



# **Central City Home School Assistance Program Handbook**

**2022-2023**

**CENTRAL CITY HOME SCHOOL ASSISTANCE PROGRAM**

400 Barber Street, Central City, IA 52214

Ph: (319)438-6181 Fax: (319)438-6110

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## Program Mission and Goals

Living within the district's mission, "Learning Today and Leading Tomorrow," the Central City Home School Assistance Program supports and assists parents who choose the role of primary educator for their children. This mission is accomplished by customizing education, providing approved resources, and creating a learning community among our staff and program families.

The goal of the Central City Home School Assistance Program (HSAP) is to empower parents to educate their children in the home environment with the assistance of credentialed teachers and administrative staff who can help them achieve educational goals. Home Educators take legal responsibility for the educational progress of their children. Central City HSAP will come alongside to help them meet the standards set by the State of Iowa and the Central City Community School District, but the primary responsibility always remains with the parent or legal guardian.

## Contact

### **CENTRAL CITY HOME SCHOOL ASSISTANCE PROGRAM (CCHSAP):**

400 Barber Street, Central City, IA 52214

Phone: (319)438-6181, ext. 5126

Home School Assistance Program Coordinator: Laura Meier [lmeier@centralcitycsd.org](mailto:lmeier@centralcitycsd.org)

## **CENTRAL CITY COMMUNITY SCHOOL DISTRICT CONTACTS**

### **ADMINISTRATION OFFICE**

Superintendent: Alan Marshall [amarshall@centralcitycsd.org](mailto:amarshall@centralcitycsd.org)

Phone: (319)438-6181, ext. 5097

### **CENTRAL CITY MIDDLE/HIGH SCHOOL** *(Grades 6-12)*

Principal: Jason McLaughlin [jmclaughlin@centralcitycsd.org](mailto:jmclaughlin@centralcitycsd.org)

Phone: (319)438-6181, ext. 5507

6-12 Secretary: Wendy Yoder (319)438-618, ext: 5509 [wyoder@centralcitycsd.org](mailto:wyoder@centralcitycsd.org)

6-12 School Counselor: Elizabeth Birdsley (319)438-6181, ext: 5505

[ebirdsley@centralcitycsd.org](mailto:ebirdsley@centralcitycsd.org)

### **CENTRAL CITY ELEMENTARY SCHOOL** *(Grades K-5)*

Principal: Alexis Pieper [apieper@centralcitycsd.org](mailto:apieper@centralcitycsd.org)

Phone: (319)438-6181, ext. 5121

PreK-5 Secretary: Judy Nowadzky (319)438-618, ext: 5123 [jnowadzky@centralcitycsd.org](mailto:jnowadzky@centralcitycsd.org)

K-5 School Counselor: Katy Koehler (319)438-6181, ext: 5124 [kkoehler@centralcitycsd.org](mailto:kkoehler@centralcitycsd.org)

# IOWA HOMESCHOOL ASSISTANCE PROGRAMS LAWS

## Iowa Law Regarding Home Education

Iowa Law allows students to receive "Competent Private Instruction" (CPI). Competent Private Instruction means the child is following a course of study outside of the public school or outside of an accredited nonpublic school. *Iowa Code section 299A.1; 281--Iowa Administrative Code 31.*

To comply with state law for Competent Private Instruction the parent, guardian, or legal custodian agrees to the following:

1. Submit a Form A with the school district for each child receiving Competent Private Instruction (CPI) by **September 1** or within 14 days of removing the child from public school or moving to a new school district.
2. Provide proof of immunization or a religious/medical waiver for any child receiving CPI.
3. Receive pre-approval for CPI from the Director of Special Education at the AEA if the child requires special education services.
4. If dual enrolling for public school academic courses, extracurricular activities, online classes, and testing, the parent or guardian must let the school district know by **September 1**. The exception would be for those new to the district or who recently removed their child from public school in order to CPI. For these exceptions, the family has 14 days in which to notify the school district of their desire to dual enroll. Concurrent enrollment for Kirkwood classes is subject to Kirkwood deadlines and availability.
5. If desiring open enrollment to a school district other than the home residence district, the parent/guardian must file proper documents with the resident district by March 1<sup>st</sup> for the next school year. Open enrollment forms are available through the resident District.

