

EL CAMINO ACADEMY SERVANT-LEADERS

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Sharmin Motta	Academic Secretary
Jhon Fredy Velandia	Administrative Director
María Helena Cortés	Spiritual Care Coordinator



*A list of Acronyms Used at ECA
can be found at the end of the Handbook.*

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El Camino Academy

Handbook 2025-26

INTRODUCTION

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 115 different Christian churches. All graduates receive a U.S. high school diploma of international recognition. All Colombian and foreign students who meet the requirements 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, a Colombian association of Christian schools.

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 each student while encouraging and challenging them 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.

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 & 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

These commandments that I give you today are to be on your hearts.

⁷*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 6:6-7

E. ANNUAL THEME FOR 2025-26: **RESPONSIBILITY**

The verse for the year is:

*And whatever you do, in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through Him.*

Colossians 3:17 (ESV)

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 & MASCOT

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

II. SCHOOL GOVERNANCE & 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, as well as setting guidelines and establishing the direction for other big-picture, governance issues. New Board members are chosen 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, administrative, 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 and evaluated 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 six members elected from their associated groups (two parents and two teachers, one representing elementary and one representing secondary), 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 the school director, at least one teacher, a 12th grade student, and two parents representing 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 Escolar de Convivencia*

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 (usually the president of the Parent Council), 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 2nd - 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 **HS** 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 a sense of school spirit/belonging 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 **MS** student council has representatives from 5th - 8th grades and they focus on organizing integration activities and developing leadership skills. The elementary school is represented by a representative from 4th grade who is invited to join the MS student council meetings.

5. Class Officers

Each HS 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. Local Government School Representative / *Cabildante*

The role of the local government School Representative is to promote the active participation of children and youth before local government entities, representing their perspective to propose and discuss current issues in their school and locality.

8. 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, staff, 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.

9. Parent Council / *Consejo de Padres* (Article 5 of Decree 1286 of 2005)

The Parent Council, a government-required body of parent participation, consists of two 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. The Parent Council is chosen in August.

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 noncore 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. Servant 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 PEI
2. Seek and receive guidance for their child
3. Other rights in Decree 1286, 2005, Article 2

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. Participate in the parent activities organized by the school, including parent workshops, three of which are required annually
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 completing the annual enrollment process for each child 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, the contract, internal regulations of the school, and those established by law, while supporting their child to do the same
10. 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 a variety of 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 this requirement will not be allowed to finish the enrollment process for the following school year.
11. Other responsibilities in Decree 1286, 2005, Article 3

C. PARTICIPATION

1. Parent Assembly

According to Decree 1286, 2005, Article 4, all parents are members of the Parent Assembly. All parents are strongly encouraged to participate in the biannual parent general assemblies required by law, workshops, class and school prayer meetings, and other recreational, educational, and spiritual activities organized by the school and/or the Parent Council.

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).
- Other responsibilities as listed in Decree 1286, 2005, Article 7

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
- Attend at least three Parent Council meetings to share ideas, pray, and receive input on school events and needs

- Manage class internal communication between parents, including WhatsApp, emails, etc., reflecting an attitude of respect
- Support the teacher
 - Serve as the contact point for teachers – someone they can call for support and/or practical help, coordinating parental involvement if requested
 - 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

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 non-exclusive way, to discuss and implement beneficial ideas.

3. 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 ECA 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. Parents may also have lunch with their child on campus.

Elementary parents need to follow these guidelines:

- Email the homeroom teacher at least the day before to ensure that the day works, to confirm the time, and so that the student can be prepared.
- Eat within the allotted time so that your child can go to recess with the class.
- Only bring food for your child.
- Sit with your child in the designated location, as indicated by the classroom teacher aide/homeroom teacher.

Options for authorized places where parents can wait for a child or for a meeting:

- Outside the reception area, on the benches
- Fountain area (after checking in with the receptionist)
- Room A-105 when it is not being used by ECA staff and students

Where parents may not be:

- Student bathrooms
- Classroom, hallways and/or offices unaccompanied

Different opportunities will be publicized throughout the year for parents to connect with ECA to enhance their child's learning experience.

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

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.

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 within the limits established by the law.
- 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 promotion, prevention, 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 human, sexual, and reproductive rights by classmates, teachers, or administrators
- Review and revise the 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 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 reflection regarding 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 described in the Plan for Institutional Improvement (PMI)
- Report cases at school of harassment, violence, and violations of the sexual and reproductive rights of children and adolescents in the capacity of 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 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 classes taught in Spanish 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. At ECA, culturally acceptable expressions of friendship and respect are expected such as a verbal or physical greeting (cheek to cheek, high five, handshake, etc.), a side or quick hug, or a pat on the shoulder, etc.
- e. Romantic relationships between students are strongly discouraged, but not prohibited when handled in a respectful manner without physical displays of affection.
- f. To show respect to themselves, to classmates, and to younger students, on campus, on ECA transportation, or at ECA-sponsored events, students are not allowed to show physical affection by kissing on the mouth, holding hands as a couple, sharing prolonged hugs,

inappropriate touch, caressing, sitting or lying on laps, or participating in other exclusive or inappropriate physical expressions.

- g. 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 may include medical appointments, sick leave, legal paperwork, sports or artistic competitions/events, and some family and mission obligations, according to school policy.
- 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.
- Students are allowed one excused absence per semester for family or personal reasons with the pre-arranged process completed one school day in advance.
- Unexcused absences include family vacations, transportation issues, tiredness, absences not communicated to the office before 8:30a on 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 based on the considerations listed below.

- 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:

- Elementary parents must send the notification **via OnTrack**.
- Secondary students must turn in the completed physical pre-arranged form to the principal before the absence, or it is not

excused. **Parent authorization must be submitted via OnTrack.**

- For absences longer than 3 days, the pre-arranged absence process must be completed 1 week in advance, following the normal pre-arranged procedure.

Considerations:

- A student's grades should be high enough to allow the absence.
- A student's relationships and behavior must consistently follow ECA guidelines.
- 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.
- Students with more than five absences per semester do not receive excused absences for non-emergency reasons.

- 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 OnTrack**.

Submit Absence/Tardy Notifications Using the
OnTrack App

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.

- e. Partial Day Absences

At ECA	Missing	Credited for	Marked on Absence Record
9 periods	Nothing	Full day of attendance	Present

7-8 periods	1-2 periods (less than 1 h 30 min)	Full day of attendance	Tardy or Early Departure (excused or unexcused)
3-6 periods	3-6 periods (1 h 35 min - 4 h 45 min)	Half day	Half day
1-2 periods	8-9 periods (more than 1 h 30 min)	Being absent	Absent for the 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 receive an excused tardy if they immediately go to class. Students not on school vans, who arrive after all the school vans that are 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 5th - 12th grades, students receive a behavior point (demerit) for every three tardies to any class in a quarter. 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. Procedures and 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 behavior point (demerit) for every third unexcused tardy to school.
 - In secondary, upon receiving the second unexcused absence in a quarter, 1 behavior point (demerit) is usually given. A behavior

point (demerit) is given for each two subsequent unexcused absences in each quarter. Pre-arranged unexcused absences do not receive behavior points (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.
 - Students who miss 20% or more of the total days in a school year do not meet the requirements to be promoted to the next grade level (see “Grade Retention” in the Academic Handbook)
- 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 according to the discipline matrix.
 - 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 does not include every possible aspect, the following guidelines determine acceptable dress at ECA. 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. Any additional clothing worn with the ECA shirt must

be school colors (dark blue, gray, or white). Blankets should not be used/worn during the school day.

- General Uniform Description

- ECA shirt: White or dark/navy blue polo or T-shirt style with ECA logo, short or long-sleeves
 - * Older versions in light blue and gray are also accepted.
- ECA pre-approved shirts: White, gray, or navy blue that include the ECA label from special teams or interest groups or campaigns (sports teams, mission teams, leadership or service groups, etc.)
- Pants/skirts: Must meet the general dress code guidelines listed below
- PE uniforms: Sweatpants or running pants (no jeans), tennis shoes, socks, ECA shirt as described above. ECA uniform PE pants are available for purchase, but not required.
- ECA jacket: Navy blue with the ECA logo
- ECA hoodies: ECA institutional colors (dark/navy blue and gray) with the ECA logo

- Daily Uniform Guidelines

- 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, however, outerwear must be in ECA colors (white, gray, or navy blue).
- For 5th - 12th graders, the outer layer must always be ECA clothing and the ECA shirt must be visible.
- ALL students, including PK and Kinder students, must wear an ECA shirt and sweatshirt or jacket on field trips.

- PE Uniform Guidelines

- Elementary: 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. Jeans are not acceptable for PE. Hats may be worn outside, but no dangling earrings or jewelry.
- Secondary: All students must wear an ECA shirt, sweatpants or loose knee-length athletic shorts, and appropriate closed athletic shoes with socks. Hats may be worn outside, but not dangling earrings or jewelry.

- Special Clothing Designs, Used as a Uniform

- Any special interest design that has been approved by the administration and follows established guidelines, including the use of ECA institutional colors, may be used in place of an authorized ECA uniform.
- The following articles may be authorized as ECA uniforms:
 - ✓ Senior jacket or hoodie - annually designed by the 11th grade class to be used during their senior year.

