

Early College of Arvada
Parent-Student Handbook
2018-19



Receipt of ECA Student-Parent Handbook

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

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

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

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

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

Parent/Guardian Signature

Parent/Guardian Printed Name

Date

Student Signature

Student Printed Name

Date

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

Nondiscrimination Policy and Notification

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

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

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

The District's Designated Point of Contact:

Clare Vickland

Director of Exceptional Student Services

Colorado Charter School Institute

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ECA Vision, Mission, Core Goals, and Educational Program

Mission. The mission of the Early College of Arvada is to prepare a diverse student body for success in college and beyond through the combination of a rigorous college preparatory education, a supportive and empowering school community, and multiple opportunities for community service, personal growth, and leadership development. ECA students will have the opportunity to earn up to 59 free college credits during high school. Students graduate with advanced standing in higher education and essential skills in community leadership, social justice, and global citizenship, well prepared for the next stages of their remarkable journeys.

Vision. The Early College of Arvada plays a significant role in increasing the numbers of Denver metro-area students from all backgrounds, including those who have been traditionally disadvantaged, who successfully complete college degrees and are empowered to be leaders in their professions and their communities.

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

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

Education Program

Early College of Arvada is designed in response to meet the growing need of students to earn a high school diploma while pursuing post-secondary education. Our core mission is for all ECA students to earn up to 59 transferable college credits prior to graduation, as well as a high school diploma. In 2010, after two years as a high school, the staff and Board of ECA decided to expand the school to grades 6-12 comprehensive program in order to better serve our community. ECA students now achieve college-level learning outcomes within the highly supportive atmosphere of a small school. Nationally, there are significant gaps between what are considered “graduation requirements” and what are considered “college entrance requirements.” ECA’s curriculum bridges this gap.

In a short period of time, ECA has made higher education more accessible and attractive for a growing number of students. As our school continues to grow, we will keep at its core the fundamentals of exposing our students to a rigorous and relevant college-prep and college-level curriculum while providing high levels of support and guidance to students. This dual focus facilitates student's transition through middle and high school and into higher education. The ECA program is designed to increase students' chances of earning a college degree, to reduce the average time-to-degree to a four year degree, and increase the likelihood of high school and college graduation for our students.

The primary goal of ECA’s course scope and sequence is to prepare students to successfully engage in college-level coursework by the 11th grade. To meet this goal, the ECA curriculum contains two components:

§ **Accelerated/College Prep:** Designed for students approaching, at, or above grade level, this coursework is designed to raise student performance so that they are able to meet or exceed national and state standards in math, natural science, language arts, and social studies.

§ **College-Level:** This coursework is offered through our partnership with UC-Denver. College courses are offered on the ECA campus for students who are ready to succeed. These classes are primarily UCD core courses (English, Math, Science, and Social Studies), and almost exclusively guaranteed transfer courses. Students earn credits toward both high school graduation and a college degree.

*Students desiring to continue beyond the course offered may do so through consultation with the college counselor, the student and the parents.

Individualized Career and Academic Plan

Every student at ECA will have an Individual Career and Academic Plan (ICAP) developed by their faculty advisor in conjunction with a school counselor and will be updated as needed and reviewed with the student – and parents – on a regular basis, in compliance with all state guidelines.

Throughout each student’s program, their progress will be monitored and communicated with parents creating a collaborative network. Our goal is that all students with us for a minimum of four years, consecutively, prior to graduation, are assured college admission.

Graduation Requirements

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

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the ECA Board of Directors has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

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

1. Meet or exceed the state and school academic standards by completing the school’s minimum course and credit requirements, AND
2. Complete an Individual Career and Academic Plan (ICAP), AND
3. Demonstrate College and Career Readiness through one of the following:
 - a. Meet or exceed the cut score or criteria on a state-approved measure of College and Career Readiness in English and Math, OR
 - b. Complete the requirements and goals as listed on a student’s Individual Education Plan (IEP), English Language Development Plan (ELDP), or Advanced Learning Plan (ALP), which may include modified content standards.

Academic Requirements

The equivalent of five years or 50 credits of English, which must include earning a passing grade in CU Denver’s Core Composition I course

The equivalent of five years or 50 credits of math AND the completion of CU Denver’s College Algebra course

40 credits or the equivalent of four years of science, which must include a year of Biology, a full year of Chemistry, a full year of Physics, and the successful completion of at least one college-level science course

40 credits or the equivalent of four years of social studies, which must include 5 credits or a semester of Civics and 5 credits or a semester of Economics, 10 credits or a year of US or World History, and the successful completion of at least one college-level social studies course

20 credits of the same language taken at the high school or college level

5 credits or the equivalent of one semester of health taken at the high school level

5 credits or the equivalent of one semester of physical education taken at the high school level

ECA requires 220 credits of high school level course work in order to graduate.

Credit from other institutions and home-based programs

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

Individual Career and Academic Plan (ICAP)

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

Postsecondary and Workforce Readiness

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

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

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

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

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

Graduation Waivers

ECA recognizes that in the course of four years or more of study, situations and contexts may arise which are in conflict with the successful completion of each course required for graduation. As a result,

the ECA Board of Directors reserves the right to grant waivers from stated graduation requirements under extraordinary circumstances.

Students wishing to receive a waiver must present a waiver request form at least one month prior to the last regularly scheduled ECA Board meeting in the semester prior to expected graduation. Once submitted, the secretary of the Board will post a closed, executive session for the next ECA Board meeting. The petitioning student must then make a compelling case before the ECA Board, arguing for the necessity of the waiver and offering sound grounds for execution of the waiver.

The ECA Board reserves the right to deny all waiver requests without expressed cause. The Board also reserves the right to impose academic or other requirements upon the petitioner as a condition of the waiver. Petitioning students will be notified of the Board's decision in writing within two days of the ECA Board meeting in which the student presented their case.

Early graduation

The ECA Board of Directors believes that most students benefit academically, socially, and emotionally from four full years of high school experience. However, in a few cases, a mature student may be ready for postsecondary education or other opportunities at an earlier age. Therefore, the Director may grant permission to students wishing to graduate early, provided the student has met all graduation requirements in accordance with this policy.

All requests to graduate early must be made using the application process provided and must have the support of the parent if the student is under the age of 18. Prior to accepting an early graduation request, the student must meet with the Director or their designee to determine whether early graduation best fits the student's career and postsecondary goals and that the student would not benefit from taking additional college-level coursework through our concurrent enrollment program.