School districts are not required to have a Home School Assistance Program. If they do, the Department of Education requires: "The teacher practitioner shall have contact with the child and the child's parent, guardian or legal custodian at least four times per quarter during the period of instruction. One of every two contacts shall be face to face with the student under competent private instruction." Iowa Law, Chapter 281 31.3

For registration assistance contact CCHSAP Coordinator, Laura Meier, at (319)438-6181, ext. 5126 or [lmeier@centralcitycsd.org](mailto:lmeier@centralcitycsd.org).

## Competent Private Instruction through CCHSAP

School districts in Iowa are not required to offer a Home School Assistance Program (HSAP). In support of our parents desiring to home school, the CCCSD offers support through the CCHSAP. Therefore, the district agrees to provide the following as part of a HSAP:

1. Properly licensed coordinator to supervise the number of and ages of students enrolled in the HSAP.

2. The coordinator must meet with the child and the child's parent, guardian or custodian at least four times per quarter, half being face-to-face contacts with the child present.
3. The coordinator will advise the parent, guardian or custodian about lesson plans, materials, teaching techniques, evaluations of learning, planning, and instructional skills.
4. The district will provide **appropriate instructional materials** per the home instructor's request on the **same basis** as materials are provided to full-time public school students in the school district. HSAP funds may be used to purchase instructional materials, provided the materials are deemed necessary and remain with the school district for the HSAP. 281-IAC rules 31.5(4) and 31.5(5), & 298.12. [ARC 8054B, IAB 8/26/09, effective 9/30/09]

## CCHSAP Policies

### A. ENROLLMENT

#### a. Open Enrollment *(Enrolling in a district other than the one in which you reside)*

Families who do not reside in the Central City Community School District can enroll in the CCHSAP through a process called open enrollment. Families living outside of the Central City Community School District wishing to enroll in CCHSAP need to file an open enrollment application. This application is retrieved from the family's resident school district or the Central City School District. For more information, refer to Iowa Department of Education's Open Enrollment Handbook:

[https://educateiowa.gov/sites/files/ed/documents/2022-2023\\_Open\\_Enrollment\\_Handbook\\_0.pdf](https://educateiowa.gov/sites/files/ed/documents/2022-2023_Open_Enrollment_Handbook_0.pdf)

#### b. Dual Enrollment

Dual enrollment is enrollment in one or more courses, participating in extracurricular activities offered by the same district, or obtaining special education services or programs (if required by the IEP). **Enrollment in CCHSAP does not automatically entitle students to participate in services offered to public school students – they must all be dual enrolled.**

Dual enrollment into regular education classes and activities must take place in the district the student is currently enrolled. A student cannot be enrolled in two districts simultaneously. For example, a Cedar Rapids resident who open enrolls into Central City to access the CCHSAP must use the Central City Community School District for dual enrollment opportunities. The only exception to this is when there is a class/activity for which two school districts have a shared agreement.

Dual enrollment **MUST** be indicated on the Competent Private Instruction Report (CPI or Form A), submitted annually for each student. **If dual-enrollment has not been indicated, your student is ineligible for dual enrollment services offered to students for that school year.**

Parents desiring dual enrollment through the regular education program must adhere to the following procedure:

1. Indicate dual enrollment Competent Private Instruction Report (CPI or Form A).

2. CCHSAP will advise the parent who to contact at the public school to register for the class/activity. (Usually the school counselor)

3. Contact the school counselor where your child will be enrolled. The names and phone numbers of the school counselors are located in the "Contact" section at the beginning of this handbook. Indicate to the counselor that you are enrolled in CCHSAP and that you would like to dual enroll in a certain class(es) at their school. The counselor will make the necessary arrangements to enroll your child in the class(es) you request, provided the classes are not already full.

4. The CCHSAP parent is responsible to familiarize themselves with the policies and procedures of the school where the child is dual enrolled.

\*\*Please contact CCHSAP if you have any difficulties making the dual enrollment arrangements.

