



STUDENT HANDBOOK

2018-2019

7400 SCOTT HAMILTON DRIVE LITTLE ROCK, ARKANSAS 72209



On behalf of the entire Goodwill and Excel Center Families, I want to welcome you to The Excel Center! You are now part of an organization that fosters the culture of Amazing Customer Experiences, or as we call it, ACE. It is a culture that cares for all of our customers, both external and internal. A culture that believes that caring for our community and environment is woven into our history, present, and future.

Here at Goodwill and The Excel Center, our culture holds our customers (donors, shoppers, employees, persons served, students, employers, etc.), community, as well as our environment, in the highest regard. Our culture is supported by our core values, which put simply, spell out I CARE:

- Integrity- We operate in an open, truthful environment, and strive to meet the highest ethical standards.
- Collaboration – We achieve and deliver our mission together.
- Accountability- We serve with humility and passion, and act for the good of the organization.
- Respect- We treat all people with dignity and respect.
- Excellence- We embrace continuous improvement, bold creativity, and change.

Goodwill's motto is: ***"Donate, Shop, Change a Life!"*** Our donors give gently-used items to be sold in our stores; those dollars create jobs and fund programs like job training, supported employment career readiness services, and now education through The Excel Center. Since 1927, Goodwill has offered a hand-up not a hand-out to help Arkansans change their lives.

You made a great decision to further your education. We stand ready to support you.

Welcome to Goodwill and the Excel Center!

Brian Marsh
Interim President & CEO

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I. THE GOODWILL AND EXCEL CENTER MISSION, VISION, AND VALUES

1.1 GOODWILL HISTORY

Goodwill was founded in 1902 by Rev. Edgar J. Helms, a young Methodist minister at Morgan Memorial Chapel, located in an impoverished area of Boston, Massachusetts. His vision was broad enough to encompass the people who were impoverished and who had disabilities in his community. He devised a simple plan of collecting usable clothing and household items from the public and putting people, many of them were considered unemployable, to work renovating the donated goods. The goods were then sold and the money received was used to pay workers.

The workers not only earned wages but also acquired skills, learned trades and some for the first time became self-sufficient. Rev. Helms created the philosophy, —Not charity, but a chance for persons with disabilities and disadvantaging conditions. His vision expanded into a worldwide network of Goodwill Industries that still practice his philosophy today.

Goodwill Industries of Arkansas was started in Little Rock in 1927 by Charles E. Moyer, Mayor of Little Rock. The first donations included left over clothing donated by the Community Chest that had been collected for victims of the 1927 flood. Goodwill’s founder, Dr. Edgar J. Helms, inspected the Little Rock operation in 1928. His visit gave additional momentum to the local organization and enabled it to affiliate with the national office in April, 1929.

Today, Goodwill continues to serve the people of Arkansas with a host of workforce services, retail stores and attended donation stations throughout the state. While Goodwill is no longer in the business of repairing donated items, it employs hundreds of people in the cycle of donations, processing, and resale of those goods, which is still the single largest revenue source for Goodwill. With this revenue Goodwill is providing people with hope, dignity and independence by providing them with the means to earn a paycheck and support their families. Donate, Shop, Change a Life!

1.2 THE EXCEL CENTER HISTORY

The Excel Center model was developed by Goodwill Education Initiatives, the not-for-profit created by Goodwill of Central & Southern Indiana. The first Excel Center opened in 2010 with one site in Indianapolis. Since its humble beginnings, The Excel Center has experienced incredible success, with measurable impact in the community. In 2013, The Excel Center expanded nationally and is now located in Tennessee, Texas, Arkansas and Washington, D.C.

1.3 MISSION STATEMENT

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities.

The Excel Center meets students “where they are” in life and assists them in navigating academic and non-academic barriers to success. The Excel Center focuses on the student’s education and what comes after graduation. Relationships with life coaches and instructors; rigor in completing credits with our accelerated curriculum; facilitated coursework and extended class periods; and relevance through hands-on work experiences set our students on a positive path for a successful future.

1.4 OUR VALUES – ICARE

It is important that you acquaint yourself with the core values of Goodwill and The Excel Center. They are summarized in the phrase I CARE.

Integrity – We operate in an open, truthful environment, and strive to meet the highest ethical standards.

Collaboration – We achieve and deliver our mission together to make our students succeed.

Attitude – We serve with humility and passion, and act for the good of the organization.

Respect – We treat all people with dignity and respect.

Explore – We explore continuous improvement, bold creativity, and change.

1.5 VISION

People in the communities we serve will have improved skills that provide long-term employment and a better standard of living. Thousands of individuals drop out of high school each year, impacting their career potential as employers seek workers with higher skills and specialization. As part of our commitment to enhance career potential and access to high-growth jobs for high school dropouts, The Excel Center provides effective ways to provide adult high school students accelerated learning, opportunities for post-secondary education, and individualized career planning.

