

EL CAMINO ACADEMY SERVANT-LEADERS

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Patricia Parroquiano	Middle School Principal
Rachel Jimenez	Interim Elementary Principal
Yolanda Cardozo	Academic Secretary
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Yonahatan Ochoa	School Chaplain



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Academic Handbook

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El Camino Academy

Handbook 2023-24

INTRODUCTION

This Handbook was written within the legal framework of the National System of School Relationships with the goal of strengthening the community while respecting one another and resolving conflict following biblical principles. Working closely with parents, the school strives to love, encourage, and challenge each student to be the person God wants him/her to be.

The Handbook outlines what the school expects from the different members of the community, helping to avoid, detect, mediate, and/or resolve situations that threaten healthy relationships. Written suggestions from parents, students, and staff to improve the Handbook are considered during the annual revision process. Changes during the school year are announced in the Bulletin and on the school website.

Established by a group of parents in 1980, El Camino Academy (ECA) is a PreK - 12 interdenominational Christian school that provides a U.S.-based education in English, with about 15 different missions represented, and serving families from over 90 different Christian churches. All graduates receive a U.S. high school diploma of international recognition. All Colombian and foreign students who meet the requirements can earn the Colombian *bachiller académico* diploma.

Asociación Educando con Cristo is the legal owner of *Colegio El Camino Academy*. The Board of Directors of the *Asociación* is also the Board of Directors of ECA. It is responsible for designating a legal representative and a school director accountable for the administration of the school.

ECA has been a member of the Association of Christian Schools International (ACSI) since its founding, and accredited by ACSI since 1998 and by Middle States Association (MSA) since 2018. The school has been approved by the Colombian Secretary of Education by Resolution No. 1593 since May 2003. ECA is an active member of OBED (*Oración, Biblia, Evangelismo, Discipulado*), a Colombian association of Christian schools.

I. INSTITUTIONAL FRAMEWORK

A. PURPOSE STATEMENT

El Camino Academy is a Christ-centered educational community of impact that biblically equips bilingual servant-leaders to transform their world as they follow Jesus.

B. MISSION STATEMENT

1. Provide a rigorous Bible-centered education primarily in English that meets Colombian and U.S. educational requirements
2. Foster spiritual growth through modeling Christ-likeness and discipling intentionally to promote vibrant personal relationships with God
3. Build authentic multicultural relationships guided by biblical principles
4. Train and equip servant-leaders who have integrity and a biblical worldview to invest in others through service and mission opportunities
5. Strengthen the wider community through networking and sharing resources

C. CORE VALUES

1. Love
2. Respect / Honor
3. Integrity
4. Service
5. Responsibility

D. MOTTO AND KEY VERSES

Motto = **TRAINING FOR LIFE**

Key Verses

*Love the Lord your God with all your heart and with all your soul
and with all your mind and with all your strength.*

³¹ *The second is this: 'Love your neighbor as yourself.
There is no commandment greater than these.*

Mark 12:30-31

Impress them on your children.

*Talk about them when you sit at home and when you walk along the road,
when you lie down and when you get up.*

Deuteronomy 6:7

E. ANNUAL THEME FOR 2023-24: **INTEGRITY**

The verse for the year is:

Who may ascend the mountain of the LORD?

Who may stand in His holy place?

⁴ *The one who has clean hands and a pure heart,
who does not trust in an idol
or swear by a false god.*

Psalms 24:3-4 (NIV)

F. STATEMENT OF FAITH

1. We believe the Bible is the Word of God and is divinely inspired, without error in the original manuscripts, and authoritative in matters of fact, faith, and practice.
2. We believe in one God, eternal and holy, existing in three persons: the Father, the Son, and the Holy Spirit.
3. We believe in the deity of Jesus Christ, who was born of a virgin, and lived a sinless life. We believe in His sacrificial and substitutionary death on the cross as the means of reconciling man to God, in His bodily resurrection, and in His ascension to the right hand of the Father. We await His personal, future second coming in power and glory.
4. We believe that by nature man is a sinner and as such is in need of salvation. Without Christ, man is doomed to eternal punishment and separation from God.
5. We believe that salvation is exclusively by grace through faith in the atoning work of Jesus Christ. It is a free gift from God that leads to repentance from sin and results in a personal and vibrant relationship with God.
6. We believe in the ministry of the Holy Spirit through whom the Christian can live a holy and upright life in service to God and man.
7. We believe in the forgiveness of sins, the resurrection of the body, and eternal life.
8. We believe in the spiritual unity of the Church, the Body of Christ, which exists among all who have put their faith in Him.

G. FUNDAMENTALS

1. All staff members are born-again/evangelical Christians with a commitment to living out biblical values.
2. ECA seeks North American missionary administrators and teachers to teach the U.S. curriculum and lead the school academically.
3. Parents are responsible for raising and educating their children; ECA supports them in their God-given role.
4. All families must want a Christ-centered education, and at least one parent must be a committed Christian active in an evangelical church.
5. ECA was formed to serve international evangelical missionary families and continues to strive to meet their unique needs.
6. ECA seeks excellence not only academically, but also in the areas of spiritual and character formation, service, and leadership development.
7. ECA keeps a low student/teacher ratio in order to give personalized attention, to disciple students, and to maximize the development of individual gifts.

8. ECA encourages healthy relationships characterized by honest and loving communication and a servant heart.
9. ECA values the multicultural environment and seeks to help all members grow in sensitivity as we serve together.

H. SCHOOL COLORS AND MASCOT

The school colors are navy blue and gray, and the bulldog is the mascot.

II. SCHOOL GOVERNANCE AND MECHANISMS FOR SCHOOL PARTICIPATION

A. SCHOOL GOVERNANCE

1. School Board

The Board is made up of 5-7 Christian members who share the ECA purpose and mission, mostly parents. The Board is the highest authority responsible for guarding the values and principles as well as the purpose, vision and mission of the school. Meeting monthly, they are responsible for approving the annual budget, setting major policies, and choosing and supervising the Director. New Board members are elected by current members based on established policy.

2. Director

The Director is responsible to implement established policy within the guidelines and budget set by the Board. The Director is responsible for academic and spiritual leadership, resulting in the effective and efficient operation of the school, as well as for supervising all ECA personnel. The Director is chosen by the Board.

3. Directive Council / *Consejo directivo*

The Directive Council is formed by the Director, one representative of the community chosen by the Board, and eight members elected from their associated groups (three parents and three teachers, one representing each department (elementary, middle school, and high school), an alumnus and a 12th-grade student). This council collects information via surveys, interviews, and other means to ensure that the Board has adequate information to make decisions for any proposals. Furthermore, this council deals with policy and makes decisions dictated by Colombian law. It meets monthly during the school year.

4. Academic Council / *Consejo académico*

The Academic Council is formed by the Director, Academic Director, principals, and one elected teacher from each major academic area. It focuses on evaluating and improving the curriculum according to legal guidelines and academic priorities. It is responsible for evaluating student performance and ensuring continual improvement of the academic program. The Academic Council meets at least monthly during the school year.

B. MECHANISMS FOR SCHOOL PARTICIPATION

1. Consulting Council / *Consejo consultivo*

The Consulting Council consists of a teacher, a 12th-grade student, two parents, and one person from the business sector. This council gives suggestions to help prepare students to enter society as productive citizens. The council meets at least once each semester and members are elected according to policy.

2. School Relationships Committee / *Comité de convivencia escolar*

The School Relationships Committee consists of the Director, the student advocate, at least two teachers involved in counseling/guidance (chaplains or counselors), at least one coordinator (principal), a parent-elected representative, and the StuCo president. This committee is in charge of enhancing interpersonal relationships within the ECA community and meets every 2 months during the school year or when needed. The members are chosen according to their roles at school.

3. Environmental Committee / *Comité ambiental escolar* – CAE

The Environmental Committee consists of the Administrative Director or their delegate, a parent, two teachers from different academic areas, and at least one student representative chosen from each grade from 3rd to 12th grade. This committee meets at least once each semester to plan and implement pro-environmental programs and projects that help the ECA community responsibly care for the earth and wisely administer resources. The representatives communicate expectations and opportunities for involvement to their respective grade levels. The committee also evaluates ECA's efforts to care for the environment according to the School Environment Project (PRAE – *Proyecto ambiental escolar*).

4. Student Council (StuCo)

The high school student council consists of a president, a vice president, an advertising coordinator, a treasurer, and student representatives from each grade, 9th - 12th. StuCo organizes events and activities to build unity and foster healthy relationships. It provides a voice for student concerns and a sounding board for ideas. It meets at least once a month, and members are elected by student vote.

The middle school student council has representatives from 5th to 8th grades and they focus on organizing integration activities and developing leadership skills.

5. Class Officers

Each high school class elects a president and treasurer, and other officers as needed. They work with the class advisor to coordinate activities specifically for that class and they are responsible for class funds. Activities include fundraising for senior activities, coordinating Spirit Week class competitions, organizing activities for school events, coordinating outreaches, and any other activity that pertains specifically to the individual class. Each class has a school account where money is saved. StuCo members are not eligible to

be chosen for class president. The 12th-grade class president normally serves as the alumni class representative after graduation.

6. Student Advocate / *Personero*

A 12th-grade student elected by the student body is responsible for promoting the rights and responsibilities of the ECA student body according to the Colombian Constitution and the Handbook.

7. Parent Assembly / *Asamblea de padres*

All parents are automatically members of the Parent Assembly. Its purpose is to encourage parent/school communication and parent involvement at ECA, to benefit students, teachers, and parents. There are at least two parent **general** assemblies each year, on the first day of school in August and at the beginning of 2nd semester.

8. Parent Council / *Consejo de padres* (Article 5 of Decree 1286 of 2005)

The Parent Council, a government-required body of parent participation, consists of one to three parent representatives per grade level. Each class has at least one parent representative whose purpose is to encourage parent participation in the educational process, positive two-way communication between parents and the school, and quality school services. In the August parent assembly, the Parent Council is chosen, based on previous nominations.

9. Parent Council Committee (PCC) / *Comité del consejo de padres*

The Parent Council Committee consists of volunteer parents and designated members of the administration. Its purpose is to support the Parent Council by organizing activities and projects. In the first Parent Council meeting each year, the Committee members are ratified, committees are formed, and the coordinator, secretary, and treasurer are chosen internally.

III. STUDENTS

A. STUDENT OUTCOMES

ECA views students as holistic beings who are called to love God with all their heart, soul, mind, and strength. Therefore, it is the school's goal to empower each student to reach the following outcomes.

1. Academic: Achieve proficiency in foundational knowledge, skills, and competencies in core and non-core subjects as defined in the curriculum
2. Bilingual: Communicate effectively through listening, speaking, reading, and writing in English and Spanish at a high proficiency level
3. Socio-emotional: Develop a Christ-centered identity that promotes healthy interpersonal relationships and active participation in a multicultural community

4. Spiritual: Pursue a Spirit-empowered personal relationship with God the Father through Jesus Christ, founded on biblical knowledge, which leads to a worldview that impacts life decisions
5. Service leadership: Actively help and serve others, leading by example with skill, integrity, and competency, while practicing responsible stewardship of God's creation

B. STUDENT RIGHTS

1. Receive a well-rounded education in accordance with the institutional framework that inspires the Institutional Educational Project (*Proyecto educativo institucional*, PEI)
2. Be respected, listened to, and valued as a person
3. Receive support, motivation, and attention
4. Interact with faculty and staff who are positive role models
5. Participate in established school projects, programs, activities, committees, and student government opportunities

C. STUDENT RESPONSIBILITIES

1. Actively participate in scheduled classes and activities, taking advantage of the opportunities to learn and grow in skills, knowledge, and character
2. Abide by the school's Handbook, regulations, and the principles that guide the PEI, including the honor code
3. Respect and value all members of the educational community
4. Honor and protect the reputation of the school in word and deed

D. STUDENT HONOR CODE

All 1st - 12th graders must sign the Student Honor Code annually or meet with the corresponding principal to explain concerns.

I, as an ECA student, agree to obey the school rules as set forth in the Handbook. Since I desire that there be a positive atmosphere at ECA, and so that learning and growth can occur, I also agree to:

- ✓ Show **love** and **respect** to teachers, staff, fellow students, and myself. I will communicate kindly in my words and actions, including my choice of words, my tone of voice, and my nonverbal communication. I will avoid words or actions that others would generally find offensive. If I feel my rights have been violated, I will look for an appropriate time, place, and manner to work out the problem.
- ✓ Practice **integrity** in all situations. I will be honest with my words and actions. I will strive to live out moral principles

according to God's word. I will not lie, cheat, copy other people's work, share my work inappropriately, plagiarize, or falsify signatures.

- ✓ **Respect** school and others' property. I will help keep the school clean and orderly. I will not steal. I will not deface or vandalize property.
- ✓ Live **responsibly**, recognizing and striving to fulfill the expectations of my role as a student, family, and community member. I will use my time and resources well, including Internet and media, in alignment with the ECA Acceptable Internet and Network Use Policy.
- ✓ **Serve** others. I will strive to find ways to encourage and build up others through acts of service and help others behave in a similar fashion. I will strive to be a positive model to other students.

Student Signature: _____ Date: _____

IV. PARENTS

A. PARENT RIGHTS

1. Receive promised educational services, in line with what is established in the Institutional Educational Project (*Proyecto educativo institucional*, PEI)
2. Seek and receive guidance for their child

B. PARENT RESPONSIBILITIES

1. Provide a healthy environment for the student's development, including spiritual guidance and support.
2. Actively participate in the educational process in a timely and cooperative way that favors the development of the student. This includes attending appointments and positively interacting with the school team.
3. Support the school in the training and reteaching process, counseling their children to meet and exceed expectations.
4. Take advantage of the parent activities organized by the school, including over 15 parent workshops each year, three of which are required.
5. Promptly and consistently pay educational costs, as indicated in the contract.
6. Be responsible for understanding and responding appropriately to ECA's school/home communication, which is primarily in English. This includes registering annually according to publicized instructions.
7. Be liable for any loss or damage caused by the student, understanding that parents are directly responsible for the actions of their children. The costs incurred by any accident, loss of school property, or damage must be fully and immediately covered by the parents.

8. Provide the school with requested medical information.
9. Comply with the guidelines in the PEI, the Handbook, internal regulations of the school, and those established by law, while supporting their child to do the same.

C. PARTICIPATION

1. Parent Assembly

Since all parents are members of the Parent Assembly, they are strongly encouraged to participate in the biannual General Assemblies required by law, and in workshops, class and school prayer meetings, and other recreational, educational, and spiritual activities organized by the school and/or the Parent Council Committee.

2. Parent Council

a. Group Responsibilities

- Elect three representatives (one representing each department of the school) to the Directive Council in the first Parent Council meeting of each school year, complying with Colombian law
- Be a communication channel between parents and ECA to ensure that concerns are directed to the appropriate authority. All communication should be based on biblical principles (Matthew 18).

b. Individual Representative Responsibilities

- Encourage parental involvement in ECA events, including Parent Assembly and Parent Council activities and fundraising projects
- Coordinate a minimum of one parent class prayer meeting per semester where the focus is prayer.
- Encourage all parents to manage issues appropriately, following the school communication channels.
- Serve as the contact point for teachers – someone they can call for support and/or practical help
- Spend time with the teacher outside of school and encourage other families to do the same
- Celebrate the teacher's birthday in elementary and when possible in secondary
- Coordinate parental involvement per teacher request
- Attend at least three Parent Council meetings to share ideas, pray, and receive input on school events and needs
- Manage class internal communication, including WhatsApp, emails, etc., reflecting an attitude of respect.

Note: This responsibility does not empower representatives to make arbitrary decisions for the class. Any parent can suggest or take positive initiatives, and the class representative serves as a channel, in a nonexclusive way, to discuss and implement beneficial ideas.

3. Parent Council Committee

The Parent Council Committee is made up of volunteers who support the parent representatives by organizing activities and projects. They are ratified by the Parent Council.

a. General objectives include:

- Promote interaction and fellowship among the parents
- Mobilize families to pray for ECA teachers and give them moral support and practical help
- Motivate parents to grow in their role as active participants in their child's development
- Provide educational/recreational opportunities not available in the regular curriculum

b. Events the PCC is invited by ECA to support:

- Opening Day picnic in August
- Open House
- Biannual parent assemblies
- Parent educational workshops throughout the year

c. Committees: The PCC annually chooses committees to carry out proposals. The Parent Council approves the creation of these committees every year at their first meeting:

- Finance Committee
- Events Committee
- Missionary Support Committee
- Prayer and Help Committee
- Projects Committee.

4. Family Involvement at ECA

Since all families agree to be actively involved in the educational process when they enroll their children in ECA, parents are encouraged to invest in their child's ECA world in multiple ways. Some possibilities are attending class and school events including parent workshops, volunteering in the library or with other school processes, serving on committees or as substitutes, special speakers, or consultants, attending class prayer and integration activities, and supporting ECA staff. We especially appreciate efforts to help our foreign missionary staff feel welcome, supported, and loved here in Colombia. Parents can help in practical ways like picking up and taking our missionaries to the airport, escorting them to medical or legal appointments, hosting them as they learn Spanish and/or about Colombia, celebrating birthdays, supporting them with special physical or logistical needs, and helping them get to know Colombia. Different opportunities will be publicized throughout the year for parents to connect with ECA to enhance their child's learning experience.

To comply with Article 4 of Law 2025 of July 2020, all ECA families must attend at least three ECA parent workshops or receive a nonmonetary penalty. ECA provides more than 10 parent workshops annually, so parents have plenty of opportunities to fulfill this obligation. If parents do not attend

the minimum number of workshops, they must view approved recordings/videos and fill out a report form for each one viewed.

Families who do not fulfill the above requirement will not be authorized to proceed with the enrollment process for the following school year.

V. SCHOOL RELATIONSHIPS

A. LEGAL FRAMEWORK

Created by the National System for School Relationships and Training for the Exercise of Human, Sexual, and Reproductive Rights and the Prevention and Mitigation of Violence at School – hereafter referred to as “the System”

1. Definitions

From Law 1620 of March 15, 2013

- a. Citizenship Competencies: The combined cognitive, emotional, and communication abilities that make it possible for a citizen to act constructively in a democratic society.
- b. Education for the Exercise of Human, Sexual, and Reproductive Rights: Training to recognize human, sexual, and reproductive rights, and to develop abilities for relating to themselves and others with respect. This promotes physical, mental, and social well-being, makes it possible to make assertive, informed, and independent decisions in order to freely exercise sexuality in a way that is satisfactory, responsible, and healthy, focuses on building the individual's life project, and transforms social dynamics, in favor of the establishment of relationships that are fair, democratic, and responsible.

