EXCEL HIGH SCHOOL

A college and career preparatory high school

STUDENT AND PARENT HANDBOOK
SY2016-17

RESPECT RESPONSIBILITY
CITIZENSHIP GRIT
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September 8, 2016

Dear Students:

Welcome to Excel High School where diversity is our strength and everything we do is guided by our core values of **Respect, Responsibility, Citizenship, and Grit**. Each student has special and unique ideas, perspectives, and talents to contribute to our community. My hope is that students learn and **discover** new things; **achieve** at high levels; and become **leaders** among their peers.

The faculty and staff are committed to student success. As members of the Excel High community, students are inheriting a legacy of success because no matter where students are when they arrive, we will make sure they are college and career ready. As a result, students can expect to learn in a safe and orderly environment; receive lessons and assignments that require analysis, the use of technology, and writing; collaborate with their peers; receive regular feedback from their teachers, and grow academically.

What does Excel High expect of its students? We expect students to work hard and give their best effort every day. We are counting on students to represent themselves, our school, and their families well. Our core values – respect, responsibility, citizenship, and grit – should guide students’ actions and decision-making at all times. This means following Excel’s Uniform Dress Code guidelines as well as the cell phone and Code of Conduct policies. It also means students take responsibility for their decisions and actions, enjoy the benefits of making good decisions as well as accept the consequences when they do not.

In conclusion, I offer students simple, but important, advice on how to have a successful year:

➢ Attend school EVERY day and arrive by 7:20 a.m.
➢ Come prepared to learn, participate, and contribute – bring required materials, ask questions, share your ideas and thoughts.
➢ Complete ALL of your assignments, homework, projects, and exams.
➢ Work hard and ask for help when you need it.
➢ Use time – your most valuable resource – wisely.
➢ Get involved – don’t stand on the sidelines!

Please know that I care about each of you and that you can count on my support.

Let’s make it a great year! Go Knights!

Sincerely,

Stephanie Sibley, M.Ed.
Headmaster
## OUR SCHOOL PROFILE

<table>
<thead>
<tr>
<th>About Us</th>
<th>Opened in 2001, Excel High School is a mid-size College Preparatory High School that fosters and promotes high academic achievement and creative expression in a safe and supportive learning environment. Our teachers and staff show commitment to the success and well-being of our students by meeting each student where they are and helping them meet their full potential as scholars and leaders. Nearly 50% of our teachers have two teaching licenses, one in their subject area and the other in either special education or English as a Second Language (ESL). As a result, they are well prepared to support a variety of student learning and language needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>Excel fosters a high academic learning environment and has rigorous graduation requirements to ensure that our students graduate ready for college and the workforce. To accomplish this, we meet students where they are when they enter and then provide academic supports so that they can complete our Mass Core course of study which includes a comprehensive set of subject area courses as well as world language, computer science/multimedia, art, physical education, Advanced Placement courses, and internships. In partnership with Boston Scholar Athlete (BSA), we offer SAT Prep and One Goal along with a menu of other essential pre-collegiate programs (Upward Bound, Urban Scholars, and Admissions Guaranteed Program) offered by UMass-Boston.</td>
</tr>
<tr>
<td>RIGOROUS PROGRAM OF STUDIES</td>
<td>Our Mass Core program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language (French or Spanish), one year of an art, one year of computer science/multimedia, one year of physical education and five additional &quot;core&quot; courses such as Global Issues, JROTC, Forensic Science, Anatomy &amp; Physiology, etc. Excel also offers additional learning opportunities including AP classes, dual enrollment, and internships.</td>
</tr>
</tbody>
</table>
## WHO’S WHO OF EXCEL HIGH

<table>
<thead>
<tr>
<th>Department</th>
<th>Staff Member</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative</strong></td>
<td>Stephanie Sibley</td>
<td>Headmaster</td>
</tr>
<tr>
<td></td>
<td>Ericka Rogers-Ross</td>
<td>School Secretary</td>
</tr>
<tr>
<td></td>
<td>Sonic Felix</td>
<td>Director of Curriculum, Assessment, &amp; Placement</td>
</tr>
<tr>
<td></td>
<td>Valerie Spencer</td>
<td>Director of Professional Development and STEM Partnerships</td>
</tr>
<tr>
<td><strong>Special Education Services</strong></td>
<td>June Jacquard</td>
<td>Coordinator of Special Education Services</td>
</tr>
<tr>
<td></td>
<td>Sandra Nurse</td>
<td>Coordinator of Special Education Services</td>
</tr>
<tr>
<td></td>
<td>Michelle Gill</td>
<td>Emotional Impairment Strand Specialist/Clinician</td>
</tr>
<tr>
<td></td>
<td>Wanderley Timas</td>
<td>Emotional Impairment Strand Specialist/Social Worker</td>
</tr>
<tr>
<td></td>
<td>Charlie Burke</td>
<td>Emotional Impairment Strand Specialist</td>
</tr>
<tr>
<td></td>
<td>Helen Murphy</td>
<td>Administrative Specialist</td>
</tr>
<tr>
<td></td>
<td>Brian Vaughn</td>
<td>Emotional Impairment Strand, Assistant Teacher</td>
</tr>
<tr>
<td><strong>Guidance</strong></td>
<td>Beth Bernstein</td>
<td>Student Development Counselor (Me-Z)</td>
</tr>
<tr>
<td></td>
<td>Latonia Simpkins</td>
<td>Student Development Counselor (A-MC)</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td>Musabwase Mugemana</td>
<td>School Nurse</td>
</tr>
<tr>
<td><strong>Administrative Support Staff</strong></td>
<td>Brandon Arthur</td>
<td>Manager of Student Life: grades 9 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Damara Reid</td>
<td>Manager of Student Life: grades 10 &amp; 12</td>
</tr>
<tr>
<td></td>
<td>Said Ahmed</td>
<td>Coordinator of Student and Family Engagement</td>
</tr>
<tr>
<td><strong>Library Services</strong></td>
<td>Theresa Quinn Fisher</td>
<td>Librarian</td>
</tr>
<tr>
<td><strong>School Safety Officers</strong></td>
<td>Sgt. Henry Allen</td>
<td></td>
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<tr>
<td></td>
<td>Officer Randy Payne</td>
<td></td>
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<tr>
<td><strong>English Language Arts Teachers</strong></td>
<td>Candice Anderson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michelle Brown</td>
<td></td>
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<tr>
<td></td>
<td>Kara Falcone</td>
<td></td>
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<td></td>
<td>Shannon Farrington</td>
<td></td>
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<tr>
<td></td>
<td>Ryan Korzeniowski</td>
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<tr>
<td></td>
<td>Pamela Malpartida</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anne Severson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maura Sleeth</td>
<td></td>
</tr>
</tbody>
</table>
| HISTORY TEACHER | Ann Barron  
Luis Castillo  
Rajeeve Martyn  
Yejide Najee-Ullah  
Langston Peace  
Kylie Smith  
Marcus Walker |
|---|---|
| MATHEMATICS TEACHERS | Bang Quoc Do  
Jennifer Fleser-Garay  
Nisa Harrison  
Marvin Robinson  
Brian Rothbaum  
Michael Sheehan  
Eric Soha  
Tri Minh Tran  
Kerry Troup |
| SCIENCE TEACHERS | Lynda Chikwendu  
Ledillia Fedillago-Bokas  
Deepali Gholve  
Ian Herrick  
Nathaniel Houghton  
Ivyrose Hess-Likis  
Gina Nota |
| WORLD LANGUAGE TEACHERS | Sara Anorve  
Julie Fouhy  
Leisa Quinones |
| ENGLISH LANGUAGE LEARNERS TEACHERS | Jocelyn Burrows-Vache  
Kostula Kiriazis  
Wendy Lam  
Ivana Perez |
| ELECTIVE TEACHERS | Jose Borges  
Jocelyn Burrows-Vache  
Col. Hinson  
Sgt. Machado  
Amy Raymond  
Jeremy Silva | Multimedia  
Visual Arts  
JROTC  
JROTC  
Artist-in-Residence, Room 13  
Physical Education/Wellness |
| SPECIAL EDUCATION SUPPORT | Cynthia Ferris  
Anerie Gibbons  
Denise Martell  
Kathleen McEvoy | Paraprofessional  
Paraprofessional  
Paraprofessional  
Paraprofessional |
<table>
<thead>
<tr>
<th>ASSISTANT TEACHERS</th>
<th>Deepali Gholve</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kara Falcone</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>Marvin Robinson</td>
<td>Math</td>
</tr>
<tr>
<td>ATHLETICS</td>
<td>Said Ahmed</td>
<td>Head Coach - Indoor and Outdoor Track and Field</td>
</tr>
<tr>
<td></td>
<td>Brian Vaughn</td>
<td>Head Coach - Football</td>
</tr>
<tr>
<td></td>
<td>Paul Demosthenes</td>
<td>Men’s JV Basketball</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>Asst. Coach, Football</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>Head Coach - Women’s Basketball</td>
</tr>
<tr>
<td></td>
<td>Damara Reid</td>
<td>Head Coach - Cheerleading</td>
</tr>
<tr>
<td></td>
<td>Nathaniel Houghton</td>
<td>Head Coach - Men’s Soccer, Baseball</td>
</tr>
<tr>
<td></td>
<td>Yejide Najee-Ullah</td>
<td>Head Coach - Women’s Volleyball &amp; Softball, JV</td>
</tr>
<tr>
<td></td>
<td>Kylie Smith</td>
<td>Head Coach - Women’s Soccer</td>
</tr>
<tr>
<td></td>
<td>Kydani Dover</td>
<td>Boston Scholar Athletic Zone Coordinator</td>
</tr>
<tr>
<td></td>
<td>Jeremy Silva</td>
<td>Athletic Coordinator, Head Coach - Men’s V Basketball</td>
</tr>
<tr>
<td>FOOD &amp; NUTRITION SERVICES</td>
<td>Ellen Iarrobino</td>
<td>Supervisor</td>
</tr>
<tr>
<td>CUSTODIAL STAFF</td>
<td>Jimmy Coughlin</td>
<td>Day Senior Custodian</td>
</tr>
<tr>
<td></td>
<td>William Weckbacker</td>
<td>Night Senior Custodian</td>
</tr>
</tbody>
</table>
Mission Statement
The mission of Excel High School is to foster academic achievement and creative expression. Excel High School seeks to cultivate well-rounded students who are prepared for success in college and careers, and to be productive members of a culturally diverse society.

