

Early College of Arvada
Parent-Student Handbook
2019-2020



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Receipt of ECA Student-Parent Handbook

The ECA Student-Parent Handbook ("Handbook") is a compilation of policies, practices, and procedures currently in effect at Early College of Arvada (ECA).

This Handbook is designed to introduce ECA students and families to ECA, familiarize you with school policies as they pertain to you as students or family members, provide general guidelines on rules, disciplinary procedures and other issues, and help answer many of the questions that may arise in connection with your enrollment.

This Handbook does not attempt to address every possible question or concern that may arise, but is an excellent overview and starting point. Federal, state, and/or local laws would take precedence over ECA policies, if applicable.

At ECA our goal is that all school policies, practices, and procedures be applied consistently, while still taking into consideration that each student and situation is unique. ECA reserves the right to change, withdraw, apply, or amend any of our policies, practices, or procedures, including those covered in this Handbook, at any time. ECA may notify you of such changes via email, posting on the school's website, or by printed notice, amendment to, or reprinting of this Handbook.

By signing below, you acknowledge that you have received a copy of the Early College of Arvada's Student-Parent Handbook, and understand that it is your responsibility to read and comply with the policies, practices, and procedures contained therein and any revisions made to it. Should you require a hard copy please email or call our main office.

_____ Parent/Guardian Signature	_____ Parent/Guardian Printed Name	_____ Date
_____ Student Signature	_____ Student Printed Name	_____ Date

Please sign and date this notice and return it to the ECA Principal. A copy may be provided to you upon your request. We feel that it is both a right and responsibility of our families to be aware of our policies and programs.

Nondiscrimination Policy and Notification

ECA complies with the Colorado Charter School Institute's commitment to the policy that no otherwise qualified person shall be excluded from participation in, be denied benefits of, or otherwise be subjected to unlawful discrimination under any district program or activity on the basis of ethnicity, race, color, religion, national origin, ancestry, marital status, gender, sexual orientation, age or disability.

ECA shall operate as an equal opportunity employer and will provide and safeguard the opportunity for all persons to seek, obtain, hold and advance in employment within the district without discrimination. The District shall actively promote the full realization of equal employment opportunity through a positive, aggressive, continuing affirmative action program. Further, the District affirms the rights of all Protected Classes to be free from intimidation, discrimination, physical harm and/or harassment.

ECA shall inform students, parents, employees and the general public each school year that the educational programs, activities and employment opportunities offered by the district are offered without regard to ethnicity, race, color, religion, national origin, ancestry, marital status, gender, sexual orientation, age or disability. The announcement shall also include the name/title, address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

The District's Designated Point of Contact:

Clare Vickland

Director of Exceptional Student Services

Colorado Charter School Institute

303-866-3041

clarevickland@csi.state.co.us

ECA Vision, Mission, Core Goals, Values, and Educational Program

Mission

ECA's mission is to open pathways to opportunities for students and communities. Our school provides rigorous academics and the opportunity to earn substantial college credit for free while honoring each student's unique journey. Our community is built on a foundation of mutual trust and respect, and a belief that everyone matters.

Vision

ECA is an educational powerhouse that affects the communities it serves socially, educationally, and financially.

Values

- Expanding possibilities for all
- Committed to justice, honesty, and integrity
- Fostering respect for human dignity
- Always in service to others – students, community, family, nation, and the world
- Exemplifying endurance and resiliency, courage and perseverance
- Passionate in the pursuit of excellence
- Unlocking the power of relationships
- Igniting curiosity and nurturing wonder

Goals of ECA as a learning institution: The Five “R’s”

- To establish and staff a small school (6-12) with approximate enrollment of 400 students,
- To engage students in **rigorous** and **relevant** curriculum at the middle school, high school and college level,
- To maintain small class sizes (<25:1) to allow the formation of positive **relationships** between students and staff
- To empower a diverse population of students to achieve independence, dignity, and **respect**
- To encourage students to take **responsibility** for their education and success,
- To produce graduates who are active assets in their communities,
- To engage in education reform to the benefit of our students.

Education Program

Please see our latest version of the Griffin Guide.

<https://ecarvada.org/student-success-and-support/course-guide/>

Graduation Requirements

Early College of Arvada maintains highly rigorous graduation requirements that qualify students for admission into college and ensure that they are postsecondary and workforce ready. ECA's graduation requirements are designed to meet and exceed the Higher Education Admission Requirements (HEAR) as established by the Colorado Department of Higher Education. ECA's graduation requirements also meet or exceed the graduation guidelines set by the Colorado Department of Education. All students must meet or exceed the graduation requirements outlined to receive a diploma from ECA.

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the ECA Board of Directors has established the following graduation requirements for students entering the ninth grade in the 2019-20 school year and each ninth grade class thereafter.

To receive a high school diploma from Early College of Arvada students must

1. Meet or exceed the state and school academic standards by completing the school's minimum course and credit requirements, AND
2. 12.5 hours of Community Service for each year of attendance at ECA beginning in the 2019-2020 school year.

Academic Requirements

The equivalent of four years of English.

The equivalent of four years of math.

The equivalent of four years of science for the Stem track and 3 years for the Liberal Arts Track.

Three years of social studies, which must include 1 Semester of US Government

Two years of World Languages high school or college level

One semester of health taken at the high school level

One semester of physical education taken at the high school level

Credit from other institutions and home-based programs

Students entering from outside the school must meet the school's course requirements for graduation. The Director, or Director's Designee, shall determine whether credit toward course requirements shall be granted for courses taken outside of our school. Students must earn a grade of C (70%) or higher in any courses taken outside of ECA for those courses to be credited to meet graduation requirements.

Individual Career and Academic Plan (ICAP)

ICAP is a multi-year process beginning in 9th grade that includes a career planning, guidance and tracking component, and portfolio with postsecondary and career goals. Students are required to participate in and successfully complete the ICAP process.

If a student fails to meet any of these postsecondary and workforce readiness criteria, but has or believes that they would be able to demonstrate postsecondary and workforce readiness using another CDE-approved assessment tool, the student may petition to the Board to do so using the waiver process outlined below. Additional assessments for postsecondary and workforce readiness may be found on the CDE Website. <https://www.cde.state.co.us>

Postsecondary and Workforce Readiness

Beginning with the 2021 graduating class, students must demonstrate Postsecondary and Workforce Readiness from a Colorado Board of Education-approved menu of College and Career Ready demonstrations. This requirement was enacted so that "Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

As an Early College, the primary means for students to demonstrate postsecondary and workforce readiness is the successful completion of concurrent enrollment courses with a grade of C or higher. The concurrent enrollment course requirements are embedded into the college-level English and Math courses required for graduation, so that if a student completes these courses with a grade of C or higher, no further demonstration of readiness is required. Students who have not successfully completed the concurrent enrollment courses must meet or exceed the scores outlined below on the SAT or ACT college entrance exams.

Measure (Assessment Tool)	English Cut Score/Criteria	Math Cut Score/Criteria
<p>Concurrent enrollment course <i>courses that allow students to simultaneously earn high school and college credit. A passing grade is determined by School Board and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course. Courses which will fulfill this menu option are identified on the accompanying exhibit.</i></p>	Grade of at least a C.	Grade of at least a C.
<p>*ACT <i>national college admissions exam that measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.</i></p>	Score of at least 18 on ACT English	Score of at least 19 on ACT Math
<p>*SAT <i>college entrance exam that is accepted or required at nearly all four year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.</i></p>	430 on Evidence-Based Reading and Writing	460 on Math

If a student fails to meet any of these postsecondary and workforce readiness criteria, but has or believes that they would be able to demonstrate postsecondary and workforce readiness using another CDE-approved assessment tool, the student may petition to board to do so using the waiver process outlined below. Additional assessments for postsecondary and workforce readiness may be found on the CDE website. <https://www.cde.state.co.us/>

*Fees and costs association with the ACT, SAT or PSAT tests are at the student's own expense.

Additional Approved College and Career Readiness Demonstrations for Exceptional Students and English Language Learners

Special education students, gifted students, and English Language Learners will be provided multiple pathways to demonstrate competency and earn a diploma on a case by case basis depending on the individual's needs.

Graduation Recognition

ECA defines the terms *valedictorian* and *salutatorian* as follows:

- An ECA valedictorian is the student in a graduating class who has earned the highest GPA with a minimum of 3.85. In the case of multiple students earning the same GPA, co-valedictorians may be designated.
- An ECA salutatorian is the student in a graduating class who has earned the second highest GPA with a minimum of 3.75. In the case of multiple students earning the same GPA, co-salutatorians may be designated.

Credits and Equivalencies

The Department of Education requires that students earn a certain number of credits to advance to each grade level in high school, and a minimum number of credits to graduate.

Credit Recovery

Although ECA's focus on credit recovery occurs primarily once students start taking college level classes, ECA does offer some limited summer school courses or will accept summer courses taken at other schools at the discretion of the Principal..

Grade Promotion and Retention

The decision as to whether a student is ready to advance to the next grade or next academic level is a serious one and one that we make after careful consideration of the impact on the student and the school and only after considering a number of different pieces of data. Because the data on the effectiveness of retention is so mixed ECA tends to focus its consideration based on:

- Core content required to continue to the next course
- Graduation Requirements

Middle School to High School

At ECA, the transition into 9th grade is one of the most important points in a student's academic career. All classes at the high school level are transcriptable and will become a part of the student's permanent academic record and will greatly impact their prospects to gain admission to college. Additionally, high

school courses at ECA are part of a two year rigorous college preparatory program designed to get students ready for college classes by their junior year. Because of the rigor and transcriptable nature of ECA's high school program we want to take every step possible to ensure that students are prepared for success in high school classes before we enroll them in the 9th grade.

All students that meet any of the following criteria will be evaluated as to whether they should continue on into 9th grade courses.

- GPA lower than a 1.0
- Failing grade in two or more core academic class

Homework Policy

Homework is part of ECAs general academic expectations for our students. It prepares students for college success. Homework also helps develop a strong work ethic and personal organizational skills. In addition, homework serves to:

- Reinforce skills and concepts learned in class
- Develop study skills and habits
- Inform parents of what is being taught in the classroom

Homework assignments should be expected Monday through Thursday of each week. Students may also be expected to complete assignments and/or work on projects over weekends. If your child is consistently either not bringing homework home, or not getting homework assignments finished in the allotted time, please contact the teacher directly via email. The goal is to reinforce, not burden, the student. Please remember that a high school student's homework requirements, both in content and length of time required, may look significantly different from a middle school student's homework requirements. Please also note that these requirements will also change significantly when the student begins taking college courses through UCD and/or FRCC.

In addition to regular classroom assignments, we expect all of our students to read at home. Students will be assigned novels and other reading material regularly throughout the school year with an expectation that they spend time reading at home in preparation for discussion and assignments in the classroom. Building this habit leads to becoming a lifelong learner, engaged citizen, independent thinker, and financially stable and successful adult throughout one's lifetime. We believe that reading mastery is critical in shaping one's life as a student and beyond. By reinforcing this belief and expectation at home, you are directly contributing to your student's education.

The expected homework time allotment for each grade is as follows:

6 th - 8 th grade:	30-60 minutes nightly including reading time
9 th and 10 th grade:	60-120 minutes nightly including reading time
11 th and 12 th grade:	90-180 minutes nightly including reading time

These are general times and are subject to change depending upon the nature of a given assignment and the student's personal organizational and study skills. Some days may require less time while others require more. Also note that completion of homework at school during after school academic support time or during off periods may affect these times.

ECA Grading Scale

At ECA, we believe that high levels of content mastery lead to post-secondary success. For this reason, students will not earn high school credit for any course in which they receive a transcribed grade of less than 70%. The ECA grading and credits earned scale is below:

ECA High School Courses			
Numeric Grade Earned	Corresponding Letter Grade	GPA points earned	High School credit earned
90-100	A	4	Full
80-89	B	3	Full
70-79	C	2	Full
60-69	D	1	Full
0-59	F	0	None

For students enrolled in grades 6-8, the grading scale remains the same, but only specific courses count towards high school credit. Students enrolled in grades 6-8 who are taking high school classes will earn GPA points and high school credits, all other courses count towards their prerequisites but not towards their high school GPA or credits earned. This policy is aligned with the policy utilized by many universities – remedial courses are necessary due to course prerequisites, but they do not affect (positively or negatively) a student's GPA or grade level.

ECA College Courses through UCD & FRCC				
Numeric Grade Earned	Corresponding Letter Grade	GPA points earned	High School credit earned	College credit earned
90-100	A	5	Full	Full
80-89	B	4	Full	Full
70-79	C	3	Full	Full

60-69	D	2	Full	Full
0-59	F	0	None	None

**The policy of awarding high school credit for classes in which a student earns a 70%-74% became effective in the 2012-2013 school year and years going forward and will NOT be applied retroactively to any courses taken prior to the 2012-2013 school year.