Because ECA is an evangelical Christian school, it gives priority to teaching biblical principles regarding human, sexual, and reproductive rights.

- c. Harassment or Bullying: Negative behavior that is intentional, methodical, and systematic involving aggression, intimidation, humiliation, ridicule, slander, coercion, deliberate isolation, threats, or incitement to violence, or any other form of psychological, verbal, physical, or electronic abuse against a member of the school community in a relationship with an imbalance of power, that occurs repeatedly or over a determined time period. It may be generated by a student, teacher, staff, or parent in a context of indifference or complicity. Harassment in the school community has an impact on student health/safety, emotional well-being, and academic performance, as well as on the learning environment and school climate.
- d. Cyberbullying or Cyber Harassment: A deliberate form of intimidation using information technology (Internet, social media, cell phones, or online video games) to engage in continued psychological abuse

From Decree 1965 of 2013

- e. Conflicts: Situations characterized by real or perceived incompatibility between the interests of two or more people
- f. School Aggression: When the intent of an action is to negatively affect any member of the educational community, where at least one person is a student. School aggression can be physical, verbal, gestural, relational, or electronic.
 - Physical Aggression: An action intended to cause damage to the body or the health/safety of another person, including punching, kicking, pushing, slapping, biting, scratching, pinching, hair pulling, etc.
 - Verbal Aggression: Use of words to demean, humiliate, frighten, or put down another person. It includes insults, offensive nicknames, teasing, harmful gossip, and threats.
 - Gestural Aggression: All gestures intended to degrade, humiliate, frighten, or put down another person.
 - Relational Aggression: All actions intended to harm the relationships of other people. It includes excluding from groups or activities, deliberately isolating, and spreading rumors or secrets that are intended to negatively affect the status or image of a person in the eyes of others.
 - Electronic Aggression: All actions intended to harm others using electronic media. It includes sharing intimate or humiliating pictures or videos on the Internet, making insulting or offensive comments about others in social media, and sending insulting or offensive emails or text messages, either anonymously or with the identity of a real or false sender.

From Article 2 of Law 1146 of 2007

- g. Sexual Violence: includes all actions or behavior of a sexual type exercised against a child or adolescent using force or any form of physical, psychological, or emotional coercion, taking advantage of conditions of defenselessness, inequality, and power relationships existing between the victim and the aggressor.
2. Principles
- a. Participation: ECA guarantees active participation to coordinate and standardize actions. To comply with the objectives of the System, ECA guarantees children's and adolescents' right to participate in the development of strategies and actions as part of the framework of the System.
 - b. Shared Responsibility: The family, the school, society, and the state share responsibility for training in citizenship, the promotion of healthy relationships, and education regarding the exercise of human, sexual, and reproductive rights of children and adolescents, in the context of the objectives of the System and in conformity with Article 44 of the Constitution and the Code for Children and Adolescents.

ECA believes that parents are responsible for educating their children, and the school supports them in their God-given role.

- c. Autonomy: Individuals, regional institutions, and schools are autonomous according to the Constitution and within the limits established by the law with its regulations and provisions.
- d. Diversity: The System is based on recognition, respect, and appreciation of one's own dignity and the dignity of others, free from discrimination based on gender, sexual orientation or identity, race, or physical, social, or cultural conditions. Children and adolescents have the right to receive education and training based on a holistic view of the individual and human dignity, in a peaceful, democratic, and inclusive environment.

ECA teaches love and respect for all people without discrimination. The principles and foundations for healthy sexuality are taught from a biblical basis.

- e. Comprehensiveness: The philosophy of the System will be comprehensive and oriented toward promoting education for self-control, for social control, and respect for the Constitution and current laws.

3. Responsibilities

a. Responsibilities of Educational Establishments

- Guarantee respect, dignity, and physical and moral integrity for students, teachers, administrators, and other school personnel in the framework of school relationships and human, sexual, and reproductive rights
- Ensure that the School Relationships Committee fulfills its functions in accordance with the stipulations in Articles 11, 12, and 13 of Law 1620 of 2013
- Develop the components of prevention, promotion, and protection through the Handbook, and apply the *Comprehensive Steps for ECA Relationships*, in order to protect students from all forms of harassment, violence at school, and violation of their human, sexual, and reproductive rights by classmates, teachers, or administrators
- Review and revise the Institutional Educational Project (*Proyecto educativo institucional*, PEI), the Handbook, and the school's system for annual student assessment, in a participatory process that involves students and the educational community in general, with a focus on rights, competencies, and differences, in accordance with the General Law of Education, and Law 1098 of 2006 and its regulations
- Conduct an annual review of the status of school relationships, and identify risk and protective factors that have an impact on relationships at school and on the protection of human, sexual, and reproductive rights. This will be done in the context of the school's self-evaluation process or accreditation process, based on the implementation of the *Comprehensive Steps for ECA Relationships*, and on the decisions adopted by the School Relationships Committee.

- Take actions that involve the entire educational community in a process of educational reflection on the factors associated with school harassment and violence, and the violation and impact of sexual and reproductive rights, incorporating knowledge pertaining to taking care of one's own body and to relationships with others, promoting tolerance and mutual respect
- Develop strategies and instruments for promoting healthy school relationships based on evaluations and follow up on the most frequent forms of school harassment and violence
- Adopt strategies for stimulating attitudes among members of the educational community that promote and strengthen healthy relationships, mediation, and reconciliation, and that disseminate successful experiences
- Develop educational strategies to improve connections between different areas of study

b. Responsibilities of the Director

- Lead the School Relationships Committee as stipulated in Articles 11, 12, and 13 of Law 1620 of 2013
- Incorporate the components of prevention and promotion in school planning processes, along with the protocols or procedures established for the implementation of the *Comprehensive Steps for ECA Relationships*
- Lead the review and revision of the PEI, the Handbook, and the school evaluation system, in a process that involves students and the educational community as addressed in the Plan for Institutional Improvement (PMI)
- Report cases of school harassment, violence, and violations of the sexual and reproductive rights of children and adolescents at the school in his/her capacity as the President of the School Relationships Committee, in accordance with the laws in effect and the protocols summarized in the *Comprehensive Steps for ECA Relationships*, and follow up on these cases

c. Responsibilities of Teachers

- Identify, report, and follow up on cases of school harassment, violence, and violations of sexual and reproductive rights that affect students, in accordance with Articles 11 and 12 of Law 1146 of 2007, other laws in effect, the Handbook, and protocols summarized in the *Comprehensive Steps for ECA Relationships*. If a situation of intimidation using electronic media is discovered, it must be reported to the principal who will activate the respective protocol.
- Transform educational practices to develop democratic and tolerant learning environments that empower participation, the collective construction of strategies for resolving conflicts, and respect for human dignity, life, and the physical and moral integrity of students
- Participate in ongoing education and teacher training, and evaluation of the climate of the school
- Apply the Handbook and participate in its revision

B. BEHAVIORAL EXPECTATIONS

1. English Use Expectation

The ECA community strives for excellence in English. Therefore, all students and designated ECA personnel are expected to use English in all possible situations on school grounds, and English must be used in all classes except Spanish classes to take advantage of the unique opportunity to practice English in real-life situations.

2. Respect

- a. All communication should be courteous, respectful, and with the purpose of building each other up. No swear words, crass vocabulary, verbal or nonverbal aggression, or damaging insults are permitted.
- b. Students will address adults with respect and will use the proper title (Miss, Mrs., Ms., Mr., *Profe*) with their name. Using only an adult's first or last name is not appropriate at school.
- c. All personal property and decorations must be in keeping with Christian principles and ECA philosophy, including screensavers, notebooks, locker decorations, book covers, etc.
- d. Students should not be involved in a physical romantic relationship at school.
- e. Due to differences in our multicultural and interdenominational community, ECA shows sensitivity and respect to others by not allowing social dancing at ECA events. Folkloric, historical, cultural, or worship dance/choreography is permitted at authorized ECA events.

3. Attendance

In order for each student to gain the most from school, s/he must be consistent in attendance. Absences (whether excused or unexcused) hinder learning, usually have an adverse effect on grades and language acquisition, and cause extra work for teachers and students. Activities and vacations should be scheduled outside school hours whenever possible. Attendance at the beginning and end of each semester is a critical part of the learning process.

- a. Schedule: Classes are from 7:15-2:45 Mon, Tue, Thu and Fri. On Wed, classes are dismissed at 2:10. All students should plan to arrive 15 minutes before school, and should be picked up promptly at dismissal. Half days end at 12:00. Students must have special written permission to stay more than 20 minutes past dismissal. Scheduled half days count as 1 day for attendance purposes.
- b. Excused Absences / Tardies
 - Excused absences should follow the pre-arranged process. They include medical appointments, sick leave, legal paperwork, sports or artistic competitions/events, and some family and mission obligations.

- Juniors and seniors are allowed three college visits per year which count as school days, as long as the guidelines are followed. College visits do not accumulate between years.
 - Unexcused absences include family vacations, tiredness, absences not communicated to the office before 8:30a the day of the event, and absences that should have been pre-arranged but were not.
 - The final decision if the absence is excused is determined by the principal.
- c. Pre-Arranged Absences: When a student will miss all or part of a day, the office must be notified in one of the following ways at least the school day before the absence:
- In elementary, parents must send the notification **via the OnTrack app** or via the website QuickLinks Attendance and Transportation Changes.
 - Secondary students must turn in the completed pre-arranged form to the principal before the absence, or it is not excused. **Parent authorization must be submitted via the OnTrack app** or via the ECA website QuickLinks Attendance and Transportation Changes.
 - For absences longer than 3 days, the Pre-Arranged Absence process must be completed 1 week in advance.

Considerations:

- A student's grades should be high enough to allow the absence.
 - A student with an excessive number or pattern of absences may not be approved for an excused pre-arranged absence.
 - Absences due to vacation will be unexcused, but if they are pre-arranged, students will be allowed to make up the work without penalty.
- d. Unforeseen Absences: If a student unexpectedly will miss all or part of a day, the parents must notify the office before 8:30a. Reasons must be unforeseen and legitimate or the absence will be marked as unexcused. Validity of excuses will be determined by the administration. Phone requests are **ONLY** to be used in case of a true emergency; all other requests should be made **via the OnTrack app** or via the website QuickLink.

Ways to Submit Absence/Tardy Notifications:

- 1) **OnTrack App**
- 2) QuickLinks: Attendance & Transportation Changes

Considerations:

- If a student has a medical excuse to not attend school, their parent should inform the office when the absence starts, so it can be designated excused from the first day.
- When a student is sick, parents must notify the office each day of the absence before 8:30a unless a multiple-day medical excuse has

been submitted to the office. The school may request a medical excuse for absences longer than 6 days.

- Unexcused absences will not be retroactively changed to excused after the fact except in special cases.
- The fact that a student does not ride the van does not qualify as parent notification for an excused absence.
- Non-prearranged, nonemergency excused absences for unexpected family or personal reasons are limited to a maximum of one per semester. Students with more than five absences per semester do not receive excused absences for nonemergency reasons.

e. Partial Day Absences: Students will be credited with a half day of school if they are present for 2-5 periods (1.5 - 4.5 hours) in a day.

f. Tardiness to School: Students who are not in the room ready for class when the bell rings to start the school day are considered tardy and need a pass from the van monitor or the office to enter class. If a tardy is not pre-arranged or approved, it is unexcused. If a student is on a school van that arrives late, s/he will be considered excused if they immediately go to class. Students not on school vans who arrive after all the school vans late for traffic reasons receive an unexcused tardy. Traffic is not considered an excuse for tardiness for students who live within walking distance of the school.

g. Tardiness to Class: Students should be in the room ready for class when the starting bell rings. Students who arrive after that time are considered tardy.

- Tardies to class are cumulative across subjects. In 7th - 12th grades, students receive a demerit for every three tardies to any class in a quarter, while 5th-6th graders receive a demerit after every four tardies to class. If a student is late to 1st period class but was on campus before the first bell rang, to be able to enter class they need a pass from a principal's assistant or other adult who can attest to the reason for the tardy to class.
- Each quarter begins a clean record for tardies to class.

h. Consequences for Absences / Tardies

- Parents will be notified of unexcused absences and tardies to school by email the day of the absence/tardy.
- Attendance records are updated daily and are available on FACTS SIS (RenWeb). Parents who think there may be an error in attendance have 48 hours to clarify the discrepancy.
- Each report card will note the number of tardies to school and absences for the quarter. Partial absences (of a period or more) may be included in the absence total.
- After 12 tardies to school in a semester, students and/or parents may be required to have a conference with the principal.
- 5th - 12th students receive a demerit for every third unexcused tardy to school.

- In secondary, upon receiving the second unexcused absence in a quarter, one demerit is usually given. A demerit is given for each subsequent unexcused absence in each quarter. Pre-arranged unexcused absences do not receive demerits.
 - Students who miss 9 days in a semester or 18 days in a school year may be required to make up time missed or receive other consequences. Unexcused tardies and/or absences that exceed 10% of the school year (18 days out of 180) will have consequences, including possible loss of scholarship.
- i. Skipping Class: Students must have permission from a teacher, administrator, or staff member to miss class. If not, it is considered skipping and consequences will be given.
 - j. Excused from PE: In order to be excused from participating in PE class, a student must have a note from the ECA nurse. Medical excuses or parent recommendations should be sent to the office or the nurse. Students exempt from PE will be required to do an alternate assignment.
4. Dress at ECA

All students, staff, and parents are expected to dress within the standards of Christian modesty while on campus or at ECA events. Since ECA is a place to study, dress should not distract from the purpose of being at school. An individual's dress and personal appearance should reflect sensitivity to and respect for others, and be neat, clean, modest, and appropriate.

If a student is representing ECA at an event/presentation, or is participating in an ECA-sponsored event, s/he must follow ECA guidelines for personal presentation.

Although this is not an attempt to include every possible aspect, the following guidelines will be used to determine what acceptable dress at ECA is. In case of dispute, the principal determines what is appropriate. If a student is not following these guidelines, discipline steps will be followed.

- a. Uniforms. Students are expected to be in uniform from the beginning of the first class to dismissal, unless written communication indicates otherwise. New students have up to 1 week to be in uniform, beginning the day they start school.
 - 1st - 12th graders must wear a visible ECA shirt to school every day.
 - 1st - 4th graders are not required to wear ECA outerwear (jacket or sweatshirt) on a daily basis.
 - For 5th - 12th graders, the outer layer must always be ECA clothing and the ECA shirt must be visible.
 - Any additional clothing worn with the ECA uniform must be school colors (dark blue, gray, or white).
 - ALL students, including PK and Kinder students, must wear an ECA shirt and sweatshirt or jacket on field trips.
 - Secondary PE uniforms: All students must wear dark-colored sweatpants or dark-colored loose knee-length athletic shorts, an

ECA shirt, and appropriate closed athletic shoes with socks. Hats may be worn, but not dangling earrings or jewelry.

- Elementary PE uniforms: 1st - 4th students should wear an ECA shirt, sweatpants, and appropriate shoes. PreK and Kinder students should wear appropriate shoes and clothes for athletic activities; no jeans. Hats may be worn outside, but no dangling earrings or jewelry.
- Sports team: the ECA sports team design will be used for all elective sports teams and purchased by the individual team members.
- Any clothing article for a special interest group to be used in place of the ECA uniform must follow these guidelines and be pre-approved by the administration. NOTE: there is an internal policy that guides this process.
 - Have a specific reason or purpose
 - Use the basic ECA colors (navy blue, gray, white)
 - Have **ECA** or **El Camino Academy** prominently displayed
 - Have the ECA logo
 - Reflect ECA values in the design and printed information
 - May additionally have words or logos related to the group
 - The only animal depiction allowed is the ECA mascot
 - May include student names or appropriate nicknames
 - May not have external sponsor information.
- Blankets should not be used during the school day.

NOTE: ECA clothing and all outer clothing should be labeled with the student's first and last name.

b. Non-Uniform Dress Code

- Clothing should be clean and not torn or ripped.
- Clothing should not be too tight, too short, or have extremely open necklines. Thin-strapped sleeveless tops are not permitted. No midriffs or underwear (boxers, briefs, and bras) may show.
- In 3rd grade and above, no leggings can be worn as pants.
- Skirts and dresses must reach at least to the fingertips if worn with leggings or opaque tights, or must be knee-length without leggings/tights.
- Shorts must be modest.
- Clothes, body markings, and/or jewelry with offensive or divisive messages, lettering, or pictures are not permitted. For example, propaganda for alcohol, tobacco or drugs, suggestive or sexual connotations, and astrological or satanic themes are not permitted.
- Hair should be neat and clean and a length/style that doesn't inhibit learning.
- Flip-flops are not permitted.
- No hats, caps, or hoods may be worn in the building.
- Piercings that hamper speech and pronunciation, i.e., any lip or tongue piercing, cannot be used on campus or during school events. ECA discourages the use of piercings at school, and parents are

encouraged to guide their children in making wise decisions about the use of piercings.

- Additional retreat/hot country guidelines
 - Girls' swimsuits need to be a modest one-piece or a tankini.
 - Guys' swim shorts need to be modest, long, and not too tight.
 - When not in the water, T-shirts, shorts, and/or cover-ups must be worn.
 - No strapless or 1-shoulder tops are permitted.
 - Flip-flops, hats and modest ripped jeans are permitted.

5. Campus Expectations

- a. Students should walk, not run inside the building.
- b. Tidiness: All areas of campus should be kept neat and clean – no littering or leaving things in unauthorized places. Textbooks and personal supplies left overnight in hallways or common areas will be placed in Lost & Found. If secondary students do not leave their eating area clean, they can lose their right to eat outside the cafeteria.
- c. Food: Food is to be eaten only in designated areas and at designated times. Students are not allowed to consume food or beverages, other than water in a closed container, in the building without special permission. Elementary students cannot use the school snack shop, but they are allowed to bring up to \$5.000 to spend at food sales.
- d. Sales: Only sales that benefit ECA groups are authorized and must be preapproved and published on the master calendar. ECA should not be used for personal fundraising. School fundraisers are generally limited to one/week. Fundraising advertising sent home in Student Planners must be preapproved by the principal and is only for events organized by school-wide groups.
- e. Lockers: Lockers assigned to students must be securely closed at all times and locked according to instructions. The school will provide a combination lock, or the student may provide his/her own lock, but s/he must give a copy of the key or the combination to the administration. If a school lock is damaged or lost, there will be a charge for replacing it. Cubbies and lockers must be clean and free of unnecessary items, including food. No items should be left on top of lockers. No stickers, paint, or nonremovable decorations are permitted on lockers. Lockers assigned to students can be checked at any time.
- f. Backpacks: Backpacks must be labeled and stored in authorized locations. In a possible disciplinary situation, a principal or administrator may search a student's backpack if the student, student advocate or his/her delegate, and another adult are present. Elementary students may not have backpacks with wheels.
- g. Textbooks: All textbooks that leave the classroom must be checked out, covered, and have the student name in the proper place. Students will be charged for damaged or lost textbooks. Covers must be put on in a way that does not damage the book: no tape, glue, or contact paper should be

attached to the book. Students should not write in textbooks or excessively store papers in them.