Statement of Beliefs
We recognize each member of the school community as an individual, and that each member may have a different style of teaching and learning; however, we do hold high expectations for teaching and learning.

- We believe that a well-ordered and disciplined school guarantees a safe and comfortable instructional environment for students, teachers, and staff.
- We believe that all members of the school community have the right to this safe environment.
- We believe in a strong code of ethics that upholds the highest standards of honesty, dignity, and integrity.
- We believe that our school is committed to the development of knowledgeable youth who are also critical thinkers.
- We believe that each student should have full access to books and supplies that will enhance their learning experience.
- We believe that each member of the school community should have full access to information technology.
- We believe that a well-ordered school offers the same set of rules for everyone, and provides fair and equitable application of those rules.
- We believe that ALL students can learn.

Academic Expectations
Students at Excel High School will…

- Write and speak knowledgably and effectively for a variety of purposes and audiences.
- Reason logically, applying diverse methods of data collection in order to improve analysis, to answer questions, and to solve problems.
- Employ technology to gather, analyze, synthesize, and convey information, and express themselves creatively.
- Read, evaluate, and interpret various materials and apply what they have learned to their academic and personal lives.
- Listen and participate actively in a variety of academic and non-academic forums.

Social Expectations
Students at Excel High School will…

- Develop social habits essential to student success, consideration and compassion for others, collaboration, perseverance, self-direction, initiative, and responsibility.
- Act with integrity and be accountable to themselves, to the school, and to the community at large.
- Learn to make appropriate, healthy choices for their physical and emotional wellbeing.

Civic Expectations
Students at Excel High School will…

- Adhere to community standards as defined by Excel’s School-based rules and the BPS’ Code of Conduct.
- Practice ethical decision-making and understand the impact of individual actions on the larger community.
- Behave in a respectful and ethical manner.
## Excel’s CORE VALUES in Action

<table>
<thead>
<tr>
<th>EXPECTATIONS/ SETTINGS</th>
<th>CLASS-ROOM</th>
<th>HALLWAYS</th>
<th>CAFETERIA</th>
<th>BATHROOMS</th>
<th>LIBRARY</th>
<th>AUDITORIUM/ EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRIT</strong></td>
<td>Always give your best effort. Show up for after-school help. Try again. Seek to expand your learning. Keep working even when things are difficult.</td>
<td>Work to arrive on time! Avoid distractions and get moving!</td>
<td>Avoid vending snacks at lunch. Eat healthy foods and drink healthy beverages.</td>
<td>Return to class ASAP so you don’t miss instruction.</td>
<td>Choose new books to read. Come for after-school help with assignments.</td>
<td>Support teams. Practice good sportsmanship win or lose. Find meaning in the presentations. Stick with it!</td>
</tr>
</tbody>
</table>
Dress Code Policy

Excel High’s core values of Respect, Responsibility, Citizenship, and Grit serve as guideposts for our academic, social and behavioral expectations. We have developed policies to guide and support students to meet these expectations. We believe that dressing appropriately is an important way that students and staff communicate and show respect for and toward one another. We want students and staff to see Excel High as a professional, academic and career focused learning environment and to dress accordingly.

We believe that establishing a dress code sets a positive tone of respect in the school and serves as one way to communicate our mission and core values. Students’ and staff members’ clothing should be a positive expression of their individuality and not offensive or a distraction from learning or work.

In response to Excel HS’s Student Council’s request to change the Uniform Dress Code Policy from mandatory to voluntary, the School Site Council revised the Uniform Dress Code Policy. Effective June 24, 2016, following the Uniform Dress Code Policy is voluntary. NOTE: Students who choose to not participate are expected to dress appropriately at school and all school related functions and activities (see inappropriate dress for students and staff). The School Site Council (SSC) reviews the Dress Code Policy each year and revises it based on staff, student, and parent feedback.