### c. Legal Status

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 district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

## B. SUPERVISION

### a. Legal Requirements

Our key role is to encourage and help equip parents who have chosen to teach their children at home. Iowa home schooling law requires HSAP supervising teachers to have 16 contacts with home school students and their parents, every other contact being face to face (four per quarter) with the student. The CCHSAP Coordinator uses these opportunities to focus on each family's individual needs and educational goals. Visits may occur in the home, at Central City Schools, or any other location as agreed upon by the parent and the CCHSAP Coordinator.

Iowa law regarding Competent Private Instruction (also known as CPI) supervision reads as follows:

**31.4(3) Duties.** *The duties of a licensed teacher who instructs or provides instructional supervision of a student shall include the following:*

a. *Contact with the student and the student's parent, guardian, or legal or actual custodian at least four times per 45 days of instruction. One of every two contacts shall be face-to-face with the student.*

b. *Consulting with and advising the student's parent, guardian, or legal or actual custodian with respect to any of the following as requested by the student's parent, guardian, or legal or actual custodian or as deemed necessary in the professional judgment of the practitioner:*

- (1) *Lesson plans;*
- (2) *Textbook and supplementary materials;*
- (3) *Educational goals and objectives;*
- (4) *Teaching and learning techniques;*
- (5) *Forms of assessment and evaluation of student learning;*
- (6) *The student's strengths and weaknesses;*
- (7) *Interpretation of test results;*
- (8) *Planning; and*
- (9) *Record keeping.*

- c. *Providing formal and informal assessments of the student's progress to the student and the student's parent, guardian, or legal or actual custodian.*
- d. *Annually maintaining a diary, record, or log of visitations and assistance provided.*
- e. *For purposes of assisting the district to meet its "child find" obligation under the Individuals with Disabilities Education Act, referring to the child's district of residence for evaluation any child who the practitioner has reason to believe may be in need of special education.*

**b. The Home School Assistance Program Coordinator**

The Central City Home School Assistance Program Coordinator will be available for the duration of the school year. The CCHSAP Coordinator is licensed by the state of Iowa. The HSAP Coordinator may be contacted at their work phone number or via email (see "Contact" page of this handbook). It is the duty of the HSAP Coordinator to contact parents to schedule visits.

**c. Contacts with Central City Home School Assistance Program Coordinator  
CCHSAP requires sixteen contacts as follows:**

**Eight Face-to-Face Contacts**

Two face-to-face visits will occur per quarter. Visits may occur in the home, at Central City Schools, or any other location as agreed upon by the parent and the CCHSAP Coordinator.

Following is an outline of the visit activities:

**First Visit**

Get to know the HSAP Coordinator. Express any specific needs that you foresee having throughout the year. Allow your HSAP Coordinator to get to know the family and each of the children including their special interests, academic abilities, and instructional needs.

1. Ask your HSAP Coordinator if you have questions about goal setting for each of your children. The coordinator will have resources that she is glad to share with you.
2. Ask for ideas about record keeping or journaling your home education activities. This is a good way to chart your child's progress.
3. Share the curriculum/approach that you plan on using to reach your educational goals if one has been selected.
4. If students are in high school, a high school plan should be laid out. Very accurate records of classes completed and grades received should be recorded.
5. Set a date for your next visit. Determine what you would like to accomplish at that visit.

**Intermediate Visits**

Share how your children are doing in relation to your goals. Review goal progress. Modify goals if needed.

**Final Visit**

Reflect on the year's activities in relation to your original goals. Document goal progress, and review the success level of the program and goals.

1. Ask for assistance, if needed, in setting preliminary goals for next year.

2. Determine if summer activities should be used to meet learning goals.

As a condition of enrollment in CCHSAP, students must exhibit progress towards the goals that were established with the HSAP Coordinator. If progress is not being made, continued participation in the CCHSAP program will be evaluated. Failure to meet adequate academic progress, may result in discontinuation of the family in the program. The HSAP Coordinator will offer encouragement, ideas for instructional strategies, and resource ideas upon your request.

The following rules apply for any parent, guardian or custodian who misses scheduled visits with the CCHSAP Coordinator without adequate excuse. Excused visits are those with advanced communication (prior to the meeting time) and a rescheduled appointment time, or communication after the missed meeting explaining there was illness or an unexpected family event.