Additional approved college and career readiness demonstrations for Exceptional Students and English Language Learners

Special education students, gifted students, and English Language Learners will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

For students with identified special education needs:

Where appropriate, students with special education needs shall meet the same graduation requirements applied to students without special education needs, subject to any accommodations identified in the student's Individualized Education Plan (IEP).

Where application of the ECA general graduation requirements would not be appropriate, students may demonstrate completion of graduation requirements through measures identified in the student's Transition IEP, which may include:

- Meeting industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students' Transition IEPs;
- Achieving Extended Evidenced Outcomes (EEOs), when appropriate; and/or
- Adapted college and career demonstrations necessary to earn a standard high school diploma to accommodate for students with disabilities.

For students identified as gifted:

Where appropriate, students identified as gifted shall meet the same graduation requirements applied to students who are not identified as gifted.

Alternatively, a gifted student may demonstrate completion of graduation requirements through completion of the student's individualized, standards-based Advanced Learning Plan (ALP) that determines the timeline for graduation and appropriate coursework that may include a blend of concurrent enrollment and/or early exit as well as career-related internships or opportunities.

The School may offer opportunities for gifted students to demonstrate proficiency toward completion of graduation requirements prior to the typical four-year high school program.

For students identified as English language learners:

Where appropriate, students identified as English language learners shall meet the same graduation requirements applied to students who are not identified as English language learners.

Alternatively, English language learners may demonstrate completion of graduation requirements through completion of the student's individualized, English Language Development Plan (ELDP) that outlines the requirements and goals for college and career readiness, which may include modified content standards.

This Policy was Adopted by the ECA Board of Directors on February 22nd, 2017

Graduation Recognition

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

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

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

Credits and Equivalencies

The Department of Education requires that students earn a certain number of credits to advance to each grade level in high school, and a minimum number of credits to graduate. At ECA we use Carnegie Units (CUs) rather than credits to line up our system more efficiently. At ECA, a 70% or higher in a year-long high school course or a semester-long college course earns a student 1 credit or 10 Carnegie units. A 70% or higher in a semester-long high school course earns a student 0.5 credits or 5 Carnegie units.

Credit Recovery

Although ECA's focus on credit recovery occurs primarily once students start taking college level classes, ECA does offer some limited summer school courses or will accept summer courses taken at other schools at the discretion of the Director. Once students are ready to begin taking college courses that is where the credit recovery largely occurs, as each semester-long college course is worth the same number of earned units as a year-long high school course.

Grade Promotion and Retention

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

- 8th grade to 9th grade, when students transition from middle school to high school classes
- 10th grade to 11th grade when students transition from high school to college level courses
- Graduation

Middle School to High School

At ECA, the transition into 9th grade is one of the most important points in a student's academic career. All classes at the high school level are transcriptable and will become a part of the student's permanent academic record and will greatly impact their prospects to gain admission to college. Additionally, high school courses at ECA are part of a two year rigorous college preparatory program designed to get students ready for college classes by their junior year. Because of the rigor and transcriptable nature of ECA's high school program we want to take every step possible to ensure that students are prepared for success in high school classes before we enroll them in the 9th grade.

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

- Repeat red light status throughout their 8th grade year
- GPA lower than a 2.0
- Failing grade in two or more core academic class
- Failure to pass Pre-Algebra B by the end of their 8th grade year.

If a student meets any of these criteria they will be more thoroughly assessed as to whether they should advance on to the 9th grade. The decision whether to retain a student in the 8th grade will be based on a

number of factors using a weighted rubric. The assessment process will also allow for the consideration of any extenuating factors and issues related to the specific history and situation of each student. Parents will be notified within the last SSM period that their student is being considered for retention and will be invited in to meet with teachers and administrators and provide their input on the decision. Parents will be notified of the school’s decision to retain a student within two weeks of the last day of finals.

Entrance into College courses

ECA understands the decision to place students in college classes very seriously. Because college transcripts are part of a student’s **permanent** academic record and can have long term consequences for future employment and education, we do not place students in college classes until they have empirically proven that they are ready.

The following criteria must be met in order for a student to advance on to the 11th grade where they will take an extensive amount of college level coursework. (Note, some students that have demonstrated college readiness may qualify to take college courses prior to their 11th grade year).

- Completion of at least 90 credits
- Successful completion of a college readiness portfolio
- A minimum of a 2.0 GPA
- A passing grade in Algebra and Geometry
- A passing grade in college preparation Composition.

High School Matriculation

In general, progression through high school is largely based on earning sufficient credit and passing all of the required courses for graduation. The following chart outlines the number of credits required to successfully progress through high school and graduate within four years. A student earns 10 Carnegie units for passing a course for a complete year or 5 Carnegie units per semester. Students may also earn 5 Carnegie units for their advising classes each year.

	Carnegie Units Required according to the State	Minimum number of Carnegie Units required to still graduate on time
At the end of 9th grade	55	40
At the end of 10th grade	110	90
At the end of 11th grade	165	150
Graduation	220	220

Homework Policy

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

- reinforce skills and concepts learned in class
- develop study skills and habits
- inform parents of what is being taught in the classroom

Homework assignments should be expected Monday through Thursday of each week. Students may also be expected to complete assignments and/or work on projects over weekends. If your child is consistently either not bringing homework home, or not getting homework assignments finished in the allotted time, please contact your child's advisor. The goal is to reinforce, not burden, the student.

Please remember that a high school student's homework requirements, both in content and length of time required, may look significantly different from a middle school student's homework requirements. Please also note that these requirements will also change significantly when the student begins taking college courses through UCD.

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

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

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

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

ECA Grading Scale

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

ECA High School Courses			
Numeric Grade Earned	Corresponding Letter Grade	GPA points earned	High School credit earned
90-100	A	4	Full
80-89	B	3	Full
70-79	C	2	Full
60-69	NC1	1	None
0-59	NC0	0	None

For students enrolled in grades 6-8, the grading scale remains the same, but only specific courses count towards high school credit. Students enrolled in grades 6-8 who are taking Geometry will earn GPA points and high school credits, all other courses count towards their prerequisites but not towards their high school GPA or credits earned. For students enrolled in grade 9-10 but taking a middle school level course (ex., Pre-Algebra B), high school credit is not earned, nor does the earned grade count towards their GPA. This policy is aligned with the policy utilized by many universities – remedial courses are necessary due to course prerequisites, but they do not effect (positively or negatively) a student’s GPA or grade level.