- ✓ Senior fundraising hoodie - designed and sold by the senior class for the whole school as a fundraiser
- ✓ Special group hoodies - allowed only for ECA student groups that students apply for and are selected/elected (StuCo, Imitators, etc.)
- ✓ Special group T-shirt - permitted for classes, clubs, teams, or interest groups to nurture school spirit or a positive sense of belonging
- ✓ Sports team: The ECA sports team design will be used for all elective sports teams and purchased by individual team members.
- Guidelines for special designs: Note that 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 on the front
 - ✓ Reflect ECA values in the design and printed information
 - ✓ May additionally have words or logos related to the whole group
 - ✓ Normally, the only animal depiction allowed is the ECA mascot.
 - ✓ May include student names or appropriate nicknames
 - ✓ External sponsor information is only allowed with prior approval.
- Star Days

StuCo promotes scheduled non-uniform Star Days throughout the year for fundraising for students in 1st - 12th grade. To be able to participate in these themed and non-themed days, students pay a nominal fee for the day/semester.

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

b. General 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, strapless, or 1-shoulder 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 and shoes without backs 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.

c. Additional Retreat/Hot Country Guidelines

- Girls' swimsuits need to be a modest one-piece or a tankini.
- Boys' swim shorts need to be modest, long, and not too tight.
- When not in the pool area, T-shirts, shorts, and/or cover-ups must be worn.
- Flip-flops, hats, thin-strapped tops, and modest ripped jeans are permitted.

5. Campus Expectations

- a. Walking: 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 the privilege of eating 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 or projects are authorized and must be pre-approved and published on the master calendar. ECA should not be used for personal fundraising. School fundraisers are generally limited to one per 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 by the principal or their designee with the student present.

- 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. Parents will be notified when this happens. 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 for special occasions.
 - 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. Visitors may only enter classrooms with prior approval from the principal. Visitors who are under age 18 must have the appropriate paperwork signed by parents. Volunteers must fill out a form from Human Resources
6. Supervision
- a. Regular supervision is provided from 6:50a - 3:15p Mon, Tue, Thu and Fri. 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 form.
- c. Unsupervised classrooms are off limits to students. 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, reception, 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.
7. Technology Use
- a. Personal Devices – including laptops, tablets, cell phones, smart watches, virtual reality devices, and any other device

- ECA promotes a phone-free environment.
- 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.
- If a device is damaged, it is under the student/parent responsibility.
 - Elem/MS: ECA recommends that students not bring electronic devices to school. Any devices that students bring to school must be kept in their backpacks and powered off while on campus, under their own responsibility.
 - HS: Personal electronic devices will be left in lockers or caddies from 7:10a until dismissal. Personal device use is only permitted during school hours with explicit permission from a teacher or the HS leadership team, in the location determined by the adult, for a specific time period, and under adult supervision.
- HS 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.
- 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, including personal devices, is a privilege, not a right. By using the Internet and/or ECA network, 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 influence on my fellow students, faculty members, and others I communicate with on the Internet. 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 and I agree to follow ECA's rules.

Unacceptable use of the Internet, ECA network, 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 (including local network user names, email accounts, and any other local software or online platform used by ECA), bypassing or attempting to bypass the school's Internet blocking system, using ECA resources to use pirated material, attempting to access/hack restricted platforms or services such as servers, information systems, video footage from security cameras, WiFi network, 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, downloading online content or files that may compromise our network security (such as hacking tools, ransomware, or malware), 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, offensive, or inappropriate messages or pictures, sexting, using or viewing Internet sites with inappropriate graphics, language, content, or values, having knowledge of misuse or violation of the ECA Internet policy by an ECA student or staff member and not reporting it, 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 will not wait for individual students after the scheduled pick-up times. Families will not be pre-notified of the van arrival by cell phone/message. 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 special 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.
 - 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 must be careful in using writing utensils or any sharp objects on the vans.
- Students may use small and non-dangerous objects on the vans for entertainment.
- Only Christian or instrumental music should be played on the van's stereo system, with the driver's permission.
- Elem and MS students are not allowed to use personal devices on the vans.
- HS 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 the parents are confident of proper use.**

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.
- When student or parent negative behavior repeatedly affects other students or breaks safety rules, the Transportation Coordinator will work with the principal, who will analyze the situation and take the necessary measures according to the steps below.

Elementary

1st offense: Warning

2nd offense: Reteaching with parent notification

- 3rd offense: Reflection sheet, 1 behavior point
- 4th offense: Type 2 reflection sheet (2 behavior points), 1-day suspension from van
- 5th offense: 2-day suspension from van
- 6th offense: Permanent suspension from van

Secondary

- 1st offense: Warning with parent notification
- 2nd offense: Parent meeting with student present
- 3rd offense: 1-day suspension from van
- 4th offense: 2-day suspension from van
- 5th offense: Permanent suspension from van

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.

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.

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.

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

When a staff member witnesses or 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 facts. This can include students, teachers, other staff members, and/or parents.

2. Standard Communication Order

The standard communication order is the order 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 to manage these various types of situations:

a. Academic Cases

- Classroom teacher
- Case manager
- Dean of Students/Principal, with the IDC as necessary
- Academic Director
- Academic Council
- Director
- Directive Council

b. Disciplinary Cases

- Adult aware of the concern
- Elementary: Classroom teaching team
- Case manager
- Dean of Students/Principal, with the IDC as necessary
- Academic Director
- Director
- Directive Council

c. School Vans

- Van Monitor
- Transportation Coordinator
- Dean of Students/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

3. Differentiating Between Conflict & Bullying

Conflict is normal in social interaction; however, at times conflict can be confused with bullying or harassment. At ECA, conflict is viewed as a way to teach students important life skills, such as problem-solving, compromise, collaboration, a healthy self-image, empathy, and negotiation. However, ECA has a zero-tolerance policy for bullying. Here are some ways to distinguish among different types of situations.

Joking Around	Conflict	One-Time Issue	Harassment or Bullying
<ul style="list-style-type: none"> - Everyone is having fun - No one is getting hurt - Equal participation 	<ul style="list-style-type: none"> - Two people/ groups are having a fight, argument, or disagreement - Equal balance of power - A solution or compromise can usually be found - Can be stressful to both parties - Feelings of remorse and responsibility 	<ul style="list-style-type: none"> - Someone is being mean on purpose - Is often a reaction to a strong emotion - Happens once, may be repeated occasionally - Can cause hurt but is not typically bullying 	<ul style="list-style-type: none"> - Repeated, intentional, unwanted aggressive behavior towards someone by an individual or group - Imbalance of power and intimidation - Goal is to hurt, harm, or humiliate - Seeking power and control - No remorse – victim is blamed

D. DEFINITIONS (taken from Law 1620/13, Decree 1965/13, and Law 1146/07, Article 2, unless otherwise specified)

Conflicts	Situations characterized by real or perceived incompatibility between the interests of two or more people
Inadequately Managed Conflicts	These are situations in which conflicts are not resolved in a constructive manner and give rise to events that affect school relationships, such as altercations, confrontations or fights between two or more members of the educational community of which at least one is a student, provided that there is no harm to the body or health of any of the parties involved.
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.
Cyberbullying	A deliberate form of intimidation using information technology (Internet, social media, cell phones, or online video games) to engage in continued psychological abuse
Bullying/ Harassment	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.
Sexual Harassment (National Association of School Psychologists)	<p>Unwanted and unwelcome sexual or romantic behavior leading to feeling discomfort, fear, intimidation, and manipulation</p> <p>Sexual harassment may be:</p> <ol style="list-style-type: none"> 1. Physical, including touching that is uncomfortable, embarrassing, and/or offensive 2. Verbal/non-verbal communication <ol style="list-style-type: none"> a. Crude or sexually inappropriate language or actions when it creates an uncomfortable environment b. Offensive jokes, comments, greetings, verbal teasing, or inappropriate name-calling, such as, "Hey, babe," "Hot stuff," or "Big stud" c. Degrading terms referring to sexual orientation such as "fag" or "homo" d. Starting or spreading sexual rumors, sexual graffiti, crude text messages or email e. Unwelcome comments about physical appearance

	3. Requesting and/or sharing images with nudity or sexual content 4. Requesting sexual favors, especially when there is an imbalance of powers
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.
Cheating/ Plagiarism/ Academic Dishonesty (ECA Definition)	Plagiarism includes copying an answer from someone else's paper, unapproved (often hidden) notes, 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 form of academic dishonesty. 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.

E. 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 in their growth process 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. When there are serious concerns about choices a student is making, if sufficient information is available, ECA will either encourage students to seek counsel from their parents or directly share these concerns with parents, even when disciplinary consequences are not being taken.