Early College Model, Concurrent Enrollment, and College Course Policies

Overview of Concurrent Enrollment Program

As an early college, concurrent enrollment is a defining feature of our school. Concurrent enrollment is defined as a student that is enrolled in receiving both high school and college credit for a college level course. Currently ECA offers all of its college courses through its partnership with the University of Colorado Denver as part of UCD's CU Succeed program and Front Range Community College (FRCC).

As students at an early college, taking college level classes is an essential part of a student's experience and foundational to our mission. Taking college courses is necessary to meet ECA's current graduation requirements. There is currently no pathway to graduation at ECA that does not include successful completion of college level coursework.

Goal of ECA's Concurrent Enrollment Program

The early college model is designed to prepare students for success in college and beyond by giving them the opportunity to begin college level coursework within the more structured and supportive environment of a small high school . In essence, early colleges build a bridge to postsecondary education by combining the last years of high school and the first years of college.

ECA's concurrent enrollment program significantly increases the postsecondary continuation rate of its students and provides substantial cost savings to our students and families, who get a head start on college at the school's cost rather than the family's. In the process the students build the confidence and skills necessary to be successful in college. Participation in an early college program also gives students an advantage in college acceptance, because institutions of higher education look favorably upon students who have successfully completed college level coursework prior to graduating from high school.

Higher Education Partners

ECA is currently partnered with University of Colorado Denver as part of the CU Succeed program and Front Range Community College. The CU Succeed program is designed to give high school students the opportunity to start college early by taking college level classes while still in high school. ECA's college classes are taught by ECA employees that have been qualified as adjunct professors by UCD through the necessary amount of graduate coursework in the areas that they teach.

If a course that a student needs to graduate is not offered either by ECA or through the CU Succeeds program then the school may find and pay for a course through another higher education institution. If a student has a preference for a course from another institution that either does not meet an ECA graduation requirement or could be met by a course offered by ECA or UCD than the student may take the course but at the family's expense. Similarly, if a student needs a course from another higher education institution to meet a graduation requirement as a result of failing a course or failing to take a course when offered, then the student will need to take the course at the family's expense.

College Application process

Students taking college level courses must complete an application for FRCC and for UCD. The college contract is designed to ensure that students and parents understand the policies and expectations surrounding concurrent enrollment and that students have demonstrated the appropriate level of college readiness prior to enrolling in a college level course.

College Readiness

Students at ECA must demonstrate college readiness prior to taking any college level coursework. This readiness can be measured by a body of evidence that includes a number of indicators of success in a college level course. Readiness for college level courses will be made by school administrators with assistance from college level instructors. The body of evidence used to make these determinations includes but is not limited to:

- Passing grade in the preceding high school course in the same subject area
- Teacher recommendation from a teacher in the discipline area of the course you intend to enroll in
- PSAT scores
- Accuplacer Testing
- Demonstration of successful student habits as evidenced by GPA and teacher recommendations.
- Work samples
- Entrance exams

Concurrent Enrollment Contract

All students and parents will need to sign a copy of the Concurrent Enrollment Contract prior to taking a college level course. The contract outlines the expectations of a college level course and the responsibilities of students, parents and the school. A copy of this contract is included in the appendix of this handbook.

College Course Attendance

Regular and consistent attendance is an essential part of success in college level coursework. Students are expected to be in class as much as possible and to avoid absences and tardiness. Attendance policy in college classes is dictated by UCD attendance guidelines. Excessive absence or tardiness will lead to a student being withdrawn from the college course or failing the course, depending on the timing and circumstances surrounding their absences.

A student can miss 10 days per year and still earn credit. More than 10 absences will result in a failing grade for the course.

College Course Rigor and Syllabi

All concurrent enrollment courses have a course syllabus that is approved by the appropriate academic department at UCD. The syllabus for each class represents college level rigor that is identical to courses being offered on campus. All courses offered by ECA are similar in content and quality to those offered on campus by UCD. Although additional supports will be offered to help high school aged students be successful in college level classes, the expectations and content of the college level classes will not be reduced or lowered in any manner. A syllabus that clearly outlines the content and expectations of the course will be provided by instructors at the beginning of each semester. It is the expectation that students and parents will review these syllabi and will take all necessary steps to meet the expectations laid out in the course syllabus.

Books and Materials for College Classes

ECA will provide textbooks and other materials for students taking college level classes. This provides another significant cost savings to families. ECA still reserves the right to charge a materials fee to help offset the costs of these materials. Grades and credit will not be issued to a student until textbooks and other materials are returned in good condition, or payment has been made for any textbooks or materials that have been lost or damaged.

Tuition Payment

This opportunity underscores the responsibilities of students and families to help ensure that students are successful in these courses and take full advantage of the opportunity being offered to them. ECA works in partnership with students and families to provide tuition free college courses as a means to provide pathways to higher education. It is the responsibility of students and families to work in good faith with ECA teachers and staff to ensure success in these classes. A student may be dropped from a college level course before the drop deadline if they are not demonstrating a level of academic achievement that suggests that they will successfully pass the course.

ECA will not pay tuition for any course that is being taken as a result of a student failing a course previously, or failing to take a course when it was offered. ECA will not pay tuition for a course offered by another higher education institution unless that course meets a graduation requirement, and cannot be met by any course being offered by ECA or through our current UCD partnership.

Required Orientation for College Courses

All students and their parents will be required to attend a required orientation session prior to taking college level coursework at ECA. Students and parents will only need to participate in this required orientation one time. All students taking college classes in the 2019-2020 school year will need to attend the orientation.

The orientation is designed to familiarize students and families with ECA's concurrent enrollment program and its goals. The orientation will provide an overview of ECA's concurrent enrollment policies and help provide families with an opportunity to get answers to their questions. The orientation will provide support for families to complete the application process and will go over the key aspects of the student contract. The orientation will also help define the factors that are likely to produce student success in college level coursework and provide students and families with information about the supports in place to assist students taking college level classes.

Supports and Services for Students Enrolled in College Level Courses

ECA acknowledges that high school aged students may need additional support in order to be successful in college level courses. Supporting these students is central to ECA's mission. ECA will support students success in college level courses in a number of ways.

The pacing of presentation of materials may be adjusted to make the material more accessible to high school aged students. On a typical college campus, a class may only meet two to three days a week whereas ECA students will meet with their college professor five days a week. This additional contact time allows the professor to spend more time to present concepts and material. Similarly, a semester long college course may at times be spread out over the course of an entire academic year.

An ECA college level instructor may also elect to designate study block days. These are the days in which additional academic support is offered on the additional contact days (those in which a traditional on campus college student would not be in class). During recitation days a college instructor may elect to provide a number of different supports including study groups, guided reading, writing lab support, and targeted review of material.

ECA also aims to support students by providing additional access to college level instructors in a smaller and more familiar environment. ECA currently employs its college instructors as full time members of our staff. This increases their availability to students and helps to develop the relationships necessary to support student success.

ECA also provides a parallel advising curriculum that is designed to support the development of college success skills and support students academically. A student's advisor is a key resource to help support a student in their college level classes.

Additionally, ECA offers very low counselor to student ratios, which allows the counselors to provide a lot of direct support to our students. The counselors are an excellent resource to support students in meeting college level expectations.

College Transcripts

ECA students who successfully pass courses offered by the CU Succeed Program and Front Range Community College (FRCC) and meet all other requirements will receive academic credit from both the University of Colorado Denver and FRCC. Such credit shall be recorded on an official University of Colorado Denver and/or FRCC transcript, which will be issued to students upon request. Courses taken by students and the grades earned in them become a part of the students' permanent University of Colorado or Front Range Community College record and figure into the calculation of the students'

University of Colorado or FRCC grade point average. ECA/CU Denver will communicate to enrolled students regarding the inclusion of CU Succeed Gold courses in their GPA.

College Transfer Credits

Most courses offered in ECA's concurrent enrollment program are designated as Guaranteed Transfer credits by the Colorado Department of Higher Education. GT Pathways courses, in which the student earns a C- or higher, will always transfer and apply to GT Pathways requirements in every Liberal Arts & Sciences bachelor's degree at every public Colorado institution. Because UCD is a reputable and accredited institution of higher education.

Concurrent Enrollment and Individualized Career and Academic Plan (ICAP)

As an early college, the successful completion of college credit is required to meet ECA's graduation requirements. Participation in college classes is not optional, it is a required portion of our program. That being said, the quantity and selection of college courses will depend on a student's Individual Career and Academic Plan (ICAP) and their demonstrated level of academic readiness. The selection of and enrollment in college classes will be guided by the student's counselor and their advisor.

Grade Point Average

It is very important for both students and parents to realize that all grades earned in college level classes will affect a student's college level Grade Point Average (GPA) which can have significant impact on scholarship eligibility, college admissions, financial aid, and participation in athletic programs. It is vital that students understand that their academic performance in college level classes will be a part of their permanent academic record.

Essential Policies and Programs

School Closure Procedures

While emergency closings occur infrequently, we are prepared for any time when building systems, severe weather, or other causes make it necessary to send students home.

It is each student/family's responsibility to **seek out** information regarding school closure status. During severe weather, please keep your radio or TV on for announcements regarding emergency school closings or delayed openings. This information will be announced on:

- Major news channels
- Email alert
- Voice and text alerts
- Website
- Facebook

If a delayed start is called for, ECA will open at 10:00 a.m.

The dismissal time on delayed-start days will remain the same.

If it becomes necessary for the welfare of our students to close for non-weather causes during the day or to execute an early school dismissal, all families will be contacted via multiple means not limited to voice, text, and email. Students will also be given the opportunity to contact their families to arrange pick up with staff supervision. We ask families to prepare their children in advance for this possibility by discussing your individual procedures, and filing the Emergency Contact Sheet with the office.

Adult Visitors

Adult visitors, volunteers, or guest speakers must check in at the school office and must provide a valid driver's license or ID before continuing on campus. These visitors will have a unique photo visitor pass created for them. Our check in system will notify their host that they have arrived. Adults visitors should remain in the front office area until they are picked up by their host or that we can verify that a staff member is expecting them.

Graduates or Alumni

ECA graduates are encouraged to visit our campus. Alumni must receive permission from an administrator to be on campus. This permission can be gained in advance or at the time of the visit. Alumni, must check in at the front desk and obtain a visitors pass.

Arrival & Dismissal Procedures

Appropriate arrival and dismissal of students is critical to their safety. School doors open at 8:00am daily. Students dropped off earlier than 8:00am will not be able to enter the building and ECA does not assume responsibility for their supervision prior to 8am. Please work with your student to make transportation plans accordingly.

ECA is not responsible for students traveling to and from the bus stop or rail line stop or for late buses or trains..

During dismissal, unless students have made prior arrangements with an ECA faculty or administrator (ex., participation in an after school activity), all students must exit promptly through the main doors. The school building officially closes to students at 4 pm Monday-Thursday and 3:45pm on Fridays, unless they are directly being supervised by a staff member or are in a staff supervised extracurricular activity.

Parents are asked to follow the traffic flow guidelines provided and to drive 10mph or less on school property and use the utmost caution to protect the safety of students and staff. Parents are expected to obey all posted signs and staff directions during drop off and dismissal.

Safe and orderly drop off and dismissal procedures are important as our school continues to grow and as our neighborhood experiences increased traffic and construction. All parents are expected to abide by traffic flow guidelines. During drop off and dismissal all traffic flows one way through our parking lot, with traffic entering on Wolff street and exiting westbound onto 60th Ave. Please note that there is **no left turn onto 60th during drop off and dismissal**. Parents are expected to make arrangements as to quickly pick

up and drop off their students during these busy times. Please avoid extended stopping and waiting as it creates congestion and delays the process for other families.

Parents are responsible for ensuring that their students are picked up on time or have made appropriate alternative transportation arrangements. Classes will formally dismiss at 3:40pm. ECA Staff will monitor the parking lot for 15 minutes after dismissal. Please work with your student to make transportation plans accordingly.

Students on campus after school hours to receive academic support are expected to be with a teacher actively receiving academic assistance.

Students leaving school early must be signed out by a parent, guardian or individual listed on their emergency contact sheet. For our students' safety, ECA reserves the right to request ID from any visitor, chaperone, or ride.

Fire, Tornado, and Emergency Drills

ECA will hold fire, tornado, and emergency drills throughout the school year. All ECA students are expected to participate in these drills, follow all procedures and directions provided by ECA faculty and staff.

Emergency Contacts and Updated Contact Information

All ECA families are asked to provide the office with their most up-to-date contact information including address, phone number(s), and email address. This ensures that the school can get a hold of you during an emergency. ECA families are responsible for updating their personal contact information and their preferred emergency contacts throughout the year if necessary.

