



2015 - 2016

# Urban Science Academy

## Student & Family Handbook



## Welcome Letter

September 2015

Dear Urban Science Academy Students & Families:

Welcome to the 2015-2016 school year! The start of any school year brings with it the opportunity to get off to a fresh start and work with even more purpose as you strive to realize your goals. The faculty and staff of USA are focused on doing everything possible to support you in this endeavor. Ultimately, it is the unbelievable commitment of our faculty and staff to work in service of you that has led USA to stand out relative to many other high schools.

With this in mind, the “2015 - 2016 School Year Urban Science Academy Student & Family Handbook” has been developed with consideration of our students’ and families’ desire to have a single place to turn to in order to reference school policies, expectations, programs, and important dates so that ultimately there is greater clarity, communication, and consistency among all members of our school community. I am certain that you will find this resource a valuable reference. Please carefully review it and do not hesitate to let me or any other staff member know if you have questions. Have a great school year!

Sincerely,

Jeff Cook  
Interim Headmaster



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Section One

# School Overview





# *BOSTON PUBLIC SCHOOLS*



## URBAN SCIENCE ACADEMY

### Our Core Values

High Expectations

High Support

Collaboration

Commitment

Respect

Community

### **MISSION**

The Urban Science Academy prepares students for success in college and the workforce through rigorous and structured teaching and learning, high academic and behavioral expectations, school and family partnerships, and focus on fairness and equity. These factors combine to ensure that students achieve at high levels and develop into responsible and proactive citizens.

### **VISION**

The Urban Science Academy strives to be a learning community built on trust, respect, resilience, and courage. We diligently dedicate ourselves to develop intellectual curiosity and academic excellence, independent thought and reflective thinking, passion and creativity. Assuming responsibility for our actions and realizing our full potential, we strive to find our place in the world and leave prepared for lifelong learning and real-world challenges.

	Monday	Tuesday	Wednesday	Thursday	Friday (Modified)
	Student Swipe Attendance				
7:20 – 8:20	A	A	A	A	A 7:20 – 8:09
8:24 – 9:24	B	B	B	B	B 8:13 – 9:02
9:28 – 9:49	Advisory/Extended Homeroom				Advisory 9:06 – 10:01
9:53 – 10:53	C	C	C	C	C 10:05 – 10:53
10:57 – 11:57	D	D	D	D	D
11:57 - 12:36	Lunch				
12:40 -1:40	E	E	E	E	E
1:40 – 1:50	Dismissal				
2:00 – 3:30	After School Programs	Staff Meetings No After School Programs	After School Programs	After School Programs	No After School Programs



# 2014–2015 DISTRICT CALENDAR

August 19-21 .....New Teacher Institute:

January 5..... Students return from recess

- September 1 ..... Labor Day: No school
- September 2-3 ..... All teachers and paras report
- September 4 ..... Students in grades 1-12 report,

including grade 1 in ELCs and EECs:  
Full day of school

- September 8 ..... All kindergarten students report (including EECs, ELCs, and special ed.)
- October 13 ...Columbus Day (observed): No school
- November 11..... Veterans' Day: No school
- November 26.... Early release for students and staff
- November 27–28.. Thanksgiving Recess: No school
- December 24–31 ..... Winter Recess: No school
- January 1.....New Year's Day (observed): No school

- January 2.....All teachers and paras report

- January 19.....M. L. King Jr. Day: No school
- February 16..... Presidents' Day: No school
- February 17–20..... February Recess: No school
- February 23..... Students return from recess

- March 17 ..... Evacuation Day: No school
- April 3 ..... Good Friday: No school
- April 20 ..... Patriots' Day: No school
- April 21-24 ..... Spring Recess: No school
- April 27 ..... Students return from recess
- May 25 ..... Memorial Day (observed): No school
- June 4 ..... Last day for seniors
- June 17 ..... Bunker Hill Day: No school
- June 18 (or day 179) ..... Early release for students
- June 19 (or day 180) ..... Last day of school:

Early release for students

- June 19 is the 180th school day, if no days are lost due to cancellations.
- June 26 is the 185th day required for calendar purposes.
- No graduation program should be scheduled before June 4, 2015.

All BPS offices and Welcome Centers closed.  
\* School cancelled due to inclement weather.

## Major Religious & Cultural Holidays

Sept. 25–26Rosh Hashanah	Apr. 3..... Good Friday
Oct. 4* ..... Yom Kippur	Apr. 4* ..Passover begins
Oct. 4* ..... Eid al-Adha	Apr. 5..... Easter
Oct. 23..... Diwali begins	Apr. 10 .....Orthodox
Nov. 27 .....Thanksgiving	Holy Friday
Dec. 17-24 ..... Hanukkah	Apr. 12. Orthodox Easter
Dec. 25 ..... Christmas	May 10.....Mother's Day
Dec. 26–Jan. 1.....Kwanzaa	June 18* ..... Ramadan
Jan. 1 ..... New Year's Day	begins
Jan. 6..... Three Kings Day	June 21..... Father's Day
Feb. 19 .....Lunar New Year	Aug. 9* ..... Eid al-Fitr

Observance of Jewish and Islamic holidays begins at sundown of the preceding day. \* Estimated

### SEPTEMBER 2014

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

### OCTOBER 2014

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

### NOVEMBER 2014

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

### DECEMBER 2014

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

### JANUARY 2015

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

### FEBRUARY 2015

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

### MARCH 2015

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

### APRIL 2015

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

### MAY 2015

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

### JUNE 2015



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

### JULY 2015

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


### AUGUST 2015

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

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

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

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

 Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year.  
Visit [www.bostonpublicschools.org](http://www.bostonpublicschools.org) for current information.

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## USA Schedule of Events 2014 - 2015

Event	Date	Time	Location
1 <sup>st</sup> Predictive Assessments Period (Math, ELA, Science)	September 8 - 19, 2015	TBA	USA
After School Program Begins	September 15, 2014	2-3:30pm	USA
<b>Back to School Night</b> /School Parent Council (SPC) Elections	October 2, 2014	6-8pm	USA
Term 1 Progress Reports Due	October 9, 2014		USA
PSAT	October 15, 2014	TBA	USA
<b>College Night</b> (For all students and families)	October 23, 2014	6-8pm	USA
ELA & Math MCAS Retests	November 5 - 13, 2014	TBA	USA
Term 1 Grades Close	November 7, 2014		
<b>Thanksgiving Celebration Potluck</b>	November 26, 2014	TBA	USA
Term 2 Progress Reports Due	December 18, 2014		
ACCESS for ELLs Test	January 8 - February 11, 2015	TBD	USA
2 <sup>nd</sup> Predictive Assessment Period	January 26 - February 6, 2015	TBD	USA
Term 2 Grades Close	January 30, 2015		
Biology MCAS Retest	February 2 - 3, 2015	TBD	USA
Science Fair Presentations	TBD	TBD	TBD
Term 3 Progress Reports Due	March 12, 2015		
Parent Teacher Conference Night	March 12, 2015	6-8pm	USA
ELA MCAS Sessions ~ Grade 10	March 24, 2015	TBA	USA
MCAS-Alt Portfolio Submission Deadline	April 1, 2015	TBA	USA
ELA MCAS Composition Make-up Sessions ~ Grade 10	April 2, 2015	TBA	USA
<b>International Night</b>	April 16, 2015	6-8pm	USA
Secretary's Week	April 19 - 25, 2015	TBA	USA
Term 3 Grades Close	April 30, 2015		
Teacher Appreciation Week	May 4 - 8, 2015	TBA	USA
Math MCAS Sessions ~ Grade 10	May 12 - 13, 2015	TBA	USA
Math MCAS Make-Up	May 19, 2015	TBA	USA
Term 4 Progress Reports Due*	May 21, 2015		
<b>Prom</b>	TBD	7p-12a	Venezia
Final Exams for Seniors*	May 26 - May 29, 2015	TBA	USA
End of Year Assessment Period (Galileo)	June 1 - June 16, 2015	TBD	USA
Science MCAS Sessions	June 2 - 3, 2015	TBA	USA
Science MCAS Make-Up Sessions	June 5, 2015	TBA	USA
Last Day for Seniors*	June 4, 2015	TBA	USA
Final Exams*	June 8 - 12, 2015	TBA	USA
<b>Graduation</b>	TBD	3-5:30pm	Faneuil Hall
Term 4 Grades Close	June 19, 2015		
Last Day of School*	June 19, 2015	TBA	USA