Uniform Dress Code (voluntary)
- White, navy, or red polo/golf shirt with collar and buttons with or without Excel logo (long sleeved shirt may be worn underneath)
- Pants or jeans of any color (NO RIPS or CUTS); young men should wear a belt
- Shorts (must reach the tip of middle finger)
- Skirts of any color (must reach the tip of middle finger)

Dress for Success Mondays (voluntary)
On Mondays, students are encouraged to Dress for Success.
- Dress Shirt, Dress Pants, Dress Shoes, Tie, or Business Suit
- Dress or Skirt (must reach the tip of middle finger), Dress Slacks, Blouse, Business Suit, Dress Shoes

School Spirit Fridays (voluntary)
On Fridays, students are encouraged to wear Excel or South Boston Knights gear or their athletic team jersey.
- Polo Shirt
- Sweatshirts
- T-Shirts
- South Boston Knights Team Jerseys

Inappropriate dress for all students and staff (non-negotiable)
- Clothing that exposes any of the 4 Bs (i.e., back, breast, belly, butt)
- Ripped jeans or pants that expose skin
- Low cut, see-through, or tight tops
- Low-rise/sagging pants/shorts or short shorts
- Leggings or other tight/form-fitting pants
- Shorts, skirts, or dresses shorter than middle finger tip length
- Clothing with rips or cuts
- Exposed underwear or bra straps
- Clothing with inappropriate language/images
- Pajamas
- House slippers
- Hats, caps, or any other head covering (Religious exemptions require parent/guardian note)
Consequences for Dress Code Violations

Consequences for Dress Code violations are described below. These consequences are designed to help students make better choices, support and inform parents/guardians, and decrease the number of violations.

Students dressed inappropriately will be offered clothing to wear in exchange for their cell phone or One Card. Students who refuse must have clothing brought in by a parent/guardian or other relative or return home to change.

Attendance, NC and Tardy Policies

Key Points
• Students should be in school every scheduled day from 7:25 a.m. – 1:45 p.m. The warning bell to head to first period will ring at 7:20 a.m.
• Students are expected to attend every class; attendance records are maintained on a course-by-course basis.
• Every four (4) unexcused tardies to class will equal one (1) unexcused absence for that class attendance.
• Grade penalties will be imposed for unexcused absences and tardies.
• In extenuating circumstances, a student may appeal absence-related consequences to the Headmaster to resolve attendance issues.

Student’s Responsibilities
• It is each student’s responsibility to be aware of his/her attendance status in class and to make responsible decisions about attending all classes on a regular basis.
• The student should monitor his/her attendance and speak with his/her teachers if he/she has any questions about attendance records.
• The student should obtain and make-up class work missed due to absences. It is the student’s responsibility to see his/her teachers to obtain missed work.

Parent/Guardian Information and Responsibilities
• The parent/guardian should monitor the student’s attendance in each of his/her classes.
• To excuse a student’s absence, the parent/guardian may call (617) 635-9870 or email the school on the day of the absence or provide your child with a note to bring in when they return to school.
• When leaving a voicemail message or sending an email please leave the following information:
  o Student’s full name
  o Student’s grade level
  o Reason for absence
  o Return contact info
• Appeals regarding absences must be in writing to the Headmaster within two (2) weeks of the incident. Appeals submitted after this time will not be accepted.

Responsibilities of Faculty/Staff/Administration
• Record each student’s attendance in Aspen SIS for each class on a daily basis.
• Submit the daily class attendance records by 1:45 p.m. each day.
• Submit all adjustments to a student’s class attendance no later than 1:45 p.m. the following day.
• Maintain accurate attendance records in the event disputes arise related to a student’s attendance.

Attendance Policy Guidelines and Protocols

Students are expected to attend every class meeting unless excused according to procedures described here. Five (5) or more unexcused absences in a term will result in grade reductions and potential failure of a course or courses.
**Documented Excused Absences**

The following absences are considered documented excused and documentation must be provided and missed work can be made up. **Absent notes must be turned in to the student’s homeroom teacher.**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious holidays</td>
<td>Parent note/phone call/email</td>
</tr>
<tr>
<td>Mandatory court visits</td>
<td>Court documents</td>
</tr>
<tr>
<td>Testing (Special education, etc.)</td>
<td>Evaluator note</td>
</tr>
<tr>
<td>Field trip/school sponsored events</td>
<td>None required</td>
</tr>
<tr>
<td>Family funerals/emergencies</td>
<td>Parent note/phone call/email</td>
</tr>
<tr>
<td>Health professionals visit</td>
<td>Doctor/Nurse practitioner's note</td>
</tr>
<tr>
<td>College visits (3 maximum)</td>
<td>Parent or college note</td>
</tr>
</tbody>
</table>

**In addition to the above, 4 parent notes, per year, can be submitted to excuse an absence. Notes should be sent within 3 days of student returning to school.**

**Unexcused Absences**

**Truancy:** When both parent/guardian and the school expect the student to be in attendance, but the student is not. For students 16 and under, in addition to school disciplinary action, the Attendance Officer will be contacted when eight (8) or more unexcused absences are documented in a term. **Home visits will be conducted for students who have reached 4 or more unexcused absences in a term.**

Unexcused absences include but are not limited to:

- If a student is **in school and fails to attend a class**
- If a student arrives tardy to class without a pass (**every 4 unexcused tardies equal 1 absence**)

  - First unexcused absence in a term:
    - Student **will not** be allowed to complete missed work
    - Student will be assigned to complete in Restorative Justice practices from their Dean
    - Parent/guardian will receive notification from the teacher and administrator

  - Second unexcused absence in a term:
    - Student **will not** be allowed to complete missed work
    - Student will be assigned to complete Restorative Justice practices from their Dean
    - Parent/guardian will receive notification from the teacher and administrator

  - Third unexcused absence in a term:
    - Student **will not** be allowed to complete missed work
    - Student will be assigned Restorative Justice practices from their Dean or may be suspended from school (in-house or out of school)
    - Parent/guardian will receive notification from the teacher and administrator

**NC Policy**

The **NC** in a particular course indicates a student has not met the school’s attendance expectations. An **NC** reflects an academic grade of 59% due to a lack of attendance. Students are given the opportunity to recover a grade of **NC** with the students’ earned grade. The policy and procedure are listed below:
Semester Courses (2 quarters Grade Reduction and Buyback)

- **Grade Reduction**
  - A student with five (5) or more undocumented excused and/or unexcused absences in the first quarter of a semester course (half year) will receive an NC for a grade. As a result, the original grade earned (60% or higher) is replaced with a 59%. The comment of “failure due to attendance” will be noted on the student’s report card. Grades earned below 59% will not be replaced with an NC but will be recorded according to what the student has earned.

- **Grade Buyback**
  - A student who earns an NC in the first quarter can pass a semester course if he/she meets the attendance expectations in the following quarter. If the student meets the discipline and attendance expectations in the following quarter, his/her grade of NC (59) will be replaced by the student’s original grade earned. Both earned grades are then calculated to determine a final grade.
  - If a student does not meet the attendance expectation in the second quarter, the grade of NC (59) is not replaced and is used to determine a final grade for the course.

Full-year courses (4 quarters Grade Reduction and Buyback)

- **Grade Reduction**
  - A student with five (5) or more unexcused absences in a single quarter of a year-long course will receive an NC for a grade. As a result, the original grade earned (60% or higher) is replaced with a 59%. The comment of “failure due to attendance” will be noted on the student’s report card. Grades earned below 59% will not be replaced with an NC but will be recorded according to what the student has earned.

- **Grade Buyback**
  - A student who earns an NC for a single quarter in a year long course can pass for the quarter if he/she meets the discipline and attendance expectations in the following quarter. The NC is then replaced by the original grade earned by the student and used when calculating the final grade for the course.

