

Buchanan County Success Center Handbook

For Dual Enrolled Students



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Independence, IA 50644
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WELCOME to the BUCHANAN COUNTY SUCCESS CENTER (BCSC)

Hi, welcome to BCSC (yes, our abbreviation for the Buchanan County Success Center). We know handbooks can sometimes be boring and easily ignored. With that in mind, we've tried to create a user-friendly, interactive version for you (some parts have to be more traditional though - please bear with us through those pages). We have laid out some of the basics regarding the Success Center. Obviously, we cannot address every topic or issue that will arise, but we've built what we believe to be a solid foundation from which we can operate. If you have any questions as you go, write them down and ask!

We look forward to working with you!!!

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Mission, Beliefs, and Goals

Mission

- ❖ Educating people to be lifelong learners and respectful, responsible citizens.

Beliefs

- ❖ Everyone is capable of learning and leading productive, healthy lives.
- ❖ The quality of education in the alternative setting should be of equal quality to traditional programs.
- ❖ Each individual is recognized and accepted as having his/her own unique interests, abilities, and learning styles.
- ❖ The overall growth of the individual is important; this includes, but is not limited to, mental, emotional, and social growth.
- ❖ A cooperative effort among students, staff, parents/guardians, and community helps facilitate positive individual growth.

Goals

- ❖ Provide a more individualized opportunity for learning which allows students to obtain a high school diploma.
- ❖ Offer a quality education supported by technology, career and post-secondary skill development, healthy lifestyle support, and curriculum and services of Independence High School.
- ❖ Teach and encourage behaviors that positively contribute to one's self-concept.
- ❖ Provide a safe, supportive environment that recognizes and encourages personal and academic growth.
- ❖ Encourage healthy choices and productive life skills through problem-solving, decision-making, conflict resolution, behavior change, and goal setting.
- ❖ Involve students, staff, parents, family, and community in the educational program at BCSC.

STAFF

On Site

Shelly Bertelli, Director, Teacher
Rebecca Uchytel, Teacher
Angela Webb, Secretary
Erin Maurer, Paraprofessional

Off Site - Independence

Jean Peterson, Superintendent
John Howard, IHS Principal
Dewey Hupke, Asst. IHS Principal
Shalon Frye, Counselor
Loren Pink, Liaison
Rhonda Jasper, Nurse

Student Responsibilities

- **Be involved and productive** – be here every day, on time; develop and meet your goals.
- **Be physically and mentally prepared to participate in your education** – keep your body healthy (drug & alcohol free); keep your mind on the task at hand.
- **Respect the worth and rights of yourself and others** – no violence of any kind (physical, sexual, emotional; verbal or nonverbal) will be tolerated. If it's not yours, don't mess with it.
- **Display a positive image of oneself** - your physical appearance matters. Leave offensive, inappropriate clothes at home.
- **Be truthful and responsible** – integrity (doing what is right, fair, and honorable) is your most valuable asset. Keep yours by being honest; be responsible for your actions.

Eligibility

- Currently enrolled student at Independence High School.
- Non-mandatory attendee (younger students considered on an individual basis).
- Referral from Independence High School.
- Approval of At Risk Administrator is required.
- Signed parental/guardian form allowing your participation.
- Desire to learn – as displayed by your behavior.
- Signed contract indicating understanding of and willingness to follow policies, practices, responsibilities, and academic requirements laid out in this handbook and conveyed to you by school personnel.

If you receive special education services, your special education teacher must also meet with the referral team and help to determine if your identified needs can be met in the alternative setting. Your special education teacher will be responsible for monitoring your IEP (Individualized Education Program). If you have a history of displaying threatening behavior and/or pose a safety threat, you must agree to follow a behavior management plan before admittance will be considered.

For the IHS, BCSC, and all involved to be successful, it is vital that a stable, supportive environment be maintained. Therefore, enrollment is limited. The nature and needs of each new applicant along with current enrollment numbers will determine how quickly students are admitted. If the student is eligible, but the IHS enrollment numbers have already been reached, the student will be placed on a waiting list and notified when there is an opening. If you are admitted, an IHS staff member will provide you with specifics regarding your schedule at BCSC.