\* Subject to change if there are snow days

## AP Examination Schedule

**May 2015**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>4</b> <b>AP Chemistry</b> 8 a.m. – 12 p.m.  <b>AP Psychology</b> 12 – 4 p.m.	<b>5</b> <b>AP Calculus A/B</b> 8 a.m. – 12 p.m.	<b>6</b> <b>AP Literature &amp; Composition</b> 8 a.m. – 12 p.m.	<b>7</b> <b>AP Spanish Language</b> 8 a.m. – 12 p.m.	<b>8</b>
<b>11</b> <b>AP Biology</b> 8 a.m. – 12 p.m.	<b>12</b> <b>AP U.S. Government &amp; Politics</b> 8 a.m. – 12 p.m.	<b>13</b> <b>AP Statistics</b> 12 – 4 p.m.	<b>14</b>	<b>15</b>



## Staff Contact List

Teaching Staff Name	Subject Area	Grade	Email Address
Banks, Gregory	Science	10	<a href="mailto:gbanks@urbansci.net">gbanks@urbansci.net</a>
Becker, Tana	Humanities/ESL	MIX	<a href="mailto:tbecker@urbansci.net">tbecker@urbansci.net</a>
Bonilla, Luis	Mathematics	9 & 10	<a href="mailto:lbonilla@urbansci.net">lbonilla@urbansci.net</a>
Buesing, Juliet	Humanities	9 & 10	<a href="mailto:jbuesing@urbansci.net">jbuesing@urbansci.net</a>
Burgess, Gregory	Special Education	10	<a href="mailto:gburgess@urbansci.net">gburgess@urbansci.net</a>
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Deceus, Soniel	Mathematics	10	<a href="mailto:sdeceus@urbansci.net">sdeceus@urbansci.net</a>
DiMario, Timothy	Science	11	<a href="mailto:tdimario@urbansci.net">tdimario@urbansci.net</a>
Doherty, Allison	Special Education	MIX	<a href="mailto:adoherty@urbansci.net">adoherty@urbansci.net</a>
Eisenschmidt, Amy	Special Education	9 & 10	<a href="mailto:aeisenschmidt@urbansci.net">aeisenschmidt@urbansci.net</a>
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Ferrer, Michelle	Special Education	MIX	<a href="mailto:mferrer@urbansci.net">mferrer@urbansci.net</a>
Franco, Siobhan	Humanities & Art	MIX	<a href="mailto:sfranco@urbansci.net">sfranco@urbansci.net</a>
Giblin, Matthew	Special Education	MIX	<a href="mailto:mgiblin@urbansci.net">mgiblin@urbansci.net</a>
Hunt, Darcel	Physical Education/Science	MIX	<a href="mailto:dhunt@urbansci.net">dhunt@urbansci.net</a>
Johnson, Brigetta	AVID/BIG History	MIX	<a href="mailto:bjohnson@urbansci.net">bjohnson@urbansci.net</a>
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Julien, Pierre	Mathematics	11 & 12	<a href="mailto:pjulien@urbansci.net">pjulien@urbansci.net</a>
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Le, Annie	Mathematics	10 & 12	<a href="mailto:ale@urbansci.net">ale@urbansci.net</a>
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Mata, Noemi	Spanish	MIX	<a href="mailto:nmata@urbansci.net">nmata@urbansci.net</a>
McAdams, Annie	Special Education	11 & 12	<a href="mailto:amcadams@urbansci.net">amcadams@urbansci.net</a>
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Oakland, Steven (Andy)	Mathematics	11	<a href="mailto:soakland@urbansci.net">soakland@urbansci.net</a>
Paulding, Russell	Special Education	MIX	<a href="mailto:rpaulding@urbansci.net">rpaulding@urbansci.net</a>
Penaloza, Ana	Special Education	MIX	<a href="mailto:apenaloza@urbansci.net">apenaloza@urbansci.net</a>
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Sand, Christine	Humanities/Language Acquisition Facilitator	10	<a href="mailto:csand@urbansci.net">csand@urbansci.net</a>
Saxena, Ramneek	Science	10 & 12	<a href="mailto:rsaxena@urbansci.net">rsaxena@urbansci.net</a>
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Zabala, Magda	Spanish/Student Leadership Coordinator	MIX	<a href="mailto:mzabala@urbansci.net">mzabala@urbansci.net</a>

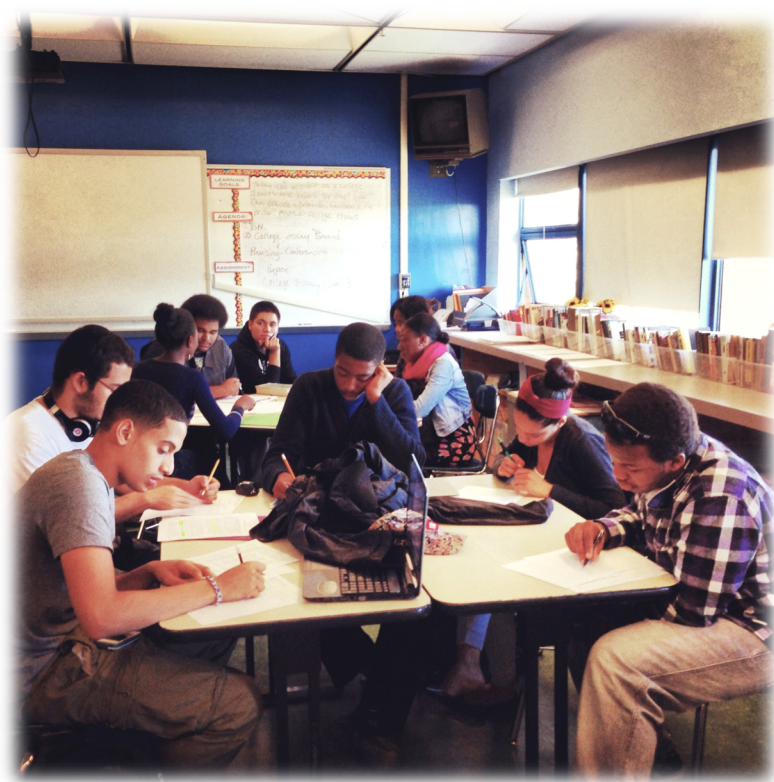
Support Staff Name	Position	Ext.	Email Address
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Altman-Merino, Rosie	College Advising Corps Member		<a href="mailto:raltman-merino@urbansci.net">raltman-merino@urbansci.net</a>
Burgos, Blanca	Lower Academy Dean of Students	7 - 3816	<a href="mailto:bburgos@urbansci.net">bburgos@urbansci.net</a>
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Hilliard, Walter	Dean of Students	7 - 3812	<a href="mailto:whilliard@urbansci.net">whilliard@urbansci.net</a>
Hoogendyk, Dennis	Special Education	7 - 3702	<a href="mailto:dhoogendyk@urbansci.net">dhoogendyk@urbansci.net</a>
	Administrator		
Ismeus, Jacky	Technology Support Specialist	7 - 3806	<a href="mailto:jismeus@urbansci.net">jismeus@urbansci.net</a>
Koech, Roz	Nurse	5 - 8933	<a href="mailto:rcharucien@boston.k12.ma.us">rcharucien@boston.k12.ma.us</a>
Laguerre, Debbie	Student Development		<a href="mailto:dlaguerre@urbansci.net">dlaguerre@urbansci.net</a>
	Counselor		
Marcano, Darlene	Assistant Headmaster	7 - 3730	<a href="mailto:dmarcano@urbansci.net">dmarcano@urbansci.net</a>
Marks, Maura	Speech Language		Therapist

Osinubi, Ollie	Student Development	7 - 3544	<a href="mailto:mmarks@boston.k12.ma.us">mmarks@boston.k12.ma.us</a>
	Counselor	7 - 3811	<a href="mailto:oosinubi@urbansci.net">oosinubi@urbansci.net</a>

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Section Two

## Academics





## Graduation Requirements

*In order to graduate from the Urban Science Academy, students must fulfill the following requirements:*

Earn **6** Humanities credits



Earn **4** Math credits



Earn **4** Science credits, three of which must be a lab course



Earn **2** World Language credits, same world language



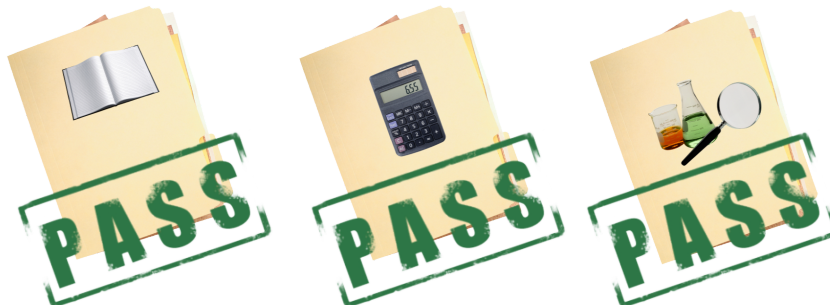
Earn **1** Physical Education/Health credit



Earn **.5** Arts credit



Fulfill the ELA, Math, and Science MCAS requirements



**\*Please note** that a full credit is earned based on successfully passing a year-long course.

It is expected that all students will take and pass at least **one Advanced Placement or Dual Enrollment course prior** to graduation. Further, it is expected that all students will participate in at least **25 hours of community service**.