II. NON-DISCRIMINATION

The Excel Center is committed to a policy prohibiting discriminatory practices in all aspects of its policies, programs, practices, and operations. All applicants and students shall be treated equally without regard to race, age, color, religion, gender or expression of gender identity, national origin, political affiliation, disability, matriculation, personal appearance, sexual orientation, family responsibilities, familial status, veteran status, marital status, pregnancy, childbirth, genetic background, or any other legally protected characteristic.

The following person has been designated to handle inquiries regarding non-discrimination policies:

School Director
Phone: 501-372-5100

Verbal and/or written civil rights questions should be directed to the Superintendent of Schools or his/her designee, 7400 Scott Hamilton Drive, or 501-372-5100.

III. YOUR RESPONSIBILITIES AS A STUDENT

3.1 CLASS SCHEDULE

Classes are held Monday through Thursday with Friday available by appointment for tutoring or meetings with Life Coaches, Instructors, or Special Services. Students may attend part-time or full-time; however, they must commit to attend the same period or periods every day, Monday through Thursday.

The Excel Center utilizes the following class schedule:

Period 1	9:00 a.m. – 10:30 a.m.
Period 2	10:35 a.m. – 12:05 p.m.
Lunch (not provided)	12:05 p.m. – 12:55 p.m.
Period 3	12:55 p.m. – 2:25 p.m.
PERIOD 4	2:30 P.M. – 4:00 P.M.

3.2 ATTENDANCE POLICY AND WITHDRAWAL PROCEDURES

The Excel Center offers classes in eight-week terms, which makes daily on-time attendance very important. Missing even one day of classroom instruction is like missing an entire week in a traditional high school, making a student's path toward graduation longer. As such, The Excel Center has strict rules around attendance, to maximize student success in its accelerated program.

The Excel Center's primary objective is to propel adults toward their career goals by empowering them to earn high school diplomas and prepare for next steps toward college and career attainment. Further, the

typical Excel Center student faces multiple challenges that may prevent an uninterrupted progression towards a diploma. (*i.e: some students need a break, leave of absence etc.).

Successful completion of the rigorous curriculum delivered at The Excel Center requires continued engagement of students. Therefore, this policy is established to set guidelines for attendance and when a student will be withdrawn from the school.

Definitions:

1. **Enrolled Student:** A student enrolled in an Excel Center's active database in the school's student information system upon meeting particular criteria described below.
2. **Withdrawn Student:** A student transferred from being enrolled in the active database within the school's student information system to inactive status, based on meeting particular criteria described in Section VI.3 below.
3. **Absence:** A student who did not attend any of his or her scheduled classes during a particular instructional day or misses more than 25% of their scheduled class time in a particular class during a particular instructional day. (25% = 23 minutes in a 90-minute class; 45 minutes in a 180-minute class)
4. **Attend:** A student attends an in-person class by being physically present, and attends an on-line class by logging in to the designated on-line student coursework tracking system.

*****Please note all enrolled students must be scheduled in the student information system and attendance must be taken in the student information system daily.*****

Criteria to be an Enrolled Student: All of the following criteria must be met to be an Enrolled Student:

- Complete iExcel New Student Orientation
- Attend at least one of the first 3 days of Week 1 following iExcel completion
- Be scheduled in the school's student information system
- Not be a withdrawn student

If an Enrolled Student becomes a Withdrawn Student, then he or she may again become an Enrolled Student, if the Withdrawn Student meets the above criteria, with exception to completing iExcel New Student Orientation, which may be waived at a Director's discretion on a case-by-case basis.

Criteria to become a Withdrawn Student:

Only one of the following must be met for an Enrolled Student to become a Withdrawn Student:

- The student formally withdraws self by completing a Withdrawal Form
- The student states in writing to a school official that he or she does not plan to return, or that he or she needs a break from class. (This may include, but not be limited to: illness, pregnancy, family issues, work, etc.)
- A student who attends in-person classes, or a combination of in-person and on-line classes, accrues eight days of absences in any term. If the student is an on-line participant only, he or she will be withdrawn if they fail to log in to the on-line student coursework tracking system within an established time period designated below. Directors may use their discretion to waive aforementioned criteria based on a student's progress in assigned class.

- The student completes the registrar-defined Priority Withdrawal Requirements, including but not limited to: transferring to another school, incarceration, moving out of state, death, hospitalization, etc.