Daily Schedule

Regular

1st 8:20 – 9:40

2nd 10:00 – 11:15

3rd 12:00 – 1:40

4th 1:40 – 3:15

Your class time will be assigned at the high school. You are expected to attend for the entire time daily and on time each day (see specific rules regarding attendance/tardies on this page).

Delays and Cancellations

If IHS is delayed or cancelled due to poor weather conditions, BCSC will also be delayed or cancelled.

Follow High School schedule

Behavior Expectations

Attendance/Tardies

- If you are going to be absent, call IHS at 334-7405 and let them know before your school day starts.
- The tardy policy used at IHS will apply to you at the BCSC.
- Remember that by not attending the BCSC you are less likely to be able to meet your academic progress goals.

Academic Progress

Since earning a diploma is a goal of attending the Independence High School, it is vital that you continually work toward that goal and that staff continually monitor your progress. You must show academic progress. The amount of progress will vary from student to student, but progress must be shown. You will make and track weekly progress goals for each of your classes. When academic progress is not evident in your classes, the following steps will occur:

- BCSC teacher/advisor will meet with you and the school principal, guidance counselor, or school liaison to discuss a specific progress plan for you to meet and follow.
- The consequences for continued lack of academic progress will be defined in your specific progress plan.

Discipline Expectations

The BCSC environment needs to be one that is safe, supportive, healthy, and educational. Any behavior that interferes with that atmosphere needs to be altered. No one can foresee every possible behavioral issue; however, included below are some general expectations:

- **Productive** – work on the classes you’re signed up for; keep day-dreaming, talking with others, or any other “off-task” behavior to a minimum.
- **Attitude** – keep it positive and solution-oriented. Of course there will be days when you’re down, but don’t let it contaminate others.
- **Respect** –
 - **Yourself:** practice positive self-talk and positive behaviors.
 - **Others (both staff & peers):** you’re not being asked to like everyone around you, but you are being asked to respect their individuality and give them the space they need to meet their goals. As stated earlier, no violence or harassment of ANY kind (racial, sexual, physical, emotional; verbal or nonverbal) will be tolerated.
 - **Our space:** keep BCSC clean and neat. Please do not write on the equipment, furniture, walls, books, materials, etc.
- **Appearance** – this not only includes clothing (see clothing/apparel guidelines on page 6), but also your physical state...be awake and drug free.
- **Law abiding** – possession and/or use of illegal substances or weapons, theft, vandalism, or assault will include police involvement along with a BCSC consequence.

Consequences

As you’ve probably been told before, all choices have consequences. It’s only legitimate that you know the possible consequences and how consequences will be determined at BCSC. Consequences will be based on the following factors:

- Frequency—how often has the behavior occurred...is this the 2nd or the 22nd time?
- Severity – how intense was the behavior ...was it quiet and non-threatening or was it loud and aggressive?
- Duration – how long did the behavior go on ...did it last five seconds or five minutes?

Considering the criteria above, it's clear that there is no one possible consequence for any given behavior. Listed below are some possible consequences; again, the actual consequence will be determined by the frequency, severity, and duration of your behavior:

- Verbal or written reminder
- Apology
- Clean up
- Private meeting with BCSC teacher/advisor and/or other staff members
- Specific behavior management plan
- Removal for the rest of the day which would be counted as an absence
- Expulsion

Clothing/Apparel

Clothing is a reflection of who you are, and we do not want to squelch your individuality. However, we need to maintain a safe, healthy environment that shows respect for yourself and others as well as promoting healthy choices. For these reasons, the following clothing/apparel rules will be followed:

- Shoes/sandals must be worn at all times.
- Any hat or head covering that prevents staff from seeing your eyes cannot be worn.
- Any clothing, jewelry or other apparel that uses, advertises or promotes drugs, alcohol, tobacco, sex, profanity; racial, gender or ethnic discrimination; or any other inappropriate message (as determined by BCSC staff) cannot be worn.
- Any clothing, jewelry or other apparel that causes a significant disruption or distraction or is considered unsafe (as determined by BCSC staff) cannot be worn.
- No bare midriffs, spaghetti straps, see-through or open backs will be allowed.