## Typical 4-Year Course Sequence

### Sophomore Year

**1**

#### Freshman Year

- Humanities I
- College English 9, AVID 9, ESL, or HS Reading
- Algebra I or Advanced Algebra
- Physics

##### *Half-year Courses:*

Math Enrichment  
Physical Education/Health  
Art  
Tech Support  
Chorus

**2**

- Humanities II
- College English 10, AVID 10, or ESL
- Geometry
- Chemistry

##### *Half-year Courses:*

Spanish I  
Discrete Math

\*Please note that there are many combinations of courses available that may fulfill academic requirements.

**3**

#### Junior Year

- Humanities III
- Advanced Algebra, Advanced Algebra/Pre-Calculus, or Pre-Calculus
- Biology
- AP Elective

##### *Half-year Courses:*

Spanish II  
General Elective

**4**

#### Senior Year

- Humanities IV
- Pre-Calculus, Advanced Algebra/Pre-Calculus, Senior Math Seminar, AP Statistics, or AP Calculus
- Science Elective
- AP Elective
- College & Career Seminar (2 days during first semester)
- Elective (3 days during first semester)

##### *Half-year Courses:*

Elective (2<sup>nd</sup> semester)

### Promotional Requirements:

In order to be “officially” promoted to the next grade level, students must pass their humanities and math classes. Students who fail any of these classes will be given the opportunity to attend Summer School provided they do not have more than 30 absences. In order for students to graduate, they must satisfy all graduation requirements listed including science, world language, and elective requirements.

## Performance-Based Learning 2.0

### Overview:

The Urban Science Academy's faculty and staff are dedicated to preparing all students for success in college and the workforce through rigorous instruction and high academic and behavioral expectations, with a focus on fairness and equity. A hallmark of Urban Science Academy is the



staff's and faculty's commitment to collaborating, constantly improving practices in order to better support our students as they strive to meet our high expectations. It was in this spirit that beginning in the 2012-13 academic year the school implemented Performance-Based Grading (PBG). The change sought to better evaluate students' academic performances in a manner that was more accurate, fair, consistent, meaningful, and supportive of learning. With any new initiative, it is important to reflect on its strengths and weaknesses. Such reflection has occurred with the aid of focus groups and surveys that involved staff, students, and families. It is with this reflection and feedback in mind that Performance Based Learning 2.0 (PBL 2.0) was developed. PBL 2.0 represents a significant revision to PBG and will be implemented effective in SY 2014-2015.

### Hallmarks of PBL 2.0

- Students will be holistically assessed with an emphasis placed on growth pertaining to scholarly habits, academic skills, and content area understanding.
- As a part of considering overall performance--in addition to being provided with feedback and grades on summative assessments (quizzes, tests, labs, debates, exhibitions, projects, essays)--students will be provided with explicit feedback and grades on scholarly habits (homework, organization, preparedness, participation, active learning,

note-taking, etc.). Since students were not formally graded on their scholarly habits, many students wrongly perceived that the school did not value scholarly habits. Although this could not be further from the truth, PBL 2.0 has been designed to drive home the message to students that scholarly habit development is as important as their growth in academics.

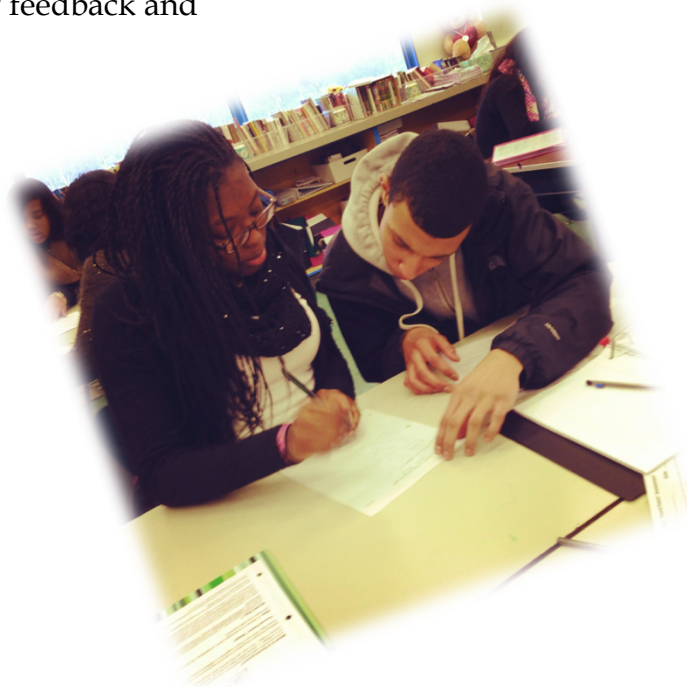
- Opportunities for Re-Learning (Retakes): Retakes, which were a hallmark of PBG, will remain an integral component of PBL 2.0; albeit with significant changes described below. After all, we know that we learn most from our mistakes. A commonsense “Retake” policy encourages students to embrace teacher feedback and learn from their mistakes so they ultimately grow as learners.

### **Guidelines for Retakes**

Students will be given a two-week period from the time an assignment is returned to complete retakes. Students will only have the opportunity to retake assessments if they demonstrate effort on an initial summative assessment and fall short in an area(s)/learning target.

Prior to taking a retake, students will be required to do the following:

- meet with their teacher to review feedback and engage in re-learning.
- complete additional practice in the area/learning target in which they struggled.
- schedule a date and time to retake the assessment.



### Grade Level Percentages & Weights:

9th Grade, 10th Grade, and in the Upper Academy (11th and 12th Grades) teachers have outlined exactly how PBL will be implemented across each grade level, including a breakdown of how grades will be weighed. The following table highlights the breakdown of grading percentages for each grade level.

<p style="text-align: center;"><u><b>Grade 9</b></u></p> <p>75% - <b>Assessments</b> (Tests, Quizzes, Projects, Essays, etc.)</p> <p>10% - <b>Independent Work</b> (Homework, Classwork, Project Participation, etc.)</p> <p>10% - <b>Consistency</b></p> <p>5% - <b>Organization</b> (Binder, Notebook, etc.)</p>
<p style="text-align: center;"><u><b>Grade 10</b></u></p> <p>85% - <b>Assessments</b> (Tests, Quizzes, Projects, Essays, etc.)</p> <p>15% - <b>Organization</b> (Binder, Notebook, Homework, Classwork, Participation, etc.)</p>
<p style="text-align: center;"><u><b>Grades 11 &amp; 12</b></u></p> <p>75-90% - <b>Assessments</b> (Tests, Quizzes, Projects, Essays, Socratic Seminars, etc.)</p> <p>10-25% - <b>Scholarly Habits</b> (homework, organization, preparedness, participation, active learning, note-taking, etc.)</p>

### GRADE CONVERSION CHART

Letter	Percent	Meaning
A (A- to A+)	90 - 100	Exceeds Proficiency
B (B- to B+)	80 - 89	Proficient
C (C- to C+)	70 - 79	Approaching Proficiency
D (D- to D+)	60 - 69	Needs Improvement
F	0 - 59	Failure
I	n/a	Incomplete*

*\*NOTE: Incomplete is changed to an "F" if work is not completed within **two weeks** after the close of term.*



## What is my GPA?

### What is a GPA?

Grade point average (GPA) is the average of the grades you have earned in your High School career. This is the number reported to colleges as a record of your academic performance. It is based on a 4.0 scale.