If the parent or guardian of an ECA student provides an email address, it will be used as the primary contact method. We ask that our ECA families check their email on a regular basis to ensure receipt of all school emails. Hard copies of all email correspondence can be provided through U.S. mail by requesting them from the ECA office.

PowerSchool

At ECA all teachers are required to utilize PowerSchool as their primary method of grade and attendance tracking. Teachers are expected to update grades on PowerSchool weekly, at a minimum.

The ECA administration and faculty understand the desire for accurate and up to date information; to that end, the ECA administration will perform periodic checks to ensure accurate and prompt information is available for students and parents. Parents are encouraged to communicate any problems or concerns they may have concerning either grading methodologies or PowerSchool itself, to the Principal. Each family will receive a unique login and password for PowerSchool to enable them to check their student's grades and attendance regularly.

Training on accessing PowerSchool is available upon request. In addition, we will make computers available on campus to families without easy computer access.

PowerSchool offers an invaluable resource to our faculty and parents to monitor academic success. It is the intention of faculty to provide the families and guardians of our students the most accurate picture of your student's academic standing. With that in mind, as always, we encourage parents and guardians to contact our instructors with any concerns or questions about your students and their work.

The Early College of Arvada Enrollment Policy

The Early College of Arvada enrollment policy meets all requirements of Colorado Revised Statute 22-30.5-104 (3). The School will ensure equal access and serve at-risk students (such as disabled, ELL, low-achieving students, etc.). The enrollment policy is consistent with federal law as specified in Title V, the charter school start-up funding legislation.

ECA shall comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry, or need for special education services. Parents/guardians should carefully review the Charter, Parent and Student Handbook, and Curriculum to ensure they value the school's philosophy and educational offering prior to enrolling their children.

Once enrolled, students may continue in enrollment from year to year. Parents/guardians of currently enrolled students may need to reaffirm their desire to have their student(s) attend ECA during each subsequent school year by submitting required documents as determined by the Executive Director.

The Registrar must receive completed enrollment paperwork by the date agreed upon or the student may lose placement in the school. Any dishonest representation of grades, transcripts, behavior records or attendance records may result in the student losing placement. Completed enrollment forms must be received prior to attendance. Enrollment is contingent on transcripts and other information confirming that the student is appropriately enrolled in the grade for which the parent/guardian applied. Upon request of records by another school for a current ECA student, accompanied by an enrollment form signed by the parent of record, ECA will vacate the enrolled students' seat. This seat will be filled through the process outlined above. If a record request is received without a signed enrollment form, the parent of record will be contacted by a designated employee of ECA to determine the origin/intent for the request. If ECA is unable to reach the parent/guardian, the Executive Director will use his/her discretion on whether or not to vacate the seat.

Enrollment of Expelled Students

Students expelled for weapons or violence offenses will not be admitted to ECA during the time of their expulsion. All other expelled students and students who have engaged in behavior during the preceding twelve months in another district that was detrimental to the welfare and safety of other pupils or school personnel will be evaluated on a case-by-case basis. The Executive Director will participate in the decision. Parents/guardians will be notified of the availability of enrollment openings in ECA.

Field Trips

We encourage our faculty to supplement and enhance your student's learning experience with the hands-on experience of field trips. Occasionally, we will have fund-raising events to assist with field trip funding. The costs of all field trips include the rental fee for the buses, as well as fees for the field trip itself. These fees are usually not refundable as vendors often must be paid in advance. From time to time our students will go on trips utilizing parent transportation. Before that may occur, parent drivers must provide a copy of their driver's license and insurance.

Messages

If you need to contact your student during the school day, please call the ECA main office. We ask that parents cooperate in ensuring that classes are not interrupted unnecessarily. Please utilize the main office for message delivery as students are expected to keep their cell phones off within the school building. We respectfully ask all parents to help us enforce our electronics and cell phone policy in school.

Shadow Policy

At ECA we believe the best way to get to know us is to spend a day with us. Families of prospective students in grades 5-11 may schedule a Shadow Day during the school year. Shadow students are assigned a host student for the day based upon their grade level and potential course placement. They spend the day with that student attending classes, eating lunch, and experiencing the unique, supportive, and demanding student-life at ECA. Shadow students should be dropped off at the ECA Main Office 10-15 minutes before the start of class and should be picked up at the end of the day from the Main Office.

All shadow students are expected to arrive at ECA prepared to be students with supplies including paper and a writing utensil. Shadow students are expected to follow all ECA policies and procedures. To schedule a Shadow Day, please contact the ECA Main Office. Shadow spots fill up quickly, especially in the spring. We encourage parents to schedule a time in advance.

ECA Meal Program

ECA partners with Michaels Food Service (My Kids Lunch). We believe that this partnership will provide our students with access to a wider variety, healthier food, and more locally grown ingredients. Below are the details of all policies and procedures related to the ECA Meal program. Please read these very carefully, as they explain payment procedures and accountability.

Meal Program Payment

Please refer to the letter accompanying the "Free and Reduced Price School Meals Application" for the 2019-20 prices as well as information on how to apply for Free or Reduced meals. These materials are included as part of our summer mailing but please contact the front office if you need additional information. All meals are paid for directly to Michaels Food Service at the time of ordering. Orders and payment must be made 48 hours in advance.

Sports and Extracurricular Activities at “Home-Schools”

Students are allowed to participate in sports and other activities at their respective home-schools. For more information please contact your ECA counselor for further details.

ECA Student Events and Calendar

Throughout the school year ECA hosts many exciting events and activities - fundraisers, spirit weeks, dances, assemblies, etc. All events will be communicated to families in advance. Major standing events are also included on the school calendar, which is issued in the spring of the previous year and can be found on our website.

Make-Up Work

Students are responsible for seeking out and completing all make-up work in accordance with school and course policies.

Missed Work due to Absences:

Unless alternate arrangements with a teacher are made, the student has **one** school day for each day absent to make up the work (i.e., if a student is absent on a Wednesday, they have until that Friday to complete and turn in all work). In the case of absences longer than two days, students must meet individualized arrangements with each teacher. ECA faculty has the right to adjust assignments if necessary as long as the adjusted work meets all the standards and objectives addressed in the original work. When a student has an unexcused absence he/she is encouraged to make up the work but may not receive credit.

It is the **responsibility of the student** to request make-up work from his or her teachers.

For absences known about in advance, students are to meet with their teachers at least 48 hours prior to their absence(s) to make arrangements to receive and turn in make-up work. For excused absences due to illness or family emergency, requests for make-up work may be done through the main office.

If requests are received by 10am, staff will do their best to provide your student's materials to the main office by the end of the day. Requests received after 10am will result in the materials being available at the end of the next school day.

Report Cards

ECA is on a semester system. Therefore, there are four separate grading periods. ECA transcripts courses are on a semester basis.

Upon conclusion of each semester the teachers will issue a semester grade. There are two Parent/Teacher conferences during the school year to which parents are requested to attend . Families will be notified when semester grades are posted. Grades can be viewed, and report cards printed, from their PowerSchool account.

School Grievance Policy

Parents, students, faculty and members of the community may at any time lodge a complaint or register an issue with the school administration. All complaints or issues must be brought to the attention of the ECA Executive Director. It is the responsibility of the ECA Principal to ensure that all complaints or issues are resolved. Grievances can be brought in person, over the phone, in writing or by email (janderson@ecarvada.org). Based on the nature of the grievance the Principal may request the grievance in writing.

If the parent, student, faculty, or member of the community does not feel that the Principal has resolved the issue or complaint to their satisfaction, they are invited to bring that issue to the Board of Directors in one of the following manners.

- Written communication to the Board, addressed to the Board President at the school (address following).

Early College of Arvada
c/o Board of Directors
4905 W. 60th Ave.
Arvada, CO 80003

- Electronic communication to the entire Board. The email address is BOD@ecarvada.org

The Board President or Board President's Designee will forward all communication to all board members, and will respond to all communication within 72 hours of receipt.

CSI's Grievance Policy

The Early College of Arvada believes that, as adults, we must model healthy and respectful communication for our students. ECA is committed to promoting healthy communication among students, parents, teachers, and administrators, and encourages ECA community members to express any concerns directly with the individual involved so that the school's focus remains on student learning. In the interest of promoting the efficient resolution of grievances, the procedures below set forth the process for resolving conflicts and settling differences. This process strives to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

1. **Address Issue with Those Directly Involved.** The grievant must first bring the concern to the attention of the individual(s) directly involved. A meeting should be scheduled where the concerns can be expressed in private and in an environment conducive to resolution. If the grievant brings the concern directly to the attention of the Principal without first attempting to address the issue at the lowest level, the Principal may redirect the grievant to the appropriate level in the process.

NOTE: A grievant is not required to address the issue with the person directly involved if the grievant is alleging harassment or discrimination. In case of grievances relating to allegations of harassment or discrimination, please see the school's Principal. If the Principal is the accused, the grievant shall address the Executive Director. If the Executive Director is accused, the grievant shall address the Principal. If both the Executive Director and the Principal are accused the grievant shall address CSI directly at (303) 866-3299 or csi_info@csi.state.co.us.

2. Address Issue with Principal. If a satisfactory resolution is not reached at the lowest possible level, or where the complaint directly involves the Principal, the concern may then be brought to the attention of the Executive Director. The Executive Director will schedule a phone call or an in-person meeting within 48 hours of receiving the complaint (where possible) in order to address the situation, facilitate ongoing communication, and develop goals for conflict resolution. The Executive Director will continue to monitor the issue until either a resolution or an impasse is reached.

3. Prepare a Written Grievance for the Board of Directors. In cases when the concern has not been addressed at Steps 1 and 2 to the satisfaction of the grievant, the grievant may file a formal written grievance to the School's Board of Directors. The written grievance must detail (i) the date of the incident (if applicable); (ii) the School staff member involved; (iii) a description of the incident, decision, or practice that gave rise to the issue; (iv) the conflict resolution strategies that have been attempted thus far; and (v) the grievant's requested resolution.

Current contact information for the Board can be found on the School website, under the 'Board of Directors' page. Within 10 days from receipt, the Board President, or his/her designee, will review the written grievance and provide a written response to the grievant either determining that the grievance warrants full review by the Board or declining to review the written grievance. If the Board President, or his/her designee, determines that the grievance warrants full review by the Board, the Board shall review the grievance at its next regularly-scheduled Board Meeting and issue a written decision to the grievant within 10 days of the meeting. If declining review, the Board's written response to the grievant will explain the reasons for the determination.

While any member of the public is always welcome to speak in an open board meeting, no grievance issue will be addressed by the Board without the grievant having first followed these proper procedures. Issues of employee or student privacy may be addressed in Executive Session, as is legally proper.

4. Submit a Written Grievance to the Colorado Charter School Institute ("the Institute") Executive Director. If the grievant is not satisfied with the School Board's determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance, the grievant may submit its concerns in written format to the Institute within five business days from receiving the written decision of the School Board. After review, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the School's Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at (303) 866-3299 or csi_info@csi.state.co.us.

Sexual Harassment Definition

Sexual harassment means sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, which the student being harassed did not request or invite and which is regarded by the student as undesirable or offensive. Any sexual advance by a staff member to a student, whether welcome or not, shall be considered harassment.

Sexual Harassment Policy: Of or By Students

In accordance with ECA Board Policy 5.9, it is the policy of the ECA board to maintain an environment for its students, which is free from sexual harassment. The Board strongly disapproves of and deplors any

form of sexual harassment of students. Complaints of sexual harassment will be handled without delay in a manner that considers the interests of both the complainant and respondent.

Sexual Harassment Reporting

Any student witnessing or suffering sexual harassment shall immediately report the matter to his or her teacher or an administrator. Teachers will immediately report the incident to the Principal, who will initiate the investigation process. Retaliation is prohibited for reports of harassment made in good faith. If the Principal is the alleged source of harassment, the student and/or teacher to whom they reported should immediately report the incident to the Executive Director. If the Executive Director is the alleged source of harassment, the student and/or teacher should report the incident to the Board of Directors..

Sexual Harassment Investigation Process

The Board in conjunction with the Director will develop administrative policy outlining the investigation process.

Student Accommodations

Students learn in different ways and at different rates. Should you find that your student is struggling with the curriculum at ECA, please contact your student's Advisor. The Advisor can work with you and your student in areas including organization, study skills, and self-advocacy. Your student's advisor can also recommend your student to ECA's MTSS team for consideration for accommodations in areas such as extended time on assignments, preferential seating, stress management, and counseling.

Student Fees

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the school's educational program except tuition when allowed by law. However, the school may require students to pay fees for expendable materials and other miscellaneous fees as set forth in the school's fee policy and in compliance with law.

All student fees and charges shall be adopted by the school's Board. The fees shall remain in place until modified or removed by Board resolution. All student fees adopted by the Board shall be used for the purposes set forth in the motion and shall not be spent for any other purpose.