If you choose to wear clothing or other apparel that is not allowed, you will be asked to either turn it inside out (shirts), or change it (shirts, pants), put it on (shoes/sandals), or take it off (hats, jewelry). To continue to choose to wear inappropriate clothing, jewelry or other items would be interpreted as a sign that you're not ready to commit yourself to BCSC. If that is the case, we will meet and set up a specific short-term improvement plan with consequences clearly defined.

Educational Program

Course Offerings

The IHS counselor will discuss with you the options that best fit your needs. A current list of course offerings at the BCSC is available from the IHS guidance counselor or BCSC staff member.

Credits and Grading

You must score 70% on the sum of all assignments and on each assessment for each chapter/unit to show that you are at least competent in the topic/s covered. If you score below 70% on the sum of all assignments, any individual assignments below 70% will have to be redone. If you score below 70% on an assessment, you will have to do additional work for the chapter then retake an assessment until at least 70% competency is achieved. The following grading scale will be used at the BCSC:

A	93-100%	Indicates exceptional mastery
A-	90-92%	
B+	87-89%	Indicates proficient mastery
B	83-85%	
B-	80-82%	
C+	77-79%	Indicates competent mastery
C	73-76%	
C-	70-72%	

You will earn one credit for each course you complete in its entirety. Partial credit classes are available on a per case basis. If you do not complete the BCSC course in the term you have been assigned, you need to make arrangements to complete the coursework.

Up to 10 credits may be earned at BCSC and transferred to IHS (exceptions can be made by the principal and guidance counselor).

Progress Reports

Progress reports will be given to you and sent home at the end of the term. The reports are valuable in helping to monitor progress and set goals.

Time Cards

You will keep a time card to record how much time you spend completing work in each class.

Textbooks

Textbooks cannot be checked out as BCSC only has a limited number available. However, many of the chapters have been copied and can be checked out. Individual reading books may also be checked out.

Smoking/Tobacco & Related Products:

As we know, many people are addicted to tobacco products. We are aware that we cannot stop you from smoking altogether, but you can be sure that we will discuss the habit and assist you if you're ready to quit. Keeping in mind that one of the goals of BCSC is to encourage healthy choices, tobacco products should not be seen by any BCSC staff member while you are in the building. If tobacco or tobacco-related products are seen but not being consumed, they will be taken and NOT returned.

Smoking is NOT allowed on school grounds. Beginning July 1, 2008, Iowa law prohibits smoking within 50 feet of school grounds, which includes the parking lot. Any student smoking in prohibited areas will face legal and school sanctions.

Telephone Use:

The BCSC phone can only be used with staff permission. If there is an emergency at home, parents/guardians may call BCSC at 334-7440.

ALL phones **will** be placed in the pencil box on top of the table, with lid closed. If your cell phone is heard, or becomes an issue, staff will take the phone and return it at the end of your day.

Computers:

Personal computers/school laptops will **not** be allowed to be used at BCSC. BCSC provides computers for students to use for their school work. Students cannot be on YouTube, Facebook or any other social media sites during class time. Students caught abusing computer privileges will not be allowed to use the computers. Headphones provided for E2020 use only.

Music:

We have a radio on during the day (no, the station is not negotiable). You are allowed to listen to your own music in your own player as long as you use headphones. You should have the volume low enough that you can hear us and we can't hear your music. Your music device **MUST** be placed in the pencil box, on top of the table, with the lid closed. You must have a play list or listen to a station. Changing songs/stations will not be tolerated.

Cheating and Plagiarism:

Cheating by looking at or copying another student's work, copying exactly from the work of others (plagiarism), getting answers from an answer key, manipulating computer programs or data, discussing answers to tests, etc., is not acceptable. Students found cheating, as well as anyone assisting, may be given an alternate assignment, receive a zero on the work and lose credit in the class, or be expelled depending on the circumstances and honesty of the person/people involved.

General Information

Transportation: Dual enrolled students will be provided transportation to and from BCSC by a school van. The school van departs from the front door of the high school at the beginning of every period and returns students to the front door at the end of every period. Students are required to ride the school van.

