform increased level of response.</li> <li><input type="checkbox"/> Individualized educational program (IEP) meeting, if the student has an IEP.</li> </ul> <p><b>And may include but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Expulsion:</b> The Board of Directors for the School may, by a majority vote, may expel a student from school for a violation of the regulations or rules established by the Board, or when the presence of the student is detrimental to the best interest of the school. When a student is expelled he or she is not eligible to receive educational services from the School.</li> </ul>

### **Expulsion Procedures:**

Referral to administrator, with report and contact made to the parent.

1. Administrator confers with the student and guardian about the misconduct. The student is given an opportunity to explain the incident.
2. The administrator determines misconduct.
3. Administrator determines whether the student engaged in Level IV misconduct that is serious in nature that warrants a recommendation for expulsion. If the administrator determines that the student engaged in violation of a Level IV offense, then the administrator contacts school administration and general counsel to start the expulsion referral process. When the student is recommended for expulsion, the student and their guardian shall be given a packet of information that contains the supporting documentation as to why the administration is recommending the student be expelled.
4. Guardian will receive a packet of information at least 48 hours prior to the expulsion hearing date.
5. A panel of at least three members of the Board of Directors shall make the determination whether or not to expel a student from school.
6. The panel of the Board of Directors shall meet to conduct a hearing regarding the recommendation for expulsion and the hearing shall occur within ten (10) school days after the student's suspension from school.

7. The student and their guardian will be notified of the time and place of the hearing through communication.
8. The Board of Directors is provided with the same packet of information regarding the documentation supporting the administration's recommendation for expulsion as the student and their guardian.
9. At the hearing, an administrator will present the information to the Board that supports the administration's recommendation for expulsion
10. The student's family or representative will have a chance to provide information that rebuts the information provided by the administration or to present new information that either demonstrates the student did not engage in the conduct for which they are accused or any mitigating information. Student witnesses are not allowed to be present at the hearing on behalf of either the student or the School.
11. After the panel of the Board of Directors receives information on behalf of the School administration and on behalf of the student, the panel will meet in an executive closed session to discuss the evidence. The panel will then reconvene in open session to act on the recommendation of expulsion.
12. The student and their family will be notified of the decision in a timely manner.
13. If the Board acts to deny the expulsion, the student will be placed back in school by school administration.
14. If the Board acts to expel the student, the student will be excluded from the School's educational services and from School property for a specified period of time. There will also be conditions of reinstatement which must be met by the student.
15. At the conclusion of the expulsion period, school administration will meet with the student and their family to ensure the conditions of reinstatement have been met and for the administration to determine appropriate school placement.
16. Iowa law provides for the appeal of a school board determination to expel a student to the Iowa State Department of Education.

**In Lieu of Expulsion/AEP (Alternative Educational Placement):**

Students are placed in an educational setting determined by the School for a period not to exceed two academic semesters, which is equivalent to three (3) consecutive Hexes. However, if it is determined that the student is a threat to the safety of other students or a threat to School employees and it is determined that placement is in the best interest of the student, then the student's placement may be for a longer duration. In that situation, there is no limitation on the length of placement of a student in an AEP. Students are placed on a behavior improvement contract during their period of alternate educational placement. Serious violations of the discipline policy by students during the period of placement may result in a recommendation for expulsion.

- *Persistent:* More than one instance of similar type of misconduct.
- *Possession:* Actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by the Discipline Policy if the substance or object is on the student's person or in the student's personal property.
- *Under the Influence:* Has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of

alcohol or illegal substances on the breath or person of a student, also it includes being impaired by reason of the abuse of any material as a stimulant.

- *Serious Offenses:* Substantial disruption or material interference with the orderly process in the classroom or school building.

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## **Student Health, Well-being, and Safety**

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### **School Cancellations**

When school is canceled for any reason, notice will be sent out to students utilizing JMC.

### **Emergency Drills & Procedures:**

As required by law, CCS holds emergency fire, tornado, intruder, and evacuation drills. At the beginning of each semester, teachers are to notify students of the procedures to follow in the event of a drill.