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 the expected behavior within a framework of mutual respect. Reteaching is preventative, instructional, and restorative. 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 teacher and/or principal/dean of students according to the discipline matrix (see below). 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. 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 course of action to follow:

- Relational situation with a victim: Follow *Ministerio de Educación Nacional* (MEN) protocols
- Disciplinary Type 2 or Type 3 infraction: Continue steps of due process

2. **Preliminary Inquiry**

- a. Prepare a report, which may include
 - Versions of the parties
 - Testimony of witnesses
 - Supporting evidence
- b. Meet with the relevant IDC to
 - Hear the situation
 - Determine whether to initiate a disciplinary 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 IDC for the second time to 1) determine if there is evidence to continue with the case, 2) classify the offense, and 3) define consequences

4. **First Instance Decision (IDC)**

The IDC will:

- a. Determine the consequences of the disciplinary infraction, which may be
 - Behavior points (demerits) with restorative actions
 - Behavior Growth Plan: Focus on specific areas of growth
 - Behavior Action Plan: Improvement plan with specific action steps and a warning for the student
 - Behavior Probation: Conditional enrollment with specific conditions to be met in order for the student to continue at the school
- b. Notify parents of the IDC's decision. Parents will also be informed of their right to appeal the IDC's decision within the following 5 working days if they do not agree with the consequence imposed.
- c. Recommend that the School Relationships Committee:
 - 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.

IF the family appeals within 5 working days, the IDC will study the case again and determine if it will:

- d. Change the initial decision, establish different consequences, and communicate the decision to the family
- e. Ratify the IDC's decision, notifying the family of the determination and informing them of their right to appeal to the Directive Council within 5 working days following the notification.

5. Second Instance Decision

- a. If the family decides to appeal to the Directive Council
 - The Directive Council will meet within 5 working days after receiving the appeal, to study the case and make a decision.
 - The Directive Council will notify the family of their decision within 3 working days.
- 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 Directive Council's decision to external authorities, the attorney will direct the process and indicate the steps to be taken.

2. *Ministerio de Educación Nacional (MEN)* Response Protocols

ECA follows the 5.0 version of the protocols established by the Ministry of Education to protect and reestablish student rights whenever there is a situation that might violate these rights.

3. Classification & Consequences for Behavior Infractions

The following norms apply to ECA students when on campus, at school events off campus, and on school transportation.

Elementary Type 1 - Minor Infractions

Managed by Classroom Teachers/Aides/Assistants

General Consequences - according to number of times the expectation is not followed

Students are given general and individual reminders before the first offense is documented.

1st offense: Warning/reteaching

2nd offense: Reteaching with parent notification

3rd offense: Reflection sheet, 1 behavior point, (2nd reflection sheet is classified as a Type 2 infraction)

NOTE: If the behavior warrants it, steps may be skipped.

Offenses committed in the van will be placed under the corresponding expectation and could result in van suspension.

Expectation	Type 1 Infraction	Examples Not all possible behaviors are included – behavior infractions not listed will be classified by the administration.	Specific Actions for Infraction Each infraction may have additional measures to practice correct procedures, as well as restorative actions.
Listen	<ul style="list-style-type: none"> - Talking out of turn - Not allowing others to pay attention 		
Obey	- Failure to comply with specific instructions given by an authority figure	- Following instructions by any ECA staff member	
	- Failure to follow classroom norms and campus expectations	- Violation of technology norms	<ul style="list-style-type: none"> - <u>1st time</u>: Parent notification - <u>2nd time</u>: Device confiscated until the end of the day - <u>3rd time</u>: Device confiscated and returned only to parents

		- Unauthorized sales	- Refund/return possessions
		- Littering	- Clean up mess/ area
		- Unauthorized possession of toys/balls	
		- Classroom procedures	
Be Respectful	- Disruption of classroom environment	- Talking out of turn - Inappropriate voice level - Throwing items - Out-of-seat behavior	
	- Inappropriate vocabulary, words, or actions	- Name calling, single swear word, vulgar gestures, inappropriate drawings, hurtful words, excluding others	
	- Dishonesty, Level 1	- Lying	
Be Responsible	- Failure to comply with school dress code	- Out of uniform	- <u>1st time</u> : Parent notification - <u>2nd time</u> : Behavior report, parent notification - <u>3rd time</u> : Student must change into a borrowed ECA uniform (must be laundered and returned within 3 days or a \$5.000 fine will be charged)
	- Failure to properly care for school or	- Misuse of materials	- Reparation of damage

	others' property	<ul style="list-style-type: none"> - Drawing on chairs or desks - Minor damage to property, intentional or unintentional 	
	- Taking things that don't belong to student	<ul style="list-style-type: none"> - Hiding backpacks or notebooks - Touching/taking items from someone else's desk, backpack, etc. 	
	- Academic dishonesty	<ul style="list-style-type: none"> - Plagiarism, 1st time - Cheating, 1st time - Forging signatures 	<ul style="list-style-type: none"> - <u>1st time</u>: Parent notification/retake assignment at a later time - <u>2nd time</u>: Type 2
Be Safe	<ul style="list-style-type: none"> - Physical aggression, Level 1 * annoying or accidental actions 	<ul style="list-style-type: none"> - Poking - Shoving - Not keeping hands and feet to self - Stepping on shoelaces - Throwing unauthorized objects 	
	- Aggressive play	<ul style="list-style-type: none"> - Playing rough / inappropriately - Misuse of equipment 	
	- Unsafe behavior	<ul style="list-style-type: none"> - Running in hall - Out of learning position (sitting unsafely or standing on chair/desk) - Being in unauthorized area 	<ul style="list-style-type: none"> - Asked to return to a certain point and walk - Practice learning position
	- Inappropriate van behavior	- Any infraction that occurs in the van	<ul style="list-style-type: none"> - <u>1st offense</u>: Warning - <u>2nd offense</u>: Reteaching with

			parent notification - <u>3rd offense</u> : Reflection sheet, 1 behavior point - <u>4th offense</u> : Type 2 reflection sheet (2 behavior points), 1-day suspension from van - <u>5th offense</u> : 2-day suspension from van - <u>6th offense</u> : Permanent suspension from van
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Elementary Type 2 - MAJOR Infractions or Repeated Type 1 Infractions (4th Offense or More) Managed by Classroom Teachers and/or Principal			
General Consequences - according to number of times infraction is committed The principal and the IDC will define consequences, which may include any of the following, depending on the severity of the situation and the number of behavior points accumulated.			
Procedural Actions <ul style="list-style-type: none"> • Behavior action plan • Behavior probation with specific conditions • Nonrenewal of educational contract for the following school year • Loss of scholarship for the following year 			
Expectation	Type 2 MAJOR Infraction	Examples Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	Specific actions by infraction: Each infraction may have additional measures to practice correct procedures, as well as

			restorative actions.
Obey	<ul style="list-style-type: none"> - Defiance, insubordination, blatant disrespect 	<ul style="list-style-type: none"> - Direct disobedience (especially after previous warnings/retrainings) 	<ul style="list-style-type: none"> - Reflection activities and restorative actions
Be Respectful	<ul style="list-style-type: none"> - Aggressive or harmful behavior (physical, verbal, gestural, relational, or electronic), including bullying and cyberbullying, that cause emotional, psychological, or physical harm 	<ul style="list-style-type: none"> - Bullying - Cyberbullying - Sexual harassment - Deliberate intimidation - Threats - Publicly humiliating behaviors towards others 	<ul style="list-style-type: none"> - Restorative actions - Follow MEN protocols as needed - Report situation to external authorities as applicable
	<ul style="list-style-type: none"> - Inappropriate vocabulary, attitudes, or actions (vulgarity, swear words, sexually implicit or obscene phrases, jokes, or actions, exaggerated expressions of physical affection, etc.) on a repeated basis or with the intent to harm 	<ul style="list-style-type: none"> - Repeated sexual/derogatory comments, phrases, or jokes - Repeated or extreme vulgar language - Repeated inappropriate gestures, drawings, or actions - Repeated or exaggerated physical display of affection (PDA) 	<ul style="list-style-type: none"> - Restorative actions - Follow MEN protocols as needed - Report situation to external authorities as applicable
	<ul style="list-style-type: none"> - Dishonesty, Level 2 	<ul style="list-style-type: none"> - Theft - Repeatedly forging signatures - Repeated or blatant lying 	<ul style="list-style-type: none"> - Replace items stolen or their equivalent value
	<ul style="list-style-type: none"> - Any action during a school event on or off campus that creates an 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -

	adverse reputation for the student and/or school		
Be Responsible	- Vandalism, Level 2	- Repeated misuse of, major damage to, or vandalism of school or others' property	- Pay for damage, provide reparation and restitution of damage
	- Lack of integrity, Level 2	- Repeated instances of plagiarism or cheating	- Zero on assignment, both for the student who cheated and the student who allowed the work to be copied - Reflection activity
	- Inciting or encouraging others (especially younger students) to break school rules		
Be Safe	- Physical aggression, Level 2 (fighting, retaliation, or intent to harm)	- Fighting - Retaliation - Throwing an object that causes physical harm - Promoting a fight	- Restorative actions - Follow MEN protocols as needed - Report situation to external authorities as applicable
	- Aggressive or harmful behavior (physical, verbal, gestural, relational, or electronic),	- Bullying - Sexual harassment - Deliberate intimidation - Threats	

	including bullying and cyberbullying	- Publicly humiliating behaviors towards others	
	- Inappropriate possession of explosives, firearms, sharp knives, lighters, or other dangerous items or their look-alikes on campus or at ECA events		
	- Possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, or similar devices		