### How is my GPA calculated?

All academic courses are included in your GPA calculation. Elective courses are not counted towards your GPA. The grades you see on your report are converted the following way:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3	F+ = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	F = 0.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

### Do some courses, like AP, count for more points on your GPA?

Because Advanced Placement, dual enrollment, and honors-level courses are more demanding, the grades in these courses are given extra weight:

Advanced Placement & dual enrollment – add 1.0 to the earned GPA for that class (for example, a B- in AP Biology would count as a 3.7 ( $2.7 + 1.0 = 3.7$ ))

Honors – add 0.5 to the earned GPA for that class (for example, a B+ in honors Humanities would count as a 3.8 ( $3.3 + 0.5 = 3.8$ ))



### Weighted Grade Point Average Distribution Chart

Letter Grade	Numerical Value	Level 7 <u>AP</u>	Level 5 <u>Enriched</u>	Level 1 <u>Honors</u>	Level 2&3 <u>College Prep</u>
A	93-100	5.0	4.7	4.5	4.0
A-	90-92	4.7	4.4	4.2	3.7
B+	87-89	4.3	4.0	3.8	3.3
B	83-86	4.0	3.7	3.5	3.0
B-	80-82	3.7	3.4	3.2	2.7
C+	77-79	3.3	3.0	2.8	2.3
C	73-76	3.0	2.7	2.5	2.0
C-	70-72	2.7	2.4	2.2	1.7
D+	67-69	2.3	2.0	1.8	1.3
D	63-66	2.0	1.7	1.5	1.0
D-	60-62	1.7	1.4	1.2	0.7
F	59-below	0.0	0.0	0.0	0.0

#### Grade Point Average: Unweighted

The unweighted grade point average provided on the Andover High School transcript includes leveled courses only. Numerical equivalents are as follows:

A	4.0	B+	3.3	C+	2.3	D+	1.3	F	0.0
A-	3.7	B	3.0	C	2.0	D	1.0		
		B-	2.7	C-	1.7	D-	0.7		



# Checking Your Grades on Aspen

## What is 'Aspen'?

Aspen is the name of the BPS 'Student Information System' where you can find your grades and other academic information.

## How do I get into my Aspen Account?

Students and families may access Aspen from any computer or mobile device connected to the Internet.

### How to do it:

1. Go to: <https://sis.mybps.org>
2. Once you see the login screen, enter your student ID and password
  - a. Use your six-digit student ID (ex. 654321)
  - b. Your password will be given to you by your advisory teacher

The screenshot shows the 'Student Information System' login page for Boston Public Schools. At the top is the BPS logo with the tagline 'Focus on Children'. Below it, the title 'Student Information System' is displayed, followed by the subtitle 'Online Portal for Families, Students & Educators'. A 'Welcome to Boston's new Student Information System!' message is on the left, accompanied by a paragraph explaining the system's purpose. On the right, there is a 'Select Language' dropdown menu and a 'Powered by' section. The main login area is titled 'PORTAL LOGIN' and contains fields for 'Login ID' and 'Password', along with 'Log On' and 'Clear' buttons. A disclaimer at the bottom states: 'In logging on to Aspen, I certify that I have read and agree to all the terms of the Boston Public Schools' Acceptable Use Policy. I also certify that I understand that, pursuant to state and federal law, I am responsible for the security of all student data to which I may have access.'

## I forgot/lost my password, what do I do?

1. Go to the USA website (<http://www.urbansci.com>)
2. Mouse over the 'students' tab and scroll down to 'Aspen Password Reset'
3. Enter your student ID, and then write yourself a new password

**\*\*Note it may take 1-3 days for your password to be reset**

The screenshot shows a password reset form for Urban Science Academy. A large yellow arrow points to the form from the left. The form has a green header with the Urban Science Academy logo and name. Below the header, there are three input fields labeled 'User ID:', 'Password:', and 'Retype Password:'. At the bottom left of the form is a button labeled 'Create Password'.

## Academic & Student Support Services

*Our students have amazing potential. We have the expectation that all of our students will realize their full potential so they ultimately leave us prepared to excel in college and career. It is one thing to have high expectations, it is another to provide the support to ensure that you reach them. A*

*hallmark that has set USA apart from other schools is the commitment to providing all of our students with "high support."*

*Below is a list and brief description of the academic and student support services at USA.*



### Co-Teaching

All 9th and 10th grade core humanities and math classes are co-taught by a general education teacher and by a special education teacher. In addition, all 9th and 10th grade science classes are provided with direct special education support via an instructional aide. The co-teaching model provides all students, including those with IEPs, with more opportunity for additional academic support as well as differentiated instruction in content classes on a daily basis.

### After School Tutoring

Extra help in all subject areas is offered from 2:00 – 3:30 every Monday, Wednesday, and Thursday. Tutoring is provided by teachers and area college students. This program is available to all students who need additional academic support, the opportunity to make up missed assignments, or simply desire a quiet space to complete homework.

### MCAS Preparation Tutorials

MCAS Preparation is offered after school two times per week for math and two times per week for English language arts. This program is open to 10th grade students and any upperclassmen preparing to take the MCAS.

(Continued →→)

### **AP & National Honor Society Support Program**

Students in AP classes participate in AP Bridge programs during the summer and after school. These students are also assigned to an advisory with an AP teacher in order to receive extra support in these classes.

### **U-SÆL**

U-SÆL(Urban Students Achieving Empowerment through Leadership) Is a program customized to meet the needs of a select cohort of students who are interested in a college/career path and active community leadership. The program helps students gain the skills necessary to be high achieving scholars with challenging course work, as well as providing them with many college/career interest based enrichment opportunities to help them develop leadership and community service work throughout their high school experience. Students apply to the program in 9<sup>th</sup> grade, and remain enrolled until graduation. Any student wanting more information about U-SÆL should see Mrs. Johnson, the program teacher in room 365, and talk to participating students or other staff to receive a referral and application.



### **Special Education Services: Academic Resource Center**

Most students with IEPs are scheduled for study skills in the Academic Resource Center (ARC) two – five times per week depending on individual needs. Beyond receiving study skill based instruction (i.e. test preparation strategies, organizational strategies, strategic reading and writing strategies, etc.), students also receive direct support from a special education teacher in their other subjects. In addition, IEP accommodations such as having extra time on tests and having assignments read aloud can be delivered in this setting.

Teachers in the ARC are in frequent contact with liaisons and other faculty members to ensure that appropriate supports are being provided. Resources located in the ARC include copies of all books from other courses, math materials, audio books, and computers for word processing, research, Lexia program use, Inspiration, and Kurtzweil. Please see your guidance counselor if you are interested in learning more about this program.

(Continued →→)



**Guidance Services**

Ms. Santos and Ms. Osinubi lead our guidance department. Their primary role entails supporting you in your efforts to be a successful student that is well prepared to pursue your college and career plans upon your graduation from USA. Beyond ensuring you are taking the appropriate courses required for graduation and assisting you with college and career planning, they are available to provide support should you need to vent or if are struggling academically or with life/adolescent-related issues. They can refer you to an array of helpful programs.

**Counseling Services**

We partner with KeySteps, Massachusetts School of Professional Psychology (MSPP), and the Home for Little Wanderers to provide our students with greater access to mental health counseling services. These counselors will provide one-on-one counseling, themed-based group counseling, as well as integrate prevention-based curriculum into existing classes.

**Credit Recovery**

At USA, we recognize that we have smart students who have repeatedly failed courses despite being able to do the work, and have therefore fallen behind. As a result, they are on track to drop out rather than to graduate. USA is pleased to offer Credit Recovery. The online-based and project-based Credit Recovery Program is designed to get such students back on track so that they not only graduate from high school, but also leave well prepared for success in college and the workforce. Credit Recovery is available to students as another option for repeating a course that was previously failed. Students can obtain an application for this program from their guidance counselor.

**In-School Suspension Program**

Students who are suspended from school may now serve their suspension at school instead of at home. Students under the guidance of psychologists, social workers, and graduate students will participate in counseling sessions, psycho-educational groups, and complete a re-entry plan. In addition, students will be provided with the help and time to complete any assignments they will have missed due to the suspension. This program will begin in October.

(Continued →→)

## **Advisory**

Students are assigned by grade level into small advisory groups of approximately 15-20 students. The goals of Advisory are as follows:

- 1) Advisees will strengthen skills and habits of self-awareness, self-expression, self-management, and self-discipline (student achievement, goals, and work habits).
- 2) Advisees will learn to advocate for themselves and interact effectively with adults.
- 3) Advisees will feel a sense of safety, connection, and belonging within their advisory group and the community at-large.
- 4) Advisory will be a safe environment where students develop and strengthen their capacity to engage in respectful dialogue about issues that matter to them.
- 5) Advisory groups will work to shape a positive school climate and peer culture.





Section Three

## Student Life





## Student Organizations, Clubs, Athletics, and Activities

*We want you to see the USA school day as one that goes way beyond 1:40, particularly on Mondays, Wednesdays, and Thursdays (2:00 - 3:30) so you can participate in our After School Program. Beyond getting extra help, there is an array of opportunities for you to participate in clubs, athletics, and other activities of which are listed below. Should you be interested in starting a club not listed here, simply pitch your idea to Ms. Bermudez and we will strive to find a faculty advisor to sponsor it.*



**WE WANT YOU**

### Student Organizations, Clubs, & Activities:

- Art Club
- Chess Club
- New Orleans Community Service Group
- Key Club
- National Honor Society
- Video Game Club
- Gay Straight Alliance
- Debate Team
- Chorus
- Cooking & Eating Club
- Poetry Slam Club
- Student Government
- Instrumental Club
- Dreamfar Marathon Club
- Girls' Group
- Boys' Group
- Young Men's & Women's Success Series
- Swimming Club

### Athletics:

Fall Sports	Winter Sports	Spring Sports
Football	Boys Basketball	Baseball
Cheerleading	Girls Basketball	Softball
Boys Soccer	Indoor Track	Track & Field
Girls Soccer	Wrestling	Boys Volleyball
		Girls Volleyball

**\*Note:** Students must maintain a GPA of at least a 1.67 in order to be eligible to participate in the interscholastic sports program. All students are encouraged to take advantage of academic tutoring services offered after school in the Boston Scholars Athletes (BSA) Zone.