Steps to Submit an Enrolled Student for Withdrawal:

If an Enrolled Student completes a Withdrawal Form:

School official completes an exit interview with the student
 School official reviews Withdrawal Form with student and has student sign
 School official case notes are entered into student information system
 School official submits Withdrawal Form to Registrar's Office
 School official uploads information from Withdrawal Form to student information system

If an Enrolled Student communicates they are withdrawing, but is not able to complete a Withdrawal Form:

School official completes an exit interview
 School official completes Withdrawal Form on student's behalf
 School official enters case notes into the student information system
 School official submits Withdrawal Form and Active Student Agreement to Registrar's Office
 School official uploads information from Withdrawal Form and Active Student Agreement to student information system

If an Enrolled Student fails to attend without contacting the school staff:

- 1st through 3rd absence; or failure to log in to the designated on-line student coursework tracking system within four school days of the beginning of a term
 - School official contacts student using any form of communication (phone call, text, email, social media, etc.)
 - School official has two documented contacts in the student information system
- 4th absence; or failure to log in to the designated on-line student coursework tracking system within six school days of the beginning of a term
 - School official sends Re-engagement Letter
 - School official has three documented contacts in the student information system
 - School official sends Pending Withdrawal Letter after day six
- 6th absence; or failure to log in to the designated on-line student coursework tracking system within seven school days of the beginning of a term
 - School official sends Re-engagement Letter
- 8th absence; or failure to log in to the designated on-line student coursework tracking system within eight school days of the beginning of a term
 - School official submits Withdrawal Form on behalf of student (per Active Student Agreement)
 - Student is added to withdrawal list

3.3 INCLEMENT WEATHER POLICY

In the event of inclement weather, The Excel Center will post any delayed openings or closures on the The Excel Center Facebook page @ExcelCenterAR and a recorded message on the main phone line of Goodwill – (501) 372-5100. Information will also be shared on local TV and radio stations.

3.4 LIFE SAFETY PROCEDURES

In case of emergency, Students should exercise caution and put their safety first. If an emergency arises when Students are at the School, Students should follow these guidelines.

Fire Emergency

Students should be aware of potential fire hazards and proper handling procedures. Students should become familiar with the site’s designated rally location and site’s fire extinguishers. Students are not required to use fire extinguishers. Fire extinguishers should only be used if the Student is properly trained and can safely use it without increasing the risk of harm to him/herself or other Students. In case of fire, Students should calmly notify other Students and other occupants of the School and evacuate in a rapid but orderly fashion. Everyone should assemble at the designated meeting area of the facility for an immediate roll call to account for all Students and others who were in the School. No one shall be permitted to enter a damaged building until the School Director, or her/his designee, has given approval to re-enter.

Earthquake

In the event of an earthquake and/or structural failure, there will be little (if any) warning or time to react; however, Students and others in the School should protect themselves by seeking shelter under the nearest table, desk or other rigid or solid structure. When tremors have stopped, everyone should immediately evacuate the building as described in the facility’s evacuation maps posted throughout the building. Everyone should assemble at the designated meeting area of the facility for an immediate roll call to account for all students and others who were in the School. No one shall be permitted to enter a damaged building until the School Director or her/his designee has given approval to re-enter.

Tornado

In the event of a tornado, Students will be instructed to proceed to the nearest shelter in place location where they will sit on the ground facing a wall. The School Director or her/his designee will notify Students when they can leave the shelter in place location and will provide instructions as to whether to remain in the School or to evacuate the School.

Power Outage

In the event of a power outage, there may be sufficient daylight to begin/maintain some activities. The building will remain open for business until a decision to close is made by the School Director or her/his designee. Flashlights should be made available for use if needed. For power outages after the end of the school hours, the School Director or her/his designee will determine if the power outage is of significant duration and determine the best course of action for Students reporting the next school day.

Flood

In the event of heavy rains and/or an imminent flood of the School, the School Director or her/his designee will inform Students to evacuate and move to higher ground.

Bomb Threat

If a student receives a call threatening a bomb or other violence at the School, he or she should immediately notify the nearest school staff. The School Director, or designee, will notify proper authorities and initiate evaluation procedures as appropriate.

Suspicious Package

Students are not to handle suspicious packages and should immediately notify the nearest school staff of any suspicious packages.

Lockdown Procedure

In the event that a lockdown is ordered, Students will be given instructions on how to proceed by School staff. Students must remain in the location they are instructed by School staff to be in until the lockdown has been terminated. Students should remain calm and quiet during a lockdown.

Shelter in Place

In the unlikely event that Students are required to remain at the School for an extended period of time, a supply of essential items such as bottled water, light snacks, flashlights, batteries, blankets, first aid kits, etc. are stored at the School.

Emergencies During Non-Business Hours

If an emergency occurs when the School is closed, Students should follow the same procedures as described in the School's Inclement Weather Policy. Students who are subscribed to the School's automated text and e-mail notification system will be contacted with instructions. Students should call 501-372-5100 for up-to-date information on emergency closing plans and/or alternate operating plans.

A complete Emergency Preparedness Plan is available in the Office Manager's office.

3.5 COMMUNICABLE DISEASES

The Excel Center will not discriminate against any student based on the individual having a communicable disease. Students shall not be denied access to the School solely on the grounds that they have a communicable disease, although The Excel Center reserves the right to exclude a person with a communicable disease from the School where medically necessary to do so.

The Excel Center's decisions involving persons who have communicable diseases shall be based on current and well-informed medical judgments concerning the disease, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable disease, and a careful weighing of the identified risks and the available alternative for responding to a student with a communicable disease.

Students should not return to school until 24 hours after the end of a fever or vomiting.