**Seniors**

- Seniors who have five (5) or more undocumented excused/unexcused absences during term four in a given subject will receive a 59% for that quarter even if their earned grade is 60% or higher. The comment “failure due to attendance” will be noted on the report card.

**Students will not be allowed to change or drop classes to avoid the consequences of poor attendance. Those who do change classes for legitimate reasons will have their attendance record follow them to the similar class**

**Students who are absent 25 or more days during the school year may not be eligible for summer school. This decision may be appealed to the Headmaster.**

**Early Dismissal Protocol**

- All dismissals must be directed to and/or approved by the School Secretary in the main office.
- Per BPS policy, students who are 17 and under cannot be dismissed without a documented contact parent/guardian picking them up.
- Per BPS policy, students who are 18 and older can be dismissed without someone picking them up; the parent/guardian will be contacted to verify/approve the dismissal.
- Student and their parent/guardian must sign out with the School Secretary, in the main office, before leaving the building.
- In the event of illness while the student is in school, the school nurse will arrange dismissal.
- If the student returns to school for a portion of the day, he/she must immediately report to School Secretary, in the main office, for a pass prior to going to class.
- Students who dismiss themselves without approval will be marked as unexcused absence and appropriate disciplinary actions will be pursued.
The student bears the responsibility of making up any missed assignment and must make such arrangements around the teacher’s availability.

** Students who are dismissed before 10:25 a.m. may be marked absent for the day. The Headmaster will review special circumstances accordingly**

** Tardy Policy **

** Homeroom **
- All students are expected to arrive to first period by 7:25 a.m. The warning bell will ring at 7:20 a.m.
- Breakfast ends at 7:25 a.m.
- Late students must receive a tardy pass from the staff on lobby duty
- Every 4 unexcused tardies to school, per term, will equal one (1) unexcused absence (of students' unexcused absences, no more than 3 would come from unexcused tardies to school)
- The following documentations will be required in order for late arrivals to be excused:

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious holidays (per BPS calendar)</td>
<td>Parent note/email/call</td>
</tr>
<tr>
<td>Mandatory court visits</td>
<td>Court documents</td>
</tr>
<tr>
<td>Testing (Special education, etc.)</td>
<td>Evaluator note</td>
</tr>
<tr>
<td>Field trip/school sponsored events</td>
<td>None required</td>
</tr>
<tr>
<td>Family funerals/emergencies</td>
<td>Parent note/email/call</td>
</tr>
<tr>
<td>Health professionals visit</td>
<td>Doctor/Nurse Practitioner</td>
</tr>
<tr>
<td>College visits (3 maximum)</td>
<td>Parent or College note</td>
</tr>
</tbody>
</table>

- Immediately upon arrival to school, the student must turn in all documentation to the School Secretary in the main office.
- When a student misses a class due to an excused late arrival in which a test or quiz is given, he/she will be expected to take the test or quiz and any other missed assignment at the convenience of the teacher. It is the student’s responsibility to make these arrangements.

** Tardy to school consequences (after 4+ tardies) **
- 30 minute Admin detention
- Loss of privilege to participate in extracurricular activities (such as athletics, senior activities, field trips, clubs, award banquets)
- Disciplinary Hearing (possibly resulting in out-of-school or in-school suspension)

**Students, who arrive to school at 10:25 a.m. or after, without an above mentioned documentation, will not be allowed to remain in the building and will be marked as absent-unexcused; their parent/guardian will be notified before they are escorted out of the building**

** Tardy to Class (periods 2-6) **
- All students are expected to arrive to all of their classes on time (meaning no later than the second bell)
- In addition to the classroom consequences, students will incur the following consequences:
  - If a student arrives to class without a pass, he/she will be marked tardy-unexcused
  - Every 4 unexcused tardies to class will equal an unexcused absence
  - Every 4 unexcused tardies will result in 1% decreased for the term grade
- Students will receive credit for the work done in the portion of the class during which they are present.
Field Trips

- Students must get prior approval from the teacher whose class they are missing. If approval is not given and the student participates in the field trip, the student is considered absent-unexcused from the class and appropriate disciplinary actions will be pursued.

College Interviews and Visits

- Students are encouraged to schedule college visits during non-school hours. However, a student will be excused from school for college visits or interviews that cannot reasonably be scheduled outside of school time. Students can schedule no more than three (3) college visits or interviews during the school year. Any visits or interviews beyond the allocated three (3) days will be recorded as unexcused absences.

Family and Vacation and Trips

- We strongly discourage family vacations while school is in session. Family vacations/personal trips interrupt the educational process. For family vacations/personal trips that are planned for a period longer than two (2) days, written notification must be submitted to the principal two (2) weeks in advance in order to afford students the opportunity to obtain make-up work from their teachers. It is the student’s responsibility to initiate a meeting with each of his/her teachers to arrange for make-up work. Teachers are not required to provide make-up work, unless the two-week notification of the trip has been given.

Progressive Discipline Policy

<table>
<thead>
<tr>
<th>Level One Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level one offenses are minor acts of misconduct, which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process. Teachers must document unacceptable behaviors and consequences imposed, trying several strategies/interventions to stop the inappropriate behavior.</td>
</tr>
<tr>
<td>Behaviors include the following:</td>
</tr>
<tr>
<td>- Being off task</td>
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<tr>
<td>- Head down</td>
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<tr>
<td>- Minor class disruptions: misconduct, talking</td>
</tr>
<tr>
<td>- Failure to follow directions</td>
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<tr>
<td>- Running in the halls</td>
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<tr>
<td>- Wearing hats and headgear</td>
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<tr>
<td>- Being disrespectful</td>
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<tr>
<td>- Horse playing</td>
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<tr>
<td>- Open drinks and food outside of the cafeteria</td>
</tr>
<tr>
<td>- Not having homework</td>
</tr>
<tr>
<td>- Lacking school materials</td>
</tr>
<tr>
<td>- Unauthorized use of computers</td>
</tr>
<tr>
<td>- Cheating</td>
</tr>
<tr>
<td>Strategies/Interventions to be used in a progressive manner:</td>
</tr>
<tr>
<td>1. Redirect student</td>
</tr>
<tr>
<td>2. Call home to parent(s)/guardian(s)</td>
</tr>
<tr>
<td>3. Student journals behavior with alternatives</td>
</tr>
<tr>
<td>4. Teacher detention (before or after school)</td>
</tr>
<tr>
<td>5. Conference with parents</td>
</tr>
<tr>
<td>6. Classroom Behavior Contract with Student and Parent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Two Offenses</th>
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</thead>
<tbody>
<tr>
<td>Level two offenses are intermediate acts of misconduct that may require administrative intervention. These acts include, but are not limited to, repeated—but unrelated—acts of minor misconduct and misbehavior directed against persons or property but which do not seriously endanger health, safety or well-being of others.</td>
</tr>
<tr>
<td>Behaviors include the following:</td>
</tr>
<tr>
<td>- Repeated level one behaviors after all interventions are exhausted</td>
</tr>
<tr>
<td>- Missed make-up detention</td>
</tr>
<tr>
<td>- Continuous disruptions in class after re-directions</td>
</tr>
<tr>
<td>- Refusal to identify self</td>
</tr>
<tr>
<td>- Open defiance</td>
</tr>
<tr>
<td>- Walking out of class without permission</td>
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<tr>
<td>- Aggressive profanity</td>
</tr>
<tr>
<td>- Pushing/shoving</td>
</tr>
<tr>
<td>- Inciting a fight</td>
</tr>
<tr>
<td>- Aggressive behavior</td>
</tr>
<tr>
<td>Strategies/Interventions to be used in a progressive manner:</td>
</tr>
<tr>
<td>1. If disruptive of learning environment, call security phone.</td>
</tr>
<tr>
<td>2. Enter misconduct in Aspen</td>
</tr>
<tr>
<td>3. Take other steps as appropriate:</td>
</tr>
<tr>
<td>- call home to speak with a parent/guardian</td>
</tr>
<tr>
<td>-teacher detention</td>
</tr>
<tr>
<td>-parent conference</td>
</tr>
<tr>
<td>-student contract</td>
</tr>
<tr>
<td>-grade-level team review</td>
</tr>
<tr>
<td>-work detail</td>
</tr>
<tr>
<td>-refer to Student Support Team</td>
</tr>
</tbody>
</table>
Gambling  
Vandalism (minor and removable)  
Property damage less than $50  
Theft—minor  
Technology violations  
Inappropriate physical contact