*From top left: Dreamfar Marathon team after a race; Ms. O dancing at the USA Christmas Party; USA's Slam Poetry Team performing at Louder Than A Bomb; New Orleans Community Service Trip; Freshman cleaning up a local park; The USA-- Westie Debate Team*



## Community Partners

*At USA, we partner with a number of organizations, people, and groups from the Boston Area and beyond to provide our students a wide range of real-world experiences. For more information on any of the community partners below, please visit their websites or contact the indicated individual.*

### THE ARTS

**Company One:** Provides resident artists that serve as the teachers for our theatre elective course. Students can also take advantage of after school programming through this organization. Website: [www.companyone.org](http://www.companyone.org); students can sign up for the course if they have space in their schedule to do so via their guidance counselor.

**MASSLeap:** Through MassLEAP, USA has access to a community of teaching artists and professional poets to bring arts into our school. These poets come right in our classrooms to work with our students and build a stronger artistic community at USA. Website: <https://www.facebook.com/massleap>

**Urban Voices:** Provides music educators that partner with teachers to augment our existing arts program at USA. Students can access this partnership by taking the Chorus elective course.

Website: [www.metguild.org/urbanvoices/?TM=13menuid=18265](http://www.metguild.org/urbanvoices/?TM=13menuid=18265)

**The Urban Youth Project:** Students at USA can volunteer at the Urban Youth Project and/or gain exposure to the arts. They provide an opportunity for discovery, leadership, and growth. Website: [www.iyponline.org](http://www.iyponline.org)

**Institute for Contemporary Art:** This school year is our fourth year to partner with the Institute of Contemporary Art's year long educational program WallTalk, which exposes students to contemporary art and provides space to discuss and make art at the museum and school. A visual artist and a poet in residency guide two exhibit tours and provide several in-class sessions to help students complete their own visual art projects and write poems. At the end of the year, students share their visual art and poems at The Reading Jam hosted by the ICA.



## COLLEGE & CAREER READINESS

**Boston Private Industry Council:** Provides an array of career development programming, and assistance with internship and job placements. Involvement in PIC gives students helps to both strengthen college and career readiness. Contact our PIC Career Coach, Mr. Franco at [efranco@bostonpic.org](mailto:efranco@bostonpic.org) for more information. Website: <http://www.bostonpic.org/programs>

**College Bound at Boston College:** Students beginning in 9th grade can join College Bound. Students receive mentoring and academic coaching throughout high school so that students are fully prepared to attend competitive four year colleges/universities upon graduating from USA. They attend workshops at BC several times per month including on select Saturdays. Website: <http://www.bc.edu/content/bc/schools/lsoe/research-outreach/Urban/CollegeBound.html>; students should contact Mr. Clemente for more info.

**Jobs For Youth:** Partner with our math team to provide individualized online learning programs to help students prepare for the Accuplacer so they ultimately score well on it and in turn immediately eligible for credit-bearing course upon entering college. Website: [www.jfyboston.org](http://www.jfyboston.org)

**The Student Success Jobs Program (SSJP):** SSJP is a year-round internship program at Brigham and Women's Hospital designed to introduce students to medical, health, and science professions. Students are matched with health care professionals who provide mentoring and serve as role models. Website: [http://www.brighamandwomens.org/about\\_bwh/communityprograms/ssjp/default.aspx](http://www.brighamandwomens.org/about_bwh/communityprograms/ssjp/default.aspx); students should see Ms. Le for more info.

**Students Taking Action for Nursing Diversity Program:** STAND was developed to assist the alleviation of health disparities through education, experience and mentoring for high school seniors focused on a career in the Healthcare industry. Students admitted into the program have the opportunity to take Dual Enrollment courses beginning in their junior year at Bunker Hill Community College. Students should contact their guidance counselor for more info.

**Summer Search:** A 7-year program that helps young people develop the social and emotional skills that are critical to their success in college and beyond through a unique combination of relationships and experiential opportunities. USA consistently has a strong cohort of students that join Summer Search. Students can apply during their sophomore year. The program provides students with mentoring and support with getting into and ultimately graduating from college. Students admitted into the program travel during the summers between 10th and 11th as well as between 11th and 12th grades to further develop their leadership and academic skill set. Contact Mr. Clemente for more info. Website: [www.summersearch.org/boston](http://www.summersearch.org/boston)

**Talent Search:** Talent Search assists high school students who qualify financially, will be the first in their families to attend college, and have the potential to succeed in college. Advisors encourage them to complete high school and enroll in and complete college and other postsecondary education programs. The Talent Search office is located in the WREC Library.

**Wentworth Institute for Technology:** Students beginning in their junior year can take course on campus at Wentworth at no charge. Not only do they get to experience firsthand what it is like to be a college students, students who successfully complete courses can get both high school and college credit as part of this Dual Enrollment partnership between our schools. Website: [www.wit.edu](http://www.wit.edu); students should contact their guidance counselor for more info.

#### COUNSELING, LEADERSHIP, & MENTORSHIP

**Home For Little Wanders:** Provides counseling to students who request such support through their guidance counselor. Website: [www.thehome.org](http://www.thehome.org)

**Massachusetts School of Professional Psychology** Provides an array of counseling services to students. These services can be accessed through the guidance department. Website: [www.mspp.edu/community/wrec/index.php](http://www.mspp.edu/community/wrec/index.php)

**Peer Health Exchange:** PHE provides college students trained as health education facilitators. They come to USA to provide our 9th graders with health education on Fridays during advisory. Website: <http://www.peerhealthexchange.org/teen/boston>

**Young Men Success Series:** This program provides mentoring and leadership development coaching to interested students. Sessions will occur during extended advisory on Friday and on select Saturdays.

Website: [www.ymssboston.com](http://www.ymssboston.com); students should contact Mr. Clemente for more info.

## EXTRA CURRICULAR OPPORTUNITIES

**Boston Debate League:** A great way for students to develop their critical reading, writing, and public speaking skills while they engage in policy debate against other students in schools across Boston and in the nearby suburban communities. The team practices weekly in preparation for monthly tournaments that occur on Fridays and Saturdays.

Website: <http://www.bostondebate.org>; students should contact Mr. Mueller or Ms. Zabala for more info.

**Boston Scholar Athlete (BSA) Program:** Provides tutoring and academic coaching to students interested in participating in our after school sports teams. The BSA Tutoring Center - also referred to as the Zone is open everyday after school - where students can go to for homework assistance. In addition, the BSA provides free SAT Preparation courses to interested juniors.

Website: [www.bostonscholarathlete.org](http://www.bostonscholarathlete.org); contact Mr. James in the Zone for more info.

**Hyde Square Task Force:** The mission of Hyde Square Task Force is to develop the skills of youth and their families so they are empowered to enhance their own lives and build a strong and vibrant urban community. The Task Force provides ongoing programs for youth and families that not only help them advance at school and in careers, but also give them opportunities to take pride and action in their communities. Contact Mr. Mueller for more info.

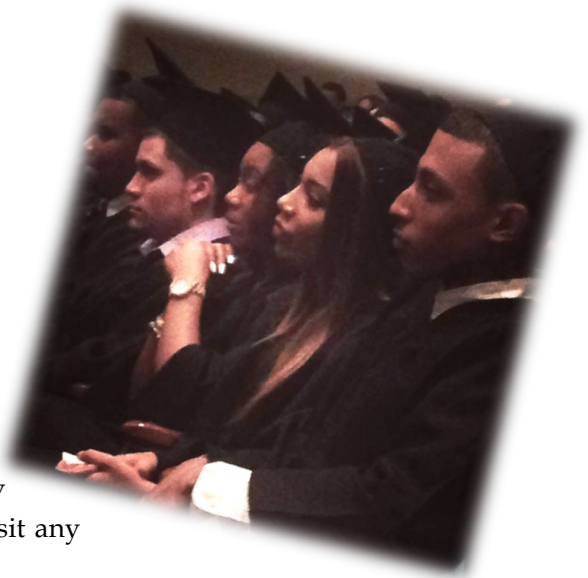
**Dreamfar:** We are a Greater Boston-based program that teaches high school students that anything is possible, even completing a marathon. With hard work, perseverance and guidance from dedicated mentors, our runners realize their potential as they train for the Cox Providence Marathon.