ECA College Courses through UCD				
Numeric Grade Earned	Corresponding Letter Grade	GPA points earned	High School credit earned	College credit earned
90-100	A	5	Full	Full
80-89	B	4	Full	Full
70-79	C	3	Full	Full
60-69	NC1	2	Full	Full
0-59	NC0	0	None	None

Weighted GPA's

Because of the increased rigor of college classes, students taking those classes will receive a weighted GPA, effective for students graduating in or after the 2016-2017 school year. This GPA will only impact their high school GPA not their college GPA.

A = 5 GPA points

B = 4 GPA points

C = 3 GPA points

D = 2 GPA points

F = 0 GPA points

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

Early College Model, Concurrent Enrollment, and College Course Policies

Overview of Concurrent Enrollment Program

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

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

Goal of ECA's Concurrent Enrollment Program

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

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

students who have successfully completed college level coursework prior to graduating from high school.

The early college model on which ECA is built has a solid research base of improved outcomes for students in comparison to traditional high schools. Students that attend early colleges have overall a higher graduation rate than students at a traditional high school. Similarly, Students attending an early college have much higher postsecondary continuation rates, at ECA nearly 100% of our graduates have continued on to college, the military, or some type of advanced technical training. Students that participate in an early college program are also more likely to complete their college degrees and earn on average a higher GPA in college than those students attending a traditional high school.

Early colleges are especially impactful for first generation college students. The additional supports provided by an early college are specifically designed to support underserved student populations, and provide avenues to college for students in underrepresented populations.

Higher Education Partners

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

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

College Application process

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

College Readiness

Students at ECA must demonstrate college readiness prior to taking any college level coursework. This readiness can be measured by a body of evidence that includes a number of indicators of success in a college level course. Readiness for college level courses will be made by school administrators with

assistance from college level instructors. The body of evidence used to make these determinations includes but is not limited to:

- Passing grade in the preceding high school course in the same subject area
- Teacher recommendation from a teacher in the discipline area of the course you intend to enroll in
- Advanced or proficient scores on state assessments in areas related to the college level classes that you intend to enroll in
- PSAT scores
- Demonstration of successful student habits as evidenced by GPA and teacher recommendations.
- Work samples
- Entrance exams
- Student portfolios
- GPA

Concurrent Enrollment Contract

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

College Course Attendance

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

A student can miss 15 days per semester and still earn credit. More than 15 absences will result in a failing grade for the course.

College Course Rigor and Syllabi

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

Books and Materials for College Classes

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

Tuition Payment

As part of our mission of providing a pathway to higher education, ECA currently covers tuition costs for students taking courses offered through our CU Succeeds program that meet ECA graduation requirements. This provides an incredible cost savings for our families who can essentially get one to two years of college paid for at no costs to themselves. The savings to families is calculated in the tens of thousands of dollars.

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

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

Required Orientation for College Courses

All students and their parents will be required to attend a required orientation session prior to taking college level coursework at ECA. Students and parents will only need to participate in this required orientation one time. Since this is a new requirement, all students taking college classes in the 2016-2017 school year will need to attend the orientation.

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

Supports and Services for Students Enrolled in College Level Courses

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

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

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

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

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

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

College Transcripts

ECA students who successfully pass courses offered by the CU Succeed Program and meet all other requirements will receive academic credit from the University of Colorado Denver. Such credit shall be recorded on an official University of Colorado Denver transcript, which will be issued to students upon request. Courses taken by students and the grades earned in them become a part of the student's' permanent University of Colorado record and figure into the calculation of the students' University of Colorado grade point average. ECA/CU Denver will communicate to enrolled students regarding the inclusion of CU Succeed Gold courses in their GPA.

College Transfer Credits

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

Concurrent Enrollment and Individualized Career and Academic Plan (ICAP)

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

Grade Point Average

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

Essential Policies and Programs

School Closure Procedures

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

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

This information will be announced on:

1. Major news channels
2. Email alert
3. Voice and text alerts

If a delayed start is called for, ECA will open either at:

One Hour Delay: 9:15am

Two Hour Delay : 10:15am

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

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

Closed Campus Policy

While ECA remains predominantly a closed campus, 11th-12th grade students who earn Green Light status (see the Student Success Management policy) earn the privilege of open campus during lunch, with parental permission. Students must have a signed release on file at the front desk.

Students must sign out in the main office with the front desk assistant prior to leaving campus during lunch, and must sign back in upon their return. Students are expected to comply with all school rules and expectations while off campus at lunch and to return to campus promptly in order to be on time to their next class. The failure to do so may result in the loss of off campus privileges, at the discretion of the administration. Open campus is a privilege and should be treated as such. Students must earn the right to go off campus and demonstrate that they are responsible enough to do so.

Only visitors on official business are allowed on campus during school hours. Students are not allowed to bring friends to school for the day, nor are non-ECA students allowed on the ECA campus with the exception of students that are shadowing for the day or alumni and former students that have gained appropriate administrative permission.

Adult Visitors

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

Graduates or Alumni

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

Former Students-Transfers and Non-Graduates

Former ECA students that are not alumni (did not graduate from ECA or have transferred to another school) will be granted permission to visit the school during school hours at the discretion of the Director or his designee. Former students must gain administrative permission at least 24 hours in advance of their visit by filling out the visitor permission form. Visitors must abide by all school policies and wear a visitors badge at all times. Visitors are only permitted to visit during lunch or other non-academic times.

Arrival & Dismissal Procedures

Appropriate arrival and dismissal of students is critical to their safety. School doors open at 8:00am daily. Students dropped off earlier than 8:00am will not be able to enter the building (with exception of those students that are registered as part of our Early Access program) , and ECA does not assume responsibility for their supervision prior to 8am. Please work with your student to make transportation plans accordingly.

The Sheridan bus (route 51) stops at the southwest corner of 60th and Sheridan at approximately 8:00am every weekday morning. ECA is not responsible for students traveling to and from the bus stop, or for late buses.

During dismissal, unless students have made prior arrangements with an ECA faculty or administrator (ex., participation in an after school activity), all students must exit promptly through the main doors. The school building officially closes to students at 4 pm Monday-Thursday and 3:30pm on Fridays, unless they are directly being supervised by a staff member or are in a staff supervised extracurricular activity.