4. Make referral to Managers of Student Life

Level Three Offenses
Level three offenses are serious acts of misconduct that require administrative intervention. These behaviors include, but are not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, that may threaten health, safety, or property and other acts of serious misconduct.

Behaviors include the following:
- Repeated level 1 and 2 behaviors after all interventions have been exhausted
- Extreme insubordination/disrespect
- Fighting/assault
- Bullying
- Use of ethnic/racial slurs or offensive symbols or imagery
- Sexual misconduct/activity, vulgar/obscene gestures
- Theft – major
- Threatening students and staff members
- Sexual Harassment
- Unacceptable use of internet and computers
- Unauthorized area, blocking entrance, allowing access to any person in the building
- Use or possessions of drugs, alcohol, drug paraphernalia
- Truancy
- Arson
- Bomb threat, pulling a fire alarm
- Under the influence of drugs or alcohol
- Use or possession of weapons
- Trespassing
- Major disruption of classroom or school environment
- Vandalism
- Repeated bullying or harassment of student or staff member
- Major cheating or plagiarism
- Gang/group fighting
- Use or possession of fireworks

Strategies/Interventions to be used in a progressive manner:

1. Referral to Administration

Restorative Justice
Restorative Justice is an approach to discipline that draws from conflict resolution and peace education in order to provide “discipline that restores” relationships between students and staff to improve student behavior. Excel incorporates Restorative Justice practices into its approach to progressive discipline. Restorative Justice practices/strategies include:
- Circles
- Peer Mediation
- Progressive Discipline
- Classroom Respect Agreements
- Active Listing & I-Messages

Another Step Intervention (ASI)

Purpose
Another Step is a program developed by Excel High School as an alternative to out-of-school suspension. The purpose of Another Step is to redirect students who have developed a pattern of misconduct and other measures of progressive discipline have not resulted in changed behavior. Ultimately, we want to avoid out-of-school suspensions by providing students with structures and strategies to manage their own behavior. The ASI room will be provisioned with textbooks, novels, dictionaries, paper, pencils, pens, calculators. Most students will be assigned for 2 – 3 school days, however Managers of Student Life and school administrators have the discretion to assign students for a portion of the day.

**ALL Teachers**
All teachers provide assigned students class work, assessments and/or homework. Give students feedback on their work.

**ASI Teacher’s Role**
Teachers assigned to monitor students are to provide academic support as needed. They are to arrive as close to the start of each period as they can so that the staff person covering can report to their next duty. A staff person will arrive five minutes before the end of the period to relieve teachers who have to teach the following period. First period teachers will supervise all 1st day students as they complete the Self-Assessment. Last period teachers will supervise all 2nd day students as they write their letter.

**Managers of Student Life’s Role**
Managers of Student Life and/or an administrator will assign students to the program based on the type of infractions (see BPS Code of Conduct) that occurred. They will contact parents, explain program expectations to students and parents, and outline the student’s responsibility and consequences for non-compliance. Managers of Student Life will assist the students (when necessary) with gathering their assignments from their teachers.

**Students’ Role**
Prior to arrival, the student will gather the assignments/class work from their teachers using the ASI Entry Form. It is similar to the Progress Report. On Day 1, during 1st period, the student must complete a self-assessment to process why they are in the ASI program. Once the self-assessment is complete and reviewed by the ASI teacher, the student will work on their academic assignments. At the end of their session, students will be required to write a letter acknowledging their actions and providing any necessary apologies.

**Restrooms & Hall Passes**
Students must have a hallway pass or other official pass when out of class. No passes are to be issued during the first or last 10 minutes of the class period. Students who abuse the number of times outside the classroom with or without a pass will be placed on the “No Hallway Pass” list by school administration. Students on the list lose the privilege to leave the classroom on their own. Any student who takes a hallway pass without permission or leaves the classroom without permission will be subject to the BPS Code of Conduct (COC). Restrooms will be locked during passing time.

**Off-limit Areas**
Excel High School students should only use designated staircases. The staircases behind the auditorium are off limits and unauthorized. Students found in off-limit areas will be subject to the BPS COC.

**Fire Alarms**
If an evacuation is necessary, students will obey their teacher’s directions and proceed quickly and quietly to safety outside the building. Once outside, teachers will take attendance and students must stay with their teacher. Students who do not follow fire drill procedures or violate fire drill policies will be subject to the COC.
After a fire drill or an actual emergency, all students will re-enter the building only after instructed to do so by the Headmaster or her designee. Attendance will be taken as soon as students return to class. If students do not return, it will be considered a cut and will result in disciplinary action.

**Vandalism and Graffiti**

Vandalism and graffiti are considered destruction of school property. Students found damaging or writing on any school property are subject to suspension, arrest, and prosecution. Violators will also be required to provide financial restitution and community service hours.

**Smoking Policy**

In accordance with Massachusetts General Laws, Chapter 71, Section 2A, and school board policies, all schools are smoke-free facilities. Smoking is not permitted anywhere in the building or on school grounds or at school-sponsored activities.

Any substances found on school property will be confiscated and not returned. An administrator will follow the BPS and State Law.

**Harassment Policy—No Bullying**

In accordance with Massachusetts State Law, there will be zero tolerance for any type of bullying. Any instances of bullying will be reported to the Boston Police.

**Inappropriate Sexual or Physical Behaviors**

1. **No Sexual Touching:** This includes touching of breast, buttocks, crotch, stomach, and inner thighs. Such touching can constitute “Indecent Assault and Battery,” a felony under Massachusetts General Law (e.g. G.L.c.265, 13B).
2. **No kissing**
3. **No Inappropriate and Intimidating Physical Contact:** This includes hitting, punching, pinching, restraining a person or blocking a person’s pathway, grabbing, slapping, lap sitting, or pulling hair. Such behavior can constitute “Assault and battery” a felony under Massachusetts General Law (G.L.c265, 13A).
4. **No Pulling Off or Lifting Your Own or Another’s Clothing:** Such exposure can constitute a felony under Massachusetts Law.

**Behavior on the Bus**

BPS considers the school bus to be “an extension of the classroom.” That means we have the same standards of behavior on the school bus for door-to-door transportation (or on the MBTA going to and from school) as we do in school.