- h. Toys: Kicking, bouncing, and throwing balls is not permitted in buildings, eating areas, and walkways. Toys from home are allowed for elementary students only with teacher permission.
- i. Dangerous Items: A weapon or illegal or dangerous item, or their look alike, is not allowed on campus or at an ECA event. This includes sharp knives, fake cigarettes or drugs, matches/lighters, or anything used for aggressive purposes. Exceptions must be previously authorized by administration for educational or recreational purposes and used with teacher supervision.
- j. Vandalism: When school property or equipment is defaced or damaged, the person(s) involved will be charged. When a thorough investigation has been conducted and it is evident that a specific group was involved in the damage but are protecting a guilty party who is not taking responsibility for their actions, group responsibility may be assigned.
- k. Visitors: Visitors must wear an identifying ID issued by the guard, and respect the school schedule and rules. Visitors should not enter academic areas during class hours without permission. Students may bring a visitor to class only with prior approval from the principal.

6. Supervision

- a. Regular supervision is provided from 6:50a - 3:15p M, T, Th and F. Supervision on Wed is until 2:30. Extended hours are until 4:00 for the following cases:
 - Staff children
 - Students registered in extracurricular activities
 - Siblings of students in ECA activities
 - Those required to stay for academic or behavioral reasons.
- b. Students must be under adult supervision to stay past the regular supervision hours. Permission can be requested through one of the following:
 - Extracurricular Permission Form
 - A list from a teacher coordinating an extra activity
 - Submitting the OnTrack transportation or website form.
- c. Classrooms are off limits to students unless under supervision. If, for any reason, a class or area is unsupervised, students must report the lack of supervision to an adult within 5 minutes.
- d. Students must always be in a visible area where supervision is available. Students must immediately obey supervisor directions. Areas of supervision include:
 - Library
 - Fountain area / mini soccer field
 - Elementary playground area, or when raining, a designated classroom (3:00p - 4:00).

- e. After 4:00p remaining children need to be at the fountain area/mini soccer field or at the guardhouse waiting to be picked up.
- f. Students are not permitted to be in administrative offices any time without permission and supervision. The teacher office is ALWAYS off limits to students.
- g. Only students registered in an extracurricular activity are allowed to participate in the activity.
- h. If there is a scheduled activity that will finish after 3:00p, chaperones/supervisors/coaches need to give the receptionist a list of students who will be on campus.
- i. Any ECA staff member is allowed to use available after-school space for a supervised activity with appropriate communication and permission.
- j. When maintenance staff is cleaning, students must vacate the space to allow them to clean.
- k. MS/HS students are not allowed to use the elementary playground. No elementary student can use the playground without a responsible supervisor.
- l. For a student to leave school a different way from the approved departure routine, parents must notify the office by noon, except in emergencies.

7. Technology Use

- a. Personal Devices – including laptops, tablets, cell phones, smart watches, and virtual reality devices
 - Students are responsible for the technology they bring to school or school events, according to the guidelines established for each level, which means they are responsible for lost, stolen, or damaged items. If devices are used inappropriately or at inappropriate times, they will be temporarily confiscated and consequences will be given. Repeated infractions may have more severe consequences.
 - Elementary: Devices that elementary students bring to school must be kept in their backpacks and powered off while on campus, at their own risk.
 - Middle School: Electronic devices should be powered off and kept in backpacks or lockers during class, and may only be used outside the building during break and lunch. Use of phones or devices during passing periods is not permitted.
 - High School: Electronic devices should not be visible or audible in classrooms except with teacher permission, which should be requested before the phone or device is visible.
 - Teachers may permit the use of devices for academic activities related to curriculum and will notify students when this type of use is authorized.

- Even though devices are permitted during lunch and break for secondary students, ECA encourages active interpersonal interaction without the use of technology.
- Use of headphones or any type of nonmedical earpiece during school hours is only with teacher permission and supervision. Headphones cannot be shared.
- Devices with Internet access on campus are subject to ECA's Acceptable Internet and Network Use Policy.

b. Acceptable Internet and Network Use Policy

All technology use at ECA is a privilege, not a right. By using the ECA network and Internet, the user agrees to adhere to the Code of Ethics and Acceptable Internet and Network Use Policy and will be held responsible for their actions and reactions.

Code of Ethics:

I will strive to act in all situations with honesty, integrity, and respect for the rights of others, and to help others behave in a similar fashion. I will make a conscious effort to be a good testimony to my fellow students, faculty members, and others I communicate with on the Internet. I agree to follow ECA's rules. I will strive to apply Philippians 4:8 to my electronic communication. "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable -- if anything is excellent or praiseworthy—think about such things."

I will respect the privacy of all users and maintain ECA security boundaries. I will use network and Internet resources wisely without infringing on the rights or desires of others, following given guidelines. I will apply the ECA Honor Code to my Internet use.

Unacceptable use of the network or ECA-provided Internet service or ECA-provided Google Workspace services will result in the suspension or revoking of these privileges.

Some examples of unacceptable use are:

- Violation of Privacy: reading others' electronic correspondence without permission, posting personal communications without the author's consent, posting information containing details not meant to be made public, etc.
- Violation of Security: providing one's account credentials to another person or allowing someone to use one's account outside their presence, bypassing or attempting to bypass the school's Internet blocking system, using ECA resources to use pirated material, etc.
- Misuse of Resources: recreational use of any website during class time except under a teacher's direct instruction, sending or forwarding emails *en masse* or using group mailing lists without explicit principal authorization, using social media for personal matters, sending or forwarding emails with inappropriate stories,

jokes, or graphics, using the network for illegal activity, financial gain or initiating any unauthorized financial transactions, using storage space inappropriately including downloading and saving music, pictures, or videos unnecessarily or illegally, etc.

- Misuse of Bandwidth: using video streaming sites to listen to music or watch unassigned or nonacademic videos
- Cyberbullying, cyberharassment, or electronic aggression: participating in any kind of intimidation or shaming using information technology, as defined in the School Relationships section of this handbook
- Violation of School Honor Code: posting rude or inappropriate messages or pictures, using or viewing Internet sites with inappropriate graphics, language, content, or values, etc.

c. Technology Hardware Use Policy

- Users will exercise care in using hardware for its intended use.
- Users will leave all peripherals (mouse, keyboard, speakers, monitor, etc.) plugged in to the appropriate ports when leaving a workstation computer.
- Users will treat hardware as tools to enhance learning, not as recreational devices.
- Users may not move fixed hardware (e.g., desktops, mounted projectors, televisions, speakers) unless authorized by the System Administrator.
- Users will ask for help or notify tech support when hardware is not working properly and a solution is not self-evident.
- If ECA hardware breaks, except from normal wear and tear, the user will be charged.

8. Transportation

- a. Students must be outside and ready when the van comes for morning pickup. Drivers cannot wait for individual students after the scheduled pick up times. Vans will not pre-notify families of their arrival by cell phone. Parents or a designated person should accompany young children to and from the van, not the van monitor.
- b. After school, students should go directly to the vans. Students who do not ride vans should not be in the van loading area.
- c. Parents, teachers, or other guests may only ride vans with authorization from the Transportation Coordinator.
- d. Personal arrangements with the van drivers are not permitted without prior authorization from the Transportation Coordinator.
- e. Van Behavior
 - Drivers and van monitors must be obeyed immediately and treated with respect.
 - School rules apply on vans. Riders are to adhere to the ECA Honor Code.
 - Seat belts must be worn at all times.

- Students should use appropriate voice levels on the vans.
- Students should not communicate with pedestrians, street vendors, or people in other vehicles.
- All body parts and possessions should be inside the van. Throwing objects out the windows is not permitted. Windows should not be opened completely.
- No eating or drinking is permitted on vans.
- Students should care for the van and keep it clean. Feet should remain on the floor and not be on the seat, the back of the seat, or on the head rests.
- Monitors assign van seating. Students should not change seats without permission.
- Aggressive behavior is not allowed on the van, including hitting, fighting, rough play, throwing items, or screaming.
- For safety reasons, students should not use writing utensils or any sharp objects on the vans.
- Only Christian or instrumental music should be played on the van's stereo system, with the driver's permission.
- Students should not play with toys on the vans.
- Secondary students may use personal devices on the vans only to listen to audio, not to see images or watch videos. They must use headphones when listening to music, and they may not share headphones or content from their devices with other students. Parents are responsible for ensuring that content on personal devices is edifying and supportive of school values and principles. Parents are responsible for training their children in appropriate use of devices, and **should only send a cell phone or other device to school if parents are confident of proper use.**
- Students must comply with ECA requisites to be able to use a personal device on school vans or to bring a personal device to school.

f. Van Discipline Procedures

The Operations Coordinator or the Transportation Coordinator will work with the principals to deal with inappropriate van behavior, or punctuality issues for pick-ups, van boarding, or drop-offs.

- The driver or monitor will talk to the student regarding the problem to promote positive behavior.
- The monitor will log the event on the daily report.
- For minor offenses, the Transportation Coordinator will work with the student so the inappropriate behavior is not repeated.
- For serious or repeated offenses, the Transportation Coordinator will work with the principal, who will analyze the situation and take the necessary measures according to the ECA disciplinary process. The principal and the Operations Coordinator can suspend a student from the transportation service temporarily or permanently when student or parent negative behavior repeatedly affects other students or breaks safety rules.

- Students who use technology and personal devices inappropriately on school transportation will lose the privilege of using devices.

C. FRAMEWORK FOR MANAGING GRIEVANCES, CONFLICTS, OR CONCERNS

Though both school and home will fail at times, the goal is to maintain an atmosphere of respect, open communication, and growth, not one of conflict. All communication should be honest, loving, and respectful, with the purpose of encouraging and edifying, and in accordance with Matthew 5, Matthew 18, and Ephesians 4.

Concerns should be settled quickly and not allowed to fester and give cause for bitterness, gossip, or other sins. Any mature student, ECA staff member, or parent who is aware of an unsettled issue is responsible to encourage the person with the concern to clarify the situation and seek resolution. Initiative should be taken by the one who has been offended, but if someone knows that another has something against him/her, then s/he should take initiative to address the matter.

Seeking and giving forgiveness is the expected norm. The responsibility of all members of the community is to guard and protect the wellbeing and reputation of others. Forgiveness does not mean there are no consequences. Confrontation should be private the first time and then with an added witness (often an adult in leadership) and eventually with member(s) of the administration and/or the Board, when needed.

1. Steps to Take

a. For **Individuals** to Apply in Cases of Conflict

- Analyze the situation:
 - Am I seeing this situation correctly and completely? What is the root problem?
 - Are the words/accusations partially or totally true? If so, what can I learn? Do I need to not let it hurt me?
 - Is there an intention of meanness or offense? Does the other person have a problem? Would s/he benefit from help?
 - Am I part of the problem?
- When possible, talk to the person who is offending. Participate with truthfulness and a humble spirit in the reconciliation process. Explain how you feel, and ask for a change of behavior. Be willing and open to hear the other person's perspective. Be ready to forgive and ask forgiveness.
- If the situation is not resolved, talk to an appropriate adult and/or staff member (see below).

b. For **Parents** to Apply in Cases of Conflict that Involve their Child

- Counsel your child in biblical ways of handling the conflict.
- Avoid accusations, gossip, slander, and any actions rooted in anger or revenge. Talk only with those who are part of the problem or the solution. Since there are several perspectives in any situation,

explore with your child and the school any part s/he might have in the conflict.

- Send a report to the teacher/principal if the situation is serious, repetitive, or unable to be resolved.
- Follow up on the situation with the principal.
- Never directly approach a student in conflict with your child without the presence of a school authority figure or the student's parents.
- Avoid letting a problem between two students escalate until it becomes a problem between adults.

c. For **ECA** to Apply in Cases of Conflict

When a staff member is advised of a concern, s/he will:

- Guarantee immediate attention in cases of physical or emotional harm or health/safety concerns. Adopt measures to protect those involved in the situation from possible actions against them.
- Treat the situation confidentially, involving as few people as necessary in order to avoid gossip and slander and guard others' reputations.
- Notify the corresponding principal or supervisor, who will decide who manages the situation.
- As appropriate, the designated staff member(s) will talk to all sides involved in the case separately and/or together, so that all parties can share their point of view and clarify the facts. This can include students, teachers, other staff members, and/or parents.

2. Standard Communication Order

The standard communication order is the order to contact authorities to inform, clarify, reconcile, decide, or correct unsatisfactory actions or attitudes of those in the educational community. It is important to follow the established order to respect designated authorities, for efficiency, and to maintain proper confidentiality.

Therefore, ECA has established the following order in these settings:

a. Academic Cases

- Classroom teacher
- Principal
- Interdisciplinary Committee
- Academic Director
- Academic Council
- Directive Council

b. Disciplinary Cases

- Adult aware of the concern
- Elementary: classroom teacher or teacher aide
- Principal
- Interdisciplinary Committee
- Directive Council

c. School Vans

- Van Monitor
- Transportation Coordinator
- Principal
- Operations Coordinator
- Administrative Director
- Director

d. General campus issues (safety, security, maintenance, rentals, etc.)

- Operations Coordinator
- Administrative Director
- Director

e. Cafeteria (issues related to the service provided)

- Food provider
- Operations Coordinator
- Administrative Director
- Director

D. DISCIPLINE PROCESS

El Camino Academy practices the truth of Proverbs 22:6, which asserts that if we train children in the way they should go, they will not depart from it when they are old. It is our job as educators to not only train children spiritually, but also instill an understanding of how to live out Christian values as citizens in a global society. ECA views discipline procedures as an integral part of the discipleship process, helping students live out their identity by revealing and redirecting inappropriate behavior in a way that raises responsibility for personal attitudes and actions. ECA desires to partner with parents in this process.

The discipline process seeks to produce changes in character, not just in behavior. It is intended to help students reflect on underlying reasons for errors and not just penalize conduct. Therefore, consequences:

- ✓ Must be as closely related to the offense as possible
- ✓ Must be logical and timely
- ✓ Must help the student take responsibility for their actions
- ✓ May be designed by the student, if the teacher/principal so determines.

When students do not meet ECA expectations for desired behaviors and attitudes, the first consequence in the discipline process is a series of pedagogical measures called “reteaching” designed to help students understand their behavior within a framework of mutual respect. Reteaching is preventative, instructional, and restorative, not punitive. Its purpose is to counsel the student back into the desired behavior that matches school expectations, and can take place anytime and anywhere on campus, often during student break or lunch time; however, if a student receives redirection measures during lunch or break, time will always be given to eat. All adults working at ECA are expected to address student behavior that is not consistent with school expectations.

Reteaching is often brief and takes place during school hours; however, if the student is not responsive to measures taken, reteaching could last longer.

Type 1 infractions are managed by the classroom teachers and/or principal. The following protocol is implemented in the ECA discipline system for Type 2 and 3 infractions.

1. Due Process for Managing Behavior Infractions

A. Fundamentals of Due Process

1. Principles

- a. Presumption of Innocence
- b. Presumption of Good Faith
- c. Presumption of Truthfulness
- d. Legality
- e. Favorability
- f. Challenge (double instance) appeals and appeals for reconsideration
- g. *Non bis in dem* (not twice for the same thing)
- h. Procedural Publicity
- i. Proportionality

2. Factors to Consider

- a. Age
- b. Personal and family circumstances
- c. History of similar situations
- d. Practical effects of the consequence to be applied
- e. The State's obligation to guarantee adolescents their permanence in the educational system
- f. Taking into account mitigating and aggravating factors

B. Due Process Steps

1. Gathering the Facts

- a. Receive a complaint or learn of a relational situation
- b. Ensure the protection and safety of potential victims
- c. Define actions to be taken

2. Preliminary Inquiry

- a. Prepare a report, which may include
 - Versions of the parties
 - Testimony of witnesses
 - Supporting evidence
- b. Meet with the relevant Interdisciplinary Committee to
 - Hear the situation
 - Determine whether to initiate due process or close the case.

3. Opening of the Disciplinary Process
 - a. Notify parents of the situation and invite them to a meeting to listen to their perspective
 - b. Meet with the Interdisciplinary Committee for the second time to determine if there is evidence to continue with the case, classify the offense, and define consequences
4. First Instance Decision
 - a. Send a communication to parents informing them of the misconduct and the consequences:
 - Behavior Action Plan: Improvement plan with warning for the student
 - Behavior Probation: Conditional enrollment
 - b. Communicate to the School Relationships Committee to:
 - Generate improvement plans or programs for the rest of the school, if they do not exist
 - Strengthen improvement plans or programs already in place for the rest of the school
 - c. Notify parents of their right to appeal within one calendar week if they do not agree with the consequence imposed.
5. Second Instance Decision
 - a. If the family decides to appeal to the Directive Council
 - The Directive Council will meet within 5 workdays after receiving the appeal, to study the case and make a decision.
 - The Directive Council will notify the family of their decision within 3 workdays.
 - b. If applicable, the family will be informed that they can file a complaint with DILE if they do not agree with the decision.
6. Enforcement of the Consequence
 - a. If the consequence is not immediate withdrawal, the principal follows up on the case, verifying compliance with the agreement and communicating periodically with the family and the student.
 - b. If the consequence is immediate withdrawal
 - The contract is terminated
 - Documents are returned
 - Certifications are delivered.
7. The Legal Route

If the family chooses to appeal, the attorney will direct the process and indicate the steps to be taken.