Website: <http://www.dreamfarhsm.org>; Contact: Ms. MacCormack or Ms. Hunt for more info

## Senior Resources

### College To-Do List

- ☐ Take the SAT
- ☐ Attend local college fairs
- ☐ Make a list of colleges to apply for:
  - Remember, each application costs money and it is important to research and/or visit any schools in which you are interested.
  - Meet with your guidance counselor to discuss college opportunities.
  - Decide how you would like to apply for college: Early action, early decision, or regular decision.
- ☐ Keep your grades up! Schools will pay attention to your grades even after acceptance. Attending college is contingent on graduation and class standing.
- ☐ Talk to your parents about finances (financial aid, state schools vs. private schools, etc.)
  - Complete FAFSA form ( <https://fafsa.ed.gov> )
  - Apply for Scholarships:
    - " <https://www.scholarships.com>
    - " <http://www.finaid.org/scholarships/>
    - " <https://colleges.niche.com/scholarships/state/massachusetts>
- ☐ Fill out online college applications.
- ☐ Ask for teacher recommendations for college applications. Give your teachers plenty of time (at least two weeks) to write the recommendation-- do not wait until the last minute!
- ☐ Write your college essays:
  - Brainstorm, write a first draft, be specific, creative and honest, proofread, get feedback.



**Keep your eye  
on application  
deadlines!**



- Some colleges may ask you to answer a specific question and/or prompt. Make sure you follow their specific directions.
  - Additional assistance will be provided in Humanities 4.
- ☐ If you are taking an AP course, apply for the AP Exam and pay the appropriate fee.
- ☐ Upon acceptance to college, fill out enrollment form and pay deposit.

### **Other Post-Graduation Options**

#### **U.S. Military Service**

Serving our country through one of the seven military branches is an excellent opportunity to see the world, gain community, and learn important job skills. There are also excellent benefits in terms of educational and future opportunities.

- " <https://www.nationalguard.com>
- " <http://www.navy.com>
- " <http://www.goarmy.com>

#### **Trade Schools**

Trade schools provide an opportunity for students to learn job skills such as automotive repair, electrician, plumbing, etc. For more information, visit: <http://getinfo.uti.edu>

#### **Volunteer Opportunities:**

Many students take a year or more off after high school or college to give back to their community. Some common opportunities are listed below:

- " Americorps  
<http://www.nationalservice.gov/programs/amicorps/amicorps20>
- " Peace Corps
  - <http://www.peacecorps.gov>
- " City Year
  - <http://www.cityyear.org>
- " Teach for America
  - <http://www.teachforamerica.org>

## Senior Class Awards

### Class Award Descriptions

**Citizenship:** Presented to the senior that has consistently displayed characteristics of school pride & community spirit.

**Scholarship:** Presented to the senior who has demonstrated consistent academic excellence.

**Effort:** Presented to the senior who demonstrates consistent effort & a competitive academic spirit.

**Community Service:** Presented to the senior that has displayed stewardship & service to the USA community.

**Leadership:** Presented to the senior that has best served as a leader for peers & members of the USA community.

**Most Improved Senior:** Presented to the senior who has demonstrated a monumental improvement in his/her academic growth and development.



### Department Awards for Excellence in:

Humanities  
Mathematics  
Science  
World Language  
Technology  
Music

## Parent & Caregiver Involvement

Taking an interest in your child's school life is proven to be important to his or her success in school. Research shows that adults who are actively involved in their children's school life – even at a high school age! – can encourage their children to be more successful students and to achieve their goals after graduation.

*At USA, we ask all parents to pledge at least two hours of volunteer service as a way of supporting their child's learning experience at USA. There are a variety of ways parents can fulfill this pledge. Though we understand that work hours and childcare issues can be a concern, we will try our best to accommodate your needs. We ask you to partner with us in this effort.*

### **We invite parent and caregiver involvement in many ways:**

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Attend and participate in monthly Parent Council meetings to be involved and learn about the schools activities. As a parent and caregiver, you are automatically a member. Meeting dates and times are voted upon and established at our annual USA Back-to-School-Night.

If a computer is available to you, visit the school calendar on USA's website ([www.urbansci.com](http://www.urbansci.com)) to learn about upcoming events and activities.

Email teachers to check-in on your child and respond to calls/emails sent from teachers.

Check your child's grades and attendance on ASPEN regularly. See the section on *Checking Your Grades* for further information on using ASPEN.

Attend USA's Back-to-School Night, International Night, School Performances, Parent Conferences, and other special events, exhibitions and sporting events.

Discuss and review homework with your child, to help him/her prepare for assessments.

Volunteer to be a speaker or provide speakers for school wide events or individual classes.

Share work experience or talent/hobbies to enhance classroom lessons.

Help advisors and teachers provide information to other parents/caregivers and recruit for events. If you would like to volunteer, contact your student's advisory teacher.

Make food for community gatherings.

Donate needed resources/supplies.

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## **Guidelines for Supporting Your Child's Academic Success**

*The following policies are designed to encourage your child's academic success. Please support us in our work with your child by respecting these guidelines.*

1. Please make sure your student arrives to school on time and please minimize the number of days your student is absent.
2. Please do not call or text your student during the school day (7:20 am – 1:40 pm) or during USA's After School Program (2:00 – 3:30). If there is an emergency, please call the school's main office at 617.635.8930
3. Check your child's grades and attendance on ASPEN regularly. See the section titled *Checking Your Grades*.
4. Encourage your student to take advantage of USA's After School programs, including academic support, clubs, etc.
5. Remind your student, if s/he has attendance or academic concerns, that attending USA's After School Program is mandatory.
6. Communicating any changes in contact information (email and/or phone) to our main office and to your student's teachers.
7. Establish a quiet area for study at home.

## **Family Coordinators**

Please contact the Family Coordinators, Annie Le (ale@urbansci.net) at 617.635.8930 if you would like further information, or if you have ideas for supporting your child at USA beyond the suggestions above.



## **Reporting Your Child Absent**

Parents and caregivers must give a written explanation of their student's absence **with supporting documentation** (i.e. doctor's note, court paperwork) or it will be counted as unexcused. Having an excused absence, however, does not excuse the student from doing the work for the classes they have missed. Students are expected to be on time to all their classes. See the section titled *Attendance Policy* for further clarification on attendance.

## **Communication**

USA encourages frequent communication between families and teachers and advisors. Parents and guardians are urged to telephone or email teachers using the directory at the front of this handbook. It is important for parents to notify their student's counselor if there is a change in the students' life such as divorce, death in the family, etc. For general concerns or when you aren't sure who to contact, call your child's counselor or advisor.

Progress reports, report cards, and regular newsletters are mailed to the student's home. If you do not receive these mailings, please call the office to ensure that the school has the correct name and address.

## **Parent Council Meetings**

The Parent Council meets monthly and provides parents with the opportunity to get information on upcoming events, support one another with issues related to parenting, provide the school with feedback on its practices, and support the school through events planning. Meeting dates and times are voted upon and established at our annual USA Back-to-School-Night.

**JOIN OUR COMMUNITY | FOLLOW US | BECOME A FAN**

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Section Four

## Standards of Conduct



## Attendance

*Effective for this school year, USA's attendance policy has been revised to in part send the message that outstanding attendance is not only required but expected, as we know that academic success and consistent attendance (90% or greater) go hand-in-hand.*

### **Attendance Policy:**

Only absences caused by illness/injury (verified by a doctor) that prevent the student from attending school, a death in the immediate family or other significant personal or family crisis, medical or psychological appointments that cannot be scheduled at other times, court appearances, religious holy days, or college campus visits (verified by a college admissions official) may be excused.

**Simply bringing a note from a parent/guardian - although appreciated - without accompanying documentation (e.g., a doctor's note) will not excuse an absence.** Official documentation of absences should be provided to Ms. Giblin in the main office.

Students with more than three unexcused absences per term will receive a grade of NC if they are otherwise passing a class. A grade of NC will only be changed back to the letter grade earned if a student has fewer than 12 unexcused absences at the end of the year or passes the course's final exam.

\*Note that three unexcused tardies is equal to one unexcused absence.