3.6 CODE OF CONDUCT AND DISCIPLINE POLICY

The Excel Center is a place where all students have the opportunity to learn within a safe environment. The intent of the Code of Conduct is to ensure students remain focused on growth and learning. The Code seeks to provide fair and reasonable rules and procedures to ensure students do not engage in conduct that in any way harms others or interferes with the education of other The Excel Center students. While the discipline policy seeks to ensure order, students enrolled in The Excel Center can expect to receive prevention and intervention support aimed at mitigating behavior-based disruptions while at school.

Student Behavior Expectations

A culture of respect is critical to the success of The Excel Center. Students must demonstrate respect through appropriate actions, words, tone, and body language. All expected behavior is focused on preparing students for success in life and careers. Unacceptable behavior includes any behavior that harms another person or infringes on another student's right to learn. To ensure expectations are clear for all students, a list of conduct violations is listed below along with the possible consequences for each violation. This Code of Conduct applies to conduct on or adjacent to school property or that is directed to students or staff of the school. After enrolling in The Excel Center, students are provided a copy of this policy and given an outline of ways each infraction can be prevented, along with expectations around intervention, largely led by the Life Coach and Special Services Coordinator.

Level 1 Conduct Violations

- Displaying any behavior that is disruptive to the orderly process of classroom instruction or otherwise not appropriate in a professional business environment
- Loitering, including on the sidewalks adjacent to the building and the common areas in the building
- Cursing
- Smoking anywhere other than the designated smoking area
- Littering trash and/or cigarette butts anywhere inside the building, on the sidewalks adjacent to the building, or in the common areas in the building
- Excessive noise inside the building, on the sidewalks adjacent to the building, parking lot, or in the common areas in the building
- Failing to attend class without a valid reason
- Arriving more than 5 minutes late for class without contacting instructor and Life Coach in advance
- Persistent tardiness to school or class
- Leaving the classroom without permission
- Answering cell phone calls in class
- Wearing clothing that reveals breasts, midriff or butt area
- Destroying classroom, school, building or personal property valued at less than \$50

Level 1 Conduct Violations may result in the following: Meeting with a Life Coach, Restatement of Expectations, Verbal Reprimand, or Written Reprimand.

Level 2 Conduct Violations

- Multiple documented Level 1 conduct violations
- Destroying classroom, school, building or personal property valued at between \$50 and \$499
- Disrespectful words, actions, or gestures toward other students or staff
- Insubordination or repeated refusal to follow instructions given by a staff member or arguing with a staff member
- Gambling

- Inappropriate use of technology
- Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)
- Committing academic dishonesty/plagiarism

Level 2 Conduct Violations may result in the following: Short suspension of 1 to 5 days.

Level 3 Conduct Violations

- Using, possessing, being under the influence of drugs or alcohol
- Sexual harassment
- Making threats against others
- Fighting or committing assaults
- Engaging in group fighting or in any gang related activity, including intimidating or threatening violence
- Committing false alarms
- Stealing or attempting to steal from the school or any person
- Sexual activity in the building
- Destroying classroom, school, building or personal property valued at more than \$500
- Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of The Excel Center. Students may be subject to expulsion for verified acts which threaten, bully or intimidate others.

Level 3 Conduct Violations may result in the following: Short suspensions of 3 to 5 days and, based on the severity of the conduct and whether the conduct is part of a pattern, possible recommendation for expulsion.

Level 4 Conduct Violations

- Theft or robbery as defined in local and state code
- Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in local and state code
- The sale or distribution of a drug or controlled substance as defined in local or state code
- Possession or use of any weapon

Level 4 Conduct Violations may result in the following: Expulsion may be recommended for all these conduct violations listed above and will be mandatory for: bringing, using, or possessing a weapon. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school. Violations involving weapons or the distribution or sale of drugs and alcohol will lead to local law enforcement involvement.

Any conduct illegal under the laws of the Arkansas that is not otherwise covered in the Conduct Violations listed above will result in a discipline intervention commensurate with the seriousness of the illegal conduct.

Discipline Review Process

Should a student be responsible for any conduct violation, the incident will be reported to a designated school official. An assigned staff member will investigate as appropriate, which may include meeting with the student and speaking with any other relevant parties, and then as warranted engage in a variety of interventions that are commensurate with the conduct violation. Following is a description of each discipline intervention.

**Coaching /
Restatement of
Expectations**

Counseling by a Life Coach is the initial step to mentor or modify conduct. The Coach will discuss the behavioral concern or conduct violation, affirm expectations regarding conduct, and communicate consequences for no improvement. Coaching will be documented in the student's file. Immediate resolution of the problem or issue is expected and coaches will follow-up with the student to ensure consistent success.

Verbal Reprimand

Same as Coaching above. In addition, a note will be in the student's file documenting the verbal warning and the specific steps toward resolution. Immediate resolution of the problem or issue is expected.