Supplies: Folders will be provided for you in which class work will be kept. Paper, pencils, pens, calculators, rulers and other basic supplies are kept on hand; however, feel free to bring your own. You will be assigned a container in which to keep some supplies.

Beverage/Food: Food and unopened soda may be brought into BCSC and consumed as long as it is not disruptive to learning (as determined by BCSC staff).

Breaks: Breaks may be taken inside or outside. Please do not be disruptive to those we share the building with. Remember... the tardy policy applies to returning from breaks.

Visitors: Visitors to BCSC are only allowed if a prearranged time has been set up. Anyone who has been expelled from BCSC is considered a visitor.

Personal Property: BCSC does not provide locker space. The BCSC assumes no responsibility for the safekeeping of personal property.

Individual Appointments: If you need to speak with a BCSC teacher/advisor or associate about individual problems, concerns, or celebrations, please see us to set up the time.

Annual Notice of Non-Discrimination

The Independence Community School District offers career and technical programs in the following areas of study:

- Agriculture
- Business
- Family and Consumer Science
- Industrial Technology
- Marketing

It is the policy of the Independence, Jesup and East Buchanan Community School Districts not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by Title VI and VII of 1964 Civil Rights Act, Title IX of 1972 Educational Amendment and Section 504 of the Federal Rehabilitation Act of 1973. Inquiries regarding compliance with Title IX, Title IV, or Section 504 may be directed to the Equity Coordinator in your home district: Independence - 1207 1st St. West, Independence, IA 50644, (319) 334-7400; Jesup - 531 Prospect, Jesup, IA 50648, (319) 827-1700; East Buchanan - 414 5th St., Winthrop, IA 50682, (319) 935-3767.

Equal Employment Opportunity (Affirmative Action)

The Independence Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually. The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board annually. Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. Advertisements and notices for vacancies within the district will contain the following statement: "The Independence Community School District is an equal employment opportunity/affirmative action (EEO/AA) employer." The statement will also appear on application forms. Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Erin Burmeister, Independence Community School District, 1207 – 1st Street West, Independence, Iowa 50644; or by (319) 334-7400. Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669-6820. <http://www.eeoc.gov/field/Milwaukee/index.cfm> or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-1004, Phone: 515-281-4121, Toll Free: 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>. This inquiry or complaint to the

federal office may be done instead of, or in addition to, an inquiry or complaint at the local level. Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Equal Education Opportunity

It is the policy of the Independence Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Erin Burmeister, Director of School Improvement at 334-7400, extension 459, or via email at eburmeister@independence.k12.ia.us. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Anti Bullying/Anti Harassment Policy

The Independence Community School District 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. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board (Refer to Board Policy 106). Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.

- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student, staff or volunteer based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:

- (1) Places the student, staff or volunteer in reasonable fear of harm to the student's person or property.
- (2) Has a substantial detrimental effect on the student's, staff or volunteer's physical or mental health.
- (3) Has the effect of substantially interfering with a student's academic performance.
- (4) Has the effect of substantially interfering with a staff member or volunteer's work performance.
- (5) 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.
 - "Trait or characteristic of the student, staff or volunteer" includes but is 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, socioeconomic status, or familial status.
 - "Volunteer" means an individual who has regular, significant contact with students.

In the event of a complaint, the following steps will be followed:

1. Tell the violator to **stop** if comfortable doing so!
2. Tell a staff member.
3. The staff member will inform the Principal who will fill out a Bullying/Harassment Complaint form requesting a Level 1 investigation.
4. The investigator will file a report with the Principal if the Principal is not the investigator.

If **unfounded**:

- No consequences issued but situation may be monitored.

If **founded**:

- Consequences will be issued, according to Respect & Protect.
- Law enforcement officials may be notified.
- An appeal may be made to the Superintendent.
- Documentation remains in the student's permanent cumulative file.

Level 1 Investigator is the Director of School Improvement, Erin Burmeister, located at the Admin Building. Alternate Investigator is Dewey Hupke, Assistant Principal, Independence Jr-Sr High.