### **What Are the Health Requirements for School?**

Prior to starting school or when transferring into the school, students must present an approved Iowa Department of Public Health immunization certificate signed by a health care provider stating that the student has received the immunizations required by law. Students without the proper certificate will receive an Immunization Provisional Certificate and are given 60 days to complete. If the student's immunizations have not been initiated by the 60-day deadline then they will not be allowed to attend school until they have started to get up to date on their immunizations. Only for specific medical or religious purposes are students exempted from the immunization requirements. Parents who have questions should contact the principal.

Immunizations:

- **7th grade: Before starting** 7th grade your child will need: 1-TDap and 1-Meningococcal
- **12 grade: Before starting** 12th grade your child will need 2-Meningococcal (unless the first dose after the age of 16).

Dental Screenings:

- **9th grade:** Your child will need a completed Iowa Dental Screening from their dentist. This can be done a year prior to this year's enrollment up to 4 months after enrollment.

### **Guidelines for Sick Students and Illness at School:**

If you are unsure if you should participate in classes, please follow this guideline: A young person is usually fine to participate in classes if their fever is under 101 degrees and there is no nausea/vomiting, or diarrhea.

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## Miscellaneous

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### **Educational Records:**

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. For a complete copy of the school's policy on student records or the procedure for filing a complaint, contact the board secretary in the CEO's office.

Student directory information is released without parental permission unless the parent asks the school not to release it. Parents must notify the school at the beginning of the school year if they do not want the school to release directory information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, most recent educational institution attended, year in school, dates of attendance, and heights and weights of athletes.

### **Legal Status of Student:**

If a student's legal status, such as the student's name or the student's custodial arrangement, should change during the school year, the parent or guardian must notify the school. The school needs to know when these changes occur to ensure that the school has a current student record.

### **Guidance & Counseling:**

The purpose of the guidance and counseling program is to:

- Help students develop and implement educational plans
- Assist students with personal problems
- Help students to develop a realistic self-concept
- Provide assistance in vocational planning
- Work with students, parents, and teachers for the well being and benefit of each student
- Provide college catalogs and bulletins
- Provide scholarship information

The counselor will discuss any questions students may have. Many students are concerned with such things as planning the future, job placement, wanting to know about their interests and abilities, how to study, how to get along with teachers or other students, and how to get along with their family, etc. All the information you give the counselor is held in the strictest professional confidence. Your counselor will not discuss information obtained in an interview with you among friends or in public. Your counselor does little disciplining. Instead, they try to help you do better in the future by helping you understand yourself and others. Your counselor can talk to your teachers for you in order to help you and your teachers understand

each other better and can make arrangements to assist you in making plans and reaching your goals.

**School Announcements:**

The primary means of communication with students about school-related activities is through announcements. These are posted weekly through the *Information Kiosks* on the Charterverse, and included in the student weekly newsletter. If you wish to have an announcement included for a specific week, have it approved by the principal by 4 PM on Friday of the previous week.

**Visitors/Guests:**

Visitors are generally not allowed during the regular school day because of the potential distractions which are caused. Tours are given with the approval of the CEO.

**Multicultural and Nonsexist Equity Education Opportunity:**

It is the policy of Choice Charter School not to discriminate on the basis of race, creed, 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 education programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the School's Equity Coordinator, Charles Mausser, CCS Principal, [cmausser@choicecharterschool.org](mailto:cmausser@choicecharterschool.org). The contact for the regional office is, Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730- 1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.

**Abuse of Students by School Employees:**

As directed by Chapter 102 of the Iowa Code, Choice Charter School has appointed a designated investigator responsible for the investigation of allegations regarding the abuse of students by school employees. Categories of abuse are the following: 1) Physical abuse by intentional infliction of injury or excessive force, and 2) Sexual abuse by sexual offenses or misconduct or encouraging prostitution. The designated investigator for the abuse of students by school employees is Charles Mausser, CCS Principal, [cmausser@choicecharterschool.org](mailto:cmausser@choicecharterschool.org).