2. Classification of Behavior Infractions

-- Elementary --

Type 1 - Minor Infractions		
Expectations	Type 1 Infractions	Type 1 Consequences
Listen	1. Talking out of turn	<ul style="list-style-type: none"> – Warning – Conversation with student(s) – Parent notification (email or agenda) sharing situation and asking parents to work with student – Reflection sheet – Parent meeting – Behavior action plan <p>NOTE: if the behavior warrants it, steps may be skipped</p>
Obey	1. Failure to comply with specific instructions given by an authority figure 2. Failure to follow classroom norms and campus expectations	
Show Respect	1. Disruption of classroom environment 2. Inappropriate vocabulary, words, or actions 3. Dishonesty, Level 1	
Be Responsible	1. Failure to comply with school dress code 2. Failure to properly care for school or others' property 3. Taking things that don't belong to student 4. Not paying attention 5. Cheating, 1st time	
Be Safe	1. Physical aggression, Level 1 * annoying or accidental 2. Aggressive play 3. Running in hall 4. Being in unauthorized area	

-- Elementary --

Type 2 - MAJOR infractions	
Type 2 Infractions	Type 2 Consequences
1. Reiterated instances of Type 1 infractions 2. Flagrant violation of school attendance rules, including intentionally skipping class	The principal and the IDC will define consequences, which may include any of the

<ol style="list-style-type: none"> 3. Repeated misuse of, major damage to, or vandalism of school or others' property 4. Aggressive or harmful van behaviors that cause emotional, mental, or physical harm 5. Lack of integrity, level 2: repeated and intentional instances of lying, cheating, petty theft; any instance of plagiarism, fraud, forging parent/teacher signatures 6. Defiance, blatant disrespect, insubordination 7. Aggressive or harmful behavior (physical, verbal, gestural, relational, or electronic), including bullying and cyberbullying 8. Physical aggression level 2 (fighting, retaliation, or intent to harm) 9. Inappropriate vocabulary, attitudes, or actions (vulgarity, swear words, sexually implicit or obscene phrases or jokes, exaggerated expressions of physical affection, etc.) on a repeated basis or with the intent to harm 10. Inappropriate possession of explosives, firearms, sharp knives, lighters, or other dangerous items or their look-alikes on campus or at ECA events 11. Possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, alcoholic beverages, or harmful or illegal substances 12. Defiance, blatant disrespect, insubordination 13. Inciting or encouraging others (especially younger students) to break school rules 14. Any action during a school event on or off the ECA campus that creates an adverse reputation for the student and/or school 	<p>following, depending on the severity of the situation.</p> <p>Procedural Actions</p> <ul style="list-style-type: none"> – Behavior action plan – Behavior probation – Nonrenewal of educational contract for the following school year <p>Restorative Actions</p> <ul style="list-style-type: none"> – Reflection sheet – A detention outside school hours with parental accompaniment – Restitutional service activities – Counseling or mentoring <p>Disciplinary Consequences: loss of</p> <ul style="list-style-type: none"> – Shared recess time – In-person class time (when other students are at risk) – Scholarship for the following year
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++ Secondary ++

Type 1 Minor Infractions

Type 1 Infractions are:

- 1) Minor disciplinary infractions
- 2) Sporadic situations that negatively affect the school atmosphere, or
- 3) Conflicts that do not cause physical or mental harm or health/safety concerns.

Types of infractions	Consequences
<p style="text-align: center;">Disciplinary infractions: Lack of Responsibility</p> <ol style="list-style-type: none"> 1. Failure to comply with the dress code or the school uniform norms 2. Failure to comply with school attendance rules 3. Failure to follow classroom norms and campus expectations 4. Failure to properly care for school or others' property 5. Failure to follow rules for the use of hardware, software, and other technology, including personal electronic devices 6. Failure to follow school transportation expectations 7. Lack of integrity, level 1 <p style="text-align: center;">Infractions that affect relationships: Lack of Respect</p> <ol style="list-style-type: none"> 1. Failure to comply with specific instructions given by an authority figure 2. Disruption of classroom environment 3. Failure to show respect for members of the educational community, level 1 4. Physical aggression level 1 5. Inappropriate vocabulary, attitudes, or actions, Level 1 	<p>Dealt with by classroom teachers and principal</p> <ol style="list-style-type: none"> 1. Reteaching 2. Demerit, with parent notification 3. Type 1 Detention for accumulation of demerits (5 for HS, 6 for MS) 4. Behavior Action Plan <p>Type 1 demerit count begins anew each quarter.</p> <p>If the behavior warrants it, a Type 1 Detention can be given immediately instead of a demerit.</p> <p>For some situations, alternative consequences may be determined, such as learning demerits, lunch detentions, and responsibility plans.</p> <p>See below for dress code and cell phone violation procedures.</p>

++ Secondary ++

Type 2

Intermediate Infractions

Type 2 Infractions are:

- 1) Major infractions that do not have the characteristics of a crime
- 2) Repeated type 1 infractions.

Types of infractions	Consequences
<ol style="list-style-type: none"> 1. Flagrant violation of school attendance rules, including intentionally skipping class 2. Repeated misuse of, major damage to, or vandalism of school or others' property 3. Aggressive or harmful van behaviors that cause emotional, mental, or physical harm 4. Lack of integrity, level 2: repeated and intentional instances of lying, cheating, petty theft; any instance of plagiarism, fraud, forging parent/teacher signatures 5. Defiance, blatant disrespect, insubordination 6. Aggressive or harmful behavior (physical, verbal, gestural, relational, or electronic), including bullying and cyberbullying 7. Physical aggression level 2 (fighting, retaliation, or intent to harm) 8. Inappropriate vocabulary, attitudes, or actions (vulgarity, swear words, sexually implicit or obscene phrases or jokes, exaggerated expressions of physical affection, etc.) on a repeated basis or with the intent to harm 9. Inappropriate possession of explosives, firearms, sharp knives, lighters, or other dangerous items or 	<p>Consequences are determined by the principal and the Interdisciplinary Committee and may include any of the following, depending on the severity of the infraction:</p> <p>Procedural Actions</p> <ol style="list-style-type: none"> 1. Type 2 detention 2. Behavior action plan 3. Behavior probation 4. Nonrenewal of school contract for the following educational year 5. Report to authorities, according to the applicable government protocols <p>Restorative Actions</p> <ol style="list-style-type: none"> 1. Actions to repair damages 2. Required counseling or mentoring 3. Reflection and/or research project(s) related to the offense 4. Presentation to community members 5. Required family time 6. Personal commitment for growth 7. Community service 8. Other appropriate measures <p>Disciplinary Actions</p> <ol style="list-style-type: none"> 1. Loss of privileges (depending on the situation)

<p>their look-alikes on campus or at ECA events</p> <p>10. Possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, alcoholic beverages, or harmful or illegal substances</p> <p>11. Defiance, blatant disrespect, insubordination</p> <p>12. Inciting or encouraging others (especially younger students) to break school rules</p> <p>13. Any action during a school event on or off the ECA campus that creates an adverse reputation for the student and/or school</p>	<ul style="list-style-type: none"> – ECA internet and technology use – Leadership positions – Extracurricular activities – External school events, e.g., retreats, service trips, ceremonies, celebrations, etc. – Direct instruction in classroom (when other students or staff are at risk) – Scholarship (for the following school year) <p>See below for specific consequences for cheating and/or plagiarism, and the detention process.</p>
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Elementary & Secondary

<p style="text-align: center;">Type 3 Major Infractions</p>	
<p>Type 3 infractions are:</p> <ol style="list-style-type: none"> 1) Alleged crimes against freedom, personal integrity, or sexual formation, as referenced in Title IV of Book II of Law 599 of 2000, or 2) Any other crimes established in current Colombian law. 	
Types of infractions	Consequences
<ol style="list-style-type: none"> 1. Theft of items of significant value 2. Forgery of an official document 3. Use of technology to commit a crime 4. Intimidation or physical, psychological, or sexual harassment, or promotion of pornography 5. Repetitive, extreme, or dangerous aggressive or 	<p>Type 3 infractions are dealt with by the principal and the Interdisciplinary Committee, according to Due Process.</p> <p>Possible Procedural Actions, depending on the severity of the infraction</p> <ol style="list-style-type: none"> 1. Immediate removal from campus (in the case of safety concern) 2. Type 2 detention 3. Behavior Probation 4. Nonrenewal of educational contract for the following school year

<p>violent behavior that causes physical harm</p> <p>6. Possession of explosives, firearms, sharp knives, or other dangerous items on campus or at any ECA event with intent of harm</p> <p>7. Repeated possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, alcoholic beverages, or harmful or illegal substances</p> <p>8. Selling or distributing tobacco, nicotine, electronic cigarettes, vapes, alcoholic beverages, or harmful or illegal substances on campus or at any ECA event.</p> <p>9. Any illegal activities at a school event on or off campus, according to Colombian law</p> <p>10. Any action on or off campus that poses a threat to the safety of the ECA community</p>	<p>5. Immediate cancellation of educational contract</p> <p>6. Report to authorities, according to the applicable government protocols</p> <p>Restorative Actions</p> <ol style="list-style-type: none"> 1. Actions to repair damages 2. Counseling or mentoring 3. Reflection and/or research project(s) related to offense 4. Presentation to community members 5. Community service 6. Required family time 7. Personal commitment for growth 8. Other appropriate measures <p>Disciplinary Actions</p> <ol style="list-style-type: none"> 1. Loss of privileges <ul style="list-style-type: none"> – ECA internet and technology use – Leadership positions – Extracurricular activities – External school events, e.g., retreats, service trips, ceremonies, celebrations, etc. – Direct instruction in classroom (when other students or staff are at risk) – Scholarship (for the following school year) <p>Factors to consider include the level of danger, risk, and influence on others, the effect on the student's own physical integrity, the security of other people, the desire for change, and past history.</p>
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3. Detention: Procedures and Expectations

During a detention, the student needs to stay at school for a specified amount of time outside normal school hours. This time is used to guide the student to reflect on the reasons for the detention and how s/he can change the situation.

- a. Elementary: 1 hour after school with case manager and parent
- b. Type 1: 1 hour, either outside normal school hours or over consecutive lunch periods according to principal discretion

- c. Type 2: 1 hour, outside normal school hours, with an additional assignment related to the infraction
 - d. Students and parents will be notified of detention times by email, and parents must confirm student attendance for the detention at the latest by the morning of the detention. If neither the student nor a parent responds to the email, an extra penalty may be given.
 - e. If a student arrives late for the detention, s/he must serve 2 additional minutes for each minute s/he was late.
 - f. Parents may be required to accompany the student.
4. Dress Code Violations
- a. Elementary
 - First time: a note is sent home in the student planner
 - Second time: the principal submits a behavior report
 - Third and following times: the student must rent clothes from the principal assistant. Rented uniforms should be laundered and returned within a week or the student will be charged \$10.000/week.
 - b. Secondary

The student receives a demerit and must change clothes, either into their own clothes or a rented uniform from the principal assistant. Rented uniforms should be laundered and returned to the principal assistant within a week, or the student will be charged \$10.000/week.
5. Cell Phone / Personal Device Policy Violations
- a. Elementary
 - Device confiscated until the end of the day; note to parents
 - Repeated offenses may lead to individualized plans
 - b. Middle School
 - Device confiscated until the end of the day; 1 demerit
 - Repeated offenses may lead to individualized plans
 - c. High School
 - 1st time: device confiscated until the end of the day; 1 demerit
 - 2nd time: device confiscated for 2 days. The student is responsible for turning in the device to the principal's assistant at the beginning of the day or another day will be added; 1 demerit.
 - 3rd and additional times during the school year: device confiscated until the end of the day and cannot be brought to campus for 5 school days. If device is seen on campus, it will be confiscated, and parents must come pick it up; 1 demerit.
6. Cheating / Plagiarism

All students are expected to adhere to principles of academic honesty and should not imply or indicate that someone else's knowledge or work is their own. Plagiarism includes copying an answer from someone else's paper or from an answer key, copying part or all of a homework assignment, having anyone else do their work, and copying any part from a book, magazine, or

any resource, including the Internet or Generative AI sources, without giving proper credit. Borrowed words or ideas must be cited correctly. Cheating includes any other form of academic dishonesty.

- a. Elementary: In the case of plagiarism or cheating, both the student who copied and the student who allowed it (as applicable) will receive a zero for the assignment, and their parents will be notified.
- b. Secondary: The student will receive a zero on any assignment where dishonesty, copying, or plagiarism took place. This grade will be for both the person who copied and the person who allowed the work to be copied. For a first-time offender, the student can choose to redo the assignment for partial credit, with the highest grade possible being a 59%. If anyone is caught cheating more than once, appeals will not be accepted. Additionally, the students will be required to attend a Type-2 detention to reflect on the reason for their actions and determine better choices.

7. Behavior Action Plan

When a secondary student accumulates two detentions in a quarter (either Type 1 or 2) or three in a school year, s/he will be put on a Behavior Action Plan, which is a responsibility plan to help the student reflect and focus on the areas they need to grow in. The Behavior Action Plan is reviewed quarterly by the Interdisciplinary Committee. Students who meet the requirements for 2 consecutive quarters will either be moved off the Behavior Action Plan or moved to a less rigorous plan, depending on their individual situation. Students who do not meet the requirements will remain on the same plan, be moved to a more rigorous plan, or be elevated to probationary status (Behavior Probation).

8. Behavior Probation

a. Invoking Probation

Behavior probation or *matrícula condicional* is a period of observation when a student is given clear expectations of needed improvement in his/her conduct. This is a formal notice, communicated to parents, that specific guidelines must be met or the student may need to have more severe consequences, including the possibility of nonrenewal or cancellation of the school contract

A student who has not fulfilled a behavior action plan within the stipulated time frame, has committed two Type 2 infractions in 1 semester or three during the school year, or commits any Type 3 infraction, will be placed on behavior probation by the principal.

The principal will notify parents that the student has been placed on behavior probation. An explanation of the reasons for probation, a specific action plan, and conditions for removal from probation will be given, and a copy of the action plan will be filed.

- Parents should communicate with the principal at least once before the end of the probationary period regarding the student's behavior and progress.

- Any student on behavior probation must relinquish leadership positions for the remainder of the semester.

b. Removal from Probation

- The behavior probation will be reviewed by the Interdisciplinary Committee each semester and can be renewed up to three times. Special cases may have different deadlines.
- To be removed from behavior probation, a student must have positive recommendations from the Interdisciplinary Committee, based on satisfactorily fulfilling the action plan.
- If the student does not fulfill the requirements of behavior probation, the educational contract may be canceled immediately or not renewed for the following school year.
- When a student on behavior probation status for a type II or III offense meets the requirements, s/he will be moved to a Behavior Action Plan to continue monitoring their progress

9. Cancellation of Educational Contract

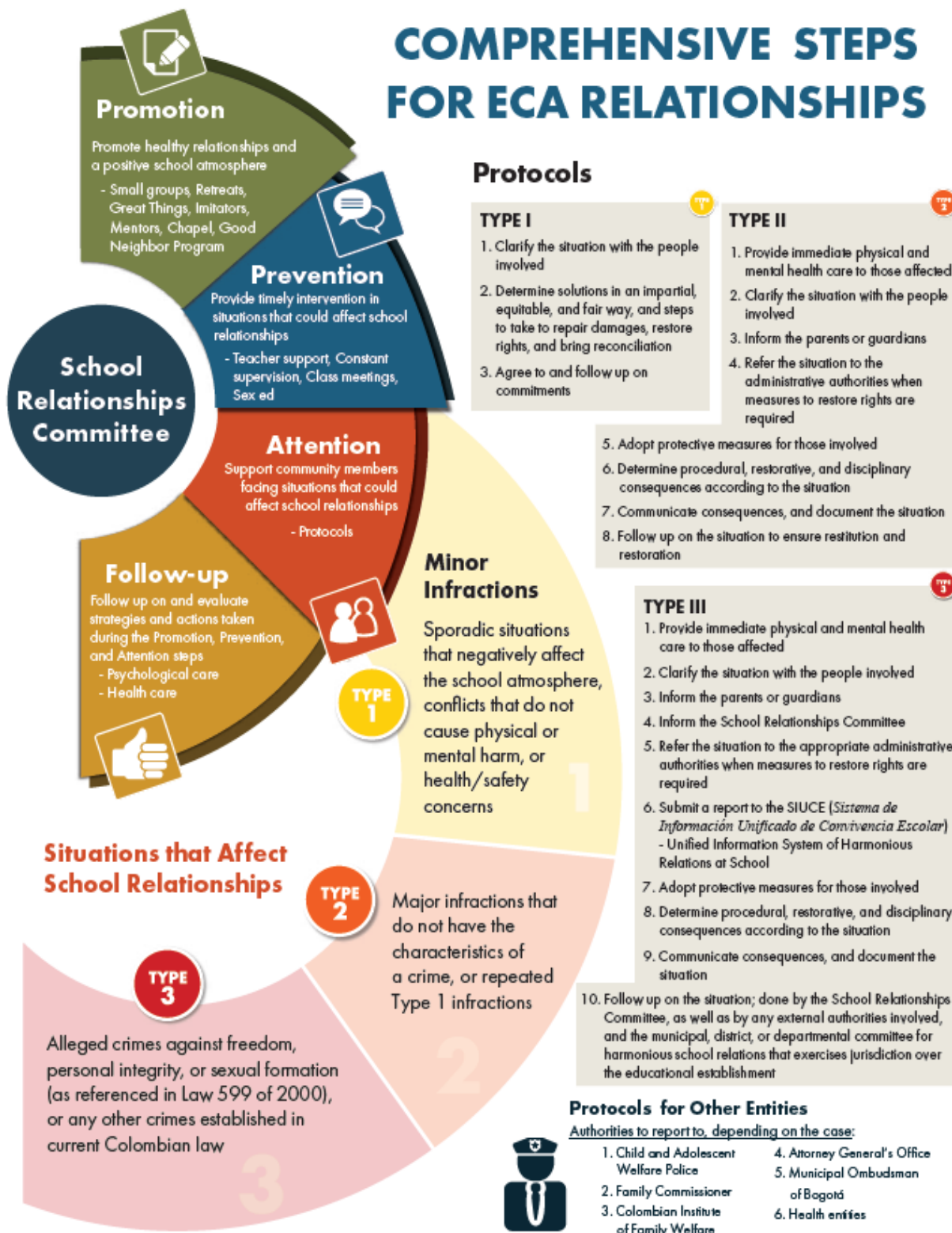
When a student engages in major disciplinary infractions, does not fulfill his/her behavior probation plan, or is a safety threat to the ECA community, the Director may cancel the educational contract, either effective immediately or for the following school year, based on the recommendations of the Interdisciplinary Committee. The Directive Council ratifies the Director's decision.

10. Readmission

A student whose educational contract has been canceled may be considered for readmission after a minimum of 1 year from the date of withdrawal, taking into account the school admissions cycle.