++ Secondary ++

Type 1A Infractions

Managed by Classroom Teachers / Aides / Assistants

Infraction	Examples	Consequences
Type 1A	Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	Level 1A infractions receive reteachings. 3 Level 1A reteachings lead to a behavior point (demerit). Each category may have additional measures as specified, as well as restorative measures as applicable.
Failure to comply with the dress code or the	- No ECA shirt - Ripped jeans - Non-ECA hoodie or jacket	- Change into a loaned ECA uniform (must be laundered and returned

school uniform norms	<ul style="list-style-type: none"> - Non-uniform dress code non-compliance - Not following star day themes - Hood/hat in building 	within 3 days or a \$5.000 fine will be charged)
Failure to follow campus expectations (Level 1A)	<ul style="list-style-type: none"> - Running in hallways - Food/drinks other than water - Balls inside building - Planners (MS) 	<ul style="list-style-type: none"> - Running: Go back to a certain point and walk - Food/drink in building: Throw item away, clean classrooms or other areas
Failure to properly care for school or others' property (Level 1A)	<ul style="list-style-type: none"> - Littering - Moving/using/misusing someone else's property without permission - Not covering textbooks - Not turning in library books or paying fines 	<ul style="list-style-type: none"> - Clean up mess - Make reparation for any damaged item - Complete missing task
Failure to comply with school attendance rules	<ul style="list-style-type: none"> - Tardy without justification (up to 5 minutes) - Not ready for class (materials, not seated) - Skip reteaching - Unexcused tardy to school 	<ul style="list-style-type: none"> - Tardy marked in FACTS SIS (RenWeb) - NOTE: 3 tardies to class or to school automatically receive 1 behavior point (demerit)

Type 1B Infractions

Managed by Classroom Teachers / Assistants / Principal as Indicated

Infraction	Examples	Consequences
Type 1B	Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	<p>Level 1B infractions receive reteachings.</p> <p>2 reteachings in the same category lead to a behavior point (demerit).</p> <p>Each category may have additional measures as specified, as well as restorative measures as applicable.</p>
Failure to follow classroom norms and campus	<ul style="list-style-type: none"> - Off limit area/no pass - Unauthorized sales 	<ul style="list-style-type: none"> - Unauthorized sales: Material is confiscated and returned only to parent/guardian

expectations (Level 1B)	<ul style="list-style-type: none"> - Non-compliance with classroom procedures and expectations - Not prepared for class - Disruption of classroom environment - Interrupting others' opportunity to learn - Misbehavior during school events 	
Failure to properly care for school or others' property (Level 1B)	- Vandalism, Level 1: Causing damage to school or personal property	- Student/group is required to pay for and/or fix the damaged property/goods
Failure to follow school attendance rules	- Unexcused absences	- Every two non-prearranged unexcused absences receive a behavior point (demerit)
Failure to follow rules for the use of hardware, software, and other technology, including personal electronic devices	<ul style="list-style-type: none"> - Unauthorized personal device use - Unauthorized headphones (no teacher permission or sharing headphones) - Streaming video for non-educational use on ECA computers 	<p>- Device or headphone violation</p> <p>Middle School</p> <p><u>1st offense</u>: Device is confiscated and returned to student at the end of the day</p> <p><u>2nd offense</u>: Device is confiscated and only returned to the parent</p> <p>High School</p> <p><u>1st/2nd offense</u>: Device is taken away from student and returned at the end of the day</p> <p><u>3rd offense</u>: Device is taken away from the student and only returned to the parent</p> <p><u>4th offense</u>: Student is not allowed to have a personal device or headphones on campus for the rest of the quarter or at administrative discretion, depending on the situation.</p>

Failure to follow school transportation expectations	- Does not follow the van behavior guidelines as outlined in the corresponding section of the ECA Handbook.	- Restorative actions
Failure to comply with specific instructions given by an authority figure	- Non-compliance with instructions from any ECA staff member	- Restorative actions
Failure to show respect for members of the educational community, Level 1	- Talking back to a teacher - Name calling - Intentionally mean actions towards another - Derogatory comments based on race, religion, gender, ethnicity, disabilities, or other personal matters	- Restorative actions
Physical aggression, Level 1	- Pushing, shoving, tripping, poking, generally annoying behavior	- Restorative actions
Inappropriate vocabulary, attitudes, or actions, Level 1	- Use of vulgarities or swear words - Double entendre - Inappropriate gestures or drawings - Inappropriate physical touch or PDA	- Restorative actions - Inappropriate physical touch: Separation from other person/people involved
Dishonesty, Level 1	- 1 st instance of copying homework from another student - 1 st instance of lying	- Zero on homework assignment

Type 1C Infractions

Managed by Classroom Teacher and/or Principal

Infraction Type 1C	Examples Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	Consequences Type 1C infractions receive 2 behavior points (demerits) and administrative referral for reflection. Each category may have additional measures as specified, as well as restorative measures as applicable.
Lack of integrity, Level 1:	<ul style="list-style-type: none"> - First instance of cheating, academic dishonesty, plagiarism, taking others' property, - Blatant or repeated instances of lying, repeated copying homework or allowing others to copy 	<ul style="list-style-type: none"> - Zero on assignment (both for the person who copied and the one who allowed the work to be copied) - Parent notification - Reflection activity <p>NOTE: In specific cases, the assignment may be redone for a 59 as the highest possible grade</p>
Flagrant violation of school attendance rules	<ul style="list-style-type: none"> - Skip more than 10 minutes of a period/scheduled school activity without a valid reason/permission - Leave school or school event/activity without authorization 	<ul style="list-style-type: none"> - Parent meeting to discuss student safety
Aggressive or harmful behaviors that cause emotional, psychological, or physical harm	<ul style="list-style-type: none"> - Sharing inappropriate content with others - Dangerous behavior - Activities with sexual overtones - Repeated inappropriate comments or actions 	<ul style="list-style-type: none"> - Restorative actions

Inciting or encouraging others (especially younger students) to break school rules	- Inciting other students towards Type 1C, Type 2, or Type 3 infractions	- Restorative actions
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Type 1D Infractions

Managed by Classroom Teachers / Assistants / Principal

Infraction	Examples	Consequences
Type 1D	Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	
Failure to use the language/culture of class or school setting	<ul style="list-style-type: none"> - Using English in a class taught in Spanish - Using Spanish when English should be spoken according to campus expectations 	<ul style="list-style-type: none"> - Level 1D infractions receive reteachings. - 5 Level 1D reteachings lead to a lunch detention. - 10 Level 1D reteachings lead to a lunch detention and parent meeting. - Each subsequent 5 Level 1D reteachings receives a lunch detention with parent notification. - 20 Level 1D reteachings will result in loss of scholarship for the following year * Level 1D reteachings can also affect the English class grade.

Type 2A Infractions

Managed by Classroom Teacher and/or Principal

Infraction Type 2A	Examples Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	Consequences Type 2A infractions receive 3 behavior points (demerits). Each category may have additional measures as specified, as well as restorative measures as applicable.
Vandalism, Level 2	<ul style="list-style-type: none"> - Repeated misuse of, major damage to, or vandalism of school or others' property 	<ul style="list-style-type: none"> - Pay for damage, provide reparation and restitution of damage
Lack of integrity, Level 2	<ul style="list-style-type: none"> - Stealing phones, headphones, wallets, or items of similar value - Forging parent signatures - Repeated instances of plagiarism, cheating, academic dishonesty - Repeated or blatant lying 	For academic dishonesty: <ul style="list-style-type: none"> - Zero on assignment - Reflection activity For theft: <ul style="list-style-type: none"> - Replace the items stolen or their equivalent value
Use of technology, including personal devices, to violate other's privacy, participate in any type of electronic aggression, cyberbullying, or slander, or break the ECA Acceptable Internet and Network Use policy	<ul style="list-style-type: none"> - Can include actions done during non-school hours if a member of the ECA community is directly affected - Any situations of electronic aggression during non-school hours must be managed with the parents of the aggressor 	<ul style="list-style-type: none"> - Lose the privilege of having personal devices on campus for the rest of the semester - Tech use commitment plan signed by parents - May lose the privilege of using ECA technology services, depending on the infraction
Aggressive or harmful behavior (physical, verbal, gestural,	<ul style="list-style-type: none"> - Bullying - Sexual harassment - Deliberate intimidation - Threats 	<ul style="list-style-type: none"> - Restorative actions - Follow MEN protocols as needed

relational, or sexual), including bullying or intimidation, that cause emotional, psychological, or physical harm	<ul style="list-style-type: none"> - Publicly humiliating behaviors towards others 	<ul style="list-style-type: none"> - Report situation to external authorities as applicable
Inappropriate vocabulary, attitudes, or actions on a repeated basis or with the intent to harm	<ul style="list-style-type: none"> - Repeated sexual/derogatory comments - Repeated or extreme vulgar language - Repeated use of sexually implicit or obscene phrases, jokes, or pictures - Repeated inappropriate gestures, drawings, or actions - Repeated or exaggerated PDA, including any type of kissing on the mouth 	<ul style="list-style-type: none"> - Restorative actions - Follow MEN protocols as needed - Report situation to external authorities as applicable
Physical aggression, Level 2 (fighting, retaliation, or intent to harm)	<ul style="list-style-type: none"> - Repetitive 1B infractions - Fighting - Retaliation - Throwing an object that causes physical harm - Promoting a fight - Recording and/or posting videos of physical aggression between students 	<ul style="list-style-type: none"> - Restorative actions - Follow MEN protocols as needed - Report situation to external authorities as applicable
Defiance, blatant disrespect, insubordination	<ul style="list-style-type: none"> - Repeated 1B infraction for lack of compliance - Direct disobedience (especially after previous warnings/retrainings) 	<ul style="list-style-type: none"> - Reflection activities and restorative actions