### **Attendance "Buy-Back" Policy:**

Students with unexcused absences can "buy" them back by doing the following:

#### **1) Being on-time for five CONSECUTIVE days, with no behavioral issues.**

*All teachers will sign-off on an "Attendance Buy-Back" form and meet with the student on the Friday of the end of the buy-back week to show the growth that has been shown by a student to show how well they do when they are in school/class consistently. Students who accomplish this feat will be able to "buy back" one unexcused absence.*

#### **2) Participating in the After-School Program**

*Teachers who work with you after school will sign off on an "Attendance Buy-Back" form. Students can "buy back" one unexcused absence for every three After-School Program days they attend.*



## **Tardiness to Class**

If you are tardy to class, meaning **you are not in your seat by the end of the bell after being marked present for the day**, you must follow the steps below to make up the learning time you missed. Below you will find the steps followed and consequences for tardies. Notes that the number of tardies will reset every term.

### **First Tardy**

1. Sign in on the tardy sheet
2. Write the time you arrived to class
3. Record the total class time you missed

### **Second Tardy**

1. Sign in on the tardy sheet
2. Write the time you arrived to class
3. Record the total class time you missed
4. Write a few sentences in the appropriate place explaining why you were late.

### **Third Tardy**

1. Sign in on the tardy sheet
2. Write the time you arrived to class
3. Record the total class time you missed
4. Write a few sentences explaining why you were late.
5. You will serve a 30 minute detention\* with your teacher.
6. Teacher will notify parent or caregiver of repeated tardies.

### **Habitually Tardy**

1. Sign in on the tardy sheet
2. Write the time you arrived to class
3. Record the total class time you missed
4. Write a few sentences explaining why you were late.
5. You will serve a 30-minute detention\* with your teacher for every tardy beyond your third tardy.
6. Teacher will notify parent or caregiver of repeated tardies.
7. Teacher will refer you to Student Support Team to determine how to help resolve your ongoing tardy issue.

*\* See detention policy section for greater detail about how detentions are served and the consequences for skipping a mandatory scheduled detention.*

## Bullying and Harassment

Bullying and harassment of any form are very serious and are, therefore, suspendable or expellable offenses. In some instances, legal action can and will be pursued. Teachers are 'mandatory reporters' for bullying and harassment, meaning that they are legally required to report instances of bullying and harassment about which they are aware.



**Students who feel they are being bullied or harassed or see instances of bullying or harassment should immediately go to any staff member, guidance counselor, administrator, or dean.**

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**BPS BULLYING HOTLINE 617- 592- 2378**

Bullying involves an individual or a group repeatedly harming another person — physically, verbally, or socially. Sometimes these harmful actions are plainly visible, but other times, such as when gossip and rumors are used to isolate the target, the actions are covert.

### Some examples of bullying or harassment:

- **Physical**-punching, pushing, tripping, hiding someone's bag, or destruction of property
- **Verbal**-teasing, name-calling, or intimidating
- **Social**-ostracizing (repeatedly excluding an individual from a group or activity) or spreading hurtful rumors
- **Sexual**-comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person- focusing on things like a person's appearance, body parts, or sexual orientation

**CYBER BULLYING**--“willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.”

### Some examples of cyber bullying:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs, social networks, or on websites
- Using someone else's user name to spread rumors or lies about someone

## **Offensive Language**

### **Why is using appropriate language important?**

School is preparation for college and the working world. In these environments, it is expected that individuals will communicate in professionally appropriate ways. In order to prepare you for the world, and to maintain a positive learning environment in our school, students are expected to communicate appropriately at all times and avoid using offensive language.

### **USA's definition of 'Offensive Language'**

Offensive language is any form of communication which is considered inappropriate for a professional environment (even if not meant to be offensive by the initiator) and has the potential to be a disruption to ongoing school activities.

This 'language' can be verbal (ex. conversation, outburst, song/rap, poem, athletic cheers, etc.), electronic (text, email, written note, etc.), or gestures.

Language can be considered offensive in a professional environment if it is:

- a racial slur.
- a reference to sexual orientation.
- an ethnic stereotype.
- a swear word or a word intended to sound like a swear word
- degrading to a particular sex/gender.

## **Dress Code**

*Student dress and overall appearance should foster a positive and productive environment, reflecting pride in one's self as well as our school. If it is determined that a student's dress may detract from the academic experience and learning environment at USA, then the student will be required to change his or her clothing item(s) that conflict with the guidelines outlined.*

### **Dress Code Guidelines**

- Any clothing that allows the midriff, cleavage, undergarments, or bare back to be exposed is not permitted. This includes, but is not limited to the following: excessively baggy or tight pants/leggings, tank tops, spaghetti strap/halter/mesh tops, see through shirts, tube tops or crop tops.
- Under clothing may not be exposed.
- No mini skirts, mini dresses, shorts, pants etc. that hang below the waistline, sit on the hip or lower, or show underwear. Appropriate length is to the end of the fingertips when arms are directly by one's side.
- Leggings may be worn with an oversized shirt that falls at the thigh area.
- Clothing, patches, buttons, pins, jewelry, backpacks that have any of the following negative or derogatory images are not permitted: sexually suggestive writing/pictures; advocate violence, advertise or promote the use of tobacco, alcohol, or drugs; have double meaning wording or obscene language/gestures/slurs.
- Hats, head coverings (except those intended for religious purposes), caps, gloves, and sunglasses are not permitted.

*\*The administration will give consideration to the appropriateness of the above for "Spirit Days" and special school events.*

## Cell Phones & Electronics

Cell phones, electronic tablets, iPods/MP3 players and any other electronic devices are prohibited from being used and/or charged during the school day. Electronic devices are to remain out of sight. These devices must be turned off before the beginning of first period class (7:19 am). The only time these devices may be used during the school day is during the lunch period. These devices may not be used at after school activities, unless permitted by the teacher with which the student is working.

Tablets and laptops may be used in the classroom for academic reasons, such as note taking, only at the discretion of the teacher.

Those students found using these devices, in any location of the school during any period other than lunch, can expect the following consequences:

### **First Offense:**

Teacher or staff member is required to confiscate the device and may hold it or give it to the Dean of Students. The device will be returned after the final bell (1:41).

If a student refuses to turn in a device, then the student must meet with the Dean of Students and turn in the device for a period of three days or be suspended.

### **Second Offense:**

Teacher or staff member is required to confiscate the device and give it to the Dean of Students. The Dean of Students will take possession of the device for three days. To recover the device before the three day confiscation, a parent or guardian must come to the school and meet with the dean.

### **Repeat Offender:**

If a student is a repeat offender (three or more confiscations of any electronic device), then students will be required to turn in their electronic device(s) at the beginning of the school day to the Dean of Students and pick up the device(s) after the final bell (1:41).

## Hallways and Restricted Areas

*In order to maximize learning and ensure everyone's safety, it is expected that students will be present in class for the duration of class time every day.*



### Policy for Being Hallways or Restricted Areas:

1. According to school rules (see USA list of Non-Negotiables), no students will be allowed out of class for the bathroom or any other reason during the first ten or last ten minutes of class, and only one student will be allowed to leave class at any given time.
2. Also, according to school rules, you must **have your BPS ID card on you** at all times and must be ready to show it to any staff member in the hallways or restricted areas.
3. If you need to leave class, each teacher will have a pre-made laminated hallway pass with your name and the time you left class written on the pass with dry erase marker. Carry this pass and your ID with you while you are out of class.
4. Administrators, deans, and other staff members will be in the hallways to monitor students. Make sure your hallway pass is visible to these assigned hallway monitors.
5. If you are asked to present your hallway pass to an administrator, dean, or other staff member, please do so and present your BPS ID as well.
6. Failure to present a signed hallway pass and ID will result in you being taken immediately to an academic dean or administrator. It will be documented that you were in the halls without a pass or in a restricted area. Refusal to report to the academic dean or administrator will result in the involvement of the school police.
7. Students caught tampering with the pass or attempting to “game” the system in any way will be brought to administration.



### **Consequences:**

1. Each time you are caught in the hallway without a pass or in a restricted area as mentioned above, you will be brought to a dean or administrator and your infraction will be documented.
2. Your first two infractions will be considered warnings.
3. The third time you are caught in the hallways without a pass or in a restricted area, your name will be added to a list of students that will not be permitted out of class for any reason. This will be referred to as the “no-fly” list.
4. If you are on the “no-fly” list and caught in the hallways or in a restricted area, your parents will be contacted immediately and the academic deans reserve the right to move forward with further consequence as they see fit. This may include detention or possible suspension.

### **Behavior Expectations in the Hallways:**

1. Do not disturb students in other classes or in transition. The students in class should be focused on the lesson and other students in the hallway should be focused in their own tasks as well.
2. Do not linger in hallways or stairwells. Excessive time spent in the hallway may result in loss of bathroom privileges or worse.
3. Do not visit your locker, use your phone or other electronic device, engage in “horseplay,” visit a guidance counselor, dean, or administrator, or take part in any other behavior that would delay your return to class. Remember school is all about learning, which cannot take place if you are not present in the classroom.