11. Summary Infographic: Comprehensive Steps for ECA Relationships

COMPREHENSIVE STEPS FOR ECA RELATIONSHIPS



VI. COSTS

Payment Categories / Costs

Documents to be Considered for Category Assignment

- Certification of parent involvement at a church with sound doctrine (all families)
- Proof of income for both parents, or ability to pay

SMLV (*Salario Mínimo Legal Vigente*) Minimum Wage **2023** = \$1'160.000/month
8 SMLV = \$9'280.000 / 14 SMLV = \$16'240.000 / 20 SMLV = \$23'200.000

A	A1			
Full Cost	- Letter from the embassy and/or company responsible for payment - Church attendance between 1-5h/week, minimum 2h/week 1 parent			
B	B1	B2	B3	B4
Secular Work Involved in church and/or ministry 6-39 hours/week	Income more than 20 SMLV Discount = 10%	Income between 14-20 SMLV Discount = 10%	Income between 8-14 SMLV Discount = 10%	Income less than 8 SMLV Discount = 10%
C	C1	C2	C3	C4
Bivocational / Ministry / Foreign Missionaries Involved in full-time ministry 40 hours/week	Income more than 20 SMLV Discount = 10%	Income between 14-20 SMLV Discount = 10%	Income between 8-14 SMLV Discount = 10%	Income less than 8 SMLV or - Confirmation from a foreign mission of ability to pay Discount = 10%

Payment Categories / Costs

PreK - 12 th August 2023 - May 2024				
A	A1			
Annual Total	43'612.111			
Enrollment	4'361.211			
Monthly Tuition	3'925.090			
Tuition with Discount	3'532.581			
B	B1	B2	B3	B4
Annual Total	29'802.220	27'222.200	25'585.530	23'818.900
Enrollment	2'980.220	2'722.200	2'558.530	2'381.900
Monthly Tuition	2'682.200	2'450.000	2'302.700	2'143.700
Tuition with Discount	2'413.980	2'205.000	2'072.430	1'929.330
C	C1	C2	C3	C4
Annual Total	23'818.900	21'357.830	17'512.200	16'048.880
Enrollment	2'474.670	2'135.830	1'751.200	1'604.880
Monthly Tuition	2'227.200	1'922.200	1'576.100	1'444.400
Tuition with Discount	2'004.480	1'729.980	1'418.490	1'299.960

ECA staff members have an additional discount.

A. EDUCATIONAL FEES

1. Enrollment

- a. Before starting the school year, an enrollment fee equal to 10% of the annual total is due.
 - b. The enrollment fee is nonrefundable, and necessary to confirm intent to attend ECA.
 - c. If a student enters after the 1st quarter, they will be charged 20% of the full enrollment fee plus an additional 8% for each month through May of that school year.
2. Tuition
- a. August tuition is due by August 3, 2023 and includes a discount for early payment.
 - b. September through May tuition payments are due the 30th of each month.
 - c. To receive the early-payment discount, the complete payment must be made no later than the 10th of the month.
 - d. For elementary students enrolling after the first 15 class days each semester, the tuition payment is calculated starting from the enrollment date. For secondary students, tuition payment must be paid for the entire quarter in session. However, if current transfer grades are submitted, tuition can be prorated for the portion of the quarter in which the secondary student is enrolled.

B. PERIODIC CHARGES

1. Transportation: School van use is optional and usually door-to-door or school-to-*portería* to most locations. A minimum commitment of 1 semester (5 months) is required.

Transportation, Round Trip	Monthly Rate for 1 Student	Monthly Rate each for 2+ Students
Normal route	\$429.000	\$402.000
Route between <i>Portal Norte</i> and ECA	\$303.000	\$288.000
<i>Sabana Norte</i> route	\$459.000	\$459.000
Daily cost for special circumstances	\$28.000	

2. Lunches and Snacks: Asher is responsible for billing families and collecting payment for cafeteria food services. The school will no longer bill families or collect payments. Food service remains optional.

Lunch	Daily Price	Yearly Total Amount	Monthly Price for 10 Months
PreK - 4 th	\$14.000	\$2'350.000	\$235.000
5 th - 12 th	\$16.200	\$2'560.000	\$256.000
Adults	\$16.200		
Snack	Daily Price	Yearly Total Amount	Monthly Price for 10 Months
PreK - 4 th	\$6.500	\$ 1'150.000	\$ 115.000
5 th - 12 th	\$7.500	\$ 1'300.000	\$ 130.000

C. OTHER PERIODIC CHARGES

12th grade graduation fee \$204.000

D. OPTIONAL SERVICES

1. Basic extracurricular activitiesaccording to activity
2. Extracurricular activities that require materials or that are held off campus (art, music, tennis, swimming, etc.). according to program
3. Grade certificates, according to Secretary of Education requirements per grade, student enrollment, financial verification, and other certificates \$ 9.200
4. 4th copy of transcripts (first three copies are free) \$ 9.200
5. 12th grade graduation ceremony \$450.000
6. Each semester exam taken outside the normal schedule \$ 64.000
7. External academic test fee + shipping (Saber/PSAT, AP, etc.).....varies
8. ELL/ESL or other staff tutoring to be determined
9. Retreats and service outreach trips to be determined

E. ADMISSION FEES

1. First-time applicants \$258.000
2. Reapplication fee \$194.000

F. ENROLLMENT DATES, PAYMENT DEADLINES, & REQUIREMENTS

1. Enrollment dates

June 26-July 7 ... financially responsible parent signs legal documents virtually

August 1-2 Enrollment outside the normal schedule, when the financially responsible parent signs legal documents virtually (with a late fee)

2. Payment deadlines

June 1-30..... Enrollment fee, with 5% discount

July 1-7 Enrollment fee, without discount or late fee

July 8-August 2.. Enrollment fee, with late fee

August 3 Last day to pay August tuition with early payment discount

Sept. 10-May 10 Monthly due date for tuition with a 10% discount (the 10th of each month)

October 10 Extracurricular fee for 1st semester participants

February 10 12th grade graduation fee

March 10..... Extracurricular fee for 2nd semester participants

3. Requirements to start school

a. Outstanding bills from the previous year must be paid.

b. Enrollment must be paid.

c. Enrollment must be finished, which includes submitting all documents and signing the contract(s).

G. PAYMENT METHOD

Tuition and transportation payments (i.e., items on monthly bills) are paid through the **ecollect** collection system, on the ECA website, using a debit or credit card.

Payment for other specific items can be made on the school's website via Wompi links.

H. SCHOLARSHIP ELIGIBILITY

Students are expected to meet academic and behavioral norms to continue to be eligible to receive discounts or scholarships. This includes attendance standards as stated in the Handbook.

I. LATE FEES / PENALTIES

1. Families who miss deadlines for any [Enrollment Steps](#) will pay a fine of \$70.000 for each step, to cover extra costs caused by the delay.
 - a. Step 2 – submit financial documents
 - b. Step 3 – meet online enrollment deadlines
 - c. Step 6 – pay enrollment fee
 - d. Step 7 – sign enrollment documents.
2. Payments made after the 30th of the month will start to incur interest at **half** the current legal rate. The charge will be made 60 days after the invoice's due date.
3. Families who do not pay the monthly transportation fee by the 10th of the month may have their children suspended from the transportation service.
4. Parents are to submit written notice at least 30 days prior to withdrawal during the school year. Otherwise, parents will be charged a minimum of 1 month's tuition from the day the written notice is received. During an extended absence when grades are expected to be given, tuition needs to be paid during the entire absence. Emergencies will be considered on a case-by-case basis.

J. OUTSTANDING ACCOUNTS

Families who fall behind with more than 1 month of tuition payments are responsible to contact the ECA Finance office to clarify their situation and work out a suitable payment plan.

For families who have outstanding accounts on the last day of school, a *pagaré* or post-dated check and an official, signed agreement are required prior to granting official academic records or participating in graduation ceremonies. Any family who has outstanding accounts on the last day of school, or who has consistently failed to pay on time for more than 50% of the school year and thus violated the contract, will not be guaranteed a spot for the upcoming school year. If desiring to continue, a family in this situation must arrange a meeting with the administration and turn in a new financial study to be considered for retaining their spot. A personalized payment commitment will be required.

VII. SERVICES

A. TRANSPORTATION

1. Contracts

ECA offers transportation to families who sign a transportation contract with the school and agree to abide by the transportation norms in the Handbook. Transportation is provided through an authorized, legally established company, and ECA coordinates the service through the Operations Coordinator.

2. Routes

The transportation company organizes routes and time schedules taking into account zones, traffic patterns, best options for the entire group, the school schedule, and verifying that the time between the first and last stop is as short as possible.

While the majority of families who use school vans receive door-to-door or school-to-*portería* service, ECA may not be able to offer this service to all areas of the city. In some cases, to be included in a route, families can incur an extra cost and accept extended time in the van. New routes can be organized when a minimum number of passengers in the zone makes the route viable.

Half-routes are approved on a first-come/first-served basis based on space availability. The availability of a half-route may not be confirmable until after the first 3 weeks of school. Special routes at designated pickup points are available at a lower cost in certain zones close to ECA.

When a student is added to a route after the beginning of the year, the goal is to minimally affect the initial users. Existing times and locations will be taken into account in the route reorganization.

3. Transportation Communication and Changes – Contracted Services and **Private** Vehicles

- a. Communication for transportation purposes is handled via the **OnTrack** app or through the website QuickLinks Attendance and Transportation Requests.
- b. Same-day changes should be submitted via the **OnTrack** app or the QuickLinks above **by 12:00 noon**.
- c. In case of an emergency, parents may call extension 159, or 310-561-0750. Phone requests are **ONLY** to be used in case of a true emergency; all other requests should be made through the **OnTrack** app or the QuickLinks above.
- d. Requests for van changes are approved by the Transportation Coordinator. Accommodations will be made if possible; however, ECA does not guarantee temporary changes can be made. If the request is not approved, parents and students will be notified.

- e. Requests to change from one route to another, to change stops within the same route, to use a school van temporarily, or to change any other transportation arrangement must be submitted 2 weeks before the new month begins when the change would be effective, to allow for the necessary study of the case, adjustments, and communication. These requests should be made using the QuickLink above. If a family moves, the procedure is the same.
- f. The monitors are not authorized to call families, except in emergencies. If a family decides to not use the van in the morning, they should call the Transportation Coordinator to prevent an unnecessary stop.
- g. The fee for occasional use of the transportation service should be paid at the Cashier's window.

4. Early Termination of Contract

To suspend the transportation services, written notice must be given to the transportation provider 30 days in advance of the last day of service. The family will be charged a minimum of 1 month after notification.

5. Suspension from School Vans

The school reserves the right to suspend students from school transportation for inappropriate behavior, lack of parent support for van rules, or for nonpayment of bills.

6. Non-ECA Routes

ECA recommends that families avoid using routes that are not under the authority of a company due to the risks and implications involved for ECA students.

- 7. Van Behavior expectations: See "Transportation" under "Behavior Expectations."

B. FOOD SERVICE

All students should bring a nutritious lunch and/or snack from home or purchase them through ECA's contracted provider. A limited number of microwaves are available. If food needs to be heated, elementary students should bring it in microwavable, non-glass containers.

The following guidelines apply for those using the contracted service.

- 1. A contract will be signed directly with the food service provider, who in turn will be responsible for generating the monthly bill.
- 2. Lunches are prepared in the ECA kitchen, which is approved by the *Secretaria Distrital de Salud de Bogotá*.
- 3. A nutritionist ensures that the menus and planned quantities meet industry standards.
- 4. The ECA Operations Coordinator will monitor the food service to ensure compliance with contractual obligations including food quality and quantity.

5. All communication regarding lunches/snacks should be sent to cafeteria@eca.edu.co and can be forwarded to operations@eca.edu.co if a satisfactory response is not received.
6. Food service will be provided every full day of scheduled classes, unless otherwise announced.
7. The menu is posted on the ECA webpage weekly.
8. Daily lunches for secondary students may be ordered before 8:00a by sending an email to the cafeteria, and must be paid at the school snack shop the same or the following day. There is no guarantee that lunches will be available when requested the same day.
9. For elementary students to have school snack or lunch only occasionally, parents should pre-purchase five tickets at a time from the cafeteria and send the ticket labeled with the child's name in the student planner the day they will use the cafeteria service.
10. Any medical condition needing dietary modifications must be reported at the beginning of the year when parents sign the food service contract, via an email to the cafeteria with a cc to the nurse. If a condition develops later in the school year, it needs to be reported the same way.
11. When students are involved in a school activity off campus, hot lunches will be replaced with a sack lunch.
12. To suspend lunch service at the beginning of the next month, an email must be sent to the cafeteria by the 15th of the current month. Not finishing the signed contract for the semester will be approved only in emergency situations.
13. When elementary lunches/snacks are served, supervision is provided by school personnel so that students eat sufficiently. If an elementary student does not eat repeatedly, parents will be informed. If a change in the food service is deemed necessary, the parents must contact the food service provider to request an adjustment in the contractual agreement.

C. HEALTH AND EMERGENCIES

Before starting classes, all new students and all students entering 2nd, 5th, and 9th grades need a record of a physical exam signed by a physician that shows that they can be in school with no negative consequences to others. The exam should occur not more than 3 months prior to the beginning of the school year.

The ECA office must have up-to-date records on file regarding the family medical preferences, insurance plan, and emergency information. A nurse and/or personnel trained in first aid will be on duty during school hours.

Students must be kept home if they have the following: a significant fever, vomiting, or diarrhea within the last 24 hours, a contagious rash, an infectious disease, a severe cold, or untreated lice. Students with lice can return to school after being treated. Anyone with a positive COVID test result must follow protocols before returning to campus.

Everyone on campus is required to comply with biosecurity protocols that are in place.

1. Prescription Drugs

Any prescription medication that the student must take during the school day must be sent to the school infirmary upon arrival in the morning in a secure, marked container along with the corresponding prescription by a medical professional. The medication will be administered by a health professional or a responsible adult delegate, following the prescription instructions.

The written authorization must include the following information:

- ✓ Child's name
- ✓ Name of medication
- ✓ Number of units to be administered
- ✓ Time(s) of day to be administered
- ✓ Duration of administration
- ✓ Any special instructions
- ✓ Parent or guardian's signature

2. Over-the-Counter Medications, PK - 6th

During school activities both on and off campus, over-the-counter medications will only be administered by health professionals or an authorized responsible adult delegate, following the written instructions from the parents. Parents must send the medication in a secure container with written authorization, including the information listed above for Prescription Drugs:

3. Over-the-Counter Medications, 7th - 12th

- ✓ Students may have over-the-counter medications with them both at school and during off-campus school activities, as long as the parents have sent written authorization.
- ✓ If a student has medication without a parent's written authorization, or if the written information accompanying the medication is not clear or complete, the adult responsible for the group may confiscate the medication.
- ✓ No student may share medication with other students.
- ✓ During online pre-enrollment, the student's parents must clarify in writing (or personally in special cases) any allergies to medications their minor child has.

4. Confidentiality

Sometimes cases of an active sexual life, use of illegal drugs, alcoholism, struggles with anorexia, bulimia, depression, unresolved bitterness or anger, paranoia, and other issues that hurt the body, soul, and spirit may come to light in the infirmary or counseling office. According to Colombian professional medical code, not only doctors but also all health personnel who support the doctors must keep this information confidential. Each year parents are given the opportunity to authorize ECA to inform them and the

principal of any conduct that involves serious health or emotional risk, regardless of the student's request for confidentiality.

D. LIBRARY / MEDIA CENTER

The library has over 20,000 books, magazines, and audiovisual materials in English and Spanish available to be checked out by students, parents, and staff for academic and personal use. In order to help promote information literacy from an early age, a special library time is scheduled for elementary students once a week.

1. Goals

- a. Nurture and promote a love of reading and develop a life-long literary habit
- b. Uphold ECA's Christian distinctiveness through its materials and collections
- c. Help students become information literate and self-directed, lifelong learners
- d. Provide a high quality, well-balanced English collection, with a significant Spanish collection
- e. Support students' individual interests through a broad selection of materials

2. Loans

For books and magazines, the loan period is 2 weeks, and for DVDs and reference books, the loan period is 1 week. The number of items that can be checked out per grade level are:

PreK - 2 nd	3 books / 1 DVD
3 rd - 4 th	4 books / 1 DVD
5 th - 8 th	6 books / 2 DVDs
9 th - 12 th	7 books / 2 DVDs

If parents are willing to let their children check out DVDs, the corresponding authorization must be communicated in the pre-enrollment process. The following classifications are used in the DVD section.

CHLD: Any child can check item out.

FAM: Any child can check item out, but parents are cautioned to make sure it is within their family guidelines.

13+ (yellow tab): 7th - 12th graders may check item out, but parents are cautioned to make sure it is within their family guidelines. Younger students can check out items from this category with a signed permission form.

17+ (red tab): 12th graders may check item out, with the same caution.

Students will be charged for lost or damaged materials for replacement purposes. Charges will be reimbursed for any materials found and returned within the 6 months following payment.

At the end of each semester, textbooks that are still in the library Lost & Found will be checked back into the library inventory and returned to the storage closets. If this happens after the 1st semester of the year, a fee of \$2.000 must be paid to the library Lost & Found before the book will be reissued.

A fee of \$1.000 per item per day will be charged in January for items borrowed during the first semester and not returned by the established deadline. This date is published in the Bulletin, and students and their parents are notified by email before late fees are applied.

E. LOST & FOUND / MISSING ITEMS

1. ECA is not responsible for items lost on campus. Students are encouraged NOT to bring large amounts of money or valuable items to school.
2. Parents are responsible to encourage their children to grow in responsibility, to label and keep track of their own belongings, and to ensure belongings are brought home each day.
3. Secondary students are responsible to keep their belongings in the assigned area or inside their bags, not leave them in hallways, on top of lockers, or in common areas.
4. All items and clothing should be marked/labeled with the student's first and last name to ensure return.
5. Cleaning staff collect items left in hallways or common areas and put them in the short-term Lost & Found area. These items can be claimed at the designated times without cost during the week.
6. On Fridays, unclaimed items, except labeled uniforms, will be moved to the Lost & Found area and kept there until the end of the quarter. Payment is required before an item can be retrieved from this area.
7. For 5th - 12th grades, labeled uniforms can be claimed for \$2.000 for regular items and \$5.000 for jackets, during break and lunch times. Elementary students only pay after repeated carelessness.
8. Items of value found on campus should be turned in to the receptionist. Claimants need to prove ownership of the item.
9. On designated days and at the end of each quarter, unlabeled items and clothing will be placed on a table to be retrieved after payment.
10. At the end of each semester, unclaimed items will be sold or donated to a worthy cause chosen by the student councils and/or the administration.
11. If an item is missing and is not in Lost & Found, a Missing/Stolen Item Form should be filled out so that there is a record of items that disappear.
12. If something is suspected stolen, an administrator needs to be notified the same day so appropriate action can be taken.