Miscellaneous Fees

Students may be asked to pay miscellaneous fees on a voluntary basis as a condition of participating in or attending a school-sponsored activity or program not within the academic portion of the educational program.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs, and transportation costs on activity trips. However, it is incumbent upon the school to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

Fee Schedule

The school shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed of the fee schedule, how to apply for a waiver of fees, whether fees are voluntary or mandatory, and the specific activity from which the student will be excluded if the fee is not paid. Students qualifying for a fee waiver will receive it without embarrassment or public exposure of their need.

Required Fees:

Tech fees	\$75 use for Chromebook FR \$50/25
Chromebook repair	\$55 (no reduction for FR)
Summer school	\$100 per class FR \$75/50
Senior Class fees	\$100 plus extras FR \$75/50 (5 dinner tickets, 1 professional graduation photo, gown rental, cap & tassel)
Parking pass	\$20 FR \$15/10

Waiver of Fees

All fees, fines and charges may be waived or reduced for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines. Students qualifying for a fee waiver shall receive it without unnecessary embarrassment or public exposure of their need.

Student Support Programs and Services

Response to Intervention (RTI)

RTI is a general education mandate designed to support students who are struggling. If a student is struggling in academics, behavior, or attendance, ECA's MTSS team will review his or her records and put in place supports and/or accommodations specifically designed for that student. These supports may include extended time on assignments and assessments, mandated tutoring, preferential seating, study skills and organization instruction, time and stress management instruction, parent meetings, and counseling.

Students who are a part of the ECA RTI process will be monitored closely to determine the effectiveness of the supports and accommodations put in place. All students within the RTI program are reviewed on a regular basis. If improvement is shown, support may remain in place or may be gradually withdrawn depending on the team's recommendations. If no improvement is shown, additional supports and/or accommodations may be put in place. A student showing no improvement over the course of an extended period of time may be recommended for Exceptional Student Services or for additional evaluation and supports depending on the nature of the student's struggles and the recommendations of the team.

Students are recommended to the ECA RTI team by their advisor, who collects information from parents and/or classroom teachers as needed. Students may also be recommended by teachers or identified through other sources of data. Parents and guardians are encouraged to contact their student's advisor with their concerns as well.

ECA's RTI process is closely linked to our large Multi-Tiered Student Support Services system which provides targeted and tiered supports for students on an individual basis.

MTSS/ECA HOUR (Multi-Tiered Student Supports/Enrichment and Core Academics)

MTSS Overview

MTSS is a general education mandate designed to provide high-quality, research-based instruction to all students. ECA achieves this mandate through a school-wide system called ECA Hour. ECA Hour helps teachers identify each student's needs based on a variety of standardized and classroom assessments. Teachers are then able to adjust instruction to provide support and opportunities for growth for students who are performing at grade-level, give greater help to those who are struggling in some classes, and provide targeted interventions to those who have more severe academic and behavioral needs.

This naturally creates a three tiered model:

- Tier 1 is what "ALL" students get in the form of instruction and focuses on the delivery of the school's Core Curriculum and is aligned with grade level standards/expectations.
- Tier 2 is what "Some" students receive in addition to Tier 1 instruction/support. Tier 2 interventions are skill specific and targeted to the needs of children within the same intervention group. Intervention delivery can be provided by a variety of professionals (e.g., general education teachers, counselors, behavior specialists, etc.) and for a variety of reasons, academics, behavior, and/or attendance.
- Tier 3 is what "few" students receive and it is the most intense level of support a school can provide to a student within the MTSS framework. Tier 3 supports are provided to very small groups and/or individual students.

There are many benefits of ECA Hour. First, by offering multiple tiers of support, we can improve education for ALL students. In addition, using data consistently to make decisions allows teachers, counselors and academic coaches to help students immediately in the areas they struggle in, instead of waiting for that student to fall grossly behind grade-level before providing interventions. Finally, using progress monitoring tools and using data to re-evaluate student placement every 4 weeks makes sure that students are making progress and responding positively to the interventions. Otherwise, teachers are provided support to make the necessary changes to meet student needs.

This MTSS system will be put into place through the ECA Hour classes, which will provide a way for teachers to deliver specific targeted academic and behavioral support to students at all levels. We can better support student growth and achievement by identifying their skill gaps and providing them additional and specific intervention.

Gifted and Talented Program - Overview

At ECA we are committed to providing gifted and talented students with the highest level of education possible. The early college model is an excellent model for providing gifted students with access to high level and rigorous curriculum. At ECA we work in collaboration with parents, students, teachers, staff members, and other stakeholders to provide each gifted student with an individualized advanced learning plan that will help them to reach their full potential.

Gifted and Talented Supports and Services

As an Early College serving grades 6-12, ECA's primary programming option for gifted students is acceleration and concurrent enrollment. Because ECA offers a full continuum of middle school to college level courses, GT students and those identified in our talent pool are placed in the course level most commensurate with their abilities. Current research suggests that acceleration is the most effective means to promote growth for GT students. Research clearly shows that grade skipping does work well for students that are gifted in multiple areas. We also utilize more targeted single subject acceleration to place students in advanced classes in the specific areas that they excel in.

ECA also employs a variety of differentiation strategies to serve GT students in mixed ability classrooms. Some of these strategies include:

- Flexible grouping for GT students
- Extension projects.
- Project menus
- Ability to do research on areas of interest
- Access to higher level reading materials
- Modified assignments

ECA classroom teachers are trained to help implement these strategies in their classrooms.

ECA also offers a wide menu of extracurricular and enrichment opportunities. These extra-curricular activities are a great source of enrichment opportunities for our gifted students.

ECA recognizes that gifted students have unique needs and benefit from social and emotional support as well as academic support. Findings from research with the gifted and talented population suggests that there is a strong connection between cognitive and social emotional functioning. This relationship has the potential to impact school performance and self-esteem on a variety of levels. ECA is happy to provide scheduling accommodations for our exceptional athletes, musicians and performers so that they can more fully participate in activities outside of school.

Gifted and Talented Identification and Eligibility

ECA's identification process is multi-faceted and collaborative process that aligns with the new identification criteria established by the Colorado Department of Education. As a school we are constantly striving to identify and serve those students with exceptional abilities. ECA uses a number of screening methods including a universal cognitive screening for all students in 6th grade. Exceptional performance on local and state standardized tests are also used to identify potentially gifted students. Students may also be referred for a GT evaluation by parents or teachers.

ECA compiles a comprehensive body of evidence to determine whether a student meets the State's eligibility criteria for gifted and talented and to help provide us with the information to best serve each student. Students that demonstrate characteristics of giftedness and advanced abilities, but do not meet the state criteria are placed into a talent pool and are provided with appropriate programming according to their ability levels.

English Language Learners - Overview

ECA is dedicated to supporting the success of students that speak languages other than English. ECA provides supports and services to students to help them develop language proficiency and be successful in our curriculum. ECA celebrates the cultural and linguistic diversity of our student body and school community.

Identification of English Language Learners

Each student who applies to ECA must complete a Home Language Survey, which is designed to identify any student who has a Primary Home Language Other Than English (PHLOTE). For all students that are PHLOTE our EL Coordinator administers the WIDA--APT test within 30 days for all students that start the school year with us, and within two weeks for all students that transfer in after that initial screening window. The WAPT scores will be used with other sources of data in the body of evidence to make a designation decision based on CDE guidelines.

Assessment of English Language Learners

As required by state law, all students labeled as Non-English Proficient (NEP) and Limited English Proficient (LEP) take the WIDA ACCESS for ELL's assessment in January/February. This is an assessment of English language proficiency and is used to measure student progress, help guide service decisions, and assist in determining a student's language proficiency status.

Services for English Language Learners

The school guidelines and standards for providing ELs the services needed, within the ELL Dept., are based on WIDA/CDE standards and performance indicators. In addition, we keep in mind that there are various conditions that help facilitate second language development. The following factors assist us setting even more effective guidelines

Language is comprehensible to the English Learner when

- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- The affective filter is low;
- Risk-taking and approximations are encouraged;
- Errors are accepted as part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or "realia", props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

The transferability of knowledge and skills is another factor we consider: New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. Many skills in English are either totally or partially transferable from Spanish, for example. Transferable skills are directly taught so that students make the connection between their primary language and English. Transferability of skills is possible when instruction about a specific concept or skill has already taken place in the student's primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

ECA's program utilizes both a direct language instruction through our English Development Courses (ELD) and content based approaches where language development and content are taught in an integrated fashion by teachers who have received training on strategies for serving ELL students based on the SIOP model.

Heritage Spanish courses are also offered as needed to support first language development in our majority second language group.

Special Education and Section 504

ECA is committed to supporting students with disabilities in compliance with all state and federal laws. ECA employs a full time special education teacher and appropriate service providers to help provide our students with disabilities with a free and appropriate public education. Our special education and counseling staff works to develop and implement an Individualized Education Plan or a 504 plan for all of our students with qualifying disabilities. Please contact our special education teacher for complete policies, programs, and practices related to supporting students with disabilities. Contact our counselor for any information regarding 504's.

Students Rights and Responsibilities

Each student at ECA has the opportunity to access school resources to support the journey towards self-improvement and character growth. In so doing, students are expected to conduct their affairs in such a way that affords other students the same opportunities. Of equal importance is the right of school authorities to prescribe and control student conduct consistent with fundamental safeguards and the mission of the school. In exercising this right, the Director, working with the staff and the students, will attempt to achieve the objectives and follow the procedures set forth by board and administrative policies pertaining to the various aspects of student rights and responsibilities, student conduct, and student discipline. The rights and responsibilities of students may include the following:

Student Privacy

Permission to shoot close-up pictures of students and to identify those students may be granted to the media (newspapers and television stations) only with parental approval for students under 18 years of age. Parental approval will also be required before pictures of students may be used in any non-school publication or posted on the Internet.

Interrogations and Searches

Interrogations

School administration will make a reasonable attempt to notify parents prior to permitting any person from outside the school, including law enforcement officials, to question or detain a student. In no circumstances will a student be questioned or detained without the presence of either a parent or school official; the school having legal custody of the student during the school day and during approved extra-curricular activities, must ensure that each student's rights are protected.

Searches

All school property is under the control of the school. A search of school property (including, but not limited to, lockers, cabinets, backpacks, and vehicles parked on school property) may be made at the discretion of school administration if a reasonable suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at the school. School officials will detain a student if there is a reasonable suspicion that a student has drugs, narcotics, weapons, explosives, or other dangerous contraband in his possession, and if such possession constitutes a clear and imminent danger to the safety and welfare of the student, other persons, or school property. Further, school officials may notify parents and the appropriate law enforcement agency of illegal possession of such materials.

Cell Phones, Internet Usage and Other Electronic Devices

While electronic devices certainly make life more convenient, they can also be disruptive to the educational environment. Use of cell phones during the school day also create issues that impede the school's responsibility in maintaining a safe and positive school environment. The use of cell phones at school make it more difficult for us to protect students against bullying, harassment, and exposure to inappropriate materials.

Therefore, it is ECA's policy that:

CELL PHONES AND PERSONAL ELECTRONIC DEVICES (INCLUDING EARBUDS, HEADPHONES AND SMART WATCHES) ARE PROHIBITED IN ALL CLASSROOMS AND HALLWAYS AT THE EARLY COLLEGE OF ARVADA. STUDENTS ARE TO TURN ALL DEVICES OFF DURING THE SCHOOL DAY AND KEEP THE DEVICES EITHER IN A LOCKER OR BACKPACK.

High school students MAY use their phones during their lunch hour as long as their phones are turned off and stored prior to returning to class. Phone usage during lunch is governed by school policy. Any inappropriate use of a phone during lunch (ie bullying, accessing inappropriate material, etc) will result in confiscation of the phone and the loss of phone privileges at lunch. Middle school students are NOT permitted to use their phones at lunch.

Electronics should be turned off and remain in the student's backpack or secured locker while in the building. All electronic communication devices including cell phones will be confiscated at any time if the student using the device is doing so in violation of school policy, if the device in question disrupts the learning environment, and/or is otherwise used in a manner that violates the privacy or safety rights of

others. This includes the use of student cameras or camera apps on school property. A student will be required to surrender their device when asked by a teacher, staff or administrator.

Confiscated electronics will be tracked according to these steps:

- 1st Offense > Student may pick up their device at the front desk after 3pm dismissal.
- 2nd Offense > Parents must pick up their phone from the front desk or office before or after school.
- 3rd Offense > Disciplinary referral and contact with the Principal..

According to the ECA Discipline Matrix and Student Parent Handbook “refusal to render the device becomes argumentative or defiant” and automatically becomes a Level 2 Disciplinary Referral.