Written Reprimand

At this time, a coach will consult the School Director. The conduct violation and expectations will be communicated in a written letter to the student. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans may be used at this stage with students. A student may be expected to attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior. All copies of the signed reprimand letter and any relevant plans will be shared with the student and appropriate staff. Immediate resolution of the problem or issue is expected.

**Short Suspension
(3-5 days)**

The Life Coach will investigate the conduct violation and consult with the School Director. The Life Coach will meet with the student to give the student notice of the charge and the information the school has to believe the student engaged in the conduct. The student will be given an opportunity present his/her side of the story and/or an explanation for his/her behavior. If, after hearing the student's statement, the Life Coach determines that a suspension is warranted, the student will be told the timeframe for the suspension. A letter including the length and reason for the suspension will be given to the student. All students receiving suspension will be afforded the opportunity to appeal (see process in next section). Immediate resolution of the problem or issue is expected upon a student's return. While suspended, students will be provided with work and access to teachers and coaches to assist them.

Expulsion

Expulsion may be necessary when any of the above interventions are not successful in improving conduct or if a student commits a level 4 conduct violation. The coach should investigate the matter promptly (ordinarily within 3 days) and review the performance history and record of progressive discipline with the Director. If the decision is made to move forward with expulsion, a hearing shall be scheduled promptly (and ordinarily to occur within 5 days of the decision to move forward with the hearing). Written notice must be provided to the student at least 1-2 days before the expulsion hearing of the specific grounds for the expulsion, and the nature of the evidence supporting the expulsion. The decision maker at the hearing shall be impartial and shall only consider evidence presented at the hearing. The student shall be permitted to present evidence at the hearing. The decision shall be provided in writing to the student promptly after the hearing (ordinarily within 2 days after the hearing). All students receiving expulsion will be afforded the opportunity to appeal (see process in next section).

When a staff member makes a recommendation for expulsion of a student, the School Director or designee may suspend the student until the conclusion of the investigation following the procedure for short term suspensions outlined above. This may occur if the School Director or designee believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- Interference with an educational function or school purposes or
- A physical injury to themselves, other students, school employees, or visitors to the school

Discipline Appeal Process

Students shall have 2 business days after being notified of a suspension or expulsion to contact the School Director to request a meeting to appeal a suspension or expulsion. The staff hearing the appeal shall be someone who is above, in the supervisory chain of the school, the person who made the suspension or expulsion decision. During the meeting, the student shall have the right to review the summary of the conduct violations and present their case.

Discipline Process for Students with Disabilities

Students with disabilities that demonstrate level 1, 2, and 3 conduct violations will immediately be referred to a Special Services Coordinator, where interventions plans will be developed, and implemented. Students with conduct violations that could be direct results of their disabilities will be required to attend a mandatory intervention meeting with their instructors, Life Coach, and Special Services Coordinator. In instances where students are aged 21 and under, The Excel Center will not need to continue to implement an IEP (which does not serve students aged 22 and over) goals for students who are expelled and will not need to contract services for students who are expelled.

For students under age 22 who have IEPs, the following procedures will be used:

1. If it is determined by the Special Services Coordinator, and the student's Life Coach that a student with a documented disability has violated the code of conduct, that student may be removed from his or her current placement to an appropriate interim alternative educational setting (IAES), inside the school, or suspension, for not more than 5 consecutive school days to the extent those alternatives are applied to students without disabilities.
2. A student with a documented disability who violates the code of conduct may be removed from his or her current placement to an appropriate interim alternative educational placement within the school or suspended for not more than 10 school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a CHANGE OF PLACEMENT outside of the school.

If removals do constitute a Change of Placement, a Manifestation Determination shall be made by the IEP team within 10 school days of the removal. A removal of a student with a disability from his or her educational placement is a Change of Placement if:

1. The removal is for more than ten (10) school days in a row; or
2. The student with a disability has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten (10) school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - c. Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a Change of Placement is determined on a case-by- case basis by The Excel Center and, if challenged, is subject to review through due process and judicial proceedings.

School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the MANIFESTATION DETERMINATION review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability;
- SERVICES DURING PERIODS OF REMOVAL are provided to the student; and
- Notification of a CHANGE OF PLACEMENT is given to the student.

School personnel must provide the student removed to a disciplinary alternative education program with written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: Includes information regarding all methods available for completing the coursework; and states that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: there are SPECIAL CIRCUMSTANCES; and the removal is for not more than 45 school days.

3.7 BULLYING PREVENTION POLICY

The Excel Center is a place for all students to have the opportunity to learn within a safe environment. A key responsibility of The Excel Center is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core The Excel Center values. Thus, to facilitate our mission, The Excel Center has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of The Excel Center community. The Excel Center staff will promptly report and investigate all incidents of bullying and provide appropriate consequences to those who engage in bullying.

Code of Conduct

As is discussed more fully in The Excel Center's Code of Conduct and Discipline Policy, a culture of respect is critical to the success of The Excel Center. Students must demonstrate respect through appropriate actions, words, tone, and body language. All expected behavior is focused on preparing students for success in life and careers. Unacceptable behavior includes any behavior that harms another person or infringes on another student's right to learn.