1. **First unexcused missed visit** — CCHSAP Coordinator will discuss the necessity of the visits and work with the family to reschedule the appointment.
2. **Second unexcused missed visit in the school year** — the CCHSAP Coordinator will give a verbal warning that any further visits missed will result in suspension from the program.
3. **Third unexcused missed visit in the school year** — a registered letter will be issued stating that the family has 5 working days to inform CCHSAP of plan to continue with program and a meeting is rescheduled or be dismissed from program
4. **Fourth unexcused missed visit in the school year** (or failure to reschedule missed meeting) - a registered letter will be issued stating that the family has been dismissed from the program.

#### **Eight Non Face-to-Face Contacts**

These contacts can be acquired in the following manner:

- Correspondence by e-mail or letter.
- Phone conversation.

#### **d. Goal Setting**

It is the responsibility of CCHSAP parents to set the yearly educational goals for their children, and articulate these goals to the CCHSAP Coordinator at the beginning of the school year.

#### **e. Record Keeping**

Record keeping of home education activities is the responsibility of CCHSAP parents. This record keeping need not be exhaustive and the format is up to the parent. Record keeping becomes especially important in the upper grades as families prepare transcripts/ portfolios for entrance into a college or university. Families whose homeschooled students plan to transition back into a traditional school setting will be responsible to comply with the school's requirements for documentation to determine proper placement of the child.

#### **f. Minimum Number of Home School Subjects**

To maintain competent private instruction (homeschooling) status, a minimum of 25% of the annual coursework must be under the parent's direct supervision. If a



student is taking classes in sufficient quantity to constitute full-time status at another institution, their enrollment at CCHSAP will be canceled.

**g. Adequate Supervision**

As a condition of enrollment in CCHSAP, students must have adequate supervision by the parent or other responsible adult appointed by the parent. Parents who have full-time job requirements taking them away from their children during the day, must supply CCHSAP with the name and contact information of an adult responsible for checking on the child when the parent is at work. Failure to maintain regular supervision by an adult will result in canceled enrollment.

**h. Testing**

Students enrolled in CCHSAP are not required to submit to standardized testing, unless they are juniors wishing to graduate with a CCHSAP Diploma. CCHSAP offers the Iowa Statewide Assessment of Student Progress (formerly Iowa Assessments) for grades 3-11 every year in the spring. In the event the CCHSAP Coordinator cannot determine if adequate progress is being made, the CCHSAP Coordinator reserves the right to require standardized testing to determine progress, and/or to remove the student(s) from CCHSAP. In order to be considered adequate progress, ALL of the child's scores must be at or above the 30th percentile on ELA, Mathematics, and Science (if assessed that year) Domain Scores (percentiles based on the most recent ISASP Iowa Percentile Ranks report)

*\*Note: standardized testing is not required for students who are enrolled in CCHSAP only. However, if a student is also dual-enrolled, annual assessment is required.*

**C. Support Materials**

The school district follows Iowa law which allows for support materials to be offered to CCHSAP families, on the same basis as materials are provided to full-time public-school students in the school district. CCHSAP funds may be used to purchase instructional materials provided the materials are deemed reasonable and necessary.

According to Iowa Code, Rules 31.4(4) and 31.4(5), home school assistance programs cannot provide monetary payments directly or indirectly to families enrolled in their programs. The law also states that any instructional materials purchased must remain the property of the HSAP. The district must provide instructional materials, if the parent or guardian so requests, on the same basis that materials are provided to regularly-enrolled children.

In support of this, CCHSAP families have the option of purchasing up to \$450 in educational materials per enrolled family per year. These purchases will be evaluated by the CCHSAP Coordinator.

Purchased consumable materials purchased will be returned to and remain with the school district for the CCHSAP after their use.

281-IAC rules 31.5(4) and 31.5(5), & 298.12. [ARC 8054B, IAB 8/26/09, effective 9/30/09] provide the following expectations for the HSAP.

- a. NEVER give monetary payments directly or indirectly to the parent/guardian/legal or actual custodian of a student who receives CPI.