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

Safe and orderly drop off and dismissal procedures will become increasingly important as our school continues to grow and as our neighborhood experiences increased traffic and construction with the opening of the adjacent light rail station.

A map will be provided to parents that clarifies traffic flow during drop off and dismissal. All parents are expected to abide by these traffic flow guidelines. During drop off and dismissal all traffic flows one way through our parking lot, with traffic entering on Wolff street and exiting westbound onto 60th Ave. Please note that there is no left turn onto 60th during drop off and dismissal. Parents are expected to make arrangements as to quickly pick up and drop off their students during these busy times. Please avoid extended stopping and waiting as it creates congestions and delays the process for other families.

Parents are responsible for ensuring that their students are picked up on time or have made appropriate alternative transportation arrangements. Classes will formally dismiss at 3:00pm. ECA Staff will monitor the parking lot for only 15 minutes after dismissal. Please work with your student to make transportation plans accordingly.

Students may stay on campus between 3:00pm and 3:30pm to take advantage of this designated time to receive academic support but are expected to be with a teacher actively receiving academic assistance.

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

Early Access Program

ECA understands that for some families it may be necessary to drop their students off earlier than 7:45am, when supervision is typically first available. For these families ECA offers an early access program. The Early Access Program will provide students with a supervised study hall from 7:15-8:00am. The Early Access Program is governed by the following guidelines

1. Students participating in Early Access program must be at school by 7:15am. Students arriving after 7:15am will be admitted at the normal admittance time, which is 8am during good weather.
2. Students participating in the Early Access program will be admitted collectively at 7:15am, not individually when they arrive. Students arriving before 7:15am should wait by the main entrance for the Early Access Supervisor to admit them.
3. Students participating in the program must stay in the supervised study hall room from 7:15am-8am. Students who do not remain in the supervised area will lose their right to participate in the program.
4. Students are to engage in quiet study during Early Access. Students who are disruptive will no longer be able to attend the program.
5. Families wishing to take advantage of the Early Access program need to apply in writing. This helps us know who is participating and help us to ensure that we have adequate staff allocated for supervision. If you are interested in having your child participate in this program please email rconrad@ecarvada.org with:

- Your student's name
- Grade level
- Days that they will need early drop off
- Approximate drop off time

Your application email will act as an acknowledgement that you have read and agree to the Early Access program guidelines.

Fire, Tornado, and Emergency Drills

ECA will hold fire, tornado, and emergency drills throughout the school year. All ECA students are expected to participate in these drills, follow all procedures and directions provided by ECA faculty and staff; an archive of all past drills is on file in the Director of Character Culture & Discipline.

Emergency Contacts and Updated Contact Information

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

If the parent or guardian of an ECA student provides an email address, it will be used as the primary contact method. We ask that our ECA families check their email on a regular basis to ensure receipt of

all school emails. Hard copies of all email correspondence can be provided through U.S. mail by requesting them from the ECA office.

PowerSchool

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

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

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

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

The Early College of Arvada Lottery and Enrollment Policy

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

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

Lottery Process Vacancies exist whenever the number of students enrolled in a class is above that class's capacity. ECA will generally fill vacancies through the first semester. The ECA Board is ultimately responsible for determining both building and class capacity. As vacancies occur, those vacancies will be filled using a lottery system.

The following lottery enrollment process will be implemented: Potential students, who have not been previously documented in the lottery process, may be added to the lottery pool at any time during the year. Once documented in the lottery process, potential students remain in the lottery until either drawn or have submitted a request to be removed. Once enrolled, students may continue in enrollment

from year to year. Parents/guardians of currently enrolled students may need to reaffirm their desire to have their student attend ECA during each subsequent school year by submitting required documents as determined by the Director.

Students who are not successful in the lottery will remain in the lottery pool. As vacancies occur, students will be drawn from the lottery pool and offered openings. If a parent/guardian does not elect to enroll when offered an opening, the student's name will be removed from the waiting list.

Using the 20% limitation allowed by the Colorado Department of Education, priority for enrollment will be given in the following order:

- Children of active staff members (including those staff members that serve as guardians).
- Students and siblings of currently enrolled students are automatically enrolled (per acceptance from the parent/guardian) and not subject to the lottery. Should a spot not be available for the sibling that sibling will be placed on the sibling queue.
- The remaining slots are awarded in a random selection of students whose parents/guardians completed the Intent to Enroll form. Students not selected will remain in the lottery for available openings.

Parents/guardians of students in the lottery pool may be contacted in advance of the lottery to determine if they remain interested in enrollment. If not, their names will be removed from the lottery. Financial contributions do not bear any weight on the lottery. No money has ever been accepted, and never will be, in exchange for lottery priority.

For students with IEPs who are successful in the lottery, the School will request and arrange an immediate IEP Team meeting. The IEP Team shall determine whether the student can receive a free appropriate public education (FAPE) at ECA, and make any changes needed to the IEP to enable such student's success at ECA. If the IEP Team determines that a FAPE cannot be provided, or is otherwise unable to agree, the student's placement shall be determined as provided by special education law. The Registrar must receive completed enrollment paperwork, or a designated ECA employee by the date agreed upon or the student may lose placement in the school. Any dishonest representation of grades or transcripts may also result in the student losing placement. Completed enrollment forms must be received prior to attendance. All new students in grades 7-12 must also submit either a final report card or a complete transcript prior to attendance.

Enrollment is contingent on transcripts and other information confirming that the student is appropriately enrolled in the grade for which the parent/guardian applied. Upon request of records by another school for a current ECA student, accompanied by an enrollment form signed by the parent of record, ECA will vacate the enrolled students' seat. This seat will be filled through the process outlined above. If a record request is received without a signed enrollment form, the parent of record will be contacted by a designated employee of ECA to determine the origin/intent for the request. If ECA is unable to reach the parent/guardian, the Executive Director will use his/her discretion on whether or not to vacate the seat.

Enrollment of Expelled Students Students expelled for weapons or violence offenses will not be admitted to ECA during the time of their expulsion. All other expelled students and students who have engaged in behavior during the preceding twelve months in another district that was detrimental to the welfare and safety of other pupils or school personnel will be evaluated on a case-by-case basis. The

Administrator will participate in the decision. Parents/guardians will be notified of the availability of enrollment openings in ECA.