Students who violate School-Based Rules or the Code of Conduct while on the bus may be disciplined and/or denied transportation. Some school buses are equipped with video cameras, and the videotapes may be used as evidence in disciplining students who misbehave on the bus. Riding a school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.

**Student Guidelines for Boarding the Bus:**

1. Do not push or shove.
2. Stay out of the “Danger Zone” - Wait until the door opens or driver gives signal before approaching the bus.
3. Use the handrail and take one step at a time.
4. Go directly to your seat. The bus won’t move until all students are seated.

**Student Guidelines for Exiting the Bus:**

1. Stay seated until the bus is completely stopped at your designated stop and the door has been opened.
2. Use the handrail and take one step at a time. Do not jump.
3. Wait for your turn to leave the bus. Do not push or shove.
4. Clear the bus as soon as you have stepped off. Never run back to the bus. If you leave something on the bus, call the transportation office.

**Bus Safety Rules:**
1. Arrive at the bus stop 10 minutes before pick-up time. The driver is NOT permitted to wait for students.
2. When the bus arrives, stand well back from the curb or stopping point and wait until the bus comes to a full stop.
3. Do not put your head or arms out of the windows when on the bus.
4. Do not eat or drink on the bus.
5. Students are expected to be courteous and obedient to the driver.
6. No fondling or other inappropriate touching is allowed.
7. Tobacco, drugs, and alcohol are prohibited.
8. Weapons, explosives, or any dangerous articles are prohibited.
9. The ignition of matches, lighters, etc. is prohibited.
10. No object is to be thrown into, out of, or inside the bus.
11. Students must not use obscene language, gestures or gang signs.
12. Fighting, yelling or loud talking is not permitted.
13. Harassment or intimidation of others is not permitted.
14. Students will never use rear emergency exit except at driver’s direction.
15. Willful destruction or defacing of school bus or private property surrounding school bus stops is prohibited.

**Suspension Hearing Letter**
A Suspension Hearing letter does not indicate that a student has been suspended. It means the following:
1. There has been a violation of the Code of Conduct.
2. A parent/guardian must accompany the student to school for the hearing on the scheduled date, and then a decision will be made to determine if he or she will be suspended.
3. If a parent/guardian is unable to attend the hearing by the scheduled date, a phone call to the Manager of Student Life or Administrator who issued the letter must be made prior to the date on the hearing letter to reschedule the appointment.
4. The student will not be allowed in the school building until a parent/guardian has either:
   a) accompanied the student for the hearing, or
   b) participated in a hearing through a phone conversation with a Manager of Student Life or an administrator.
5. The student will have one week to make up missed assignments.
If there are any questions, feel free to contact Mr. Arthur or Ms. Reid, Managers of Student Life at 617–635–9870.

**Official Suspensions**
Students on suspension are not permitted in the building or on school grounds. They may not participate in any school programs, athletic events, extracurricular activities, the prom, or field trips.

**Electronic Equipment Usage**
The use of any electronic devices such as cell phones, I Pods, MP3 players, CD players, headphones, and electronic games and texting devices in classrooms is strictly prohibited except when authorized by a teacher for instructional purposes (it is written into the lesson plan and administration has been informed). Excel is not liable
or responsible for lost or stolen cell phones or other devices. We will not investigate such theft, therefore students are strongly encouraged to store such items in their lockers or keep them at home.

a. Students are permitted to use cell phones only during the following times:
   • assigned lunch in the cafeteria;
   • classroom instructional time when directed by their teacher;
   • before and after school hours outside or inside the school building;
   • after-school or sports activities, only with the permission of the coach, instructor or program director;
   • evening or weekend activities inside the school building.

b. The use of cell phones – including calls, text messaging and other functions – is not permitted at any other time on school grounds.

c. Cell phones cannot be visible during the school day and must be turned completely off (not simply on silent or vibrate mode) during the school day. Electronic devices will be allowed in the cafeteria during lunches.

If a phone rings or a student takes out a phone in class, the following consequences will be enacted:

- **First offense**: Student’s cell phone will be confiscated and given to their Manager of Student Life. At the end of the school day, students must go to their Manager of Student Life to pick it up and sign it out.
- **Second offense**: Parent or guardian must come to school to get the cell phone or other electronic device.
- **Third offense**: The Headmaster will keep the phone. The student may pick up the phone on the last official day of the school year. Repeated offenses are subject to the COC.

**Cheating and Plagiarism**

Cheating includes but is not limited to acts of plagiarism, copying from a student, using someone else’s work and claiming it as your own, talking and bringing unauthorized items such as books, written essays, and notes to a testing session or classroom testing. Students may not plagiarize the words, ideas, images, or other work offered in published sources. All quotes, paraphrases, ideas, and images must be properly cited in the MLA format.

Cheating and plagiarism will result in a zero on that assignment and it will be reported to the student’s Manager of Student Life of Students and Headmaster. A disciplinary letter will go in the student’s permanent record. Participation in school-sponsored events such as field trips, prom, and graduation will be in jeopardy as well.

If a student is caught cheating and/or plagiarizing, it could jeopardize their class standing.

**Academic Offerings and Expectations**

**Academic Requirements**

Excel High School prides itself on providing a rigorous academic atmosphere. In order to graduate, all students must take and pass the following courses:

- 4 years of English Language Arts
- 4 years of Mathematics
- 3 years of History
- 3 years of Science
- 2 years of the same Foreign Language
- 1 year of Technology
- 1 year of Art
- 1 year of Wellness / Health / Physical Education

Additionally, students must pass the MCAS in English, Math and one Science course. Students must also fulfill the requirements stated in their state mandated Education Proficiency Plan (EPP). Students must apply to two
post-secondary institutions and must also give a copy of every acceptance and financial aid letter to their guidance counselor. Seniors applying to 2-year or 4-year colleges must apply to at least one state school.

**Advanced Academic Programs**

Excel High School offers Honors sections of certain courses and Advanced Placement in ELA, Calculus, Statistics, Biology, and Government, for students who are willing to take advantage of this academic enrichment program.

**Admission Guaranteed Program (AGP)**

The University of Massachusetts Boston’s Admission Guaranteed Program guarantees admission to the University for students enrolled at the South Boston Education Complex. Recruitment for the program is focused primarily on ninth and tenth graders. The goals of Admission Guaranteed are:

- To help students and their parents formulate clear educational goals and the steps necessary to achieve them.
- To provide concrete incentives for students to achieve at a higher level.
- To increase student’s awareness of available opportunities for post-secondary education.
- To raise the level of student’s preparedness for higher education.

All 9th & 10th grade students are encouraged to apply. Any student in the 12th grade that is enrolled in the program is automatically offered admission to UMASS Boston as long as they achieve a 2.75 GPA or higher and a combined score of at least 800 on the Critical Reading and Math sections of the SAT. Students who are not enrolled in this program are expected to achieve a 3.0 GPA or higher and a combined score of a 1000 on the Critical Reading & Math sections of the SAT.

**Excel Time Advisory**

ExcEL Time stands for Extended Curriculum Enhancement Learning Time. Students are assigned to an ExCEL Time Advisor who supports them academically, socially, and emotionally over four years. The primary goal of ExCEL Time is to increase student success by providing them with academic enhancement, support and extended learning opportunities within the school day. The ExCEL Time block meets every day for 40 minutes.