VIII. SPECIAL EVENTS

A. SCHOOL CLOSURE

1. When the safety or health of the ECA community is threatened by an event (e.g., a health concern, strike, roadblock, or specific threat), or physical conditions (e.g., a severe storm, flooding, or lack of water or electricity for prolonged periods), the administration may decide to dismiss classes early or to cancel on-campus classes.
2. The administration will communicate whether the canceled at-school classes will 1) be replaced with at-home assignments, 2) be replaced with virtual classes, or 3) not be made up.
3. If 4 or more school days are missed in a school year for any reason, they will be made up.
4. Communication regarding school safety or closure will be in both English and Spanish using the school website, messages sent home with students, texts, emails, and/or other appropriate measures.

B. PARTIES AND SOCIAL EVENTS

1. On campus: Birthdays of PreK - 4th graders may be celebrated at school with teacher permission given 3 school days in advance. The celebrations may take place during an afternoon recess time. Parents may send one treat per child on the day of their child's celebration. Teachers and assistants cannot be asked to facilitate the organization of birthday celebrations. Birthday celebrations for 5th - 12th graders or other parties should be held at lunch or break, or with permission from the principal.
2. Off campus: When it is not possible to invite either the entire class, or all the boys, or all the girls to a party outside of school, invitations will not be handed out at school. In these cases, invitations should be handled privately outside of school to avoid hurt feelings.

C. ECA PROGRAMS AT OTHER SITES

When ECA programs and activities are held at other locations, the ECA community should strive to maintain a positive testimony and leave each area as clean as possible. Parents are responsible for the behavior of their children when they are not with their class.

Academic Handbook 2023-24

General Information

SECTION 1: PHILOSOPHY

I. ACADEMIC PROGRAM OVERVIEW

El Camino Academy is accredited by the Association of Christian Schools International (ACSI) and the Middle States Association (MSA), and recognized by the Colombian Ministry of Education. All graduates receive a U.S. high school diploma of international recognition. ECA's curriculum is designed to ensure that students from PreK - 12th receive classes in the nine fundamental areas required by Colombian law. If a student or a parent is Colombian, the student normally is expected to meet Colombian requirements in order to complete the requirements for *primaria* by the end of 6th grade and then to receive a *básica secundaria* diploma at the end of 10th grade and a Colombian academic high school diploma (*bachiller académico*) at the end of 12th grade. Non-Colombian students who meet the requirements can also earn Colombian diplomas.

The ECA curriculum is taught primarily in English, while Spanish language and literature classes and some social studies classes are taught in Spanish. The school is divided into three levels – elementary, middle school, and high school – with the corresponding cycles for Colombian education embedded, as illustrated in the following chart.

Colombian System		ECA System	
<i>Prejardín</i>	<i>Preescolar</i>	PreK	Preschool
<i>Jardín</i>		Kinder	
<i>Transición</i>		1 st	Elementary
1 ^o	<i>Básica primaria</i>	2 nd	
2 ^o		3 rd	
3 ^o		4 th	
4 ^o		5 th	Middle School
5 ^o		6 th	
6 ^o	<i>Básica secundaria</i>	7 th	
7 ^o		8 th	
8 ^o		9 th	High School
9 ^o		10 th	
10 ^o	<i>Media</i>	11 th	
11 ^o		12 th	

II. PHILOSOPHY OF EDUCATION

A. GENERAL OBJECTIVES

1. To assist parents in providing for the spiritual, social, emotional, physical, and intellectual growth of their children
2. To provide a program of formal education to meet the needs of the children of Christian families in a manner that is relevant to the present society as well as that in which they will eventually live
3. To train and equip future generations of Christ-centered, bilingual servant-leaders who will transform their world as they love Jesus
4. To provide this education at a moderate cost

B. BIBLICAL PRINCIPLES

1. All instruction is permeated with God's Word, which is the standard for all spiritual, ethical, intellectual, and social training, as well as the guideline for a disciplined life.
2. Biblically based education reflects God's glory. His glory should be revealed through the Christian teacher who leads the student to interpret and integrate God's truth in his/her study through carefully selected materials and methods.
3. The goal of discipline is restorative and for growth in character.

C. TEACHER PROFILE

1. Committed Christian who:
 - a. Models Christ-like character and so demonstrates the reality of God's truth
 - b. Guides the student in the study of God's truth as revealed in His creation, His incarnate Word, and His written Word and helps each student incorporate God's truth into his/her life
 - c. Utilizes a variety of teaching methods that stimulate different learning styles
2. Academically and professionally competent
3. Ever-learning and ever-growing in his/her academic disciplines, skills, and knowledge through personal study

D. SCHOOL ENVIRONMENT

1. Active, engaging, and safe
2. Welcoming and positive
3. Structured and predictable

E. INSTRUCTION — Based on Best Practices

1. Engages students in learning
2. Is purposeful and rigorous
3. Integrates biblical principles

F. CURRICULUM

1. Research- and standards-based
2. Includes:
 - a. Biblical worldview and global perspective
 - b. Intellectual, spiritual, social, physical, and emotional areas
3. Organized and teacher-friendly

G. ASSESSMENT

1. Philosophy of evaluation and assessment
 - a. Based on curriculum, standards, and objectives
 - b. Meaningful/purposeful
 - c. Varied
 - d. Informative
2. Criteria
 - a. Quantity of Assessments: There should be a sufficient number of assessments to have a realistic picture of a student's progress and content mastery.
 - b. Feedback: Work will be graded, recorded in the electronic gradebook, and returned within a week in order to provide timely feedback.
 - c. Emphasis on Writing: All major assessments in secondary (except math) will have at least one essay question or writing portion. In a content-focused assessment, up to 10% of a grade can be tied to appropriate spelling, mechanics, grammar, and writing skills.
 - d. Biblical Integration: All final exams and most major assessments (except math) will include some type of biblical integration when appropriate.
 - e. Standard for Work: 5-15% of the points on an assignment can be given for presentation. General guidelines include:
 - Headings: according to teacher specification
 - Neatness: standard size (8½ x 11) white or yellow lined paper, written in pencil or blue/black pen, with straight (not ripped) edges
 - Style: Legible handwriting is required for 2nd - 12th grades. For secondary, major papers and projects need to be typed.
 - f. Extra Credit: Teachers have the option of giving extra credit to students who are working hard and need reinforcement. Extra credit cannot be more than 5% of the total grade. Extra credit is normally given when the original assigned work has been completed.

- g. Late/Missing Work: If a student fails to make up a missed assignment within the time allotted, s/he will receive a failing grade for that assignment.
- If the absence is pre-arranged
 - The student is expected to take missed tests and turn in all work the day they return from a pre-arranged absence unless other arrangements are made.
 - For assignments turned in after the day of return:
Elementary
 - Daily assignments: grade will be marked down 10%. A 0 (zero) will be given for any assignment more than 1 day late.
 - Tests and projects: grade will be marked down 10% for each day late.
Secondary
 - Daily assignments: 59% is the highest grade possible.
 - Tests and projects: grade will be marked down 10% for each day late
 - If the absence is unforeseen and excused:
 - A student is allowed up to the number of school days plus 1 more day to do make-up work for assignments given while s/he was absent (e.g., 4 days to make up 3 days missed) for full credit. This timeframe may be adjusted, with teacher and principal approval.
 - The student should keep up with the work during the absence, to the greatest extent possible.
 - If the absence is unforeseen and unexcused:
Elementary
 - Daily assignments: grade will be marked down 10% after 1 day. A 0 (zero) will be given for any assignment more than 1 day late.
 - Tests and projects: grade will be marked down 10% for each day late.
Secondary
 - Daily assignments: 59% is the highest grade possible.
 - Tests and projects: grade will be marked down 10% for each day late.
- h. Quarter grades are final. No assignment may be turned in for credit after the quarter deadline except under special circumstances. If a student receives an Incomplete at the end of a quarter, the work is expected to be

completed within 3 weeks. After quarter grades are entered into the system, they cannot be changed without approval by the principal.

SECTION 2: SCHOOL-WIDE ACADEMIC GUIDELINES

I. ACADEMIC REPORTS

Parents are a vital part of the educational process; therefore, different forms of communication are employed to allow them to support their child and evaluate their academic progress. ECA's school/home communication is generally in English, and parents agree to be responsible for understanding and responding appropriately.

A. COMMUNICATION MECHANISMS

1. ECA students receive a student planner for keeping track of homework and for personal organization. The planner is a way for parents and teachers of PK - 8th grade students to communicate regarding school concerns. These parents should sign the student planner daily.
2. Parent signatures indicate parents have received and read a notice. If they are not in agreement with a decision, they should still sign to show they have received the communication, and then they should write an explanatory note and/or contact the teacher/administrator to clear up the issue.
3. ECA uses FACTS SIS (RenWeb), an Internet-based system, to have open communication lines, and parents are expected to log in at least weekly to check student grades, homework assignments, attendance, library records, and other pertinent information. For a personal password, parents go to <https://renweb1.renweb.com>, click **Parent Log in**, select **FACTS Family Portal**, enter **ELCAM-COL** for the District Code, enter their email address registered with ECA (User Name), and click on **Create New Family Portal Account**.

Parents can scan this QR code to access FACTS:



4. Email messages will be sent regarding teacher concerns, behavioral incidents, and other school announcements. Parents are expected to check email at least weekly.
5. ECA teachers and staff may be contacted through their ECA email (firstname.lastname@eca.edu.co – e.g., susan.smith@eca.edu.co), by sending a message in the student planner for PreK - 8th grades, or by

contacting the office and leaving a message. For discussions of major issues, a scheduled appointment enables both parents and teachers to prepare. Parents are encouraged to take initiative when they have questions or concerns.

6. A bulletin with ECA news and upcoming events is normally issued online twice a month during the school year. Parents receive an email with links. All parents are responsible to read and respond appropriately to the information in the Bulletin and advise the office if they are not receiving the Bulletin emails.
7. The www.eca.edu.co website is updated regularly with pertinent information including school events, news, calendars, useful forms, etc.

B. PROGRESS REPORTS

1. If a parent so desires, they can set FACTS SIS (RenWeb) preferences so FACTS SIS will send them a weekly automatic grade report detailing student progress.
2. In the middle of each quarter, PreK and Kinder progress reports are either emailed or printed and sent home in student planners, while 1st - 12th grade progress reports are emailed to parents.

C. REPORT CARDS

Report cards are emailed to parents about a week after the conclusion of each 9-week quarter.

In addition to the academic and attendance records, students receive a school behavior grade each marking period, based on their actions throughout the school day. The grade is based on the student's behavior as measured by the school rules as well as his/her attitude toward the rules. In secondary, class behavior grades and the number and type of demerits and detentions reflect this. If a student has received a Type 2 Detention, s/he automatically receives NI or U for his/her school behavior grade that quarter.

D. PARENT/TEACHER CONFERENCES

1. Scheduled conferences

Parent/teacher conferences are individual and obligatory for the 1st quarter, and both parents are strongly encouraged to attend. Conferences will be held after the 2nd - 4th quarters at teacher or parent initiative, especially for students who have grades below 70%, or NI or U. Parent/teacher conferences can be either virtual or face-to-face, depending on various factors like urgency, parent/teacher availability, seriousness of issue, etc.

2. Conferences about specific situations

Teachers and/or parents may request a phone, virtual, or personal conference when deemed necessary. Parents are encouraged to take initiative to write a note or email to the teacher if they have concerns about their child's progress or a classroom situation.

II. RECOGNITION AND/OR AWARDS

A. MERITS

Secondary students may receive merits, authorized by the principal, for excellent academic work or for outstanding achievements in service, leadership, or extracurricular activities.

B. ACADEMIC HONOR ROLL

Each student in 5th - 12th grades will be eligible for placement on the Academic Honor Roll each quarter. Secondary students with a grade average of 95% or above (no rounding) in the six **core subjects** (Bible, English/language arts, math, science, social studies, and Spanish) are eligible for the high honor roll unless they receive a number grade below 80% for any subject. Students with a grade average of 90% or above (no rounding) in the six core subjects are eligible for the regular honor roll unless they receive a number grade below 80% in any subject. For students with Incompletes due to illness, the Honor Roll will be calculated when the missing requirements are fulfilled according to policy. Students who are academically outstanding will be recognized in class, assemblies, chapel, the Bulletin, and/or by a notification on the report card.

C. FLAG RAISING

The school community meets at least quarterly to honor national symbols, encourage and recognize citizenship and civic participation, celebrate student/staff accomplishments that exhibit responsible use of God-given talents, as well as inspire a sense of unity among students and staff.

D. SPECIAL AWARDS

1. Superior Scholastic Award: Starting in 5th grade, Superior Scholastic Awards are given to the students with the highest grade average in each core subject area at the end of the school year. The semester grades for the 2 semesters are averaged to determine who receives the award. In high school, the student must have at least a 90% average.
2. Excellent Achievement Award: Those secondary students who receive 2nd and 3rd place in the class academically may receive Excellent Achievement Awards as long as their averages are above 90%. If there is a tie, more than

one student can win these awards, but if more than one person receives the superior scholastic award, excellent achievement awards will not necessarily be given. In elementary, teachers may recognize outstanding performance, strong skills, and hard work in specific academic areas.

3. ECA Vision Award: This is given annually to one to three students in 5th - 12th grades who embody the ECA vision and purpose statement. These are students who center their life on Christ, take their education seriously, influence the community to be more unified, invest in discipleship, are intentional in appropriate English and Spanish usage, demonstrate a servant-heart, are involved in leadership, and bring transformation to their world. Input from students and teachers is taken into account when giving this award.
4. Recognition Award: This award is used if the teacher wishes to recognize outstanding effort, improvement, attitude, responsibility, or artistic or other nonacademic achievement. It is not based on the student's final grade. More than one student in each class may receive this award, and it may be given at any time.
5. Character Trait Award: Given to each elementary student, this award indicates a positive character trait that has been exhibited consistently during the school year. This award is optional in secondary.
6. Perfect Attendance Award: This is given to students who have not been absent for any part of a school day all year.

E. EXTERNAL RECOGNITION

1. National Honor Society

Each year qualified juniors and seniors may be inducted into the ECA chapter of the National Honor Society. This honor is for students who maintain a cumulative 3.7 grade point average (GPA), show positive leadership, model service, and are recommended by the high school faculty for their exemplary character.

2. ACSI Distinguished Christian High School Student Awards

Top students are recognized by ACSI in the areas of academics, leadership, fine arts, athletics, and/or Christian service.

3. Senior Scholarships

Each year at the Senior Awards Banquet, seniors who have gone through a rigorous selection process receive recognition and scholarship money toward further studies.

a. Martinez Scholarship

- b. Fine Arts Scholarship
- c. Entrepreneurship Scholarship

III. ACADEMIC/BEHAVIOR SUPPORT

The school provides preventative tools and systems to help students be successful. Some of these are:

A. INTERDISCIPLINARY COMMITTEE

1. Function: to evaluate and provide support for students who are struggling academically and/or behaviorally.
2. Members: the corresponding principal (elementary, middle school, high school), the homeroom and/or subject teacher(s), and other faculty members who work closely with the student, such as an ELL or Learning Center specialist, therapist, nurse, counselor, chaplain, small group leader, coach, or any other staff member.
3. Meetings: The principal or the counselor sets up the meetings with the staff members who need to be involved in any given situation on a case-by-case basis. These meetings occur at least once a quarter or as needed for individual situations. Each quarter, the principal is responsible for ensuring that an official report is filed. If necessary, an individual work plan will be written to provide support for the struggling student, which will be shared with parents and teachers to help the student reach the desired outcomes. The Interdisciplinary Committee can recommend, among other things:
 - a. Diagnostic testing
 - b. Tutoring or extra classes inside or outside of school
 - c. Therapy or counseling
 - d. Structured studied plan
 - e. Mentoring
 - f. Accommodations for homework or assessments
 - g. Changing schools
 - h. Repeating the year
 - i. Grade advancement
 - j. Behavior action plan or behavior probation
 - k. Academic action plan or academic probation

B. RESPONSE TO INTERVENTION

In order to help all students succeed, ECA provides support for students who are not reaching grade level expectations. The following chart outlines the different levels of intervention, as well as support provided at each level.

	Tier 1	Tier 2	Tier 3
ELL	<u>Definition:</u> slightly below grade level; determined according to teacher observations and/or standardized testing <u>Intervention:</u> regular whole group and small group instruction with minor accommodations; teacher mentor assigned	<u>Definition:</u> below grade level; determined according to teacher observations and/or standardized testing <u>Intervention:</u> targeted small group instruction or one-on-one intervention; case manager assigned	<u>Definition:</u> significantly below grade level, Tier 2 interventions have not been successful; determined according to teacher observations and/or standardized testing <u>Intervention:</u> One-on-one intervention, possibly academic probation; case manager assigned
Socio / Emotional	<u>Definition:</u> occasionally disrupts class dynamics <u>Intervention:</u> in-class accommodations; teacher mentor assigned	<u>Definition:</u> frequently disrupts class dynamics <u>Intervention:</u> specific behavioral goals and a behavior action plan; case manager assigned	<u>Definition:</u> frequently disrupts class dynamics in a marked way; Tier 2 interventions have not been successful <u>Intervention:</u> behavior probation with a specific action plan; case manager assigned
Academic	<u>Definition:</u> slightly below grade level in one or more core subjects <u>Intervention:</u> regular whole group and small group instruction; teacher mentor assigned	<u>Definition:</u> below grade level in one or more core subjects; determined according to teacher observations and/or standardized testing <u>Intervention:</u> targeted small group instruction; case manager assigned	<u>Definition:</u> significantly below grade level in one or more core subjects; determined according to teacher observations and/or standardized testing <u>Intervention:</u> One-on-one intervention, possibly academic probation or modified educational plan (MEP); case manager assigned

C. TEACHER AIDES

Each class from PreK to 6th has an assigned teacher aide who collaborates with teachers to support the students' learning process.