Field Trips

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

Messages

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

Shadow Policy

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

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

ECA Meal Program

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

Meal Program Payment

Please refer to the letter accompanying the "Free and Reduced Price School Meals Application" for the 2016-17 prices as well as information on how to apply for Free or Reduced meals. These materials are

included as part of our summer mailing but please contact the front office if you need additional information. All meals are paid for directly to Michaels Food Service at the time of ordering. Orders and payment must be made 48 hours in advance.

Sports and Extra-curricular Activities at “Home-Schools”

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

ECA Student Events and Calendar

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

Make-Up Work

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

1. Missed Work due to Absences:

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

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

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

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

Report Cards

ECA is on a quarter system. Therefore, there are four separate grading periods. ECA transcripts courses on a semester basis, so families can consider the report cards received in October and March as progress reports.

Upon conclusion of the second and fourth quarters, the teachers will issue a semester grade. There are two Parent/Teacher conferences during the school year to which parents are requested to attend. At the end of the first through fourth quarters, report cards will be sent home with by U.S. mail.

School Grievance Policy

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

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

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

- Early College of Arvada

c/o Board of Directors

4905 W. 60th Ave.

Arvada, CO 80003

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

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

CSI's Grievance Policy

In the event of a conflict between the staff, administrators, or board members of an Charter School Institute School and a parent, staff, or community member (current or former), the grievant must first exhaust all available remedies under the School's Grievance Policy as required by the School's charter contract. The School's Grievance Policy shall strive to accomplish the following goals:

1. Resolve the issues at the lowest level.
2. Provide a clear process for appealing a decision to the next level(s) of review.
3. Define timeframes for the filing of a complaint if related to a specific incident.
4. Define timeframes for a response once a complaint is filed.
5. Require that the request for a review be in writing.
6. Provide a clear opportunity for the grievant to comment on their perception of the treatment/service level received from the School.
7. Provide for a clear opportunity for the School to comment on its perception of the incident and the steps taken to try and resolve the issue(s).
8. Include the Institute's Executive Director as the final step (following review by the School's Board) for the grievant to bring their concerns.

In following the School's Grievance Policy, each party must consider the following with regard to conflict resolution:

1. Recognize that the Charter School Institute does not have authority to intervene in many school level disputes.
2. Address the issue at the appropriate level and proceed with the Grievance Policy that the School has in place.

3. If the concern involves a student with an IEP or 504 Plan, the school must have a process to inform the Charter School Institute staff responsible for exceptional student services and follow the Institute (or develop) appropriate grievance procedures that are aligned with state and federal law.
4. Decisions will not be overturned at a higher level of authority unless there are compelling grounds based on a School discriminating against a protected class, violating its contract with the Institute, failure to follow its own policies, Institute policies or requirements, or state or federal law, rule, or policy.

If a grievant has followed the School's Grievance Policy and procedures, and wishes to pursue a concern because it has not been resolved to their satisfaction, the Institute will guide the grievant to follow the Institute Parent Conflict procedures, which will at a minimum include the following:

1. The grievant must submit the concern in a written format to the Institute within five business days after receiving the written decision of the School's board.
2. If the concern involves a student with an IEP or 504 Plan, the school must inform the Institute staff person responsible for exceptional students and follow all State and Federal rules including any Institute and/or Institute-approved grievance procedures aligned with exceptional students.
3. If the concern is a student safety issue the issue must be brought immediately to the attention of the Institute's Executive Director.
4. The Institute's Executive Director or designee will make the school aware of the concern and determine if any violation of law, rule, policy, or the charter contract has been committed.
5. After review, and to the extent practicable, the Institute's Executive Director will publish his/her conclusions in writing within 15 days of receipt of the written concern.
6. If, after review, the Executive Director concludes that a violation has occurred, the Institute's Executive Director will inform the school administration in writing of the violation and direct that the School resolve the situation with the grievant. The Institute may implement procedures in line with the Institute's School Compliance Policy and take any actions provided for in law, policy or contract to resolve the issue.

Sexual Harassment Policy: Of or by Students

In accordance with ECA Board Policy 5.9, it is the policy of the ECA board to maintain an environment for its students, which is free from sexual harassment. The Board strongly disapproves of and deplors any form of sexual harassment of students. Complaints of sexual harassment will be handled without delay in a manner that considers the interests of both the complainant and respondent.

Sexual Harassment Definition

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

Sexual Harassment Reporting

Any student witnessing or suffering sexual harassment shall immediately report the matter to his or her teacher or an administrator. Teachers will immediately report the incident to the Director, who will initiate the investigation process. Retaliation is prohibited for reports of harassment made in good faith.

If the Director is the alleged source of harassment, the student and/or teacher to whom they reported should immediately report the incident to President of the Board.

Sexual Harassment Investigation Process

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

Student Accommodations

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

Student Fees

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

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

Miscellaneous Fees

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

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

Fee Schedule

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

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

Waiver of Fees

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

Student Support Programs and Services

Response to Intervention (RTI)

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

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

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

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

Student Success Management

Student Success Management is a system that we use to regularly assess and communicate students' academic progress to parents, staff, and students and to assist us in providing targeted support and interventions to students.

Every ECA student's academic standing will be assessed eight times each year utilizing the Student Success Management System. Their current standing will be communicated to parents at each of these intervals.

SSM scores will be based on a student's current grade point average.

Light Status

Status	GPA Range	Outcomes
Green	3.0 or higher	-Enrollment in enrichment courses during ECA Hour -Open campus privileges for 11 th and 12 th grade students
Yellow	2.0 - 2.9	- Enrollment in academic support courses during ECA Hour
Red	<2.0	- Enrollment in intensive academic support courses during ECA Hour

Each 4 to 5 week measurement corresponds with an ECA Counseling and Parent Contact Point. SSM progress reports will be sent home after every measurement informing parents on their student's current status and progress.

After School Academic Support

All ECA staff are expected to make themselves available to students from 3pm-3:30pm to help students with homework, provide tutoring, and support students academically. Please communicate with your child and their teachers if they plan on taking advantage of this support time. You can adjust your pick up time accordingly and help support our expectations that any students staying on campus between 3:00 – 3:30pm are with a teacher receiving academic support.