Type 2B Infractions

Managed by Principal

Infraction Type 2B	Examples Not all possible behaviors are included – behavior infractions not listed will be classified by administration.	Consequences Type 2B infractions receive 5 behavior points (demerits). Each category may have additional measures as specified, as well as restorative measures as applicable.
Inappropriate possession of firecrackers, explosives, firearms, sharp knives, lighters, or other dangerous items or their look-alikes on campus or at ECA events		<ul style="list-style-type: none"> - Restorative actions - Referral to external authorities as indicated
Possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, or similar devices		<ul style="list-style-type: none"> - Restorative actions - Referral to external authorities as indicated - Follow MEN protocols for psychoactive substances
Any action during a school or a school event on or off campus, including school transportation, that creates an adverse reputation for the student and/or school	<ul style="list-style-type: none"> - Being under the influence of alcohol or psychoactive substances - Any type of attempted sexual intercourse - Public libel/slander about ECA or members of the school community 	<ul style="list-style-type: none"> - Restorative actions - Referral to external authorities as indicated - Follow MEN protocols as indicated

Type 3A Infractions

All School

<p style="text-align: center;">Infraction</p> <p style="text-align: center;">Type 3A</p>	<p style="text-align: center;">Consequences</p> <p>10 behavior points (demerits)</p> <p>Immediate behavior probation</p> <p>Each category may have additional measures as specified, as well as restorative measures as applicable.</p>
<ul style="list-style-type: none"> - Repeated possession or use on campus or at any ECA event of tobacco, nicotine, electronic cigarettes, vapes, or similar devices - Possession or use on campus or at any ECA event of alcoholic beverages, marijuana, psychoactive substances, or other harmful/illegal substances 	<ul style="list-style-type: none"> - Restorative actions - Referral to external authorities as indicated - Follow MEN protocols for psychoactive substances

Type 3B Infractions

All School

<p style="text-align: center;">Infraction</p> <p style="text-align: center;">Type 3B</p> <p style="text-align: center;">Have the Characteristic of a Crime</p>	<p style="text-align: center;">Consequences</p> <p>15 behavior points (demerits)</p> <p>Immediate behavior probation</p> <p>Each category may have additional measures as specified, as well as restorative measures as applicable.</p>
<ul style="list-style-type: none"> - Use of technology to commit a crime - Sexual violence or promotion of pornography - Possession of explosives, firearms, sharp knives, or other dangerous items on campus or at any ECA event with intent of harm - Selling or distributing tobacco, nicotine, electronic cigarettes, vapes, alcoholic beverages, or harmful or illegal substances on campus or at any ECA event. 	<ul style="list-style-type: none"> - Restorative actions - Referral to external authorities as indicated - Follow MEN protocols according to infraction - If other students or staff are at risk, a student may not be allowed to attend direct instruction in the classroom

- Repetitive, extreme, or dangerous aggressive or violent behavior that causes physical harm
- Theft of items of significant value
- Forgery of an official document
- Any illegal activities at a school event on or off campus, according to Colombian law

4. Cumulative Consequences for Disciplinary Infractions

Behavior points (demerits) for disciplinary infractions are accumulated over the course of the school year. They are not reset at the end of each quarter or semester. They have the following consequences.

a. Accumulation of behavior points in elementary

Assignment of Behavior points (Demerits)	
Reflection sheet, Type 1 infraction	1 behavior point (demerit)
2 nd reflection sheet for the same repeated Type 1 infraction	2 behavior points (demerits)
Reflection sheet, Type 2 infraction	2 behavior points (demerits)

b. Accumulation of behavior points in secondary

Assignment of Behavior points (Demerits)	
Three 1A reteachings	1 behavior point (demerit)
Two 1B reteachings	1 behavior point (demerit)
1C infraction	2 behavior points (demerits)
2A infraction	3 behavior points (demerits)
2B infraction	5 behavior points (demerits)
3A infraction	10 behavior points (demerits)
3B infraction	15 behavior points (demerits)

c. Consequences of Behavior Points

Consequences of Behavior Points (Demerits)			
	Procedural	Disciplinary	Restorative
5 behavior points (demerits)	Growth Action plan (when applicable)	After-school 1-hour detention (secondary)	In every type of infraction, students will be led to actions of reflection, conflict

10 behavior points (demerits)	Behavior Action plan (offenses reset for PK, K, and 1 st grade students)	After-school 1-hour detention (Elem: with parents)	resolution, restitution, and reparation. These actions may include any of the following, as applicable. - Actions to repair damages - Acknowledgement of hurt/damage to those affected by actions (oral or written) - Reflection time with school authorities during or after school hours
15 behavior points (demerits)	Behavior probation with specific conditions to remain at ECA	After-school 1-hour detention (Elem: with parents)	- Required counseling or mentoring - Reflection and/or research projects related to the offense - Presentation to community members - Required family time - Personal commitment for growth - Community service
More than 15 behavior points (demerits)	Change payment category for following year or Consideration for nonrenewal of educational contract		

- d. Reteachings: Pedagogical measures designed to help students understand the expected behavior within a framework of mutual respect. Reteaching is preventative, instructional, and restorative, to counsel the student back into the desired behavior that matches school expectations and philosophy.
- e. Behavior points: Point system used to count the number of infractions. In FACTS SIS (RenWeb) behavior points are called “demerits” and the two terms are interchangeable.
- f. 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.

- Elementary: 1 hour after school with case manager or designee and parent

- Secondary:
 - Assigned when a student has accumulated 5 behavior points (demerits)
 - 1 hour, either outside normal school hours or over consecutive lunch periods according to principal discretion
- 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.
- If a student arrives late for the detention, s/he must serve 2 additional minutes for each minute s/he was late.
- In secondary, parents may be required to accompany the student.

a. Behavior Growth Plan

This is used for students who are not progressing in certain areas of their behavior even after reteaching and positive redirection. It is meant to help students and parents focus on the areas in which students need to grow.

b. Behavior Action Plan

When a student accumulates 10 behavior points (demerits) 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 IDC. 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).

c. Behavior Probation

- 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 educational contract. A student who has not fulfilled the requirements on a behavior action plan within the stipulated time frame or has accumulated more than 15 disciplinary points (demerits) 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.
 - Students on behavior probation cannot hold a leadership position. A student with a leadership role who goes on behavior probation must relinquish the leadership position for the duration of the probationary period.
 - Students on behavior probation may lose the privilege of attending school activities off campus, such as retreats, service trips, ceremonies, etc., at the discretion of ECA administration.
- Removal from Probation
 - The behavior probation will be reviewed by the IDC each semester and can be renewed up to 3 times. Special cases may have different deadlines.
 - To be removed from behavior probation, a student must have positive recommendations from the IDC, based on satisfactorily fulfilling the requirements.
 - When a student who is on behavior probation status meets the requirements, s/he will be moved to a Behavior Action Plan to continue monitoring their progress.
 - If the student does not fulfill the requirements of behavior probation, s/he may either continue on behavior probation or the educational contract may not be renewed for the following school year.