D. STUDENT SERVICES DEPARTMENT

Some students need special support so they can best use their God-given talents. Therapists and specialists regularly consult with teachers to help each student, and diagnostic testing and individual therapies or classes may be requested to support the learning process.

1. English Language Learner (ELL) Assistance – ELL specialists provide age-appropriate intensive English instruction and support, individually or in small groups, to bring students up to grade level.
2. Learning Center – Specialized professionals are available to support students who exhibit low academic achievement or behavioral concerns. Support may include individualized or small group instruction, as well as support within the classroom, depending on student needs.
3. Counseling – A trained Christian counselor is available for temporary or regular counseling to help students and/or families dealing with difficult social, emotional, or family situations. Students may work with the counselor in either a class, small group, or individual setting, especially regarding conflict resolution situations. If deeper issues surface and continued sessions are required, parents will be notified.

E. HOMEWORK SUPPORT

Students in 5th - 12th grades generally have at least one study hall a week to work on projects and homework, study for tests, read, or do make-up work. Study halls are supervised by a teacher who can provide guidance.

F. SERVICES NOT PROVIDED BY ECA

To support a student's progress, the school may request diagnostic testing, external therapy, or tutoring outside of school. In some cases, a one-on-one aide may be required for a student. These services are not covered by school fees and must be paid for by the parents. Students cannot be tutored by their classroom teacher for profit or by any ECA staff member during work hours for profit.

IV. HOMEWORK GUIDELINES

The goal for homework is to help students practice concepts and skills that are covered in class, allowing for mastery. Students should strive to use homework assignments to learn and understand concepts and skills, not just as a means to present the correct answers.

Homework at ECA follows these guidelines, based on educational research and best practices:

- **Homework should be purposeful and matched to a learning goal:**
 - To practice a skill or process
 - To deepen student knowledge about information addressed in class
 - To increase readiness for new information
 - To build rote memorization and automaticity
 - To relate learning to real life skills.
- **Homework should help students practice time management and organizational skills.**
- **Homework should involve parents in appropriate ways.**
 - Parents should ensure that students have the materials, the time, and the appropriate conditions to be able to do their homework.
 - Students should be able to complete homework assignments with minimal parental help.
 - If parents are overly involved in reteaching or supervising their children with homework, they should communicate with the teacher to create a plan to help their child manage the work with the appropriate level of independence.

A. HOMEWORK SCHEDULE

Students generally do not have out-of-class assignments for specials (PE, music, art, etc.). Students in honors and AP classes may need to spend more time on homework to meet the standards. Homework is given during school hours and new assignments will not be assigned after the normal school day has ended.

Expected homework time each night for students who are at grade level academically and in English fluency is:

PreK and Kinder	10-30 minutes
1 st - 4 th	30-60 minutes
5 th - 8 th	1-2 hours
9 th - 12 th	1-3 hours

If any student is spending much more or much less time on assignments, they should keep a record of time spent per subject for several days and contact the teacher(s) involved to discuss the situation and determine the best course of action at home and/or at school.

B. STUDY GUIDELINES FOR STUDENTS

Students should:

1. Set a definite time and place for study, and choose conditions that help you focus.
2. 2nd - 8th grade students must carefully write all assignments, including instructions, in the student planner. 9th - 12th grade students are highly

encouraged to do the same. All students should make sure the expectations are clear before leaving school.

3. Follow instructions carefully. Reading the instructions before starting usually saves time later.
4. Organize long-term assignments and work on them progressively so they can be completed within the time allotted. Do not put these assignments off until the day before they are due. Study a little each day for upcoming unit or chapter tests.
5. Do not be afraid to ask for help from teachers (at school) or parents (when you are home). They should not do the homework, but they will often be able to help explain it or give suggestions. Friends can be good resources for clarification, but they should not do the homework.
6. All work should be complete, neat, well done, and handed in on time.
7. All students must have an English Bible. Students in 1st - 4th grades use Bibles provided for in-class use; 5th - 8th grades use the NIV or ESV, and high school students may use ESV, NIV, or NASB, although ESV is strongly encouraged.

V. VIRTUAL LEARNING

The concept of virtual learning is an instructional experience through online and other resources. Students engage in educational activities, many of them Internet-based, instead of attending school on campus. This prepares students to be continual learners in a global society. It also allows the educational process to continue without physical presence at school and counts as a normal school day. ECA may opt for virtual learning when there are necessary school closures due to external events such as strikes, natural emergencies, or health crises. Individual students who are absent do not have the option of connecting virtually to classes.

VI. ACADEMIC EVENTS

A. SERVICE OUTREACH

Service is an integral component of ECA's mission. Regular opportunities for outreach bring students and staff together to minister.

Students in PreK - 8th grades participate in local service activities throughout the year, most often during the school day. The goal is at least two service opportunities per year for elementary and MS, 20 hours/year for 9th and 10th grades, and 40 hours/year for 11th and 12th grades. For 5th - 12th grades, the report card shows the number of service hours based on the needed hours each year. More detailed information about HS service can be found in the secondary section of the Academic Handbook.

B. FIELD TRIPS

All field trips are considered an essential part of the ECA educational program and are therefore counted as school days. When students go on a field trip, they serve as Christian witnesses to the community.

1. Students are expected to act in an orderly manner, show respect and courtesy to others, and wear the ECA uniform unless otherwise specified. Spanish may be used in public depending on the situation. ECA van rules must be followed.
2. Elementary students are not allowed to take electronic devices on field trips or service outreaches. Middle school students should follow specific teacher instructions for electronic devices on field trips. High school students may use devices during van rides in accordance with van rules, but must keep them out of sight during the field trip activity except with teacher authorization.
3. If for some reason a student is unable to participate in a field trip, parents need to inform the teacher in advance so that arrangements can be made for work to be done to replace the field trip objectives.
4. Specific written notice of each field trip will be sent home physically or electronically at least 1 week before the trip and should be returned with parent signature by the deadline.
5. If parent chaperones are needed for a field trip or service outreach trip, the school will contact parents in advance. Parents who chaperone agree to support the field trip and the teacher(s) in the following ways:
 - a. Parents commit to following teacher instructions at all times. Parents should accompany the group that the teacher assigns them to and help with all of the students in their group.
 - b. Parents will not favor any students with special snacks, gifts, separate lunches, use of parent's device/technology, etc.
 - c. When assigned supervisory duties, parents should focus on the students, not on socializing with other parents, taking pictures, or using their cell phones.
 - d. Parents need to bring their health insurance card in case of an emergency.
 - e. Due to privacy issues, parents can only share or send pictures from the field trip to the teacher. Pictures may not be posted online or shared on WhatsApp.
6. Parent-guided field trips are required annually. Ample timeframes and clear instructions are provided.

C. CHAPEL, RETREATS, AND SPIRITUALLY-FOCUSED SPECIAL EVENTS

Weekly chapel services or small groups are planned to provide the student body and staff with a time of teaching, worship, fellowship, and prayer. Missions Week is an annual event when students learn about the world and the need to share Christ, while being challenged to be open to His calling. In secondary, retreats, discipleship activities, including Imitators and Great Things, and other events, like fEaster, Pray First, and Secret Church, are planned to focus on deepening relationships with God and building healthy relationships.

D. ACTIVITIES AND TRADITIONS

All special activities supplement the curriculum and are part of the learning process. Special events usually include holiday celebrations/programs, the HS spring play, a talent show, Year-End Celebrations, Spelling Bees, Battle of the Books, MUNeca (model UN), and other academic events. Interclass sports competitions are held throughout the year, mostly during lunch times. StuCo plans activities, including Spirit Week when themed dress-up days promote class and school spirit and a sense of loyalty/belonging. All Spanish classes participate in *¡Vive el español!* when Colombian/Latin American traditions and culture are explored and celebrated.

E. EXTRACURRICULAR ACTIVITIES

1. Purpose

- a. Encourage the development and exploration of gifts, interests, and talents for leisure time enjoyment and possible use in God's kingdom in the future.
- b. Contribute to the building of character in areas such as self-discipline, perseverance, self-confidence, and teamwork since performances and competitions (sports, drama, etc.) provide an opportunity to develop morals and values in an intense and demanding environment.
- c. Provide small group discipleship opportunities
- d. Interact with and serve others in the ECA community as well as Christian and non-Christian schools, and be witnesses, both verbally and nonverbally

2. Communication and Supervision

All extracurricular activities will be posted on the school calendar, and special events will be announced in the Bulletin in advance whenever possible. They will be adequately chaperoned by school personnel.

3. Eligibility

To participate in extracurricular activities, students need to have passing grades in all subjects. Each activity may have additional requirements.

F. POSTING PHOTOS

Photos may be taken at ECA events, but photos with faces of ECA students are not to be posted on digital networks, including social media sites, WhatsApp groups, or websites, without parent and principal authorization. This includes photos taken at service outreach events, field trips, birthday parties held at ECA, class activities, or any other ECA event. Parent authorization forms are signed during online enrollment.

ELEMENTARY

I. ACADEMIC PROGRAM

The elementary program goes from PreK to 4th grade. PreK students are age 4 by August 1. By the end of elementary, students are expected to be reading and writing fluently in both English and Spanish, and be proficient in basic math computation skills. The six **core subjects** are Bible, English, math, science, social studies, and Spanish.

A. PREKINDER - KINDER

Students learn basic concepts in the six core subject areas through an English immersion theme-based program integrating music, art, and motor development. They have PE class at least three times a week, as well as weekly computer and library classes. They participate in the weekly chapel/ethics program.

B. 1st - 4th GRADES

All classes are taught in English except for Spanish and 1 period a week of Colombian social studies. English, math, and Spanish are taught daily; science, social studies, and Bible are each taught three times per week. Students have PE three times a week, while computers, music, art, library class, and chapel/ethics are each once a week.

C. BILINGUAL PROGRAM

The ECA program is an early-exit English immersion program using sheltered English instruction techniques. The curriculum and environment formally develop the literacy skills in the first language before the second language. In the early years, the student learns the concepts of oral expression, letters, and reading/writing first in his first language, while developing the oral language in the second language. Early elementary (PreK - 1st) curriculum is integrated,

relating concepts in both languages and learning vocabulary and cognitive concepts in both languages simultaneously. In this way, the first language works as scaffolding that contributes to the process of acquiring the second language. For students whose first language is Spanish, the intensity of Spanish is gradually decreased, giving greater emphasis to English, so that the language of instruction at the general level is primarily English by 2nd grade.

	English	Spanish
PreK	50%	50%
Kinder	65%	35%
1 st grade	75%	25%
2 nd - 4 th	85%	15%

D. ASSIGNMENT TO CLASS

Students in grade levels with more than one class will receive their class placement at the beginning of the school year. Once assignments are made, the decision is final. If a parent has a compelling reason for their child to be in a certain class, a written request must be submitted to the principal stating the reason(s) within one week of beginning school. Only special cases will be considered. Final decisions will be made by the administration with input from the Interdisciplinary Committee (IDC).

II. GRADING AND PROMOTION CRITERIA

A. GRADING SCALE

<u>Letters</u> (PreK to 4 th)	<u>Colombian Government</u>	
E = Excellent	<i>Desempeño superior</i>	
G = Good	<i>Desempeño alto</i>	
S = Satisfactory	<i>Desempeño básico</i>	
NI = Needs Improvement	<i>Desempeño básico bajo</i>	Pass
U = Unsatisfactory	<i>Desempeño bajo</i>	Fail

B. REINFORCEMENT WORK

1. PreK, Kinder, and 1st Grade

When a student does not reach the grade-level academic objectives during the school year, the Interdisciplinary Committee (IDC) will design an action plan to help the student reach the objectives and share it with the parents. When the IDC considers that the student has not achieved mastery of the basic skills necessary for success in the next grade level, the student will be required over vacation to do academic activities assigned by the school,

which can include tutoring, academic vacation programs, therapy, or other activities.

2. 2nd - 4th Grades

When a student gets an NI or a U for a quarter, s/he may be required to do reinforcement work to master the objectives. Work assigned at the end of the school year, which may be projects, tutoring, attending academic classes, therapy, or other activities assigned in the action plan, must be turned in to the office by the last workday of July. If the student does not hand it in, s/he will begin the year on academic probation.

When a student's English level is not at grade level, ECA can require English reinforcement work during any quarter in order for the student to continue at ECA.

C. ACADEMIC PROBATION

The IDC will decide if a student should be placed on academic probation when the student:

1. Has received an NI or U in two core subjects in a quarter
2. Is classified as Tier 3 in his/her English level for 2 semesters
3. Has failed or not turned in reinforcement work.

The principal, student, and parents will sign a contract with the specific conditions to be met, to allow teachers, parents, and the student to focus on weak areas in order to reach the agreed upon academic objectives. The contract will be evaluated by the IDC every quarter. If the conditions are not met by the end of the school year, the student will either repeat the year, withdraw from ECA, or fulfill radical adjustment measures determined by the IDC.

D. GRADE RETENTION

1. PreK, Kinder, and 1st Grade

When at the end of the school year a student in PreK - 1st does not meet grade-level objectives in his/her native language development or second language acquisition, or has emotional, motor, or social maturity deficiencies, the IDC will analyze the situation and determine if the parents should be encouraged to allow the student to repeat the year or find a school where s/he will have more opportunity for success.

Since English comprehension and fluency is critical for academic success at ECA, if a 1st-grade student fails English and/or ELL, the IDC may recommend that the student not continue at ECA.

2. 2nd - 4th Grades

A student does not meet the requirements to be promoted when s/he fails two core subjects at the end of the year and/or has missed more than 20% of the school year. A subject is failed if either of the following is true.

- a. The 2nd semester grade is U.
- b. The student received U's during 3 quarters in one subject.

When a student does not meet the requirements to be promoted, the case is studied by the elementary IDC, who will decide which of the following options is best for the student:

- a. Repeat the year
- b. Withdraw from ECA
- c. Fulfill a demanding and radical plan designed and approved by the IDC.

Factors the IDC will consider include:

- a. Attendance records
- b. Teacher recommendations
- c. Perceived effort and attitude
- d. English ability
- e. Learning difficulties
- f. Psychological testing results
- g. Progress.

SECONDARY

I. ACADEMIC PROGRAM

A. MIDDLE SCHOOL OVERVIEW

The middle school program goes from 5th to 8th grade. Students have eight 45-minute class periods each day except Wednesday, which has an adjusted schedule. The six core classes for 7th and 8th meet five times a week (English, math, science, social studies, Spanish), except for Bible, which meets three times a week. Students also have physical education (PE) three times a week and computers two or three times a week. Fine arts classes meet 1-2 hours a week, and chapel/ ethics is once a week. All classes are taught in English except for Spanish class [and some social studies classes](#).

B. HIGH SCHOOL OVERVIEW

The high school program goes from 9th to 12th grade and assumes that all students are preparing for further studies. All classes are taught in accordance with U.S. high school standards and in preparation for U.S. College Board exams such as the PSAT and SAT. ECA uses the Carnegie system, where a class that meets for 45 minutes each day for 180 days or the equivalent of 135 hours in the school year receives one half credit per semester and one full credit per school year. All Colombian students and those international students who choose to be in the Colombian diploma program take classes to meet Colombian graduation requirements and are prepared for the Saber standardized testing.

A standard cycle has been established so that each 9th grader is able to complete the graduation requirements needed for a U.S. high school diploma from ECA in 4 years (9th - 12th) and a Colombian diploma in 6 years (7th - 12th). Students admitted to ECA will be expected to fit into this cycle at the time of entry. In the case of students who have already taken the classes being offered in any given year, or who need other classes that will not be taught again before graduation, special arrangements need to be made.

If a student leaves ECA temporarily during high school, parents are expected to consult with the principal prior to departure concerning what classes should be taken while absent, to ensure s/he will fulfill ECA graduation requirements.

C. CLASS LOAD

Students in 9th - 12th grade are expected to take a minimum of six classes per semester, resulting in at least 2.8 credits per semester. At least eight classes are offered and most students take a full load. All students must participate in Bible, Chapel/Ethics, and PE. All students are expected to be in school the full day, regardless of their class load, unless special permission is granted. Only five study halls per week are allowed.

Class	Periods / Week	Credit/ Semester	Credit/ Year	Grade
Bible – Foundations of Faith	3	.3	.6	9 th
English 9	5	.5	1.0	9 th
Math: Algebra 1	5	.5	1.0	9 th
Honors Math: Geometry	5	.5	1.0	9 th
Physical Science (Chemistry/Physics)	5	.5	1.0	9 th
<i>Estudios Latino Americanos</i>	5	.5	1.0	9 th
Spanish – Colombian Literature *	5	.5	1.0	9 th
Computer Applications I	2	.2	.4	9 th
Health	2	.2	.4	9 th
Physical Education	3	.3	.6	9 th

Class	Periods / Week	Credit/ Semester	Credit/ Year	Grade
Fine Arts Elective	2	.2	.4	9 th
Bible – Spiritual Formation	3	.3	.6	10 th
English 10	5	.5	1.0	10 th
Math: Geometry	5	.5	1.0	10 th
Honors Math: Algebra II & Trig	5	.5	1.0	10 th
Biology	5	.5	1.0	10 th
World History	5	.5	1.0	10 th
Spanish – Latin American Literature*	5	.5	1.0	10 th
Computer Application II	2	.2	.4	10 th
Career and Calling I	1	.1	.2	10 th
Physical Education	3	.3	.6	10 th
Fine Arts Elective	2	.2	.4	10 th
Bible	4	.4	.8	11 th
English: American Literature and Composition (alternate years/even graduating years 2024, 2026, ...) OR AP Language and Composition	5	.5	1.0	11 th or 12 th
Math: Algebra II & Trig	5	.5	1.0	11 th
Honors Math: Pre-Calculus	5	.5	1.0	11 th
U.S. History (alternate years/even graduating years 2024, 2026, ...)	5	.5	1.0	11 th or 12 th
Philosophy	1	.1	.2	11 th
Spanish – Spanish Literature *	5	.5	1.0	11 th
Career and Calling II	1	.1	.2	11 th
Chemistry (alternate years/even graduating years 2024, 2026, ...)	5	.5	1.0	11 th or 12 th
Physics (alternate years/odd graduating years 2023, 2025, ...)	5	.5	1.0	11 th or 12 th
Physical Education	3	.3	.6	11 th & 12 th
Fine Arts Elective	2	.2	.4	11 th & 12 th
Bible	4	.4	.8	12 th
English: British and World Literature (alternate years/odd graduating years 2023, 2025, ...) OR AP Literature and Composition	5	.5	1.0	11 th or 12 th
Math: Pre-Calculus or Personal Finance	5	.5	1.0	12 th
Honors Math: Calculus	5	.5	1.0	12 th

Class	Periods / Week	Credit/ Semester	Credit/ Year	Grade
Comparative Government (alternate years/odd graduating years 2023, 2025, ...)	5	.5		11 th or 12 th
Colombian Social Studies/ Economics (alternate years/ odd graduating years 2023, 2025, ...)	5	.5		11 th or 12 th
Saber or College Prep	1	0	0	12 th
Spanish – World Literature *	5	.5	1.0	12 th
Career and Calling III	1	.1	.2	12 th

* or Spanish I, II, III, or IV for non-native Spanish speakers

D. HONORS CLASSES

Honors classes are regularly offered in various subject areas, depending on interest, ability levels, and staff availability. Created to challenge students with more complex analytical and critical thinking skills, honors classes assume strong basic math or reading and writing skills. Students who take AP classes are encouraged to take AP exams, which are given at ECA in early May each year. Students pay for each exam. All students who have finished at least Spanish III or are in the Colombian literature program are encouraged to take the AP Spanish Language and Culture Exam.