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

MTSS Overview

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

This naturally creates a three tiered model:

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

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

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

MTSS Academic Placement for Middle School students

To identify academic needs, at the beginning of each semester, all middle school students will take the MAP assessment. Any student whose scores are in the 5th percentile or below in reading and/or math will be placed in a Tier 3 ECA Hour class. These classes have fewer students (maximum 15), and are designed to provide intensive individual support in either reading or math. The goal of these classes is to fill gaps in skills or content knowledge and move students closer to grade-level performance. Any student whose score is in the 6th-20th percentile in reading and/or math will be placed in a targeted Tier 2 ECA Hour class. These classes provide targeted intensive support focused on helping students close

knowledge gaps, complete assignments, and gain organizational skills in order to improve performance in core classes. Any student whose score is above the 21st percentile will be placed in a universal Tier 1 ECA Hour class. These classes are aimed at practicing and improving on skills learned in core classes, and offering enrichment opportunities to students performing at or above grade-level.

In every ECA Hour class, regular assessments will be given to monitor students' growth towards specific goals that bring them closer to performing at grade-level. ECA Hour classes change every 4 weeks. Students are then moved into or out of their Tiered ECA Hour class based on progress made on their in-class assessments, and also based on their overall GPA. Students with a GPA below 1.0 will be placed in Tier 3 classes. Students with a GPA between 1.1-1.7 will be placed in Tier 2 classes. Students with a GPA above 1.7 will have the opportunity to be in Tier 1 classes.

MTSS Academic Placement for High School Students

Current GPA will be used to identify academic needs for high school students. Students with a GPA below 1.0 will be placed in intensive Tier 3 classes. These classes have less students (maximum 15), and are designed to provide targeted individual support in either reading or math. The goal of these classes is to fill gaps in skills or content knowledge and move students closer to grade-level performance.

Students with a GPA between 1.1-1.7 will be placed in Tier 2 classes. These classes are focused on helping students close knowledge gaps, complete assignments, and gain organizational skills in order to improve performance in core classes. Students with a GPA above 1.7 will have the opportunity to be in Tier 1 classes. These classes are aimed at practicing and improving on skills learned in core classes, and offering enrichment opportunities to students performing at or above grade-level.

In every ECA Hour class, regular assessments will be given to monitor students' growth towards specific goals that bring them closer to performing at grade-level. ECA Hour classes change every 4 weeks. Students are then moved into or out of their Tiered ECA Hour class based on progress made on their in-class assessments, and also based on their overall GPA by the end of the ECA Hour block, using the same measurements as outlined above.

Social-Emotional Support through MTSS

Some students will need social-emotional interventions instead or in addition to academic supports. Behavioral needs will be identified by looking at the number of disciplinary referrals a student receives per quarter, the number of threats/acts of physical aggression or self-harm the student has made, significant decreases in GPA, and the counselor's discretion. When one of these criteria is met, the student will be placed in the correct behavioral tier and will receive specific targeted interventions from the counselors such as regular consultations, participation in small group meetings, among others.

MTSS Role of Parents

Recognizing students with intensive needs requires family-school collaboration and partnership. Parents of students identified as needing Tier 3 level supports (behavioral or academic) will be invited to participate in a meeting with the MTSS team to further identify the specific needs of their student and contribute opinions on interventions being used to support the student.

Gifted and Talented Program - Overview

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

Gifted and Talented Supports and Services

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

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

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

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

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

ECA recognizes that gifted students have unique needs and benefit from social and emotional support as well as academic support. In order to provide this affective support to students ECA provides a monthly group counselling session for all GT and Talent Pool Students. Findings from research with the gifted and talented population suggests that there is a strong connection between cognitive and social emotional functioning. This relationship has the potential to impact school performance and self-esteem on a variety of levels. Through these sessions we will examine the students' self-perceptions, their perceptions of parents, peers and teachers, and their feelings about being identified as a GT student. In addition, we will examine how the school environment helps and/or hinders their academic achievement and motivation.

ECA is also happy to provide scheduling accommodations for our exceptional athletes, musicians and performers so that they can more fully participate in activities outside of school.

Gifted and Talented Identification and Eligibility

ECA's identification process is multi-faceted and collaborative process that aligns with the new identification criteria established by the Colorado Department of Education.

As a school we are constantly striving to identify and serve those students with exceptional abilities. ECA uses a number of screening methods including a universal cognitive screening for all students in 6th grade. Exceptional performance on local and state standardized tests are also used to identify potentially gifted students. Students may also be referred for a GT evaluation by parents or teachers.

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

English Language Learners - Overview

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

Identification of English Language Learners

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

Assessment of English Language Learners

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

Services for English Language Learners

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

Language is comprehensible to the English Learner when:

- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- The affective filter is low;
- Risk-taking and approximations are encouraged;
- Errors are accepted as part of the acquisition process;

- Input is comprehensible through contextualization (e.g. the use of real objects or “realia”, props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

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

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

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

Special Education and Section 504

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

Students Rights and Responsibilities

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

policies pertaining to the various aspects of student rights and responsibilities, student conduct, and student discipline. The rights and responsibilities of students may include the following:

Freedom of Speech

ECA will work to ensure that the speech of its employees and students remains focused on accomplishing our educational goals. As teachers are public employees who represent the school, while students are not, teachers and students have different kinds of freedom of speech rights when school is in session.

Students attend ECA to learn. Thus, students may be disciplined for disrupting the learning process by, for example, speaking out-of-turn or off-topic. For instance, a student may not interrupt a lecture due to a desire to discuss weekend plans or offer his or her political views during an Algebra lesson. However, the school may not limit student speech which is appropriate in context simply because the student's views are unusual or uncomfortable to others. For example, if when teaching history a teacher wants students to discuss America's best and worst moments, the teacher must permit students to express unpopular or controversial ideas, even if overtly religious or political, so long as they remain relevant and are expressed respectfully. The school need never tolerate lewd, vulgar, disrespectful or profane speech under any circumstances. The school may also ensure that speech is age appropriate.

While student speech generally includes the content of what is written in assignments and "symbolic" speech associated with jewelry, armbands, flags, or art projects, the school may limit speech in order to accomplish its educational objective.

Religion in a Public School

The critical distinction in this area is that the First Amendment, on the one hand, prohibits government (which includes public schools) from establishing a religion, and, on the other hand, protects private individuals when initiating religious activity. The school may impose reasonable time, place, and manner restrictions on all speech, including religious speech, in order to advance the educational objectives of the school.