Definition of Bullying

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 3. Place the student in reasonable fear of physical harm to their person or property;
 4. Cause a substantial detrimental effect on the student's physical or mental health;
 5. Substantially interfere with the student's academic performance or attendance; or
 6. Substantially interfere with the student's ability to participate in or benefit from the services, activities, or privileges provided by The Excel Center.

Prohibition against Bullying and Retaliation

Acts of bullying, including cyberbullying, whether by a student, volunteers or staff, are prohibited:

1. On The Excel Center grounds and immediately adjacent property,
2. At The Excel Center-sponsored or related events on and off The Excel Center grounds,
3. On transportation provided or sponsored by The Excel Center,
4. Through the use of any electronic devices owned by The Excel Center, or
5. Through the use of any electronic devices not owned by The Excel Center if the acts of bullying or cyberbullying create a hostile environment at The Excel Center for the victim or witnesses, infringe on their rights at The Excel Center, or materially and substantially disrupt the orderly operation of The Excel Center.

Retaliation against a student, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Reporting Incidents of Bullying or Retaliation

The Excel Center expects all staff members and volunteers to report incidents of bullying or retaliation they witness or of which they are made aware. Staff members should immediately report all such incidents to the Lead Life Coach.

Student, parents, guardians, and community members are encouraged by The Excel Center to report any incidents of bullying or retaliation that they witness or of which they become aware. Reports of bullying or retaliation may be made to:

Lead Life Coach
Becky Lockett
blockett@excelcenterar.org
501-372-5100 ext. 1169

Reports of bullying or retaliation made by student, parents, guardians and community members may be anonymous, but disciplinary action cannot be taken by The Excel Center solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information.

A student, volunteer or employee who promptly and in good faith reports an incident of, or information about, bullying in compliance with this policy shall be immune, in accordance with state law, from a cause of action for damages arising from the making of such report.

Investigating Incidents of Bullying

The Lead Life Coach is responsible for investigating reports of bullying. An investigation of an incident will be initiated promptly after the Lead Life Coach receives a report of bullying and will ordinarily conclude no later than 30 days after the receipt of such a report. As part of the investigation the Lead Life Coach may interview involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The Lead Life Coach will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited.

The Lead Life Coach is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident.

Sanctions

The Excel Center recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, The Excel Center shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved. Responses to incidents of

bullying or retaliation will be consistent with The Excel Center’s Code of Conduct and Discipline Policy and may include:

- Coaching/Restatement of Expectations
- Verbal Reprimand
- Written Reprimand
- Short Suspension
- Expulsion

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Lead Life Coach to the School Director. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the School Director must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended by up to an additional 15 days if the School Director sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the School Director must inform the party making the submission of their ability to seek additional redress under applicable state laws.

Plan for Publicizing this Policy

This Policy will be a part of The Excel Center Student Handbook that is provided to all students each year. The Excel Center will establish a culture of respect and safety. As part of this commitment, The Excel Center will incorporate bullying prevention messages and efforts in various aspects of its operations that serve students.

Staff Training

Information on this policy shall be incorporated into the training of all new staff. Refresher training on this policy shall be provided to staff as determined by the School Director.

3.8 STUDENT MASTERY LEVEL

With the eight-week accelerated learning model of The Excel Center, it is imperative that students obtain the mastery of skills taught during each course in order to be successful in subsequent courses. Many courses build upon skills learned in lower level courses. A mastery level benchmark of 80 percent has been set for students to progress to the next level course. Students will be provided support through Life Coaches, tutoring, special services, and one-on-one meetings with instructors in order to successfully reach this benchmark.

Grading Scale

For purposes of grade reporting on transcripts, the following grading scale will be used.

A	90 – 100
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

PART IV. YOUR RIGHTS AS A STUDENT

4.1 GRIEVANCE PROCEDURES

It is the policy of The Excel Center that all employees, students, and visitors have the right to voice their complaints or grievances about matters pertaining to its programs and activities. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The Excel Center grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to the educational environment or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise.

Who May Grieve

The procedures set forth below may be used by grievants who are students.

Other Remedies

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

Informal Grievance

Because many difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their Life Coach, Instructor, the School Director, or the Goodwill Vice President of Workforce Development.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

Within ninety (90) days of the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the School Director or with the Goodwill Vice President of Workforce Development. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. The School Director and the Goodwill Vice President of Workforce Development can be reached at the contact information provided below.

Cindy Varner, Vice President of Workforce Development
Goodwill Industries of Arkansas. Inc.
cvarner@GoodwillAR.org
Phone: 501-372-5100 ext. 1143

The School Director or Vice President of Workforce Development will immediately initiate an adequate and impartial investigation of the grievance. Each formal complaint will be investigated, and will be decided after receiving information from the appropriate individuals. Investigations may include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and should not be revealed to or discussed by any participant with persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the School Director or Vice President of Workforce Development shall respond in writing to the grievant (the "Response"). The Response shall summarize the investigation, state whether the grievance has been found to have merit and, if so, state the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action shall be taken.