1. Criteria to Move into Honors English

In 9th grade: Teacher recommendation with emphasis on classroom participation and work quality, student and parent commitment to workload, MAP and Language scores above 50th percentile (or other standardized, norm-referenced test of reading and writing achievement), 8th-grade writing prompt, and 90% or better in middle school English

After 9th Grade: 90% or above in regular English for at least 2 quarters, 80% or above in social studies, recommendation from English and social studies teachers with emphasis on classroom participation and work quality, parent and student commitment to workload, and above 50th percentile in standardized testing scores (PSAT reading and writing, MAP). Students may only move to a higher English level at the beginning of each school year. To be considered to move into Honors English for the following year, a student must submit a written request to the principal explaining the reasons s/he is a good candidate for Honors English, before the end of the school year.

As a transfer student: Grades and transcript from an English-based school which suggest Honors English level or ability to perform at honors level (90% or above in regular English for at least 2 quarters, 80% or above in social studies, or having completed an Honors English class), parent and student commitment to workload, entrance testing which suggests adequate reading and writing skills to handle Honors English, and above 50th percentile in standardized testing scores (PSAT reading and writing, MAP or other standardized norm-referenced test of reading and writing achievement)

Criteria to Remain in Honors English: Teacher recommendation with emphasis on classroom participation and work quality, major assessment grade averages 85% or higher, overall semester grade at 80% or higher, social studies semester grade at 70% or higher

2. Criteria to Move into Honors Math

For 6th grade: Excellent math grades, consistent effort, **passing score on a placement test**, and standardized testing above 75th percentile

Transfer Student: Transcripts from previous school suggest honors math or ability to perform at honors level (90's in math or having completed an honors math class), commitment of parents and student, and entrance testing suggests adequate skill

Change Levels After 6th Grade: A change in math levels is only possible at the end of 6th, 7th, and 10th grades. This requires considerable work and effort on the part of the student. Only students who consistently score 90% or above on tests and quizzes for a full year will be considered for this. Scores on curriculum-based measurements and/or other standardized, norm-referenced tests of math achievement (e.g., MAP) should be above 75th percentile.

If a student is identified as one who needs to move from regular to honors, they will need to do the necessary work to catch up to the rest of the class.

Specific Requirements:

- a. At the end of 6th grade: math teacher recommendation
- b. At the end of 7th grade: math teacher recommendation, complete chapters 1-13 of the 7th honors math textbook, and 88% or higher on both the 7th grade honors midterm and final.
- c. After 10th grade: consistently scored 90% or above on quizzes and tests in Algebra 1 and Geometry, complete required chapters from Algebra 2 class, and earn 70% or higher on both the 1st and 2nd semester Algebra 2 final.

3. Criteria to Remain in Honors Math

Teacher recommendation, test and quiz averages 85% or higher, overall math grade 80% or higher, science grade 70% or higher

4. Changing to a Lower Level

- a. If the criteria to continue in an honors class are not consistently met during 1st semester, and the student still desires to remain in the honors class, the student will be placed on honors probation for 2nd semester. The probation will include a specific plan, developed with measurable goals, that outlines how the student will reach the criteria to remain in the honors class. If the student does not desire to remain in the honors class, s/he will be placed in the appropriate level at the end of the semester.
- b. If the criteria to remain in an honors class are not consistently met during 2nd semester, and the student still desires to remain in the honors class, then a decision to remain in the honors class the next school year or move to regular class will be made with teacher, principal, parent, and student input. The student would be required to complete assigned work in their deficient areas over the summer, and then to retake the tests (or final exam) prior to the beginning of the next school year.

5. Enrolling in an AP English Class

To be eligible to enroll in an AP English class during junior or senior year, a student must have been in Honors English for at least a year, have an A average (90% or above) in English for the current school year, be recommended by their current English and social studies teachers, commit to the rigorous academic load required for a college-level class, and have parental permission. There are a limited number of spots available in the AP English classes, so it is possible that not all students who meet the above criteria will be accepted into the program.

E. ADDING/DROPPING A CLASS

A student may add or drop a class without penalty within the first 3 weeks of a regular 18-week semester. Classes may not be added after that time without special permission. A class that is dropped after 3 weeks will be noted on the transcript as WP (Withdrew Passing) or WF (Withdrew Failing) and may affect the GPA. All changes in a student's academic program must be approved by the administration, and the appropriate form must be filled out.

F. INDEPENDENT STUDY / ONLINE CLASSES

If a student desires or needs a class that is not offered as part of the regular ECA curriculum or is not scheduled during the current school year, or if a student fails

a class and needs to relearn the material and earn the credit, it will be the responsibility of the parents to purchase and supervise the class. In some cases, ECA will supervise the class, but only with prior arrangement.

All online classes used to fulfill graduation requirements at ECA must be from accredited institutions and must be approved in advance by the administration. Otherwise, the class cannot be accepted for credit.

In rare cases, it may be necessary to use online classes if there is not adequate staff available to teach the regular curriculum. In such cases, ECA assumes the responsibility to purchase and supervise those classes.

If there is a special situation in which a student needs to take an independent study class with an ECA teacher, the supervising teacher must have administrative approval and turn in a syllabus to the principal to be approved. The independent study class must be comparable to other ECA classes in vigor, difficulty, and quantity of material covered, and it must have sufficient evaluation tools in order for a fair grade to be given. A 1-semester independent study class (including materials) generally costs the equivalent of 15% of a semester.

G. TRANSFER CREDIT

High school credits will be accepted from accredited schools including ACSI accredited schools, public schools, and online or virtual institutions. Homeschool grades, schools which are not accredited, and schools not using a U.S. system will be assessed on an individual basis, and credit may be awarded based on that assessment, taking into account the material covered, frequency of the class, evaluation used, and final grades. ECA may require additional testing before validating external grades. Credits that fulfill ECA's graduation requirements will be counted toward graduation but not included in the GPA calculated by ECA.

II. GRADING AND PROMOTION CRITERIA

A. GRADING SCALE

Numeric (9th - 12th)	<u>Colombian Government</u>	
90 - 100 = A	<i>Desempeño superior</i>	
80 - 89 = B	<i>Desempeño alto</i>	
70 - 79 = C	<i>Desempeño básico</i>	
60 - 69 = D	<i>Desempeño básico bajo</i>	Pass
0 - 59 = F	<i>Desempeño bajo</i>	Fail

B. CALCULATING GRADES

Middle School

1. Grades for 5th and 6th, and for subjects without exams, are computed as follows:

Semester 1		Semester 2		Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Qtr 3	Qtr 4	
50%	50%	50%	50%	
100%		100%		

2. Grades for 7th and 8th for subjects with exams are calculated as follows:

Semester 1			Semester 2			Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Exam	Qtr 3	Qtr 4	Exam	
45%	45%	10%	45%	45%	10%	
100%			100%			

High School

1. When students pass both semesters of a yearlong class, the final grade is an average of the 2 semesters. When students pass 1 semester and fail the other, the final grade in the Colombian system is the average of the 2 semesters, whereas in the U.S. system each semester is reported separately and students only receive credit for the semester they pass.
2. Grades for subjects without exams are computed as follows:

Semester 1		Semester 2		Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Qtr 3	Qtr 4	
50%	50%	50%	50%	
100%		100%		

3. Grades for subjects with exams are calculated as follows:

Semester 1			Semester 2			Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Exam	Qtr 3	Qtr 4	Exam	
45%	45%	10%	45%	45%	10%	
100%			100%			

C. TRANSCRIPTS

Grade Point Averages (GPA's) will be calculated from 9th - 12th grade and printed on each transcript using the following scale.

98 - 100	A+ = 4.0
93 - 97	A = 4.0
<u>90 - 92</u>	<u>A- = 3.7</u>
87 - 89	B+ = 3.3
83 - 86	B = 3.0
<u>80 - 82</u>	<u>B- = 2.7</u>

77 - 79	C+ = 2.3
73 - 76	C = 2.0
<u>70 - 72</u>	<u>C- = 1.7</u>
67 - 69	D+ = 1.3
63 - 66	D = 1.0
<u>60 - 62</u>	<u>D- = 0.7</u>
0 - 59	F = 0

Every class in 9th - 12th grades that receives a number grade and is worth at least 0.1 credit per semester is included in the GPA. Transfer classes are NOT included in the ECA GPA.

Class rank (except 1st and 2nd) will not be noted on transcripts due to the small size of ECA classes and the unfair complications that gives to ECA students.

Official transcripts need to be requested from the office in writing and will be sent directly to the indicated school within 1 week, except under special circumstances. The first three are free, and after that there is a nominal charge.

D. EXAM POLICIES

1. Exams Not Taken on Schedule at ECA: Parents are encouraged to plan student absences around the school calendar and avoid missing exams. Early/late exams are only given in extreme emergencies. There is usually an extra cost for taking exams outside of the assigned exam period. In such cases, the student needs to hand in a Pre-Arranged Early Exam form, which must be signed by a parent and approved by the principal at least 1 week in advance of the normal exam.
2. Exempting a Final Exam: If 11th or 12th graders have a **95%** average for the 2 quarters before the semester exam, they may choose to not take the exam or to take it and only count the grade if it helps their average. This privilege will be for only one class. A student is usually allowed to choose which class if s/he has more than one option. The report card will show the exam grade as exempted. Any student wishing to be exempt from taking a test must turn in the appropriate form with parent and teacher signatures to the principal before the exam.

Seniors are expected to take all final exams at the end of the year unless they have at least a 90% average between the last 2 quarters. In this case, they may choose to be exempt from taking the final exam and to average the 2 quarters for their final grade for the semester.

Any student who misses more than 6 days in a semester must take final exams. Periods missed add up toward the total number of absences. For attendance purposes, scheduled half days of school count as full days.

Students in a class with a curriculum that aligns with an Advanced Placement (AP) Exam are permitted an exemption for the final exam in the class beyond the conditions listed above. This “AP exemption” is only permitted when a student takes an AP exam that directly addresses the content of the class. For example, an AP Chemistry Exam could permit an exam exemption in Chemistry, but the AP Spanish Language Exam does not allow an exam exemption in Colombian Literature. Students are permitted the “AP exemption” only if they have at least an 80% average for the last 2 quarters and if no quarter grade is below 70%.

E. REINFORCEMENT WORK

Middle School: When a student in 5th - 8th grade gets a final grade below 60% in English or math, reinforcement work will usually be assigned by the teacher, which must be turned in to the office by the last workday of July. If the student does not hand it in, s/he will begin the year on academic probation, and matriculation will be delayed until an academic probation plan has been approved. Students who receive a grade between 60-70 may be given a remedial assignment to ensure understanding of the class content and skills.

High School: Students must recuperate a class if they get a failing grade for either 1st or 2nd semester in core subjects or a class needed for graduation credit.

The **core subjects** are English, math, social studies, science, Spanish, and Bible.

The following subjects usually need to be made up (recuperated) via an online accredited course: English, social studies, science, math, and health. The recuperation must correspond to the requirements needed for a diploma in the U.S. educational system. This recuperation is also valid for courses in the Colombian system. Spanish and Bible usually are made up (recuperated) by doing work assigned by an ECA teacher.

The principal and/or the Interdisciplinary Committee make the final decision as to the needed method for recuperation, and if the recuperation is for U.S. credit or not.

Students who receive a grade between 60-70 may be given a remedial assignment to ensure understanding of the class content and skills. The recuperation work must be turned in to the ECA office by the last workday of July unless another agreement has been reached. If the student does not hand in or pass the recuperation, s/he will begin the year on academic probation and must complete the work on campus during lunch and/or after school until the requirements have been completed.

NOTE: The original grade is kept on the official record, and a note is added that the student completed the recuperation.

F. ACADEMIC PROBATION

The Interdisciplinary Committee will decide if a student should be placed on academic probation when one or more of these conditions are met:

1. Failed any two classes in a semester
2. Failed or not turned in reinforcement work
3. A quarter average below 70% in the core subjects
4. Failed math or English any quarter.
5. Missed more than 15% of the school year

The principal, student, and parents will sign a contract with the specific conditions to be met, to allow teachers, parents, and the student to focus on weak areas in order to reach the agreed-upon academic objectives. The Interdisciplinary Committee (IDC) will evaluate the student's performance each semester. If the conditions are not met, the student will either repeat the year, withdraw from ECA, or fulfill radical adjustment measures determined by the IDC.

G. GRADE RETENTION

1. A student does not meet the requirements to be promoted to the next grade when s/he:
 - a. Fails two core subjects at the end of the year
 - b. Fails any three subjects at the end of the year
 - c. Misses more than 20% of the school year.
 - d. Does not accumulate 5.5 credits for the year. (HS only)
2. When a student does not meet the requirements to be promoted, the case is studied by the Interdisciplinary Committee, who will decide which of the following options is best for the student:
 - a. Repeat the year
 - b. Withdraw from ECA
 - c. Fulfill a demanding and radical plan designed and approved by the Interdisciplinary Committee
3. Factors the Interdisciplinary Committee will consider include:
 - a. Attendance data
 - b. Teacher recommendations
 - c. Perceived effort and attitude
 - d. English ability

- e. Learning difficulties
- f. Psychological testing results
- g. Progress

III. HIGH SCHOOL SERVICE OUTREACH

The focus of service outreach is to serve the community with an emphasis on helping those with economic, health, spiritual, and academic needs.

A. REQUIREMENTS

1. All 10th graders must complete a total of 40 hours of documented service during 9th and 10th grades to receive their Colombian diploma.
2. All 12th graders must complete 80 hours of documented service to graduate. These hours can start being accumulated after 10th grade. 12th graders are encouraged to finish at least 70 of their 80 hours by the beginning of 2nd semester.
3. If a student is not graduating with a Colombian diploma, the requirement is only for the semesters the student attends ECA (10 hours/semester in 9th and 10th, and 20 hours/semester in 11th and 12th).

B. GUIDELINES FOR VALID SERVICE OUTREACH HOURS

1. ECA organizes service outreaches with various institutions, but a student may look for other alternatives that would be more to his/her preference or convenience. Any new organization must be pre-approved by the School Chaplain.
2. When a service activity requires training or special preparation, the training/preparation time may be accepted with the certification of the training leader for up to 30% of the total hours of each outreach event.
3. Students who help in the PRAE (School Environmental Project) can receive service hours.
4. Service hours can be earned by serving without pay during optional ECA activities (like coaching or tutoring younger students or hosting OBED events) outside school hours, **which involve community service**, with prior authorization. These activities are accepted for up to 10% of the total service hours (maximum 8 hours for 11th and 12th, and 4 hours for 9th and 10th).
5. Service hours for translating for missionary teams, or other pre-approved outreaches will be accepted on a case-by-case basis. Missionary trips may be accepted, depending on the ministry and with each day usually counting up to 8 hours.
6. Transportation time to/from an outreach is not counted for service hours.

7. To be considered valid, all external service activities must receive authorization from the School Chaplain based on an official letter from the organization, the attendance record, and the evaluation sheet.
8. All high school service hours must be turned in by the end of the semester they were served in.
9. An ECA staff member is available to help each student create a program that meets his/her needs.

IV. GRADUATION

A. REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

In order to graduate from ECA, students must have been at ECA for at least 2 years, one of which is their entire senior year. Unique cases need special permission. The minimum number of credits needed to graduate from ECA is 22. Of those, 18 credits are required and the balance is made up of electives.

<u>Graduation Requirements</u>	<u>Credits</u>
English	4
Math	3
Science	3
Bible	1
Physical Education	1
Social Studies, including	3
U.S. History (or an approved alternative)	1
World History	1
Government / Civics	0.5
Computer	1
Spanish	<u>2</u>
Required credits:	18
Elective credits:	<u>4</u>
Total minimum credits for graduation:	22

B. REQUIREMENTS FOR A COLOMBIAN DIPLOMA

1. In order to receive a Colombian diploma (*básica secundaria y media*), a student has to obtain a *básica primaria* diploma and complete the following academic requirements annually during 7th - 12th grades.
 - a. Humanities – English and Spanish
 - b. Math
 - c. Natural and Environmental Science
 - d. Social Sciences – including government, economics, and philosophy
 - e. Computers
 - f. Ethics

- g. Religious Education
- h. Fine Arts
- i. Physical Education
- j. Service Outreach – 11th and 12th graders must complete 80 hours of service hours in their junior and senior years.

2. Students must also complete the following administrative requirements for graduation:

- a. Submit copies of their passport, current visa, and *cédula de extranjería* (foreign students), or their birth certificate or *cédula* (Colombian students)
- b. Provide official original report cards for years not completed at ECA after 5th grade, which will be evaluated and validated by the Academic Director and the Academic Secretary
- c. Provide validation, given by the National Ministry of Education, for studies completed outside the country
- d. Be up-to-date with all academic, administrative, and financial requirements.

C. PARTICIPATION IN THE GRADUATION AWARDS DINNER AND CEREMONY

Seniors may participate in the graduation awards dinner and ceremony if they have fulfilled all requirements for either diploma, Colombian or U.S., and if all financial obligations have been met. If there is pending debt, a signed agreement must be in place before graduation to be able to participate.

If a student needs to complete up to two credits (U.S. diploma) and plans to finish all credits by December 31 in the same calendar year, s/he may participate in the graduation ceremony, but will not receive a diploma. Before participating in graduation, a plan must be approved and signed by the student, parents, principal, Academic Coordinator for Colombian Program, and Academic Director.

You can search the Handbook by key words in English and Spanish on the school website under Documents, Forms & Resources.