Students may express their religious beliefs in homework, artwork, and other written and oral assignments so long as student submissions are responsive and relevant to the assignment. For instance, if a teacher asks students to write an essay about their hero, a student may write about a religious figure without any adverse effect due to the religious content of the answer. The teacher will grade that essay like any other, using it to assess whether the student has learned the grammatical, theoretical, or other lessons the teacher has been trying to teach. Students are free to discuss religious topics among themselves during free time to the extent the participants wish to do so, but do not have the right to force other students into participating in or listening to their discussions.

Student Privacy

It is the policy of ECA to respect and protect the privacy of ECA students and families from unwanted intrusion. Therefore, written parental consent will be sought before students participate in any survey,

analysis, evaluation, or test that reveals information about the student and/or the student's family concerning political affiliations, religious beliefs, income, mental or psychological condition, sexual behavior and attitudes, parenting styles, substance abuse, or any other information that could be potentially embarrassing to the student and/or student's family.

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

Interrogations and Searches

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

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

Cell Phones, Internet Usage and Other Electronic Devices

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

Therefore, it is ECA's policy that:

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

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

Electronics should be turned off and remain in the student's backpack or secured locker while in the building. All electronic communication devices including cell phones will be confiscated at any time if the student using the device is doing so in violation of school policy, if the device in question disrupts the learning environment, and/or is otherwise used in a manner that violates the privacy or safety rights of others. This includes the use of student cameras or camera apps on school property. A student will be required to surrender their device when asked by a teacher, staff or administrator.

Confiscated electronics will be tracked according to these steps:

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

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

Parents, we ask that you all help us enforce this policy to ensure academic integrity in our school.

Please avoid communicating with your student in a way that would lead them to violate our cell phone policy.

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

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

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

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

Internet

ECA provides students with access to the Internet. Access to the internet offers vast and unique resources. The School's goal in providing this service is to promote educational opportunities to schools by facilitating resource sharing, innovation, and communication. The Internet is an electronic network connecting millions of computers and individuals all over the world. It is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of a network that provides both in-district and worldwide access depends upon the proper conduct of each end-user.

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

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

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

The School provides filtering to restrict access to obscene, pornographic, or other material that is harmful to minors. The School does not guarantee that such material will never be encountered. On a

global network it is impossible to control all materials, and even casual users may easily discover or come across controversial material. The School believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may access material that is not consistent with the educational goals of the district.

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

Senior Attendance

Seniors at ECA are considered "transitional" college students, and seniors holding Green Light status (3.0 GPA or higher) have off campus lunch privileges from 1140am - 12:15pm. Seniors are expected to attend all college and high school courses in which they are enrolled, including any required recitation sections. Seniors are expected to follow all ECA policies and procedures and to act as role models for younger students. Should seniors not meet these expectations, open campus privileges may be revoked. Seniors will sign in and sign out each time they enter/leave the building using the binder kept at the front desk for this purpose. Failure to do so may result in the revocation of open campus privileges.

Student Parking Lot Usage Policy

The main parking lot at Early College High School is primarily for the use of staff members and guests. Students must apply for a parking pass to park on campus. All students using the lots are expected to be fully licensed and insured. Students may not park in spots designated for staff, parents, or visitors. Students parking on campus must display a parking permit sticker on their car. Parking passes are available to juniors and seniors on a first come first serve basis. There are a limited number of parking passes available to students. An application for a parking pass is available with the Director of Character Culture & Discipline. A copy of your license and insurance must be provided along with your completed application.

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

In addition, students are required to follow all parking-lot related rules and regulations, including:

- No Students may be in cars, trucks or vans during lunch. A student in a car should be either arriving or departing only.
- ECA is not liable for any damage done to, or, by student vehicles at any time; this includes any injury to person(s) in or on a student vehicle while that vehicle is on school property, or during the hours of school or school-related events.

- The speed limit on ECA property is 10mph
- Pedestrians have the right of way within the ECA parking lot
- In accordance with our lease, during church-related special events, church visitors and members have first priority with regards to parking.
- All vehicles in the lot must be parked appropriately (within the lines), and must be properly maintained or may face the above penalties or alternate fines (i.e., a student may be held financially responsible if their car leaks significant fluids onto lot surface).

Lockers

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

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

Student Conduct, Attendance and Discipline

Student Discipline Overview

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

ECA is committed to helping students develop as citizens, community leaders, and ethical decision makers. ECA staff will look for teachable moments to help students grow and develop. Our role as educators is to teach students not simply to punish them. Any conflicts or violations that do occur will be used as moments for a student to grow and improve. ECA also embraces restorative approaches that emphasize helping students to understand the potential harm caused by their misbehavior, and provide them with avenues to make things right.

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

At ECA we believe that our discipline policy should reinforce our role as an educational institution at that the discipline policy should be used to help teach students about what behaviors are appropriate in a school and to help them better learn from the mistakes that they make. ECA's policies and practices are designed to help students understand the rationale behind school rules and to help them to understand the harm that occurs when school rules and expectations are violated. In addition, we believe that students deserve the opportunity, when appropriate, to be involved in fixing the problems that their behavior may have caused and play a role in making the situation right.

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

reason, shall be referred first to the ECA Board of Directors. The Director and his or her designee shall have the authority, pursuant to Colorado statute 22-33-106, to suspend a student. The ECA Board President shall be notified when an out-of-school or in-school suspension of more than 5 school days is given or when a student receives any suspension where the aggregate days of suspension total more than 5 in one school year.

ECA vigorously enforces a fair but strict discipline policy. Consequences shall be immediate and relevant. A safe environment that is conducive to learning is of the utmost priority. All policies shall be in accordance with state and federal law. Faculty and staff should be supported in their efforts to discipline students. All personnel are expected to use board and administration policies when disciplining students.

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

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

Grounds for Suspension, Expulsion, and Refusal of Admission

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

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

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

Responsibility of ECA Administration to Parents

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

Suspension

Level 2 and level 3 infractions may result in immediate suspension. Suspensions can only be assigned by the Principal or the Director of Student Safety, Character and Culture. Parents of the suspended student must pick up the student as soon as possible and discuss consequences with the Director of Safety, Character and Culture or principal or designee. If circumstances will not allow the parents to pick up the student, he/she will remain in the In School Suspension area for the remainder of the day and will be sent home at the regular time of dismissal.