**Public Complaints about Employees (Board Approved Policy 402.05):**

The Choice Charter School Board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board action however, the following should be completed:

- Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
- Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for licensed employees and the CEO for classified employees.
- Unsettled matters regarding licensed employees from (b) above or problems and questions concerning the school district should be directed to the CEO.

If a matter cannot be settled satisfactorily by the CEO, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president in writing, who may bring it to the attention of the entire board, or the item may be placed on the board agenda of a regularly scheduled board meeting in accordance with board policy.

It is within the discretion of the board to address complaints from the members of the school district community, and the board will only do so if they are in writing, signed, and the complainant has complied with this policy.

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## Community Resources

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### **AEA Services:**

The Central Rivers Area Education Agency (CRAEA), located in Cedar Falls, and Marshalltown serve our school. Many educational services are provided, such as special education consulting, student evaluations, hearing screening, speech and language therapy, and media services.

### **Media and Library Services:**

[Media and Library Services](#) to CCS students are provided and monitored by the Central Rivers Area Education Agency (CRAEA).

### **Crisis Services:**

**Your Life Iowa:** Your Life Iowa is the statewide crisis line that provides information and referral, counseling, crisis service coordination and linkages to crisis screening and mental health services, 24 hours a day, 7 days a week. Call [855-581-8111](tel:855-581-8111), text 855-895-8398 or chat at [www.yourlifeiowa.org](http://www.yourlifeiowa.org).

**Warm Line:** Is a telephone line staffed by individuals with lived experience who provide non judgemental, non-directive support to an individual experiencing a crisis. Call the statewide Warm Line at [844-775-WARM](tel:844-775-WARM) (9276).

**Mobile Response:** Is an on-site, face-to-face mental health service for individuals experiencing a crisis. Mobile response staff are able to intervene wherever the crisis is occurring. [Find your local mobile response provider \(PDF\)](#).

**23-Hour Observation Services:** These services are provided for up to 23 hours in a secure and protected, medically staffed, psychiatrically supervised treatment environment. [Find 23-hour observation services near you \(PDF\)](#).

**Adult Crisis Stabilization Residential Services:** This is a short-term living arrangement designed to de-escalate a crisis situation and stabilize an individual (18 years old and up) following a mental health crisis. [Find crisis stabilization residential services for adults near you \(PDF\)](#).

**Child Crisis Stabilization Residential Services:** This is a short-term living arrangement designed to de-escalate a crisis situation and stabilize an individual (under 18 years old) following a mental health crisis. [Find crisis stabilization residential services for children near you \(PDF\)](#).

**Community-Based Crisis Stabilization Services:** This is a short-term intervention for individuals that is intended to stabilize them within the community. Services include medication management, counseling, referrals and peer support. [Find crisis stabilization community-based services near you \(PDF\)](#).

**Access Centers:** Are intended to serve adults experiencing a mental health or substance use crisis who do not need inpatient psychiatric hospital treatment. Access Centers provide significant and immediate support and services. [Find your local access center provider \(PDF\)](#).

**National Suicide Prevention Lifeline (NSPL):** Is a free, confidential, 24/7 crisis line providing emotional support and crisis counseling to individuals experiencing a suicidal crisis or emotional distress. Federal legislation was passed to transition the current number (1-800-273-8255) to the three-digit dialing code of 9-8-8 by July 16, 2022. Until that transition occurs, callers should continue using 1-800-273-8255. [Learn more about the 9-8-8 State Planning Grant to support this implementation](#).

**Crisis Text Line Available at 741741**

To have information/instructions provided in English text “HOME” for Spanish text “AYUDA”  
[Trevor Lifeline For LGBTQ Youth](#): 1-866-488-7386

[LGBT National Hotline](#): 1-888-843-4564 (M - F, 2pm to 11pm, CT Sat, 10am to 3pm, CT)

[Trans Lifeline](#): 1-877-565-8860 (4pm CT – 12am CT 7 days a week)