d. Loss of Scholarship or Discounts

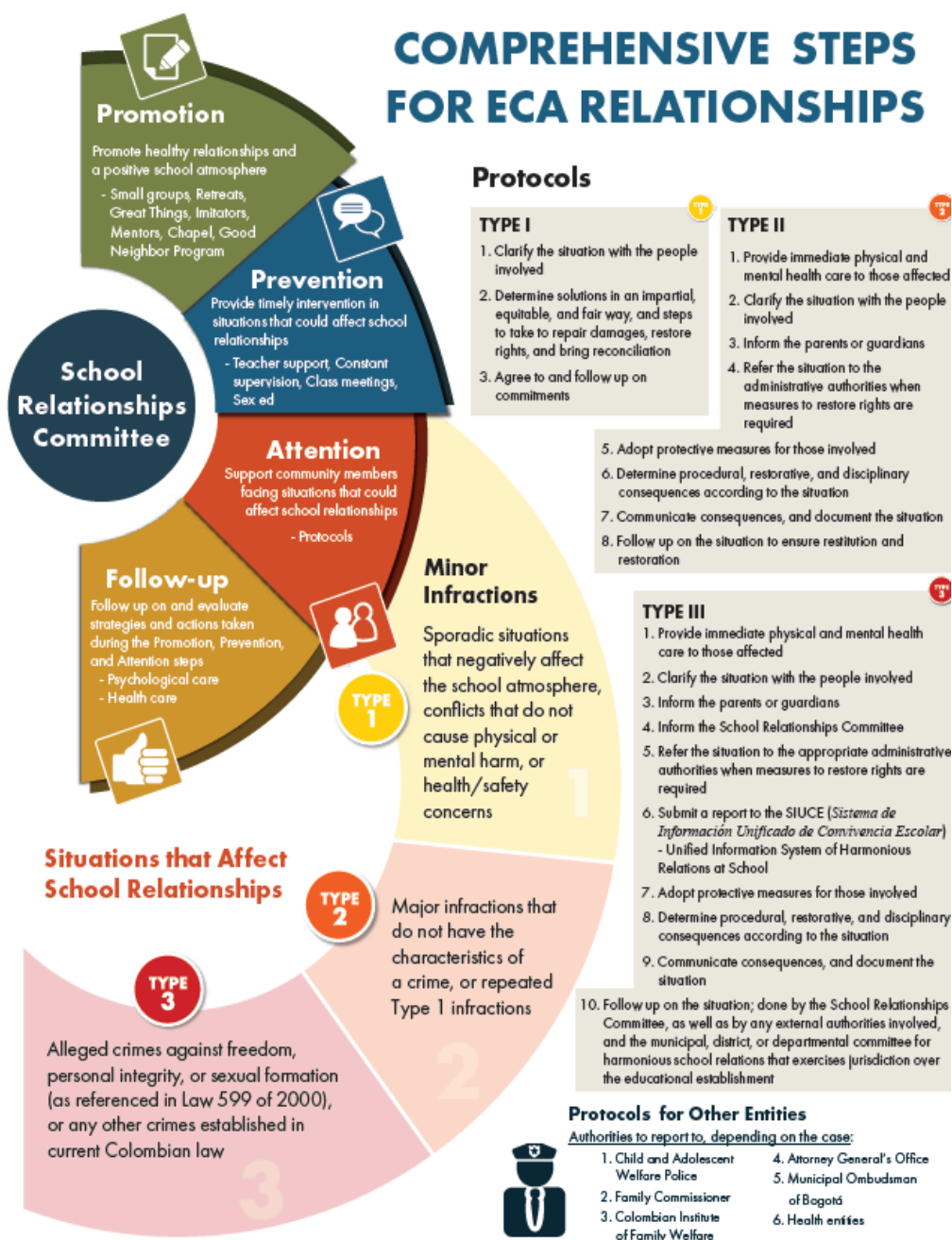
Scholarships at ECA are a privilege, not a right, provided to students to allow them to take advantage of the many educational opportunities offered by the school. Students who do not evidence that they are in agreement with the ECA educational philosophy, as demonstrated by the accumulation of more than 15 behavior points (demerits) over the course of a year, or not meeting action plan and/or probation requirements, are at risk of losing their scholarship for the following year, at the discretion of the ECA scholarship committee based on the recommendation of the IDC for each level. A high number of tardies/ absences can also result in loss of scholarship.

e. 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 IDC. The Directive Council ratifies the Director's decision.

5. Summary Infographic: Comprehensive Steps for ECA Relationships



VI. COSTS

Payment Categories / Costs 2025-26

Documents to be Considered for Category Assignment:

- Certification of parent involvement at a Christian church (all families)
- Proof of income for both parents

SMLV (*Salario Mínimo Legal Vigente*) Minimum Wage **2025** = **\$1'423.500/month**
 8 SMLV = \$11'388.000 / 14 SMLV = \$19'929.000 / 20 SMLV = \$28'470.000

A	A1			
Full Cost	Letter from the embassy and/or company in charge of payments 1-5 hours/week church attendance, or 2 hours/week for 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 Discount = 10% Confirmation from a foreign mission of ability to pay

Payment Categories / Costs 2025-26

PreK - 12 th August 2025 - May 2026				
A	A1			
Annual Total	52'811.180			
Enrollment	5'281.180			
Monthly Tuition	4'753.000			
Tuition with Discount	4'277.700			
B	B1	B2	B3	B4
Annual Total	35'854.400	32'749.900	30'507.700	28'144.400
Enrollment	3'585.400	3'274.900	3'050.700	2'814.400
Monthly Tuition	3'226.900	2'947.500	2'745.700	2'533.000
Tuition with Discount	2'904.210	2'652.750	2'471.130	2'279.700
C	C1	C2	C3	C4
Annual Total	30'407.700	26'072.200	21'476.600	19'681.100
Enrollment	3'040.700	2'607.200	2'147.600	1'968.100
Monthly Tuition	2'736.700	2'346.500	1'932.900	1'771.300
Tuition with Discount	2'463.030	2'111.850	1'739.610	1'594.170

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, the enrollment fee will be 20% of the enrollment fee plus 8% for each month the student will attend.

2. Tuition

- a. August tuition is due by August 4, 2025 and includes a discount for early payment.
- b. September to May tuition payments are due the 30th of each month.
- c. To receive the early-payment discount for September to May, the payment must be made no later than the 10th of the month.
- d. For elementary students enrolling after the first 15 school days each semester, the tuition payment is calculated starting from the enrollment date. For secondary students enrolling after the first 15 school days each semester, tuition payment is calculated from the first day of the current quarter. If transfer grades for the current quarter are submitted, tuition can be prorated for the portion of the quarter for which the secondary student is enrolled.
- e. If a student has a prolonged absence, but expects to receive grades for the corresponding academic period(s), normal tuition will be charged.

3. Full Cost

When the cost of enrollment or tuition is paid directly by an embassy, company, or organization outside the student's family, the full cost established and approved by the District Secretary of Education (Category A1) will be applied, without any type of scholarship, since neither the economic or ministerial conditions of the family are considered for this payment category.

B. PERIODIC CHARGES

1. Transportation: School van use is optional and usually door-to-door or school-to-*portería* for 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	\$515.600	\$483.400
Routes from <i>Mirandela, Tejares, and Marantá</i>	\$365.200	\$346.400
Individual days daily cost:	\$ 30.000	\$ 30.000
<i>Sabana Norte</i> route	\$552.000	\$552.000

2. Lunches & Snacks: Asher is responsible for billing families and collecting payment for their cafeteria food services. Food service is optional.

Lunch	Daily Price	Yearly Total Amount	Monthly Price for 10 Months
PreK - 4 th	\$16.800	\$2'827.000	\$282.700
5 th - 12 th	\$19.300	\$3'080.000	\$308.000
Adults	\$19.300		
Snack	Daily Price	Yearly Total Amount	Monthly Price for 10 Months
PreK - 4 th	\$7.850	\$ 1'383.000	\$ 138.300
5 th - 12 th	\$9.000	\$ 1'564.000	\$ 156.400

C. OTHER PERIODIC CHARGE

12th grade graduation fee \$247.000

D. OPTIONAL SERVICES

1. Basic extracurricular activities.....according to activity
2. Extracurricular activities that require materials or that are held off campus (art, music, tennis, swimming, etc.)according to activity
3. Grade certificates, according to Secretary of Education requirements per grade, student enrollment, financial verification, and other certificates \$ 11.000
4. 4th copy of transcripts (first three copies are free)..... \$ 11.000
5. 12th grade graduation ceremony (ECA receives payments for third parties) \$544.600
6. External academic test fee + shipping (Saber/PSAT, AP, etc.) (ECA receives payments for third parties)varies
7. ELL/ESL, staff tutoring, or other professional support to be determined
8. Retreats and service outreach trips to be determined

E. ENROLLMENT & PAYMENT WINDOWS – 2025-26

1. Enrollment Windows – during which both parents sign legal documents virtually

Jun 27 - Jul 4 Regular Enrollment

Jul 5 - 31 Late Enrollment – \$200.000 late fee will be charged.

2. Payment Windows

Jun 1-27 **Enrollment**, with **5%** discount

Jun 1-27 Full semester tuition, with a **12%** early-payment discount

Jun 1-27 Full annual tuition, with a **15%** early-payment discount

Jun 28 - Jul 4 **Enrollment**, without early-payment discount

Jul 5-31 **Enrollment**, with a late fee

Aug 4 Last day to pay August tuition with the **10%** early-payment discount

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

Oct 10 Extracurricular fee for 1st semester participants

Feb 10 12th grade graduation fee

Mar 10 Extracurricular fee for 2nd semester participants

Jan 1-10 Full semester tuition payment, with a **12%** early-payment discount

F. PAYMENT METHOD

ECA parents pay their monthly invoices using **ecollect**, a platform on our website. This system receives payments via debit or credit card. Payments for other items will be available on the school's website through Wompi links.

G. 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.

H. FINES / PENALTIES

1. Families who do not complete enrollment by July 4 will be charged the \$200.000 late enrollment fee.
2. Families who pay tuition 45 days after the invoice is issued will be charged the legal interest rate, as stated in the contract.
3. Families who do not pay the monthly transportation fee by the 10th of the month will not continue to receive the transportation service. Service will be resumed the day after payment is confirmed.
4. Parents of students who are withdrawn before the end of the school year (a breach of the educational contract) need to submit written notice at least 30 days prior to withdrawal. Parents must pay a minimum of 1

month's tuition beyond the notification date. Emergencies will be considered on a case-by-case basis.