**ONEGOAL**

ONEGOAL is a program for juniors whose GPA is 2.3 – 2.7. The primary goal is for students to develop the skills necessary to increase their GPAs and SAT scores so that they can get into selective colleges and universities. ONEGOAL uses a three-year model to provide students with support through their first year of college. An Excel teacher serves as our ONEGOAL Program Director. The Program Director teaches the ONEGOAL class and implements the curriculum and SAT Prep. Interested students should see their guidance counselor.

**Academic Habits**

**Academic Habits for all Students Grades 9th-12th:**

- Come prepared to school with all materials.
- Be on time for all classes.
- Have minimal absences.
- Do all homework.
- Seek help from teachers.

**Additionally, 9th graders should:**

- Begin to plan for future standardized exams-MCAS, PSATs, etc.
- Prepare for the Science MCAS by attending school EVERY day, working hard, completing assignments, seeking help from your teachers or outside agencies, and attending Excel’s MCAS Boot Camp Program after school.
Additionally, 10th graders should:
- Prepare for the ELA MCAS (March) and Math MCAS (May) by attending school EVERY day, working hard, completing assignments, and taking advantage of outside help from teachers and agencies and attend Excel’s after school MCAS Boot Camp Program.
- Be role models for 9th graders.
- Begin to think about the SAT and other standardized exams.

Additionally, 11th graders should:
- Have passed the MCAS. If you haven't, seek assistance to prepare for the retest.
- Take the SAT in the spring.
- Take SAT Prep elective class offered at Excel HS or sign up for ONEGOAL (must meet eligibility requirements).
- Make a plan for college and/or future career (college visits, AP courses and/or dual enrollment, internships).
- Be role models for 9th and 10th graders.
- Fill out the Common Application for college.
- See the Student Development Counselor to ensure that you are on track to graduate next year.

Additionally, 12th graders should:
- Take the SAT in October.
- See your guidance counselor to ensure that you have taken ALL required courses to graduate.
- Make a plan for college and/or future career (college visits, AP courses and/or dual enrollment, internships).
- Be role models for 9th, 10th, and 11th graders.
- Be sure everything is submitted for your next year plans.
- Begin to think about what you can give back to the Excel School Community.

School Operational Policies

Emergency Closing of School
Weather related school closings are announced over the radio and early news channels. If school must be closed for any other emergency during the school day, the school administration will make the announcements.

Policy on Technology
Excel High School follows the BPS technology policies and State and Federal laws. Students must:
- only use technology equipment and facilities for instructional purposes in the classroom
- be authorized by a faculty member to use the technology resources offered in the school
- not use Excel’s technology equipment to gain or download unauthorized access to computing facilities of other institutions, organizations, or individuals
- not print assignments on any school computer after 7:15 a.m. Computer labs are open after school for printing needs. The library is also open for printing before and after school and during lunch for a small fee.

Library
Students may sign up to use the library before school only. Teachers must sign the library pass to approve students missing class and all work must be made up. Students may “opt-out” of lunch to be in the library. This means they are “opting out” of eating lunch and are only in the library during the lunch period. No food is allowed in the library. Students may only have water. All students must leave at the end of the class or their lunch period.

Lockers
Students must have an assigned locker; only one student per locker. Students may NOT share lockers. If you share a locker, your parent will be contacted and you may lose your locker privileges. Students are allowed to use their assigned lockers before school, before lunch, after lunch, and upon dismissal. On any given day/time, random
searchers of any student locker can occur. Any searches and seizures will be conducted solely for the safety and well-being of students and adults in Excel High School.

**Student ONE Card**

All Excel High School students will be issued a ONE Card within the first few days of school. Students who arrive after 7:25 a.m. must scan their ID cards when entering the building. Students will use these cards for the following: identification, MBTA pass, and lunch pass. These cards must be with students at all times. Students must present them upon request by any building staff. The first card is issued at no cost to the student. If the card is lost or stolen, the student will be expected to pay $10.00 for a replacement card.

**Breakfast**

Breakfast will be available from 7:00 - 7:20. The cafeteria closes at 7:25. Food is not allowed out of the cafeteria. Students will be asked to discard food or beverages if seen with these items outside of the cafeteria.

**Supplies**

Individual teachers will designate specific supplies for their classes. Students should plan, however, on needing the following supplies for every school year:

- Three-ring binders (2-inches & at least 4)
- Three-hole-punch (fits in binder)
- Loose-leaf paper or spiral notebooks
- Subject dividers
- Blue or black ball-point pens (1 pack of 10)
- No. 2 pencils (2 packs of 10)
- Pencil sharpener
- Eraser
- Permanent markers
- Highlighters (4/two different colors)
- Colored pencils (1 pack)
- Personal organizer/calendar (provided by Excel)
- Backpack
- Calculator (scientific)
- Combination lock (MUST rent from Excel)
- Post-Its
- Index cards
- White-Out
- Protractor & ruler
- Compass
- Graph paper
- Flash drive
- Dictionary & Thesaurus

**Book Sign Out and Return Policy**

Students and their parents/guardians will need to sign a book contract for EVERY textbook issued. That contract explains that the textbooks are property of Excel High School and that the student is responsible for that textbook. The contract also states that students MUST present their course specific textbook or pay for lost books in order to take both Mid-Year and Final Exams. If a student comes to take the test without the book or payment receipt they will be allowed to take that day’s portion of the test, but their score on that portion will automatically be
reduced by 50%. If the student does not return the book the next day, the entire test score will be voided. There will be NO make up exams for students who do not bring in their textbooks or payment receipt.

At the end of the year, textbooks and all paperbacks will be collected and rescanned. Students who do not turn in any book or do not pay for any missing book will NOT be promoted to the next grade.

Sign Out Procedures

In order for students to be promoted to the next grade or for seniors to graduate, students are required to sign-out. This process happens at the end of each year. During the last week of school students will receive sign out paperwork in homeroom. Students will be instructed to fill out the paperwork and go around to their teachers throughout the day to have the teachers sign off that the student has returned their books and does not owe the teacher and/or school any other materials such as athletic equipment or uniforms. Students must see a Manager of Student Life to obtain her signature to verify that they have cleaned out their locker and returned their lock. Students must also return their parents’ School Climate Survey to complete the sign out process.

Each grade level will be assigned a certain time and place when they are to report to sign-out with their guidance counselor. Students are to follow their class schedule except for their designated sign-out time. No student will be allowed to sign out except during this time. Students are to continue coming to school even after they have completed this process because faculty and staff will have activities planned for the students for the remainder of the week.

Academic Supports

Homework & Homework Assistance

In general, teachers assign a minimum of one half hour of homework per night. Students are responsible for writing down assignments and turning them in by the established deadlines. Homework is an important part of the grading criteria for each marking term.

If you need more help, you can also call COPE Homework Hotline – Mondays-Thursdays, 4-8pm at 1-800-646-2673. This hotline is run by Harvard students for any subject and any grade.

Students can also set after-school appointments with their teachers and guidance staff to receive additional support or if they need to discuss any other issues.

Academic Safety Nets

Excel High School offers the following programs to all students who need some support during the school day as well as after school.