Parents, we ask that you all help us enforce this policy to ensure academic integrity in our school. Please avoid communicating with your student in a way that would lead them to violate our cell phone policy.

Students will not be allowed to bring their own personal electronic devices to school ie, ipods, ipads, laptops, smart watches, etc. ECA is not responsible for damage and or theft of any personal electronic devices. Earbuds or headphones will only be used in the classroom at the teacher’s discretion in conjunction with a school issued chrome book for instructional purposes. Earbuds are not authorized in the hallways.

Computers, computer files, the email system, and software furnished to students are the School’s property intended for education-program based use. Students shall not use a password, access a file, or retrieve any stored communication without authorization. The School reserves the right to monitor information stored in electronic systems, at any time, for any reason. The School cannot and does not guarantee the privacy of information created, received, or sent from electronic systems.

School electronic systems may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-school matters.

The School purchases and licenses the use of various computer software programs for education purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developers, the School does not have the right to reproduce such software for use on more than one computer. Students may use software on local area networks or on multiple machines only according to the software license agreement. The School prohibits the illegal duplication of software and its related documentation. Students must notify the school’s administration upon learning of violations of this policy.

Neither ECA, ECA employees or the ECA Board of Directors are responsible for personal electronic devices on school grounds. Students bring their devices at their own risk.

Internet

ECA provides students with access to the Internet. Access to the internet offers vast and unique resources. The School’s goal in providing this service is to promote educational opportunities to schools by facilitating resource sharing, innovation, and communication. The Internet is an electronic network

connecting millions of computers and individuals all over the world. It is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of a network that provides both in-district and worldwide access depends upon the proper conduct of each end-user.

Students have access to the ECA network only through school computers . Under no circumstances should students be provided with the school wireless password. Students found utilizing the school wireless may face disciplinary consequences.

Users must adhere to the guidelines of this policy in order to acquire and maintain network access. Violation of any of the provisions of this policy may result in immediate and permanent termination of access as well as additional disciplinary action. These violations include but are not limited to:

- **Illegal activities** - include, but are not limited to, any activities in violation of local, state, and/or federal laws.
- **Obscene activities** - include activities in violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle. This includes using profanity as well as the retrieval of or access to any sexual explicit materials.
- **Inappropriate use** - includes any activities conducted in violation of this policy or additional activities deemed inappropriate by system administrators.
- **Dangerous information** - information that if acted upon could cause damage, present a danger, or cause a disruption to the district or the community-at- large.
- **Compromising personal safety** - revealing personal contact information relating to themselves or other persons including name, age, address, email password
- **Vandalism** – harming of the network or network resources, which includes, but is not limited to, any malicious attempt to harm, destroy, or alter data on the district's network, including the introduction of any computer virus.

The School provides filtering to restrict access to obscene, pornographic, or other material that is harmful to minors. The School does not guarantee that such material will never be encountered. On a global network it is impossible to control all materials, and even casual users may easily discover or come across controversial material. The School believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may access material that is not consistent with the educational goals of the district.

Students are strongly discouraged from creating or maintaining social networking sites or other electronic publications regarding or referencing the school, any of its staff, or any other students. The use of the School's electronic systems and network is a privilege, not a right, and must be treated as such by all users.

Student Parking Lot Usage Policy

Students must apply for a limited number of parking passes to park on campus at the cost of \$20 per year. All students using the lots are expected to be fully licensed and insured. Students may not park in spots designated for staff, parents, or visitors. Students parking on campus must display a parking permit sticker on their car. Parking passes are available to juniors and seniors on a first come first serve basis. An application for a parking pass is available with the Receptionist. Completed applications along with a

copy of your driver's license and valid insurance must be provided to the Executive Director to obtain your parking permit..

According to Colorado statute, **individuals who have had their license for less than 6 months may carry no passengers under the age of 21** (siblings excluded), and individuals who have had their license for between **6 months and one year may carry no more than one passenger under the age of 21**. All students are expected to comply with state laws regarding passengers when driving and parking on campus.

In addition, students are required to follow all parking-lot related rules and regulations, including:
No Students may be in cars, trucks or vans during lunch. A student in a car should be either arriving or departing only.

- ECA is not liable for any damage done to, or, by student vehicles at any time; this includes any injury to person(s) in or on a student vehicle while that vehicle is on school property, or during the hours of school or school-related events.
- The speed limit on ECA property is 10mph
- Pedestrians have the right of way within the ECA parking lot
- In accordance with our lease, during church-related special events, church visitors and members have first priority with regards to parking.
- All vehicles in the lot must be parked appropriately (within the lines), and must be properly maintained or may face the above penalties or alternate fines (i.e., a student may be held financially responsible if their car leaks significant fluids onto lot surface).

Lockers

Every student at ECA will be assigned a locker. The student's advisor is the contact point for managing their locker at ECA. Locker use at ECA is governed by the following policies:

- All lockers are the property of ECA.
- Students may be expected to provide their own padlocks for their lockers depending on which locker is assigned to them
- A \$5 locker fee will be assessed if purchasing a lock through ECA.
- Access to lockers is permitted before, after school and during passing periods only.
- Lateness to class because of lockers could mean loss of locker privileges.
- Lockers are to be kept clean and free of trash and food.
- Lockers are made available for students only to use to store school supplies and personal items necessary for use at school.
- The school does NOT assume responsibility for loss or damage of any item in a locker, locked or unlocked.
- School administrators can search lockers at any time to assure the safety of the school and to enforce school policies.
- Lockers may be inspected periodically to ensure that they are being kept clean and are being used in accordance with school policy
- All lockers should have their locks removed and be cleaned out at the end of the year
- The school will not be responsible for any items left in the lockers at the end of the year.

- Any locks left on lockers at the end of the year will be removed and disposed of. Lockers are only to be used by the student to whom it was assigned.
- Lockers are not to be shared with other students. You may not use a locker that is not assigned to you.

Student Conduct, Attendance and Discipline

Student Discipline Overview

ECA is committed to creating a safe, positive, and productive environment that is conducive to student learning and to the growth and development of our students. ECA believes in providing students with clear expectations that are clearly aligned to the mission of the school, providing students with support, mentoring, and instruction to help them meet these expectations, and provide them with appropriate praise, recognition, and recognition in alignment with these expectations. The expectations of students is clearly laid out in the ECA Code of Conduct, the classroom expectations of our teachers, the policies contained within this handbook, and in communication from ECA staff.

ECA is committed to helping students develop as citizens, community leaders, and ethical decision makers. ECA staff will look for teachable moments to help students grow and develop. Any conflicts or violations that do occur will be used as moments for a student to grow, learn and improve. ECA also embraces restorative approaches that emphasize helping students to understand the potential harm caused by their misbehavior and provide them with avenues to make things right.

At ECA, our ultimate goal in terms of discipline is to protect the integrity of the educational environment for all of our students. To this end, we have developed a scaled disciplinary response system that takes into consideration the individual circumstances of each incident and the harm that incident imposed on the students involved, the learning process, and the school community as a whole. At the secondary level students are expected to make positive choices and to control their behavior. We are a part of the statewide Positive Behavior Internal Supports Program (PBIS) where positive behavior is rewarded. We expect that disruptions of our students' learning environment will be rare, and those that do occur will be dealt with immediately. At ECA, we believe that positive student behaviors should be clearly outlined, modeled, taught, and reinforced. ECA teachers will design their classroom management policies in a manner that clearly defines student expectations and teachers will help students to develop the skills and habits that they need to meet these expectations. Furthermore, all ECA staff members will be directed to seek out and recognize students that are engaging in positive behaviors.

Should a conflict or negative activity on a student's part be of a nature that it could tarnish the image of our School or hurt our position in the community, Administration reserves the right to enforce proper disciplinary actions.

ECA adheres to the State's *Conduct Code and Related Policies - A Guide for Parents and Students* and all related state and federal laws, as well as CSI policies when it comes to student discipline. Additionally, ECA adheres to specific administrative policies developed to enforce behavioral expectations. Pursuant to Colorado statute 22-33-106, serious violations in a school building or in or on school property shall result in mandatory expulsion.

Any student expelled from ECA for disciplinary reasons shall not be allowed to re-enroll in ECA for a minimum of 12 months.

According to Colorado statute 22-33-106, a student is defined as habitually disruptive after three or more significant instances of discipline. This may result in immediate suspension or recommendation for expulsion.

Grounds for Suspension, Expulsion, and Refusal of Admission

Specific grounds for suspension, expulsion and denial of admission are found in CRS 22-33-106. The federal Gun Free School Act requires mandatory expulsion for one calendar year and referral to law enforcement for bringing or possessing a firearm at school. A superintendent may modify the length of the mandatory one-year expulsion, only if such modification is in writing. A child with a disability may not be expelled if the actions are a manifestation of the child's disability.

The following shall be grounds for suspension or expulsion of a child from a public school during a school year:

- Behavior (physical or verbal) on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel;
- Serious violations in a school building or in or on school property, including, but not limited to, carrying, bringing, using, or possessing a deadly weapon as defined in section 18-1-901 (3)(e), C.R.S., the sale of a drug or controlled substance as defined in section 12-22-303, C.R.S., or the commission of an act which if committed by an adult would be robbery pursuant to part 3 of article 4 of title 18, C.R.S., or assault pursuant to part 2 of article 3 of title 18, C.R.S., for which suspension or expulsion shall be mandatory;
- Repeated interference with the school's ability to provide educational opportunities to other students;
- Having been expelled from any school district during the preceding twelve months;
- Behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or school personnel.

Responsibility of ECA Administration to Parents

In accordance with Statutory References CRS 22-33-105 through 22-38-104, ECA will work with suspended parents or guardians to provide services, provide curricula for home based instruction, if requested, and provide make-up school work to be completed for credit. Should a student be expelled, that student's family will be provided with the name and contact information of the school designated by the Charter School Institute to provide educational services to students expelled by CSI schools. Families also have the option to seek alternative educational environments (i.e., their neighborhood school).

Suspension

Major infractions may result in immediate suspension. Suspensions can only be assigned by the Administration. Parents of the suspended student must pick up the student as soon as possible and discuss consequences with the Principal or Executive Director, or their Designee. If circumstances will not allow the parents to pick up the student, he/she will remain in the In School Suspension area for the remainder of the day and will be sent home at the regular time of dismissal.

Length of suspension is at the discretion of the Administration, generally 1-5 days. If a student is suspended for a third time, he/she may be declared as a habitually disruptive student, in which case expulsion is mandatory in accordance with *Colorado School Law section 22-33-106, C.R.S.*

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Referral form Descriptions

Minor vs. Major Behavior Clarifications

Behavior	Minor (Teacher Managed)	Major (Office Managed)
Disrespect	<ul style="list-style-type: none"> ● Not working/Unfinished work ● Not participating in Group Work ● Making faces/ Rolling eyes ● Huffing, signing, etc. ● Arguing/defiance – Inappropriate response to Teacher Request ● Uncooperative behavior ● Talking back ● Cheating/Lying ● Leaving assigned area ● Minor object stealing 	<ul style="list-style-type: none"> ● Blatant or excessive non-compliance or defiance ● “F-you”, flipping off, etc. ● Repetitive minor incidences that normal classroom consequences are not addressing ● Leaving campus/hiding from staff ● Forgery ● Theft of major objects or pattern of minor stealing that is ongoing
Disruption	<ul style="list-style-type: none"> ● Making noises ● Constant talking ● Yelling Out or Blurting ● Disruption during instruction ● Crying ● Throwing objects ● Out of seat ● Not listening ● Not following directions ● Tardy to class or leave early 	<ul style="list-style-type: none"> ● Screaming/Yelling excessively ● Teacher cannot teach ● Students cannot learn ● Out of control behavior in the extreme ● Throwing objects with the intent to cause harm ● Excessive pattern of absence, tardy or truancy
Dress Code	<ul style="list-style-type: none"> ● Spaghetti Straps ● Short Skirts or shorts ● Leggings ● Low-cut top ● Hats ● Exposed midriff ● Holes in jeans/shirts ● Overly suggestive or violent clothing 	<ul style="list-style-type: none"> ● Gang related apparel ● Ongoing pattern of Dress Code violations
Inappropriate Language	<ul style="list-style-type: none"> ● Negative talk ● Name calling ● Teasing ● Swearing ● Verbal argument/disagreement ● Impolite talk ● Talking back ● Dishonesty/ Lying 	<ul style="list-style-type: none"> ● Blatant or excessive swearing ● Offensive/ harassing language ● Excessively vulgar language ● Severe verbal threats against anyone ● Gang harassment ● Harassment (racial, sexual, religious, gender, ability) ● Intimidation

	<ul style="list-style-type: none"> ● Peer Conflict (balance of power) ● Mean comments that hurt feelings 	<ul style="list-style-type: none"> ● Bullying (imbalance of power)
Property Damage/Misuse	<ul style="list-style-type: none"> ● Defacing books, pencils, pens, crayons, classroom supplies, PE equipment ● Minor vandalism (such as writing on desk or other's property) ● Stealing minor items ● Graffiti 	<ul style="list-style-type: none"> ● Excessive defacing of peer/teacher/school property ● Vandalism (breakage, spray paint or permanent damage) ● Use of combustibles (fire crackers, snaps, etc.) ● Stealing major items from peers/adults ● Pushing over furniture ● Setting fires
Physical Contact	<ul style="list-style-type: none"> ● Bumping into another person ● Play hitting/ horseplay ● Touching someone else ● Pushing/ Shoving ● Poking ● Tripping ● Reckless Physical Behavior such as: play hitting/ horseplay/ flicking/ pinching/ teasing-messing around intent 	<ul style="list-style-type: none"> ● Fighting ● Loss of Control out of Anger ● Hitting with intent to harm ● Punching with intent to harm ● Physical intimidation ● Spitting/Scratching/Biting with intent to harm- anger related ● Sexual misconduct ● Physical aggression/ Assault ● Repeated minor physical contact/ aggression
Technology Violation	<ul style="list-style-type: none"> ● Texting at inappropriate times ● Cell phone on during class/ringtone ● Earbuds in at inappropriate times ● Cell phone not in backpack ● Playing games on cell at recess ● Off-task computer behavior ● On a website without permission 	<ul style="list-style-type: none"> ● Refuses to give tech equipment to the staff member ● Accessing "off limit" and inappropriate websites on school computer ● Bullying/ Harassment type messages on school tech equipment
Other <i>*Specify in brief note</i>		<ul style="list-style-type: none"> ● Bomb Threat ● Alcohol/drug/tobacco possession ● Possession of weapons ● Repeated "minor offenses" in any category listed.