I. OUTSTANDING ACCOUNTS

1. Families cannot start the school year until:
 - a. Outstanding bills from the previous year are paid
 - b. Enrollment is paid
 - c. Enrollment is completed, including submitting all documents and signing the contract(s).
2. 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.
3. Students whose families are behind with any payments on the last day of school will not receive final report cards or be allowed to participate in the graduation ceremony until payments are up-to-date or a payment plan, approved by the administrative office, is in place.
4. Families who have outstanding accounts on the last day of school, or who have consistently failed to pay on time for at least 5 months of the school year and thus breached the contract, will not be guaranteed a spot for the upcoming school year. If desiring to continue, a family in this situation must take the initiative to make an agreement with the Administrative Director, and then submit to the conditions in the agreement. Otherwise, the spot will not be held.

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 *Transportes Lobena SAS*, 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, when conditions allow it, families can incur an extra cost and accept extended time in the van to be included in

a route. 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, giving priority to the initial users, even if this results in longer travel times for the new user.

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

- a. Communication for transportation purposes is handled via OnTrack.
- b. Same-day changes should be submitted via OnTrack **by 12:00 noon**.
- c. In case of an emergency, parents may call 601-742-2330 ext.101, or 314-219-0968. Phone requests are **ONLY** to be used in case of a true emergency; all other requests should be made through OnTrack.
- d. Requests for van changes are approved by the Transportation Coordinator. Accommodations will be made if possible; however, ECA does not guarantee temporary or permanent 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 **OnTrack**. 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 transportation services, written notice must be given to the transportation provider 30 days in advance of the last day of service. Otherwise, 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, *ASHER Productos Alimenticios SAS*. A limited number of microwaves are available. If food needs to be heated, elementary students should bring it in microwavable containers that do not have glass or electric mechanisms.

The following guidelines apply for those using the contracted service with the food service provider.

1. A contract will be signed directly with the food service provider, who in turn will generate the monthly bill.
2. The ECA Operations Coordinator will monitor the food service to ensure compliance with contractual obligations including food quality and quantity.
3. All communication regarding lunches/snacks should be sent to asherproductosalimenticios@gmail.com, and can be forwarded to operations@eca.edu.co if a satisfactory response is not received.
4. Food Service
 - Food is provided every full day of scheduled classes, unless otherwise announced.
 - The menu is posted on the ECA webpage.
 - A nutritionist ensures that the menus and planned quantities meet industry standards.
 - Lunches are prepared in the ECA kitchen, which is approved by the *Secretaria Distrital de Salud de Bogotá*.
5. Occasional Snack or Lunch Purchases
 - For secondary students, occasional lunches may be ordered before 8:00a by emailing asherproductosalimenticios@gmail.com, 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.
 - For elementary students to have school snack or lunch, parents should pre-purchase tickets 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.

6. Special Situations

- When students are involved in a school activity off campus, hot lunches will be replaced with a sack lunch.
 - 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.
7. To suspend lunch service for the following month or terminate the contract, an email must be sent to the food service provider by the 15th of the current month.
 8. When elementary lunches/snacks are served, supervision is provided by school personnel so that students eat sufficiently. If an elementary student repeatedly does not eat, 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 & EMERGENCIES

Before starting classes, all new students need a record of a medical exam, including a vision and auditory exam, showing that they can be in school with no negative consequences to others. Additionally, the school nurse may request that any returning student undergo a medical exam, including vision and auditory exams, if there are any health concerns. Medical exams should be conducted no more than 4 months prior to the start of the school year. The ECA office must also have up-to-date records on file regarding each student's health and accident insurance, as well as 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.

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 delegated by the school nurse, 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 delegated by the school nurse, following the written instructions from the parents. Parents must send the medication in a secure container with written authorization with 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

Colombian law and ECA policies provide protocols to protect and support any student who is potentially in danger due to their own poor choices or the choices of others. When an ECA staff member, including a health professional, is aware that a student is involved in potentially harmful situations that may include an active sexual life, use of illegal drugs, alcoholism, struggles with anorexia, bulimia, anxiety, depression, unresolved bitterness or anger, paranoia, and/or other issues that hurt the body, soul, and spirit, they are required to contact the principal who will coordinate the process of helping the student. Any conduct that involves serious health or emotional risk, regardless of the student's request for confidentiality, will be shared with the parents and the appropriate professionals. When necessary, the authorities will be contacted.

This information will be treated with the utmost confidentiality to protect the reputation of the student and the family.

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 - 4 th	4 books / 1 DVD
5 th - 12 th	6 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 the item out.

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

13+ (yellow tab): 7th - 12th graders may check the 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 the 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 1st 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.

At the end of the 2nd semester, the library will create a record of students who have not returned all materials or paid for damaged materials. Students reported on this record will need to resolve the situation in order to have access to their library accounts the following school year. They will not be issued textbooks until all pending issues are resolved.

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 removed from Lost & Found, often either sold or donated to a worthy cause.

11. If an item is missing and is not in Lost & Found, a Missing/Stolen Item Form can be picked up from reception and filled out to maintain 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 or virtual classes, or 2) not be made up.
3. Up to 3 school days can be missed in a school year. Any subsequent missed days will be made up. School days with virtual or at-home assignments are normally considered as school days.
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 & 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 last a maximum of 20 minutes, during an afternoon recess time, and can include a birthday song, prayer, congratulatory words, and a simple treat per child. Recreational activities are not allowed. 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, 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 ON CAMPUS & AT OTHER SITES

During ECA programs and activities, 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 2025-26

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 – Elem, MS, and HS – 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	High School
8 ^o		9 th	
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 follow 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 (excused and unexcused):
 - 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 1st - 12th grade 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 is required as it 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 1st - 12th grade parents so desire, 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 quarter.

In addition to the academic and attendance records, students receive a school behavior/conduct 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 elementary, behavior is based on daily class and break time behavior while the conduct grade is calculated based on the discipline process, including

reflection sheets. In secondary, class behavior grades and the number and type of reteachings, behavior points (demerits), and detentions reflect this.

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, or a grade average of **90%** or above (no rounding) 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 HS, 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, character traits, 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. Perfect Attendance Award: This is given to students who have not been absent for any part of a school day all year.
6. Special specific awards: After some academic events like reading contests, the Spelling Bee, Battle of the Books, etc., recognition and prizes are given throughout the year to individuals, teams, or classes

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 weighted GPA, show positive leadership, model service, and are recommended by the HS 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, SOCIO-EMOTIONAL, & BEHAVIOR SUPPORT

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

A. INTERDISCIPLINARY COMMITTEE (IDC)

1. Function: To evaluate and provide support for students who are struggling academically, socio-emotionally, and/or behaviorally
2. Members: The corresponding principal and/or dean of students (Elem, MS, HS), 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. The principal is responsible for ensuring that the official reports are 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 IDC can recommend, among other things:

- a. Diagnostic testing
- b. Tutoring or extra classes inside or outside of school
- c. Therapy or counseling
- d. Structured study 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
First Language Domain (FLD)	- Slightly below in their native or primary language in some areas of language such as vocabulary, grammar, pronunciation, fluency, comprehension, and cultural aspects; determined according to teacher/Learning Center specialist observations, class evaluations, and/or standardized testing	- Significantly below in their native or primary language in several areas of language such as vocabulary, grammar, pronunciation, fluency, comprehension, and cultural aspects; determined according to grades, teacher/Learning Center specialist observations, class evaluations, and/or standardized testing	- Extremely below in their native or primary language in all the language aspects such as vocabulary, grammar, pronunciation, fluency, comprehension, and cultural aspects; determined according to grades, teacher/Learning Center specialist, class evaluations, and/or

			standardized testing
ELL	- Slightly below grade level in any area of the English acquisition process, as determined by teacher observations, class evaluations and/or standardized testing	- Significantly below grade level in any area of the English acquisition process, as determined by teacher observations, class evaluations and/or standardized testing	- Extremely below grade level in any area of the English acquisition process, as determined by teacher observations, class evaluations and/or standardized testing
Academic (ACA)	- Slightly below grade level in one or more core subjects, as determined by teacher observations, class evaluations and/or standardized testing	- Significantly below grade level in one or more core subjects, as determined by teacher observations, class evaluations and/or standardized testing	- Extremely below grade level in one or more core subjects, as determined by teacher observations, class evaluations and/or standardized testing
Sensory Integration & Organization (SIO)	<ul style="list-style-type: none"> - Evidences some behaviors that are sensory seeking (movement, touch, oral stimulation) or sensory avoidant (aversion to noise, texture, or touch) - Some difficulties with posture, muscle tone, gross motor skills, movement control, and/or body awareness - Some off-task 	<ul style="list-style-type: none"> - Evidences frequent behaviors that are sensory seeking (movement, touch, oral stimulation) or sensory avoidant (aversion to noise, texture, or touch) - Frequent difficulties with posture, muscle tone, gross motor skills, movement control, and/or body awareness - Frequent off-task 	<ul style="list-style-type: none"> - Evidences constant behaviors that are sensory seeking (movement, touch, oral stimulation) or sensory avoidant (aversion to noise, texture, or touch) - Consistent difficulties with posture, muscle tone, gross motor skills, movement control, and/or body awareness