APPEALS

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the President/CEO within ten (10) business days of the date of the Response. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the response.

Within twenty-one (21) business days after receiving the written appeal, the President/CEO will respond in writing to the appellant stating whether the appeal has been found to have merit and, if so, state the appropriate action to be taken.

The President/CEO can be reached at:

Brian Marsh
bmarsh@GoodwillAR.org
Phone: 501-372-5100

PROHIBITION AGAINST RETALIATION

The Excel Center prohibits retaliation against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, The Excel Center prohibits any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in

an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

MODIFICATION

The Excel Center may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of the school board or applicable state laws and regulations.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Office for Civil Rights, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas Texas 75201-6810; (2) faxing it to (214) 661-9587; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact the Office of Civil Rights for Arkansas at (214) 661-9600 (voice), or ocr.dallas@ed.gov.

4.2 SAFEGUARDING OF STUDENT INFORMATION (FERPA) POLICY

Purpose: To clarify the restrictions on disclosure of students' education records under the Family and Educational Rights Privacy Act ("FERPA") for The Excel Center, Public Charter School ("School") and its employees.

Policy: The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by a School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights)

School FERPA Contact: Staff member or designee of The Excel Center that ensures FERPA compliance.

Procedures:

Annual Notification

The School will provide annual notification to Eligible Students of their rights under FERPA.

Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the Eligible Student unless (1) the Eligible Student has provided prior written consent to such disclosure using a "Consent to Disclose Student Education Records" form available from the School Registrar; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more

FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA, have been classified "directory information" in the annual FERPA notification, or another exception applies, an Eligible Student must provide advance written permission to release the student's education records to an outside third-party. The Eligible Student's permission must be given through completion of the Consent Form available from the School Registrar. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School's records. Eligible Students may revise their consent at any time during the year by completing a new form.

No form shall be effective for more than one academic year.

Directory Information

Allowable Information

The School may disclose student information that has been classified as "directory information" in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities
9. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be used to gain access to the student's education records without utilizing a password or personal identification number.

Annual FERPA Disclosure Regarding Directory Information and Opt Out Option

In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Eligible Students of the following:

1. The types of personally identifiable information that is designated as directory information;
2. An Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and

3. The period of time within which an Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

1. A contractor, consultant, volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the School Board, Arkansas Department of Education (ADE), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Organizations conducting studies for, or on behalf of, the School Board, the School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
5. School's accrediting agencies.
6. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
7. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. School staff must notify the School FERPA Contact prior to the release of these records, provided that such notification is feasible. Schools must within 15 days of such release provide the School Board with a brief description of such release. For releases that are recurring -- such as to contractors to whom the School has outsourced institutions services or functions, or organizations conducting studies for the School -- the School only needs to notify the School FERPA Contact prior to the first release of records and provide the School Board with a brief description of such release annually.

Recordkeeping Requirements

Unless the disclosure is to a school official as defined in 34 CFR 99.31(a)(1), a record of any disclosure must be made in the student's education records, which describes: (1) the party or parties who received the student's records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the

School Board, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that the entire School's student records were provided, rather than placing a record in each student's file.)

Notification Requirements

If the School receives a judicial order or lawfully issued subpoena, there may be certain notification requirements it must make before disclosing the students' records. The Eligible student may need to be notified of the order or subpoena in order to be given an opportunity to seek protective action. Upon receipt of any judicial order or subpoena (whether it requests student education records or not), immediately notify School's General Counsel ((202) 719-1235).

Third-Party Requirements

If the School discloses student records that contain personally identifiable information to a contractor or consultant who is a school official as defined in 34 CFR 99.31(a)(1), the School and the contractor or consultant must enter into a written agreement that specifies that the contractor or consultant will not disclose the information to any other party without the prior consent of the eligible student.

If the School discloses student records that contain personally identifiable information to a research organization, a written agreement must be entered into. The agreement must specify the following:

1. The type of student records to be disclosed to the authorized representative;
2. The purpose for which the student records are being disclosed;
3. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
4. Requires policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

If charter school staff are contacted by a party purporting to be an authorized representative of the School Board, ADE, the DOE, AG, or USCG requesting student records, or purporting to be a representative of an organization conducting a study or studies for, or on behalf of one of these entities, they must notify the School FERPA Contact prior to the release of student records unless School's General Counsel determines that there are compelling reasons not to notify the School FERPA Contact and takes reasonable steps to verify the identity of the requesting party.

Health and Safety Emergencies

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals as determined by the School's President & CEO, VP of Workforce Development or General Counsel. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must

record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Eligible Student must be allowed to personally inspect copies of his or her records upon request. The School must therefore either provide copies of student records to Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If an Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask for the records to be amended, in writing. If, based on that written statement, the School decides not to amend the records as requested it must inform the Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Eligible Student of the right to place a statement in the records commenting on the contested information.

School staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information

The School will permit School employees to obtain access to only those education records in which they have legitimate educational interests. The School will use physical and technological access controls for controlling access to education records.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day The Excel Center, Public Charter School ("School") receives a request for access.

Students who wish to inspect their education records should submit to the School Registrar a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Students who wish to ask the School to amend their education record should write the School Registrar, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the eligible student, the School will notify the eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
1-800-LEARN

School may disclose appropriately designated “directory information” without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include information from the student’s education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student’s prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with names, addresses and telephone listings of students unless students have advised the LEA that they do not want the student’s information disclosed without their prior written consent.

If you do not want School to disclose any or all of the types of information designated below as directory information from the student’s education records without your prior written consent, you must notify School in writing within the earlier of: (a) 14 days after the student’s first day of class at the School; or (b) 14 days after the first day of the School year. School has designated the following information as directory information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities
9. Degrees, honors, and awards received

Directory information cannot include a student’s Social Security number. A student’s ID number or user ID can be considered directory information, but only if that identifier cannot be used to gain access to the student’s education records without utilizing a password or personal identification number.

4.3 BUILDING ACCESSIBILITY

The following plan outlines how The Excel Center will ensure the school is accessible to all guests and students:

The Excel Center is located at 7400 Scott Hamilton Drive, Little Rock, Arkansas. The school has one floor, and the entrance to the school is on the ground level. All guests that enter The Excel Center will enter through Door 2 and will be greeted by a Receptionist. The Receptionist can open the door and assist any individual needing help entering.

V. OTHER POLICIES AND PROCEDURES

5.1 COMPUTER, INTERNET AND EMAIL USE

Any computer equipment, software, and/or internet access (“computers”) provided to you are the property of The Excel Center and are to be used for educational purposes only. Desktop and laptop computers and any related equipment (i.e. headsets, mice, etc.) provided by The Excel Center are to be used solely within the classrooms and other designated learning spaces of The Excel Center and NEVER to be removed from the premises, for any reason. Your computer use may be monitored, and any inappropriate use of the computers may lead to disciplinary action per the discipline policy.

Computers may be used for:

- School work
- Searching for jobs or submitting job applications
- Researching college and submit college applications
- Creating resumes, letters, and other employment-related documents saving to a USB/flash drive and/or cloud based sites such as Google Docs or Microsoft Office 365
- Corresponding with prospective employers or colleges via e-mail

The following activities are not allowed at any time:

- Viewing or listening to any material that could be considered pornographic or inappropriate
- Engaging in any form of business activity, including on-line shopping
- Engaging in any form of illegal activity, including but not limited to, online gambling, file sharing, or hacking
- Using the computer to engage in any form of harassment
- Installing or downloading any software or files of any kind, unless specifically instructed to do so by your Instructor
- Changing any settings on the computer, unless specifically instructed by your Instructor
- Eating and drinking while using the computer equipment

VI. FACULTY AND STAFF DIRECTORY

The Excel Center team is committed to communicating frequently with students and families about student progress. We encourage students to similarly be dedicated to keeping in contact with staff and teachers.

Name	Position	Email Address	Phone Number 501-372-5100
Eric Buswell	Humanities Instructor	ebuswell@excelcenterar.org	
Tomiko Davis	School Director	tdavis@excelcenterar.org	ext. 1158
Kim Fox	Assistant Director, Drop-In-Center	kfox@excelcenterar.org	
Raven Harris	Drop-In-Center Attendant		
Heidi Grogg	Special Services Instructor	hgrogg@excelcenterar.org	
Courtney Jackson	Life Coach	cjackson@excelcenterar.org	ext. 1253
Kim Kight	Office Manager	kkight@excelcenterar.org	ext. 1251
Becky Lockett	Lead Life Coach	blockett@excelcenterar.org	ext. 1169
Vacant	Math Instructor		
Tye Smith	Special Services Instructor	tsmith@excelcenterar.org	
Cindy Varner	Superintendent	cvarner@goodwillar.org	ext. 1143
Steven Vaughn	Instructor/Life Coach	steven.vaughn@excelcenterar.org	ext. 1252
Edna Wetherington	Humanities Instructor	ewetherington@excelcenterar.org	
Carloas Wilson	Lead Instructor/Science	cwilson@excelcenterar.org	
Joy Williams	Math Instructor	jwilliams@excelcenterar.org	



Student Acknowledgement Form School Year 2018-2019

I acknowledge that I have received a copy of the Goodwill Excel Center Student Handbook, which outlines policies, procedures, and guidelines related to enrollment of all students. I am aware that it is the responsibility of every student to read and be familiar with the contents of this Handbook. Further, I agree to comply with and abide by the policies, procedures and guidelines stated herein, as well as with any revisions made hereafter. I understand that I have an obligation to consult with my Academic Success Coach if any aspect of this Handbook is unclear.

Student's Signature: _____ Date: _____

Student's Printed Name: _____