- b. DE administrative rule 281-31.5(4) (b) states that these materials are to be provided to CPI students who dual enroll or are in HSAP “on the same basis” as they are provided to your regularly enrolled students. **This means that the district has the final say about the materials it provides and is the ultimate owner of the materials.**
- c. In all cases, texts and materials (unless of a consumable nature) are to be returned to the district at the end of the school year.
- d. Religious materials, will not be provided, as these are not appropriate for use with the regularly enrolled population.
- e. Instructional material does not mean teachers’ manuals or tests used by the CCCSD, *therefore, these cannot be purchased by the CCHSAP*. Materials including teacher manuals and tests, not used within the CCCSD instructional curriculum may be purchased through the CCHSAP.
- f. The district is spending public funds; therefore, it is the final decision-maker as to what is appropriate.

#### D. HIGH SCHOOL ISSUES

##### a. Diploma Policy

**General:** Students enrolled in the Central City Home School Assistance Program may choose to qualify for a Central City Home School Assistance Program diploma. The diploma is optional for all CCHSAP students, and home-schooled students may continue to participate in all other functions of CCHSAP if they elect not to qualify.

##### Requirements for CCHSAP Diploma

In order to receive a diploma from the Central City Home School Assistance Program, a student must complete all of the following requirements:

- A. Students must complete a minimum of 50 total credits
  - 1. Students must complete a minimum 26 required credits in the following subject areas (1 year of curriculum = 2 credits):
    - 8 credits of English
    - 6 credits of mathematics
    - 6 credits of science
    - 6 credits of social studies (2 credits of American History and 1 credit of American Government is required)
  - 2. Students must complete a minimum of 24 elective credits in any subjects.
- B. It is the responsibility of each student to keep a record of the credits he/she has earned in order to know at all times how he/she stands with respect to completion requirements. A transcript of work completed will be provided for each enrolled student who requests that CCHSAP keep transcript records for them. This is also optional, and the student and parents, guardian or legal custodian may choose to keep all of their own records. In this case, CCHSAP would not be able to provide a transcript for this student.

##### Alternatives to the CCHSAP Diploma

- 1. Does a student need a CCHSAP diploma to enter post-secondary education? No. The admissions counselors at Iowa’s colleges and universities do not need a diploma to accept homeschool students. They weigh their decision on their test scores and their transcript, not on their high school diploma. However, a diploma may carry more weight for students entering the job

force right out of high school. A parent issued diploma may suffice as evidence that the student has completed high school.

2. Are there other options other than a CCHSAP diploma? Yes. A parent can generate their own diploma.

### **Evidence of Completion**

Any of the following alternatives will be accepted as evidence of completion of one year (2 credits) for courses:

- Completion of over two-thirds of a high school level textbook.
- Completion of at least 120 hours of study and/or activities related to the course content.
- Completion of an independent study course in which a research paper of at least fifteen pages (3600 words) in length (typed double spaced or handwritten single spaced) using at least three non-encyclopedic references, footnotes, bibliography, etc. which demonstrates learning of the subject.
- Completion of a college course.
- Passing test score on an Advanced Placement exam.
- Any other evidence of completion of a course as agreed upon by the parent, guardian or legal custodian and the CCHSAP Coordinator.

### **Transfer Credits**

Transfer credits will be accepted. If a student transfers to home education from a traditional school, credit for school courses completed will be accepted by the Central City Home School Assistance Program upon receipt of the school transcript. Students receiving a home school diploma must be enrolled for a minimum of two years (including the final year of high school) in the Central City Home School Assistance Program unless otherwise approved by the CCHSAP Coordinator.

### **How Credits Are Awarded**

It is up to the parent, guardian or legal custodian, with concurrence of the HSAP Coordinator, to determine that the requirements for a course credit have been met. Successful completion of each course will count towards the requirements for the CCHSAP diploma. Credits may be earned in increments of 0.25, 0.5, 0.75 and 1 credit.

Students participating in the CCHSAP diploma program may begin acquiring credits towards the diploma in their 9<sup>th</sup> grade year (with the exception of an 8<sup>th</sup> grade student taking Algebra I for elective credit).