	behaviors, slight difficulties in starting and finishing tasks	behaviors, difficulty in starting and finishing tasks, developing and following routines, and organization	- Constant off-task behavior, doesn't start or complete tasks or turn in work on time, inability to follow routines independently, difficulty with problem-solving or taking initiative
Behavioral & Social-Emotional (BSE)	<ul style="list-style-type: none"> - Slightly below level in the ability to follow directions, meet general classroom expectations and norms, and respect authority, as well as the ability to relate to others, understand and manage emotions, solve problems, be empathetic, etc. - Situations of family change, loss, or other changes that impact school performance in some way - Occasionally interrupts class dynamics - Determined according to teacher observations, Learning Center specialist and/or behavior grades 	<ul style="list-style-type: none"> - Significantly below level in the ability to follow directions, meet classroom expectations and norms in general, and respect authority, as well as their ability to relate to others, understand and manage their emotions, be empathetic, solve problems, etc., and situations of family change, loss, or other changes that are impacting in some way their performance at school; determined according to teacher observations, Learning Center specialist and/or behavior grades 	<ul style="list-style-type: none"> - Extremely below in the ability to follow directions, meet classroom expectations and norms in general, and respect authority, as well as their ability to relate to others, understand and manage their emotions, be empathetic, solve problems, etc., and situations of family change, loss, or other changes that are impacting in some way their performance at school; determined according to teacher observations, Learning Center specialist and/or behavior grades

Interventions	<ul style="list-style-type: none"> - Tier 1 strategies and accommodations - Universal Learning Design (DUA) - Differentiated instruction (inclusion) - Learning Center support programs - Assign mentor 	<ul style="list-style-type: none"> - Assign case manager - Refer to specialist - Tier 2 strategies and accommodations - Differentiated instruction (inclusion) - Individual or tailored small group instruction (pull-outs) - Academic/Behavior action plan (according to area) - External therapy/tutoring - For BSE cases: - Emotional first aid - Counseling support 	<ul style="list-style-type: none"> - Assign case manager - Refer to specialist - Tier 2 instructional programs with increased frequency/intensity - Tier 3 accommodations - Academic/behavior probation (according to area) - MEP/PIAR - External therapy/tutoring
Documentation	<ul style="list-style-type: none"> - Quarterly IDC reports by grade level 	<ul style="list-style-type: none"> - Intervention Results Form (IRF) per student, updated quarterly - Quarterly IDC reports by grade level 	<ul style="list-style-type: none"> - IRF or MEP/PIAR, according to case, updated quarterly - Quarterly IDC reports by grade level

C. TEACHER AIDES

Each class from PreK - 5th 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 personalized or small group instruction, as well as support within the classroom, depending on student needs.
3. Counseling – A trained Christian counselor is available to support 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 personalized setting, especially regarding conflict resolution situations. If 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 Advanced Placement (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 them 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 at 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 each student should complete their own homework.
6. Ensure that all work is complete, neat, well done, and handed in on time.
7. Have an English Bible. Students in 1st - 4th grades are provided with Bibles for in-class use. Secondary students must have either an ESV or NIV Bible, although HS students are strongly encouraged to have ESV.

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 uses virtual learning instead of on-campus learning for specific events, such as when staff is on the staff retreat, or other similar school events. 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 Elem 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. Elem and MS students are not allowed to take electronic devices on field trips or service outreaches. HS students must follow specific instructions about device use on field trips or service outreaches.
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. Parents agree to abide by the ECA policy on Posting Photos on page 87.
6. Parent-guided field trips are required annually. Ample timeframes and clear instructions are provided.

C. CHAPEL, RETREATS, & 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 & 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, 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 and, at times, games are scheduled with other schools. 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 7. 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 biblically-based program integrating music, art, and motor development. They have PE class at least 3 times a week, as well as weekly art, music, 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 class which includes Spanish literacy and Colombian social studies. English, math, and Spanish are taught daily; science, social studies, and Bible are each taught 3 times per week. Students have PE 3 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. Placements are determined by the IDC with consideration of students' strengths, areas of growth, and interpersonal relationships, so the composition of the classes change each 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 1 week of beginning school. Only special cases will be considered. Final decisions will be made by the administration with input from the IDC.

II. GRADING & PROMOTION CRITERIA

A. GRADING SCALE

<u>Letters</u> (PreK - 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 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 August 8. 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 (when appropriate), 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 have the student 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 MS program goes from 5th - 8th grade. All classes are taught in English except for Spanish class. Students have eight 45-minute class periods each day except Wednesday, which has an adjusted schedule. The normal frequency for classes is:

Class	Times a Week per Grade			
	5 th	6 th	7 th	8 th
Language Arts / English	8	7	5	5
Spanish	5	5	5	5
Math	5	5	5	5
Social Studies	5	5	5	5
Science	4	4	5	5
Bible	3	3	3	3
Physical Education	3	3	3	3
Computers	3	3	3	3
Fine Arts	2	2	2	2
Chapel	1	1	1	1

B. HIGH SCHOOL OVERVIEW

The HS program goes from 9th - 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 HS, 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 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
Fine Arts Elective	2	.2	.4	9 th
Bible – Spiritual Formation	4	.4	.8	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

Class	Periods /Week	Credit/ Semester	Credit/ Year	Grade
Bible	4	.4	.8	11 th
English: American Literature and Composition (alternate years/even graduating years 2026, 2028, ...)	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 2026, 2028, ...)	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 2026, 2028, ...)	5	.5	1.0	11 th or 12 th
Physics (alternate years/odd graduating years 2027, 2029, ...)	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 2027, 2029, ...)	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
Comparative Government (alternate years/odd graduating years 2027, 2029, ...)	5	.5		11 th or 12 th
Colombian Social Studies/ Economics (alternate years/odd graduating years 2027, 2029, ...)	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 honors 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 MS English

After 9th Grade: 90% or above in regular English for at least 2 quarters, recommendation from English teacher 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, 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

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

Changing 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

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 Advanced Placement (AP) English Class (when offered)

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 teacher, 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.

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.

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

If there is a special situation in which a student needs to take an independent study class, 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.

G. TRANSFER CREDIT

HS 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 & 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 the 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 the 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 the 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 the 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 the 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. GRADE POINT AVERAGE - GPA

The GPA or Grade Point Average is the average of all classes taken in grades 9-12 and is calculated based on the following factors: the student's semester grade for each class, the frequency or intensity of the class, and whether the class is regular, honors, or AP. The valedictorian and salutatorian are determined using the weighted GPA. Colleges in the U.S. use both the weighted and unweighted GPA to determine academic level for admissions purposes.

Weighted and Unweighted GPA Chart:

Letter Grade	Percentage	Unweighted GPA/Regular Classes	Weighted GPA for Honors Classes	Weighted GPA for AP Classes
A+	98-100	4.0	4.5	5.0
A	93-97	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	63-66	1.0	1.5	2.0
D-	60-62	.7	1.2	1.7
F	Below 60	0.0	0.0	0.0

D. TRANSCRIPTS

The transcript is a summary of a student's HS record. It includes the student's demographic information, classes taken, grades per semester, type of class taken (honors, regular, AP), whether the class had a final exam or not (designated with an *), the weighted and unweighted GPA, number of service hours, credits per area, and extracurricular activities.

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 through the link on the ECA website, 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.

E. 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 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%.

F. 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 enrollment 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 IDC 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.

G. ACADEMIC PROBATION

The IDC 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 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.

H. 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 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
3. Factors the IDC 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 Spiritual Care Coordinator.
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 Spiritual Care Coordinator based on an official letter from the organization, the attendance record, and the evaluation sheet.
8. All HS 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, 1 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*
*Algebra 1 is required for graduation credit		
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 & 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.

ACRONYMS USED AT ECA

ACA	Academic (intervention response)
ACSI	Association of Christian Schools International
AP	Advanced Placement (class/exam)
BSE	Behavioral & Social-Emotional (intervention response)
DILE	<i>Dirección Local de Educación</i>
DUA	Universal Learning Design
Elem	Elementary
ELL	English Language Learner
ESL	English as a Second Language
FLD	First Language Domain
GPA	Grade Point Average
HS	High School
IDC	Interdisciplinary Committee
IRF	Intervention Results Form

MAP	Measures of Academic Progress, under NWEA
MEN	<i>Ministerio de Educación Nacional</i>
MEP	Modified Education Plan
MS	Middle School
MUNECA	Model United Nations El Camino Academy
PDA	Physical display of affection
PE	Physical Education
PEI	<i>Proyecto Educativo Institucional</i>
PIAR	<i>Plan Individual de Ajustes Razonables</i>
PK/PreK	Prekinder
PSAT	Preliminary SAT
Qtr	Quarter
SAT	Scholastic Aptitude Test
Sem	Semester
SIO	Sensory Integration & Organization (intervention response)
SMLV	<i>Salario Mínimo Legal Vigente</i>
StuCo	Student Council

REPORT CARD GRADES

E	Excellent
G	Good
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
WF	Withdrew Failing
WP	Withdrew Passing

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