Classroom Management Policies

All ECA faculty are expected to create and implement course-specific classroom expectations that include a discipline policy consistent with school policies and procedures (i.e., a lab safety policy in science). These expectations will be developed and approved by the ECA Principal during the first week of any given course. A signed copy will be sent home with the student to be given to their parent or guardian.

Academic Code of Conduct

ECA Students are expected to adhere to the highest standards of academic integrity. Students who choose to engage in any of the following activities risk severe disciplinary action including the possibility of suspension or removal from the program, if deemed necessary.

- Cheating on any assignment including tests
- Paying/receiving money from another student for academic work
- Copying the work of another student on assignments that require independent work
- Plagiarism, which includes:
 - Insufficient or inaccurate citing of sources
 - Presenting the ideas, words, or work of another as their own
 - Dual submission of the same assignment without express instructor permission
- Copyright infringement
 - Reproducing a copyrighted work without permission
 - Downloading music, movies, or other media from websites or peer-to-peer networks without permission
 - Duplicating software without the appropriate license agreement
- Forging signatures of parents, guardians, faculty or administrators
- Illegally changing a grade
- Failure to provide parents/guardians with communication sent home from ECA in a timely manner

ECA Appropriate Dress Policy

We believe that one of our primary responsibilities is the creation and maintenance of an atmosphere that is conducive to learning and free of interruptions, an environment in which students, staff, parents and community members can learn and feel safe, and an environment that exemplifies the expectations of the professional world. To this end, we have implemented the ECA Appropriate Dress Policy.

Our students are expected to portray, through their dress choices, a positive image that is respectful to their community and to themselves. Students will wear clothing that fits appropriately, neither overly loose nor overly constricting.

No item of clothing or jewelry containing messages or visual images referring to alcohol, drugs, weapons, tobacco, sex, profanity or gang-related messages will be permitted.

Also prohibited are any items of clothing or jewelry containing messages that could be interpreted as discriminatory to any group or individual.

Students may NOT wear hats, hoods, beanies or sunglasses inside the school building. These items should be locked in their lockers once they arrive at school and should not be worn during the school day. Exceptions will be made on a case-by-case basis by Administration.

Specific items of clothing which are prohibited include:

- Pajamas, slippers, lingerie-style tops,

- Any garment that shows a student's midriff,
- Spaghetti straps are not allowed; sleeveless shirts/blouses should have a minimum of 3 fingers width
- Any item of clothing with rips/holes/tears through which undergarments are visible or are located above extended fingertips when hands are extended,
- Shorts/miniskirts which do not reach below the tips of a student's fingers when their arms are relaxed at their sides,
- Any item of clothing/jewelry which could endanger the safety of others.

The ECA Administration reserves the right to determine whether any specific item of clothing is inappropriate. Violating this policy will result in a disciplinary referral. If appropriate, student may change into his/her P.E. clothing or if ECA has clothing for the student he/she will be required to wear the provided attire and attend classes until parents can bring alternative clothing. Should the student not have an appropriate change of clothing, or ECA not have extra clothing, parents will be required to pick up their student. Clothing provided by ECA must be washed and returned to ECA.

Public Displays of Affection (PDA) Policy

At the secondary level, physicality among students tends to increase significantly, and with this increase of physical contact comes increased risk for the students and for the school. At ECA we place a high level of importance on creating a safe, supportive environment that is conducive to learning at all times. In addition, ECA works to create an atmosphere that is professional and aligned with the expectations that our students will be exposed to upon their enrollment in college courses. To assist us in developing and maintaining this type of culture, we have set the following policy.

There will be **zero physical contact allowed between students in the classrooms, computer labs, and during assemblies, and ECA special events offered during the regular school day.** The only exception to this rule will be if physical contact is necessary to meet the requirements of an assignment (i.e., assisting another student in making a plaster cast in art class).

In the hallways, in the cafeteria during lunch and breakfast, outside before school, during the lunch period, and after school, **students are permitted to hold hands and to give each other brief hugs.** All other physical contact will be considered a behavioral infraction and will be treated as such. The first infraction will result in a warning. Repeated infractions will result in written referrals and further disciplinary action including, potentially, suspension and expulsion.

Drug-Free Schools

In accordance with the federal Safe and Drug Free communities act, the illegal use or possession of alcohol, tobacco and drugs in and around schools is strictly forbidden and will result in disciplinary actions that may include suspension, expulsion, and legal action.

Bullying

ECA recognizes the negative impact that bullying has on student health, welfare and safety and on the learning environment. Bullying as defined by state law is any written or verbal expression (including via text, Facebook, or instant message), or physical act or gesture, or a pattern thereof, which is intended to

cause distress upon one or more students AND involves a clear power differential. Bullying is prohibited on school grounds, in a vehicle owned, leased or otherwise used by the school, or in connection with or at a school-sponsored activity or event. All administrators, teachers, staff, parents, volunteers and students shall take all reasonable steps to prevent and address bullying.

Bullying which is directed at a student's race, gender, religion or creed, national origin, sexual orientation, or disability may constitute harassment. Harassment is specifically prohibited by the ECA Harassment and Nondiscrimination Policies. When an incident of student bullying is directed at a student's race, gender, religion or creed, national origin, sexual orientation, or disability, the Executive Director or the Executive Director's Designee shall refer to the ECA Harassment and Nondiscrimination Policies for further reference and consideration of appropriate response.

All administrators, teachers, staff, parents, volunteers and students shall take all reasonable steps to prevent and address bullying on school grounds, in a vehicle owned, leased or otherwise used by the school, or in connection with or at a school-sponsored event. Toward that end:

- All students who believe they have been victims of bullying in any such circumstances shall immediately report it to the teacher/administrator.
- All students who witness bullying, if at all possible under the circumstances, are expected to make all possible efforts to seek the help of a school employee.
- All administrators, teachers, and staff who witness student bullying in any circumstances shall immediately take appropriate action to stop the bullying and shall promptly report the bullying to an Administrator.
- Administration will ensure that all reports involving student bullying in any such circumstances are promptly and thoroughly investigated, and that appropriate action is taken.

In determining the appropriate action to be taken in response to incidents of student bullying, the Administration shall refer to the Student Behavior Management and Discipline Policies. In addition, the Executive Director, Principal or Designee shall consider other actions which may be appropriate in response to student bullying, including, but not limited to:

- Implementing programs to warn students that bullying is prohibited and advise them of the consequences for engaging in bullying activity, to encourage all students to immediately report incidences of bullying, and to create an atmosphere where bullying is not tolerated.
- Implementing student peer mediation programs.
- Holding conferences with the parent(s) of students who continue to engage in bullying after administrator/teacher intervention, in order to develop cooperative strategies for dealing with the student's behavior.
- Separating students who continue to engage in bullying after administrator/teacher intervention or exclusion from particular school programs or activities until they can demonstrate acceptable behavior.
- Withholding privileges (e.g. recess, field trips, participation in extracurricular activities, school-provided transportation) from students who continue to engage in bullying after administrator/teacher intervention, until they can demonstrate acceptable behavior.
- Conducting training to assist building staff in the identification of student bullying behaviors, taking appropriate action and helping to create an atmosphere where bullying is not tolerated.

Disciplinary Charges

The Administration will develop and consistently enforce a process by which Students can avail themselves of administrative due process in the event of charges against them. With regard to charges made against students for violation of school rules or policies, Students have a right to:

- Know what rules are;
- Be notified of charges;
- Appeal a decision about the charges to a higher level; and
- Have the charges or penalties removed from their records if their innocence or noninvolvement is demonstrated by the evidence.

Student Attendance and Tardiness

All ECA students are expected to attend school daily and to arrive punctually. Frequent absences undermine the student's ability to be academically successful. Late arrivals disrupt the classroom schedule and student learning.

Unless the front desk assistant is notified in advance, all students absent from class will be marked UNV (unverified) in PowerSchool. An autodialer will contact the families of students marked UNV. Parents are encouraged to notify the school of their child's absence by calling the main line or via email at attendance@ecarvada.org. ECA understands that circumstances may arise that cause a student to miss class, to that end we have created the following **excused** absence codes in PowerSchool:

AEX - Excused Absence
AUX - Unexcused Absence
TDX - Excused Tardy
TDU- Unexcused Tardies
ACT - Field Trip
ALT - Alternative Placement In School
SIS - In School Suspension
OSS - Out of School Suspension

Absences should be excused promptly and in advance, when possible. If this is not possible, a note or phone call detailing the dates and reasons for the absence must be done within 24 hours of their return, at a minimum. ECA will require suitable proof of illness, including written statements from medical sources for extended absences. Unless properly reported, an absence is considered unexcused. Any student who has multiple unexcused absences (truancies) will be deemed at-risk in terms of attendance. Parents will be notified when their students are considered at risk for attendance and the student may be required, along with their parent or guardian, to attend a meeting with the school officials to set in place a plan to address this behavior.

Three unexcused tardies equal one absence. Any student who has four or more unexcused absences (truancies) in a month or ten or more truancies in a school year will be declared a "habitual truant" according to Colorado statute, C.R.S. 22-33-107 (3)(a).. Parents will be notified that their student has met

the criteria as a habitually truant student. Habitually truant students may be subjected to school disciplinary actions pending a truancy hearing, and may be subject to additional consequences due to non-compliance with school and state attendance laws.

Any student who arrives for class after 8:10am will be deemed tardy and will be required to sign in at the main office to receive a pass to class.. Those arriving without a proper excuse provided by a parent or guardian (ex. inclement weather, traffic accidents, and emergencies) will be marked as unexcused. The determination of an excused v. unexcused tardy will be made at the sole discretion of the Office Personnel.

**Attendance and punctuality is of the utmost importance in order to maximize every student's academic experiences in school. It is for that reason that we are enforcing a strict Attendance Policy. Students are expected to be present from 8:10 to 3:30 daily. Attendance will be taken within the first five minutes of each class. Parents will be automatically notified through PowerSchool at 10:10, after lunch and/or 3:30 if a student is marked as an unexcused absence or tardy from any class during the day. If your child is absent please make sure to call the school ahead of time in order to avoid these notifications. Absences must be excused within 24 hours of the first absence.

Excused Absences include: Illness or injury, medical or legal appointments or family emergency. Excessive excused absences may also warrant a meeting with Administration.

Three unexcused tardies will be considered an absence. Should students receive two unexcused absences, parents will be contacted. On the third unexcused absence, parents will be required to meet with the Administration and the student will be placed on an attendance plan. Continued absences will result in further disciplinary action, up to and including truancy court.

Students will not be allowed to make up work for an unexcused absence. This can impact the student's overall grades.

Please note that we cannot provide finals ahead of time so they cannot miss school during those dates. Make ups will only be provided in the case of a one-day illness as time does not allow for multiple day absences.