### **Evaluation**

Evaluation will be determined by the teaching parent, guardian or legal custodian with concurrence of the HSAP Coordinator. Student performance may be documented by any of the following: written course work, tests taken, oral presentations, logs of instruction, portfolio work, standardized test scores that indicate appropriate learning of the material, or other means agreed upon by the parent, guardian or legal custodian and the CCHSAP Coordinator. No class rank will be given for CCHSAP students and CCHSAP students are ineligible for valedictorian and salutatorian awards.

### **Independent Assessment**

- CCHSAP students pursuing the diploma option will be required to take the Iowa Statewide Assessment of Student Progress during their junior year and score at or above 40<sup>th</sup> percentile on ELA and Mathematics Domain Scores (percentiles based on the most recent ISASP Iowa Percentile Ranks report).
- If the student is unable to score at or above 40<sup>th</sup> percentile in any of these two domains, the following alternate assessments will be required to receive a diploma.

### **Reading - Senior English Review**

Requirements:

1. The student will pick five books to read: One book from each of the following areas – biography, fiction, non-fiction, classic, and your choice.
2. The student will keep a reading log. The reading log will consist of a minimum of 45 vocabulary words for one book. Define each word, use it in a sentence of your own and find an antonym or synonym for each word. Each student will also write one discussion question per chapter in the reading log.
3. There will be one paper written per book. The paper can be written on one or more of the discussion questions. Or it may be written on the hero/villain, the theme of the book, your favorite character, a summary, or the student may pick what they want to write about. Each paper should be 1-1/2 to 2 pages long. Each page should have a minimum of 400 words.
4. The HSAP Coordinator/parent/student will sit down and figure out a schedule. The schedule will include how much the student needs to do each week to get the required material completed.
5. The course must be completed and the work approved by the HSAP Coordinator by the Wednesday preceding graduation.
6. If a student has any questions or needs help, he/she needs to seek help immediately.

### **Math - Consumer Math**

Requirements:

1. This course is available on Odysseyware, our district's online credit recovery platform
2. The student will be enrolled in and complete this course.
3. Each unit test score must be above 60%.
4. The student must complete all units assigned
5. The course must be completed and the work approved by the HSAP Coordinator by the Wednesday preceding graduation.

### **Special Needs Provision**

It is the intention of the Central City Home School Assistance Program to award diplomas to special needs home-educated students who are achieving up to their potential. Therefore, any of these requirements may be waived by the CCHSAP Coordinator and/or High School Principal if he/she deems them inappropriate to a special needs student.

#### **b. TRANSCRIPTS:**

##### **Record Keeping:**

As noted previously, record keeping is primarily the responsibility of the parent.

The HSAP Coordinator, on a quarterly basis, will be reviewing with parents the student's progress, and assist in determining the value of credits awarded.

**Grades:**

Parents have the option of assigning grades to the courses shown on the transcript. Parents are advised to determine the preference of the prospective postsecondary institutions where their child may attend, and provide documentation accordingly. Parents shall determine the grading scale that will be used for their child. It is recommended that the parent include with the transcript an explanation of the grading scale used. Information on ways to determine grades is available from your HSAP Coordinator.

An A represents 4.0, the top of the grading scale. For that reason, there is no additional value in recording an A+ on the transcript, and it will not be allowed, unless issued by an institution for a class taken there.

**Transcript preparation:**

Upon reviewing evidence of completion, the HSAP Coordinator will submit grades and credits to be added to the student's graduation progress and transcript. These are available on the student's PowerSchool.

**Transcript Records:**

Central City High School will maintain the official signed copy of student transcripts in the student's file. Central City High School will send copies of transcripts to institutions identified by the student.

**c. Graduation**

Students earning a CCHSAP Diploma will be eligible to participate in all Central City High School senior activities, including graduation.

**d. Senior Year Plus (SYP)**

- i. What is the Senior Year Plus Program (SYP)?
  - The SYP includes all College Credit in High School classes
  - This would include on-campus and online courses
- ii. What is the purpose of the Senior Year Plus Program?
  - Promotes rigorous academic pursuits
  - Provides wider variety of options to high school students
  - Allows 9-12th grade students to enroll part time in college courses in eligible postsecondary institutions of higher learning in Iowa.
- iii. How many credits?
  - Students may take up to 23 credit hours per school year
- iv. Information regarding SYP through Kirkwood Community College will be communicated via the high school counselor.