• Homework Helpers after school program
• ExCEL Time
• MCAS Boot Camp for students who have to retake the exam in Math, English, or Science
• MCAS Boot Camp for first time takers
• MCAS Boot Camp especially designed for English Language Learners

Course Recovery Programs

Excel High School offers a number of opportunities for students to recover any courses they may have failed while in high school. This is to help students graduate within four years. These programs will be offered each year if the school budget allows. These programs have strict attendance policies. Students are allowed only 2 absences (whether excused or unexcused). Students will be discharged from the program upon the third absence.

After School Tutorial Program (ATP)

This program is offered exclusively at Excel High School. This program is offered to 11th and 12th grade students. There are two semesters. During each semester, students are eligible to take one course, thus giving students the opportunity to make up two courses in one school year. The program is held twice a week from 2:00-
4:00pm. If a student does not come to school during the day when their ATP course is scheduled or leaves school without permission, he/she will be marked absent from the program on that day. Students are not allowed to attend their ATP course after school if they did not attend school during the day.

**Credit Skills Course Recovery (online)**

This is a district-wide program offered to 11th and 12th graders who need up to four additional courses to graduate. Students will be enrolled online and must attend the computer lab (in the SBEC library) at least twice a week. Students have the ability to work on these courses from home or anywhere they have internet access. Log-in attendance is strictly monitored. Students are also required to take a Posttest in each course. Students must pass with a 75% or greater in order to pass the test. Post-tests must be taken in person at the computer lab and students are allowed to use their notes from their course work. This program is designed for independent learning, so there is no time limit on the courses. It may take the students a few weeks to finish the course if they work steadily, however if the students procrastinate it may take them a few months. Students may work on credit recovery courses during the summer as well.

**Summer Review**

This is a district-wide program offered to 9th – 12th graders who have failed courses. Students can take up to two courses in Summer Review. To be eligible for this program, students must earn an F+ (50-59%) in their course and must not exceed 30 days absent (both excused and unexcused). 9th grades who have passed English Language Arts and Algebra I, but need to recover credit for History or Science will be eligible to attend. 9th and 10th grade students will be eligible to sign up for one course, while 11th and 12th grade students will be eligible for two courses.

**Graduation and Prom Eligibility**

**Junior/Senior Prom**

- Any student who leaves early on Prom day without an approval from the Headmaster will lose 5% from the final exam of each class they miss.
- Students who are absent on Prom day will not be allowed to attend the Prom and will not get to make up any missed work or tests or turn in any work that was due on that day unless they bring in a verifiable note from a doctor.
- Any student whose suspension falls on the date of the Prom may not attend Prom that evening.

**Graduation/Commencement**

Seniors who fall under any of the following conditions will not be eligible to participate in the graduation/commencement ceremony. They can pick up their diploma the first school day after graduation.

- **Seniors with 50 or more tardies or 30 or more absences**
- Seniors with 2 or more official suspensions within their senior year
- Seniors who have not returned or paid for all their textbooks, locks, athletic equipment, JROTC equipment, Senior Dues, or any other fees owed to the school, and/or were not officially signed-out by their Guidance Counselor.

In order for seniors to participate in all senior week activities and events, they must pay their senior dues to Excel’s Senior Advisor by the designated date. If there are extenuating circumstances regarding payment, the student must see the Senior Advisor, Guidance Counselor, or the Headmaster.

Seniors with 30 or more absences may not be eligible for summer school and will have to retake failed courses in the district’s Credit Recovery Program. Guidance Counselors will discuss other options with individual students.
**Student Organizations**

Students are encouraged to participate in the following extracurricular activities.

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Clubs &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>National Honors Society (NHS)</td>
</tr>
<tr>
<td>Volleyball (Women)</td>
<td>Room 13</td>
</tr>
<tr>
<td>Football</td>
<td>JROTC</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Environmental</td>
</tr>
<tr>
<td>Ice Hockey (East Boston High)</td>
<td>Meditation</td>
</tr>
<tr>
<td>Indoor Track</td>
<td>Debate League</td>
</tr>
<tr>
<td>Outdoor Track</td>
<td>buildOn</td>
</tr>
<tr>
<td>Soccer</td>
<td>Student Government</td>
</tr>
<tr>
<td>Softball</td>
<td>Recycle/Green Team</td>
</tr>
<tr>
<td>Baseball</td>
<td>Senior Committee/Prom Committee</td>
</tr>
<tr>
<td></td>
<td>buildOn</td>
</tr>
<tr>
<td><em>Students MUST maintain a GPA of 2.0 to be eligible for athletics.</em></td>
<td>buildOn</td>
</tr>
</tbody>
</table>

Tryouts and sign ups for all activities are announced throughout the year in the bulletin, on Excel’s website (www.excelhigh.org), and during ExCEL Time Advisory.

South Boston Educational Complex has a long history of athletic excellence. The following is a list of the various athletic teams and their championships:


**Girls Basketball**


**Girls Soccer**


Higher Education Partnerships

University of Massachusetts/Boston
Admission Guarantee Program (AGP)
- Dual Enrollment
- Upward Bound
- Urban Scholars

Bunker Hill Community College
- Dual Enrollment
- Fisher College

College Preparatory 101 Summer Program
- Dual Enrollment

Harvard University
- Internships, Student Support, Mentor Leadership

Massachusetts College of Art
- After School and Summer Art Program

Northeastern University
- Pre-Calculus Summer Bridge Program

Simmons College
- Internships

Suffolk University
- Summer College Program, Internships

Higher Education Information Center

TERI
UASPIRE
- Financial Aid Counseling

College Board
- AP Training for Teachers, SAT License Programs

Mass Insight
- AP Summer Institutes, AP Saturday Sessions

Community & Corporate Partners

Boston Debate League

Boston Private Industry Council, Inc - Job Shadowing, Summer Internships, Part-time Job placements, Classroom at the Workplace

Boston Public Health Commission – Health Resource Center Classes

BSA - Boston Scholar Athlete Program

Federal Reserve Bank of Boston – FIN-Tech Scholars Program

Institute of Contemporary Art – Credit-bearing Arts Courses

Laboure - Counseling Services

ONEGOAL – College Access & Advising Program

Room 13 Boston – Art/Engineering Design Program

Summer Search - Mentoring for Students

Vertex Pharmaceuticals – AP Bio Bridge, Science Fair Mentorships, Summer Internships

Vietnamese-American Civic Association
<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:25 – 8:14</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>8:17 – 9:06</td>
<td>49</td>
</tr>
<tr>
<td>EXCEL-Time</td>
<td>9:09 – 9:49</td>
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<tr>
<td>3</td>
<td>9:52 – 10:41</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>10:44 – 11:09</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>11:12 – 12:01</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>10:44 – 11:33</td>
<td>49</td>
</tr>
<tr>
<td>2nd Lunch</td>
<td>11:36 – 12:01</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>12:04 – 12:53</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>12:56 – 1:45</td>
<td>49</td>
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</tbody>
</table>
## Early Release Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:25 – 8:02</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>8:05– 8:42</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>8:45 – 9:22</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>9:23-10:00</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>10:03-10:40</td>
<td>37</td>
</tr>
</tbody>
</table>

### Lunch Block

<table>
<thead>
<tr>
<th>Lunch Block</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Lunch</td>
<td>10:43 – 11:08</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>11:11 – 11:50</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>10:43 – 11:22</td>
<td>39</td>
</tr>
<tr>
<td>2nd Lunch</td>
<td>11:25 – 11:50</td>
<td>25</td>
</tr>
</tbody>
</table>