Tobacco-Free School Policy

In accordance with Colorado Senate Bill 08-088, Early College High School at Arvada is a tobacco-free school. In order to promote a healthy school environment and the general health, welfare, and well-being of students, **use or possession of tobacco by students, staff, or school visitor while in or on school property or at a school sponsored event is strictly prohibited**. Signs will be posted at all school entrances to notify the public that use of tobacco is prohibited in accordance with state law and school policy.

Definitions

For purposes of this policy, the following definitions apply:

"School property" includes but is not limited to all property owned, leased, rented, or otherwise in use by a school including but not limited to all interior portions of any building or structure used for instruction, administration, support services, maintenance, or storage; all school grounds including playgrounds,

parking lots, recreation areas, and athletic fields; all vehicles used by a school for the purpose of transporting students, staff, visitors.

- "Tobacco" includes but is not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner as to be suitable for chewing, smoking, or ingesting in any other manner. "Tobacco" also includes cloves or any other product packaged for smoking.
- "Use" means lighting, chewing, inhaling, smoking, or otherwise ingesting tobacco product.
- "Possession" means that a person has or holds any amount of cigarettes or tobacco products anywhere on his or her person, owns or has custody of tobacco products, or has tobacco products within his or her immediate presence and control.

Student Health and Wellness

Immunizations

Students whose parents or guardians have not provided evidence of vaccination or whose parents or guardians have not signed a waiver within ten days of the first day of each school year may be denied attendance in accordance with Colorado revised statute 25-4-902.

Parents or guardians wishing to waive immunization requirements may do so for personal, medical, or religious reasons by signing a waiver available online on the CDE website and bringing it, signed, to the ECA office within the first ten days of school.

Sick Children

Attending school while ill with a contagious illness poses risks to other students and staff. Students should not attend school if they have one of the so-called "contagious diseases" (e.g., Chicken pox, head lice, measles, and "pink-eye"). When a student has been absent because of a contagious disease, his/her return to school may be contingent on a physician's note, which indicates that the illness is no longer contagious and the student is well enough to attend school.

Students are strongly encouraged not to attend school if they are ill with influenza or the common cold. Students who attend school and demonstrate obvious signs of illness – repeated coughing, sneezing, signs of fever, etc., may be sent out of class and their parents/guardians contacted to pick them up.

ECA follows the Colorado Department of Education's illness policy.

<https://www.cde.state.co.us/healthandwellness/illnesspolicyhowstooosick>

Distribution of Medication

By law, ECA cannot administer **any** medication, including prescription medication or "over the counter" medication (e.g. Tylenol), to a student without a properly completed forms.

If a student needs to take prescription or OTC medication during the school day, please contact the Operations Manager or Health Assistant who will provide you with the required forms and necessary instructions.

In addition, by law, the **only** medications a student may carry within the school building are an asthma inhaler and an epi-pen – in both cases a completed health plan must be on file in the main office.

Injuries While in School

If a student receives a minor injury (scrape, scratch, etc.), the student shall be cared for by ECA personnel who have received the legally required medical training and who are overseen by an approved nurse. If a student receives an injury that requires medical attention, but is not greatly painful and/or life threatening, the school will contact the parent or guardian to determine the next step of treatment. If a student requires immediate medical attention, the school will call 911 and the parent or guardian. ECA carries Student Accident Insurance to support our community. If necessary, the designated Health Assistant will provide these forms to you. All forms must be completed by the parent/guardian in a timely manner in order for a student to receive coverage.

Early College of Arvada and CSI Wellness Policy

ECA and CSI are committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Charter School Institute that:

1. Wellness guidelines will be implemented by every CSI school.
2. Students, parents, teachers, food service professionals, health professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing Institute charter school nutrition and physical activity policies.
3. All students will have opportunities, support and encouragement to be physically active on a regular basis.
4. Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
5. Students will be provided with adequate time to eat in settings that are clean, safe, and pleasant.
6. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education, school nutrition programs and related community services.
7. Students are not allowed to have fast food on school property.
8. Students are not allowed to have food delivered to the school unless permission is granted by the Executive Director or Principal.

Student Safety

ECA shall provide a safe environment for all students through close supervision in all school buildings and on all school grounds and through special attention to:

- Maintaining a safe school environment,
- Emphasizing safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities that offer special hazards, and
- Providing first-aid care for students in case of accident or sudden illness.
- Maintaining adequate supervision of students.
- Monitoring visitors to our campus.

- Keeping external doors locked from the outside to prevent visitors from entering without checking in.
- Establishing clear procedures for emergency situations.
- Conducting regular emergency preparedness drills and reviewing these policies with staff and students regularly.
- Responding swiftly to any potential threats to student safety.

Governance and the ECA Board of Directors

Meeting notices will be posted at least 24 hours in advance, in compliance with the Open Meetings Law, on the school website: <http://www.ecarvada.org>, and in a designated location at the school. Minutes will be available on the ECA website.

Community Issue Resolution

Parents, students, faculty and members of the community may at any time lodge a complaint or register an issue with the school administration. All complaints or issues must be brought to the attention of the ECA Executive Director. It is the responsibility of the Executive Director to ensure that all complaints or issues are resolved. If the parent, student, faculty, or member of the community does not feel that the Executive Director has resolved the issue or complaint to their satisfaction, they are invited to bring that issue to the Board of Directors in one of the following manners:

- Written communication to the Board, addressed to the Board at the school (address following). A written response may or may not be provided by the Board,

Early College of Arvada
c/o Board of Directors
4905 W. 60th Ave.
Arvada, CO 80003

- Electronic communication to the Board, sent to board@ecarvada.org. An electronic response may or may not be provided by the Board.
- A written request to comment at one of the regularly scheduled board meetings. The request should be sent in writing to the President of the Board, and must include a detailed description of the subject on which you desire to address the Board. The President of the Board reviews and approves or denies requests at his or her discretion.

Public Attendance

Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion pursuant to Colo. Rev. Stat. Section 24-6-402. An executive session may be called only upon the affirmative vote of two-thirds of a quorum present. No formal action of the Board may be taken in any executive session except to approve the minutes from prior executive session.

Public Comment

The Board of ECA encourages staff, parent, student, and community involvement with the school. To this end, the Board will:

- Introduce visitors, without comment or discussion, at the start of each meeting
- Set aside a maximum of 15 minutes for public comment at each Board meeting, with each individual allowed no less than two minutes and no more than five minutes.
- Require submission of the Public Comment Request Form (available upon request) to the Director by each individual requesting the opportunity to provide comment no less than five working days before each Board meeting.
- The Board President will notify each requester no less than three days before the Board meeting whether he or she will be scheduled for public comment at that meeting. Persons who could not be scheduled to comment at the requested meeting because of time limitations must resubmit their request if they wish to comment at a subsequent Board meeting.
- Written information directly from the person shall be placed in the Board packet distributed to directors prior to the regular meeting. If the person so requests and the President of the Board agrees, the item shall be placed on the Board agenda.
- If the Board will be requested to take a particular action, the specific action being requested should be in the written document submitted to the Board by the person.
- If so requested by the Executive Director, the person may present additional information or clarification when the agenda item is discussed.

Subject Matter

Public comment at board meetings is limited to items that appear on the agenda for the particular board meeting at the commencement of the meeting. The public comment period may not be used for addressing grievances of individual students or employees, personal attacks, or commercial endorsements. The public comment period may not be used by a party in negotiation or litigation with the School to address matters related to the negotiation or litigation. Only those requests conforming to subject matter will be approved.

Contacting a Board Member

Parents, students, faculty, and members of the community are invited to contact the Board as directed above. While the Director may consult with individual board members on specific issues, all complaints or issues will be brought to the entire Board.

Board members who are contacted by parents, students, faculty, and members of the community with complaints or issues will direct the individual to the procedure for registering an issue. No commitment or resolution should be offered, except the commitment of the Board to review any properly registered issue. All Early College of Arvada staff and Colorado Charter Institute staff should direct any requests for contact to the procedure above.

Parent Teacher Community Organization

The Parent Teacher Community Organization is an organization that operates with the approval of the Board of Directors. The objectives of the PTCO are:

- To promote a closer relationship amongst parents, faculty, community members, and students.
- To promote unity among members in order to secure the highest degree of physical, mental, and social education for students enrolled at The Early College of Arvada.
- To assist and support in providing for the general needs of the school as determined by the PTCO.

Parental Involvement Policy and Procedure

This policy and signature page was provided to all families during the enrollment process – it is included here for your records.

Early College of Arvada will:

- Create and maintain a Parent Advisory Committee (PTCO). The PTCO shall be responsible for providing regular feedback on school academic life, school culture, management effectiveness, allocations of resources, and communication with parents and other stakeholders. In addition, the PTCO may advise the Board on recruitment of board members, as requested by the Board of Directors, as well as assist in fundraising and other school events and activities. Through the PTCO, ECA will:
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way,
- Involve parents in the joint development and evaluation of school wide programs and plan, in an organized, ongoing, and timely way,
- Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- For the 2019-20 School Year, **PTCO Meetings** will be held monthly. The schedule is available on our website.
- To help build and develop a partnership with parents to help their children achieve or exceed the State's high academic standards, ECA will:
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading,
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

ECA School-Parent Agreement

Early College of Arvada, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

With regards to Title I, Part A funding, ECA will:

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will strongly encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand,
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet,
- Work with the LEA (Colorado Charter School Institute) in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A,
- Work with the LEA to ensure that a copy of the CDE's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - ECA will develop Early College Aligned Standards in all subjects. These standards will incorporate both the Colorado Model Content Standards college readiness standards. These standards will be evaluated annually.
 - ECA will create and implement a rigorous, relevant, and research-based curriculum for all subjects that will be evaluated annually. ECA Faculty will use best practices in designing and implementing curriculum.
 - ECA will maintain a target class size of 25:1 to ensure that students receive individualized attention. Students will be taught using a variety of instruction methods and taking into consideration multiple learning styles.
 - ECA will provide individualized, assessment-based, supplemental instruction in math and reading for students who qualify.

Provide Parents with Frequent Reports on their Children's Progress

Semester report cards will be available through the PowerSchool Parent Portal. Parents will be notified when grades are available

All ECA students will be assigned an Advisor. Advisors are expected to contact the parents of all of their advisees at minimum on a regular basis to check in with the parents as well as to report on the students' status and progress.

Provide Parents Reasonable Access to Staff

ECA Administrative staff is expected to maintain positive, active relationships with ECA parents and guardians. Parents and guardians may schedule meetings and phone conferences with ECA Administrators by contacting the Operations Manager or Receptionist. ECA Administrators will also work to be available to parents for more "drop in" meetings as their schedules allow.

ECA teachers are expected to communicate regularly with parents, to respond to phone calls and emails in a timely fashion, and engage parents as partners in their children's education.

ECA will host Parent-Teacher conferences each semester (see above section for details).

ECA Parents will be provided with email addresses for all ECA Faculty and Staff. ECA Faculty and Staff are expected to respond directly to parent emails within a reasonable amount of time, or to forward the email to a more appropriate member of the ECA Faculty or Staff as necessary.

Provide parents opportunities to observe, volunteer, and/or participate in ECA classrooms and activities:

All ECA Parents are invited to actively participate in the ECA Parent Advisory Committee. This committee will meet monthly on the last Thursday, and the elected chairman of this committee will report to the ECA Board of Directors during the Board's monthly meetings.

ECA Parents may request the opportunity to observe classroom activities. These requests must be made to the ECA Executive Director, who will determine whether the request will be granted and notify the requester of the decision and reasoning within a reasonable amount of time.

ECA Staff will provide regular opportunities to volunteer at ECA (i.e., supervise field trips, assist with fundraisers, donate time or supplies). When these opportunities arise, notification will be provided to parents via mail, phone, email and/or the school website.

ECA Student Groups may also contact parents via mail, phone, and/or email to request assistance or support as needed.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting my child's academic progress by engaging them in what they are learning in school and assisting them in whatever ways possible.
- Monitoring attendance; contacting school by 8:30am to report excused absences and tardies
- Familiarizing myself with the school's calendar of events,
- Encouraging the timely completion of homework and projects,
- Monitoring their student's interaction with television, internet, and gaming systems,
- Volunteering for ECA activities,
- Participating, as appropriate, in decisions relating to my children's education,
- Promoting positive use of my child's extracurricular time,
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by email/mail and responding as appropriate and in a timely manner,
- Keep parent/guardian contact information current,
- Review my child's grades, assignments, attendance, etc., through PowerSchool and communication with teachers and staff,
- Serving, to the extent possible, on school advisory groups, such as the ECA Parent Advisory Council.
- Supervise student's adherence to policies outlined in the Student-Parent Handbook and Student Code of Conduct..