## District Services

**A. GRANT WOOD AREA EDUCATION AGENCY**

Address: 4401 6th Street SW, Cedar Rapids Phone: 399-6700

GWAEA is a service to teachers and educators. As a home school parent, many of the services provided by GWAEA are also available to you. Ask the HSAP Coordinator for more information.

#### **B. District Textbooks and Materials**

Materials are to be provided to students on the same basis as they are provided to fully enrolled students. Central City textbooks are available for home school use if extra copies are available. This does not include teacher lesson plans, curriculum guides, or answer keys. It does include technology that would be provided to a fully enrolled student at the equivalent grade level.

## **District Policies**

#### **A. JURISDICTIONAL STATEMENT**

Included in this handbook are CCHSAP and Central City Community School District policies, rules and regulations that are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; and while attending or engaged in school activities. We 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 staff, other students, visitors and guests with respect and courtesy. A violation of a CCHSAP or district policy, rule or regulation may affect a student's eligibility to participate in CCHSAP. Students and/or parents who fail to abide by the policies, rules and regulations may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of activities and/or classes or conduct which disrupts the rights of other students. Disciplinary measures include, but are not limited to removal from the classroom, probation and expulsion. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record. CCHSAP reserves and retains the right to modify, eliminate or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook. Students and parents are expected to know the contents of the handbook and comply with it. For questions or concerns, please contact the office at (319)438- 6181.

#### **B. EQUAL EDUCATIONAL OPPORTUNITY**

The (Central City Community School District) board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, ancestry, color, national origin, creed, socio-economic status, religion, sex, marital status, sexual orientation, gender identity or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact Dr. Tim Cronin, Superintendent, at (319)438-6181 x 5097.

#### **C. SECTION 504 STUDENT AND PARENTAL RIGHTS**

The Central City Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to

meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 should be directed to:

**Alan Marshall** [amarshall@centralcitycsd.org](mailto:amarshall@centralcitycsd.org)  
 400 Barber Street, Central City, IA 52214  
 Phone: (319)438-6181, ext. 5097

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and *Iowa Code* § 280.3.

#### **D. STUDENT HEALTH AND IMMUNIZATION CERTIFICATES**

Proof of immunization is required of all children enrolled in a HSAP, and of all children when dual enrollment is elected. Children enrolled in the HSAP are exempt only to the same extent that a regularly enrolled child is exempt, by filing a medical or religious exemption.

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed physician and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the physician is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district will also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

#### **E. STUDENT SEARCH**

All school property is held in public trust by the Board of Directors. School authorities may, without a search warrant, search a student, student work areas or student automobiles under certain circumstances to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students and school personnel. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to nonprescription controlled substances, apparatus used for the administration of controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student anywhere on the school premises.

Refer to Board Policy Number 502.8 for additional information.

#### **F. WEAPONS**

School district facilities are not an appropriate place for weapons, dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons or dangerous objects will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

#### **G. CHILD ABUSE REPORTING**

In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. All licensed school employees, teachers, coaches and paraeducators are mandatory reporters as provided by law and are to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive



incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

#### **H. ANTI-BULLYING/HARASSMENT POLICY BOARD POLICY NUMBER 104**

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Board. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

The Board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socio-economic status, or familial status. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures which may include suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in unreasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

For further details refer to: <http://centralcitycsd.org/downloads/district/Board-Policy-Manual-without-notes.pdf>

#### **I. COMPUTER USAGE**

One laptop & charger are being lent to a student and are in good working order. It is the student's responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is, and at all times remains, the property of Central City Community Schools of Central City, Iowa, and is herewith lent to the student for educational purposes only for the Academic School year. Students and parents will be required to sign our Terms of Use forms at the beginning of each school year.

## **Other Resources**

### **Iowa Department of Education Link**

[2021-22 Private Instruction Handbook](#)

[Iowa Department of Education Homeschool Options](#)

### **Homeschool Iowa Link**

[Homeschool Iowa Homepage](#)