## Substance Abuse

Using, selling, possessing – *anything* to do with illegal substances – can lead to Suspension, Expulsion, Counseling, or Legal Action (or a combination of the aforementioned).

Students who are suspected of possessing, distributing, or being under the influence of drugs will be referred to a dean. The dean will then refer the student for evaluation to the school nurse or the school police, and, eventually, the Student Support Team for further counseling.



### Section 14 of BPS Discipline Code

In accordance with Massachusetts General Law, the following offenses may result in a student being expelled from USA:

- Sale, distribution, or possession with intent to sell or distribute of any prescribed or non-prescribed controlled substances in school, on school grounds, or while under school jurisdiction. (14.1)
- Alcohol/drug usage or possession or use of any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind in school. (14.2)
- In cases involving any of the substances outlined above, substances trained school staff (the nurse or in his/her absence the School Police) must determine “Reasonable Suspicion” of drug or alcohol use/activity by the student, resulting in the violation of district policy. To determine “Reasonable Suspicion,” the following factors are possible but not exclusive indicators to consider in conjunction with other relevant information, including the student’s explanation:
- The physical symptoms of drugs or alcohol use such as altered or slurred speech or repeated incoherent statements; dilated or constricted pupils, flushed skin, excessive sweating; excessive drowsiness or loss of consciousness, excessive scratching, picking of scabs, red or yellow eyes, shakes, grinding teeth without reasonable explanation. (14.2.1)

- Unexplained, abrupt or radical changes in behavior such as violent outbursts, hyperactivity, paranoia, delusions, frequent and/or extreme fluctuations of mood swings without reasonable explanation. (14.2.3)
- Inability to walk steadily or in a straight line, or perform normal manual functions essential the schoolwork without reasonable explanation. (14.2.4)
- Unexplained sensory or motor skill malfunctions. (14.2.5)
- Smell of alcoholic beverage on the student. (14.2.6)
- The direct observation of drugs or alcohol use while at school. (14.2.7)
- A report of reasonable suspicion by a reliable and credible source. (14.2.8)

### **Intervention and Assessment**

In cases involving alcohol/drug usage or possession in school, a Wellness Conference will be immediately initiated with the student and his/her caretaker to plan for assessment and intervention at the Counseling and Intervention Center. Following the Wellness Conference, appropriate interventions will be determined. The length of time at the Center and the treatment or counseling combined with short- or long-term placement shall be determined by the CIC in collaboration with the Operational Leader. As a condition of reentry into the school or program, the student shall have a reentry plan with recommendations. (14.3)

## **Procedures for Referral**

The procedures for referral under 14.1.2 (Alcohol/drug usage or possession or use of any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind in school) shall be as follows:

### **Day 1**

The student will be referred to the dean. There will then be an evaluation by a nurse or school police at the school to determine use/possession. Caregiver will be notified of a Wellness Conference. An intake appointment will be set up for the CIC.

### **Day 2**

The student and parent will report to the CIC for an intake meeting with the CIC Addiction Specialist. CIC staff will review the record in collaboration with the Operational Leader and make a recommendation for the length of the stay. The minimum stay will be 5 days, while the stay at CIC may be 10 days or more if further treatment is required.

### **Days 3-4**

Evaluation and assessment will continue.

### **Day 5**

A recommendation will be made to the school and family for continued follow-up treatment and the length of stay at the CIC

## What is Plagiarism?

Plagiarism involves taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from homework, essays, web pages, books, songs, television shows, email messages, interviews, articles, artworks, and other sources. Whenever you paraphrase, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information *within your paper* **and** on a bibliography/ works cited page at the *end of your paper*. Failing to properly quote, cite or acknowledge someone else's words or ideas is plagiarism (<http://www.lib.usm.edu/legacy/plag/whatisplag.php>).

Teachers at USA will work to educate students about proper citation of sources and how to avoid plagiarism in writing. In turn, students will be expected to act honorably in their work.

Repeated incidents of suspected plagiarism are subject to review and consideration by the classroom teacher, and are subject to the penalties outlined in that class. Possible consequences for plagiarism include:

- zero on the assignment with no opportunity to resubmit
- parent/guardian phone call and/or meeting
- after school detention
- a record of academic dishonesty
- college recommendation outlining dishonorable academic behavior

### How to Avoid Plagiarism

1. Give yourself plenty of time to plan, research and write your essay.
2. Write a draft without using the source material, and then go back and incorporate the quotes you need.
3. Have the source information available by writing full bibliographic citations before writing the paper.
4. Include in-text (parenthetical) citations for all sources in each draft.
5. Keep a good documentation guide handy when researching and writing.
6. Have confidence in yourself as a thinker and a writer!

## Policy for Discipline Communication and Follow-Through

The following section is a description of the different kinds of rule infractions and how they will be handled by your teachers and staff. You will notice in some cases infractions can be handled by you and your teacher only. For more serious infractions or repeated lower priority infractions, the deans of discipline will be involved.

Read below to find out which types of infractions are considered high and low priority infractions and how each will be handled:

### Low (-) Priority

#### **Potential Infractions:**

1. One time tardy to class
2. First time use of profanity
3. One time display of any behavior that interferes with learning.
4. One time display of behavior that could be insulting or disrespectful to a fellow classmate.




#### **Procedure:**

- Low priority infractions will be handled completely by the teacher and student.
- Up to two warnings will be given for each low priority infraction. After two warnings are given and behavior persists this will be considered a medium priority infraction.
- Students will not be removed from class or given a detention for low priority infractions that are ceased when warnings are given.



## Medium (!) Priority

### Potential Infractions:

1. Excessive tardiness to class (3 or more in one marking period)
  2. Excessive use of profanity (3 or more in class when warnings have been given)
  3. Repeated disruptive behavior (2 or more times in a class period with warnings)
  4. A single cut of class.
  5. Student found in a restricted area or in hall without a pass.
- 

### Procedure:

- All medium priority infractions (which include 3 or more low priority infractions) will be met with a mandatory 30-minute detention.
- These infractions will also involve a call home to a parent or guardian from the teacher.
- Skipping the **30 minute detention\*\*** will be considered a high priority infraction and will be met with more severe consequences and the involvement of a dean of discipline.

### \*\*Serving Your 30 Minute Detention:

All 30 minute detentions will be served with the teacher at a date and time determined by the teacher. In some cases your teacher may schedule you to serve your detention in the school detention center. ***Be sure to record when your detention will be served, so you do not forget and further complicate the issue.***

IF THE STUDENT SERVES THE DETENTION. THEN...

1. The matter is considered settled.
2. No further communication with deans is necessary.

IF THE STUDENT DOES NOT SERVE THE DETENTION, THEN...

1. Skipping a detention will be considered a high priority (!!) infraction and will be handled by the deans, teachers, and your parents. Further detentions and possible suspension may occur.

## **High (!!) Priority**

### **Potential Infractions:**

1. Threatening behavior to student or teacher
2. Profanity directed at teacher
3. Excessive disruptive behavior (3 or more in one class period)
4. Fighting/Inappropriate physical contact
5. Refusal to follow electronics policy by being unwilling relinquish phone when asked
6. Refusal or "No Show" for scheduled detention
7. Distribution or intent to distribute drugs in school.
8. Possession of any object that can *knowingly* be used to harm another person.



### **Procedure:**

- Immediate phone call to dean instructing that student will be removed from class and/or assistance is needed removing a student from class.
- Later that same day a phone call must be made home to parent or guardian informing them about the situation.
- Consequence for a high priority infraction will be determined and followed through with by deans of discipline.

# Appendix

## **Bibliography**

Appreciation goes to the following schools for sharing their student handbooks with. Their work helped to inform some of the contents in our student handbook.

They include:

- Andover High School, Andover, MA
- Boston Latin School, Boston, MA
- Brighton High School, Brighton, MA
- Fenway High School, Boston, MA
- Unionville High School, Unionville, NY

## Commitment & Confirmation Form

*Please read and discuss this handbook with your child.  
When you have done so, please detach this sheet, **sign and return to your student's advisory teacher by Friday, September 18, 2018.***

-----  
**PARENT OR GUARDIAN**

I, the parent or guardian of \_\_\_\_\_, have read *the USA Student and Family Handbook* and I understand the expectations and guidelines for belonging to the USA Community.

Signed,

\_\_\_\_\_  
**Parent name(s):** \_\_\_\_\_

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**STUDENT**

I, \_\_\_\_\_, have read the *USA Student & Family Handbook* and I understand the expectations and guidelines for being a student at USA this year.

Signed,

\_\_\_\_\_  
**Student name:** \_\_\_\_\_

**Student advisory:** \_\_\_\_\_