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Build and maintain positive relationships with my peers, teachers, and all others in my school community,
- Abide by the rules set forth in the Parent-Student Handbook and the Student Code of Conduct;
- Be respectful in all interactions with peers, teachers, and staff,
- Attend classes in accordance with the ECA Attendance Policy,
- Actively participate in all ECA and UCD courses in which I am enrolled,
- Complete my classwork, homework, and projects to the best of my ability and in a timely manner,
- Familiarize myself with the ECA Student-Parent Handbook and abide by all policies and procedures within,
- Take advantage of ECA extracurricular activities as my interests and time allow,
- Ask for help from ECA Faculty and Staff when needed in an appropriate manner,
- Give to my parent(s)/guardian(s) all notices and information received by me from ECA on the day they are received.

Federal Education Rights and Privacy Act (FERPA) and Student Records/Release of Information as it Pertains to Middle and High Schools

Content and Custody of Records/Information.

- Student education records in all formats and media, including, graphic and electronic, may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations, reports of serious or recurrent behavior patterns, and any individual education program (IEP).
- Education records do not include records maintained by a law enforcement unit of the Charter School Institute ("CSI") or an institute charter school ("School") that are created by that unit for the purpose of law enforcement.
- Nothing in this policy shall prevent the CSI and/or School administrators, teachers, or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.
- All requests for inspection and review of student education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each student's record.
- The Executive Director of the CSI is the official custodian of student records in CSI custody and the Executive Director of the School is the official custodian of records in the School's custody.

Access to Records by Parent

- A parent/guardian ("parent") and any student 18 years old or older, has the right to inspect and review the student's education files. If a student is 18 years old or older ("eligible student"), the parent or guardian may not inspect or review the student records without written permission from the student. However, if an eligible student is a dependent for federal income tax purposes, parents/guardians are entitled along with the student to access to student educational records.
- During inspection and review of student records by a parent or eligible student and when requested by them, the official custodian will provide personnel necessary to give explanations and interpretations of the student records.
- In all cases where access to student records is requested, except as provided in this policy, a written request to see the files must be made by the parent or eligible student. The official custodian, upon receipt of the written request, shall provide access to inspect and review the records and set a date and time for such inspection and review. In no case will the date set be more than three working days after the request has been made.
- The parent or eligible student shall examine the student's records in the presence of the official custodian and/or other person(s) designated by the official custodian.

- The record itself shall not be taken from the building where it is maintained. However, upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a reasonable cost of not to exceed \$1.50 per page.

Requesting Records From Other School Districts

When a student transfers to a School from another district, the receiving school shall request the student's records from the transferring district if the records have not already been forwarded to the receiving school.

- Transferring records to other school districts/post secondary institutions
 - Student records, including disciplinary records, may be transferred without consent to officials of another school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. The CSI or School will provide a copy of the record to the eligible student or student's parents if so requested.
- Requesting and receiving information and records from state agencies
 - Within the bounds of state law, Charter School Institute or School personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and the safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.
 - Charter School Institute or School personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained.
 - If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA").

Request to Amend Education Records

- A parent or eligible student may ask to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the Executive Director of the of the Charter School Institute or School's Executive Director [or appropriate CSI or School official] clearly identifying the part of the record they want changed and specify why it is inaccurate, misleading or otherwise violates the privacy rights of the student. The request to the Executive Director of the of the CSI or School's Executive Director to amend a student's records must be made in writing within 10 school days of the date the records were first examined.
- If the Executive Director of the of the CSI or School's Executive Director, after consulting with any other person having relevant information, decides not to amend the record as requested by the parent or eligible student, the Executive Director of the of the CSI or School's Executive Director shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures shall be provided to the parent or eligible student when notified of the right to a hearing.
- A request for a formal hearing must be made in writing and addressed to the Chair of the CSI Board. The response to the request shall be mailed within 10 school days. The hearing shall be held in accordance with the following:

- The hearing will be held within 15 school days after receipt of the request Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.
- The hearing will be conducted by the Executive Director of the CSI or other Charter School Institute official as designated in writing by the Chair of the CSI Board. The official conducting the hearing shall not be the person who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
- Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
- The official designated above shall make a decision in writing within 10 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
- The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
- The decision shall include a statement informing the parents or eligible student of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the CSI or School. If the student record is disclosed by the CSI or School to any other party, the explanation shall also be disclosed to that party.

Disclosure With Written Consent

Whenever the CSI or School is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:

- The specific records to be released.
- The specific reasons for such release
- The specific identity of any person, agency or organization requesting such information and the intended uses of the information
- The method or manner by which the records will be released
- The right to review or receive a copy of the records to be released
- Parental consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activities, special education program or in any other school program shall not constitute the specific written consent required.
- All signed consent forms shall be retained by the CSI or School.

Disclosure Without Written Consent

- The CSI or School will disclose personally identifiable information from student records without written consent of the parent or eligible student only to those persons or entities allowed under federal or state law to receive such information.
- The CSI or School may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.

- The CSI or School may disclose enrollment and scholastic achievement data, including individual student data, as long as individual students cannot be identified or linked to performance data. Such data can still provide student-level data as long as the data is "masked" with student identifiers or other mechanisms from which the individual cannot be identified.

Disclosure of Disciplinary Information to School Personnel

- In accordance with state law, the Executive Director or Designee is required to communicate disciplinary information concerning any student enrolled in the School to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep School personnel apprised of situations that could pose a risk to the safety and welfare of others.
- For purposes of this policy, "disciplinary information" means confidential records maintained by or in possession of the Director or designee on an individual student which indicate the student has committed an overt and willful act which constitutes a violation of the School's Code of Student Conduct and/or there is reasonable cause to believe, through information provided to the Executive Director from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.
- "Disciplinary information" is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request disciplinary information from the Executive Director or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or School officials.
- Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The Executive Director or designee is required to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent/ guardian may challenge the accuracy of disciplinary information through the process outlined in the notice to parents and students of rights concerning student school records.

Disclosure to Military Recruiting Officers

- Names, addresses and home telephone numbers, as well as directory information, of secondary school students will be released to military recruiting officers within 90 days of the request unless a parent/guardian or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the CSI or School in furnishing this information will be paid by the requesting service.
- The Executive Director of the CSI, School's Executive Director, or Designee is authorized by law to share disciplinary and attendance information with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the School when necessary to effectively serve the student prior to trial. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.
- Disclosure to the Colorado Commission on Higher Education (CCHE)

- On or before December 31 of each school year, the CSI shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of post-secondary educational opportunities and higher education admission guidelines as required by state law.

Disclosure to Other Parties

- Except as noted in this policy, student records will not be released to other individuals and parties without a written request and authorization of the parent or eligible student.
- Personal information will only be released to a third party with the assurance it will be kept confidential.

Disclosure of Directory Information

- The CSI or School may disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the CSI or School Director no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.
- Directory information which may be released may include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Pursuant to Colorado law, student telephone numbers and addresses will not be disclosed except that the mailing addresses of eighth grade students shall be disclosed to the CCHE pursuant to paragraph 12 of this policy.

Annual Notification of Rights

- The School will notify parents and eligible students in writing of their rights pursuant to this policy at the beginning of each academic year. The notice will be in the form provided on Exhibit A. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.
- A copy of the Family Educational Rights and Privacy Act and this policy on student records shall be on file in the office of the CSI or School.

Medicaid

The CSI or School will access Medicaid eligibility information for students enrolled in institute charter schools from Health Care Policy and Financing (HCPF). HCPF is the designated Medicaid State agency. Directory information of names, date of birth, and gender will be released to HCPF to verify Medicaid eligibility of students in institute charter schools. With written consent from the parent or eligible student, the description of health and health-related services delivered to Medicaid eligible students will be released to Medicaid and/or to the Colorado Medicaid Consortium or other CSI billing agent for proper administration of the program. A dated record of all transactions will be kept on file at the CSI or School Medicaid office. Parents may revoke their consent at any time.

Waivers

A parent or eligible student may waive any or all rights protected by this policy. The waiver shall not be valid unless in writing and signed by the parent or eligible student. The district does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time in writing.

EXHIBIT A:

NOTIFICATION TO PARENTS AND STUDENTS OF RIGHTS CONCERNING STUDENT RECORDS

The Family Educational Rights and Privacy Act ("FERPA") and Colorado law afford parents/guardians ("parents") and students over 18 years of age ("eligible students") certain rights with respect to the student's education records as follows:

A. The right to inspect and review the student's education records within 45 days of the Charter School Institute ("CSI") or institute charter school ("School") receiving a request for access.

A parent or eligible student making such a request must submit to the CSI Executive Director, School Director, or designee a written request that identifies the records they wish to inspect. The CSI Executive Director, School Director, or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise violates the privacy rights of the student.

A parent or eligible student may ask the CSI or School to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the CSI Executive Director, School Director, or designee clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student

If the CSI or School decides not to amend the record as requested, the CSI Executive Director, School Director, or designee will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.

Whenever the CSI or School is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:

1. The specific records to be disclosed;
2. The specific reasons for such release;
3. The specific identity of any person, class of persons, agency or organization to whom the disclosure is to be made;
4. The method or manner by which the records will be released; and
5. The right to review or receive a copy of the records to be released.

The written consent must be signed by the parent or eligible student and must specify the records that may be disclosed, the purpose of the disclosure, to whom the disclosure is to be made and the duration of the consent. Parental consent shall only be valid as provided in the written consent. Consent for a student to participate in any course, school activity, special education program, or in any other school program shall not constitute the specific written consent required.

All signed consent forms shall be retained by the CSI or School.

- D. Disclosure of personally identifiable information can be made without consent to the following:
School officials who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly learning environment

1. A school official is a person employed by the CSI or School as an administrator, supervisor, instructor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the CSI or School has contracted to act on behalf of or to perform a special task (such as an attorney, auditor, medical consultant or therapist); a CSI or School Board member; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others in the school community is a legitimate educational interest of all CSI or School officials. Such information also may be disclosed to CSI or School officials, school officials of the school in which the student is enrolled or other schools who have a legitimate educational interest in the behavior of the student.

Officials of a school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. In this case, disciplinary information shall be included. The CSI or School will provide a copy of the record to the eligible student or student's parents/guardians if so requested.

The Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local education authorities but only if the disclosure is in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those program or if specifically authorized by Federal law.

In connection with a student's application for or receipt of financial aid.

A criminal justice agency investigating a criminal matter concerning a student enrolled or who will re-enroll in a school under the jurisdiction of CSI when necessary to effectively serve the student prior to trial. Such information shall only include disciplinary and attendance/truancy information and shall only be shared upon certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

Educational testing and research organizations for the purpose of administering student aid programs or improving instruction or developing, evaluating and administering predictive tests as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.

Accrediting institutions to carry out their accrediting functions.

Parents of students over 18 years of age who are dependent for federal income tax purposes.

In emergency situations to appropriate persons if the information is necessary to protect the health and safety of the student or others.

Anyone if required by a court order or subpoena.

2. The CSI or School will make reasonable efforts to notify the parent or eligible student prior to complying with the subpoena or court order. The CSI or School will not provide such notice if the subpoena is issued by a federal grand jury or any other law enforcement purpose where the court has ordered non-disclosure of the existence or contents of the subpoena or information furnished.

A court presiding over a legal action initiated by the CSI or School where the education records are relevant, or a legal action initiated by a parent or eligible student where the records are relevant for the CSI's or School's defense. m) The CSI or School may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.

- E. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the CSI or School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: a) Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

- F. The right to refuse to permit the designation of any or all of the categories of directory information.

The CSI or School is permitted by law to disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the CSI or School no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.

Directory information which may be released includes the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent and previous education agency or institution attended by the student. Student telephone numbers and addresses will not be disclosed pursuant to Colorado law.

G. Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, CSI shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade in institute charter schools for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

H. Medicaid

The CSI or School will access Medicaid eligibility information for students enrolled in institute charter schools from Health Care Policy and Financing (HCPF). HCPF is the designated Medicaid State agency. Directory information of names, date of birth, and gender will be released to HCPF to verify Medicaid eligibility of students in institute charter schools. With written consent from the parent or eligible student, the description of health and health-related services delivered to Medicaid eligible students will be released to Medicaid and/or the district billing agent for proper administration of the program. A dated record of all transactions will be kept on file at the CSI or School Medicaid office. Parents may revoke their consent at any time.

I. The right to request that information not be provided to military recruiting officers. Names, addresses and home telephone numbers as well as directory information of secondary school students will be released to military recruiting officers within 90 days of the request unless a student submits a written request that such information not be released.

J. Parent Opt-Out Form for Information to Military Recruiters (available upon request)

A Note from the Executive Director

Thank you for the careful consideration of the pages here in this Handbook. No school Handbook can accurately predict every circumstance and context that is bound to arise during the school-year. Please note that the Handbook is subject to change. If you have any questions or concerns about any of the policies contained in this Handbook, please do not hesitate to contact our main office at:

Early College of Arvada
4905 W 60th Ave.
Arvada, CO 80003
720-473-4400