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

Discipline Matrix

Early College of Arvada

Revised 7-30-18

Type of Harm Done	<i>Level 1 – Minor Involved Parties: Student, Teacher/Staff member, parents if deemed appropriate</i>	<i>Level 2 – Moderate* Involved Parties: Student, Teacher/Staff member, parent, administrators/counselors if needed</i>	<i>Level 3 – Severe Involved Parties: Student, Teacher/Staff member, parent, administrators, Counselors if needed, Board if needed, Law enforcement if needed</i>
<i>Harm to Self</i>	Behaviors: -Coming to class unprepared -Sleeping in class, off task -Tardiness (excessive = level 2)	Behaviors: -Refusal to work/participate -Lying (probable suspension) -Truancy or Ditching Class	Behaviors: -Leaving campus without permission -Habitual Truancy -Drug, alcohol or substance abuse

<i>Harm to Others</i>	<p>Behaviors:</p> <ul style="list-style-type: none"> -Rude or disruptive comments -Tossing or throwing objects in class -Electronics violation <i>NOTE: refusal to render their device becomes argumentative or defiant >>></i> LEVEL 2 REFERRAL 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Defiance -Argumentative -Play fighting -Excessive Horseplay -Repeated PDA, Disrespect 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Fighting, Bullying, Threats, Theft -Personal, Racial or Sexual Harassment -Threats, Verbal, Physical or Electronic -Endangering the safety of others -False reporting/investigative fraud 		
<i>Harm to Learning</i>	<p>Behaviors:</p> <ul style="list-style-type: none"> -Speaking out of turn, out of assigned seat -Minor classroom disruption -Electronics policy violation 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Major or repeated classroom disruption -Argumentative - Inappropriate computer use, damage 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Disrupting a school sponsored event - Trespassing, Pranks, Vandalism, - Fire alarms, equipment, protocols 		
<i>Harm to Community</i>	<p>Behaviors:</p> <ul style="list-style-type: none"> -Profanity (excessive or repeated > level 2) -Inappropriate display of affection -Altering computer settings -Food or drinks in the classroom -Dress code violations 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Academic Dishonesty, Cheating, Copying -Possession of, lighter, matches, -Altering a computer reducing its usability -Minor graffiti or property destruction -Repeated dress code violations that become defiant or argumentative 	<p>Behaviors:</p> <ul style="list-style-type: none"> -Threats against the school -Cursing Out Teacher/Admin/Staff -Possession/Sale > illegal drugs, alcohol, paraphernalia, pipes, pens, e-cigs, pornography, weapons, tobacco Gang related activity or affiliations 		
<i>Possible Consequences</i>	<ul style="list-style-type: none"> -Classroom Management Strategies -Redirects, Warnings Noted -Notations Recorded (spread sheet, on board) - Conversation, Parent E-mail, Call or Text -Corrective Actions, Seating Chart, Isolation -Apology -Classroom/Community Service, Lunch Duty 	<ul style="list-style-type: none"> -Referral > Dean or Admin -Class Removal (Dean approves return) -Written Apology (REFF) Parent Text -Parent Phone Call / Meeting / Shadow -Caseworker/Counselor Interventions -Admin Suspension (ISS or OSS or BASE) - Restorative Applications/Restitution 	<ul style="list-style-type: none"> -Immediate Admin Attention -Suspension Parent Contact -Law Enforcement as needed -Legal Action -Expulsion / Board Action - Restorative Applications/Reintegration - Reconciliation/Responsibility/Respect 		
<i>Restorative Applications ></i>	<i>Responsibility</i>	<i>Relationship</i>	<i>Repair</i>	<i>Respect</i>	<i>Reintegration</i>

***Repeated level one behaviors will be considered a level two offense. (Document/record these behaviors via spreadsheet, e-mail, conversations, phone calls)**

****Behavior checklist is not exhaustive and simply provides a guiding framework for dealing with discipline issues**

*****Consequences for level 2 & 3 behaviors will be dispensed at the Admin level so teachers can focus on classroom learning, lesson aims and objectives.**

Distractions, Disruptions, Defiance or Disrespect that interrupt the teachers Rhythm, Instructional Flow or Tempo (RIFT) are cause to document or remove a student.

Classroom Management Policies

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

Academic Code of Conduct

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

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

ECA Appropriate Dress Policy

We believe that one of our primary responsibilities is the creation and maintenance of an atmosphere that is conducive to learning and free of interruptions, an environment in which students, staff, parents

and community members can learn and feel safe, and an environment that exemplifies the expectations of the professional world. To this end, we have implemented the ECA Appropriate Dress Policy. Our students are expected to portray, through their dress choices, a positive image that is respectful to their community and to themselves. Students will wear clothing that fits appropriately, neither overly loose nor overly constricting.

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

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

Students may NOT wear hats, hoods, beanies or sun glasses inside the school building. These items should be locked in their lockers once they arrive at school and should not be worn during the school day. Remember visual or written messages of alcohol, drugs, weapons, tobacco, sex, profanity or gang-related themes will not be permitted at all on campus.

Specific items of clothing which are prohibited include:

- > pajamas, slippers, lingerie-style tops,
- > any garment that shows a student's midriff,
- > Spaghetti straps are not allowed; sleeveless shirts/blouses should have a minimum of 3 fingers width
- > any item of clothing with rips/hole/tears through which undergarments are visible,
- > shorts/miniskirts which do not reach below the tips of a student's fingers when their arms are relaxed at their sides,
- > any item of clothing/jewelry which could endanger the safety of others.

The ECA Administration reserves the right to determine whether any specific item of clothing is inappropriate. Violating this policy will result in a disciplinary referral and students will remain in the office or alternate setting until they remedy their dress to fit the ECA appropriate dress policy. Parents will be called to bring alternative clothing items or the student will be sent home.

Public Displays of Affection (PDA) Policy

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

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

In the hallways, in the cafeteria during lunch and breakfast, outside before school, during the lunch period, and after school, **students are permitted to hold hands and to give each other brief hugs**. If in doubt as to what this means, please contact the ECA Dean of Students for clarification. All other physical contact will be considered a behavioral infraction and will be treated as such. The first infraction will result in a behavior check. Repeated infractions will result in written referrals and further disciplinary action including, potentially, suspension and expulsion.

Drug-Free Schools

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

Bullying

ECA recognizes the negative impact that bullying has on student health, welfare and safety and on the learning environment. Bullying as defined by state law is any written or verbal expression (including via text, Facebook, or instant message), or physical act or gesture, or a pattern thereof, which is intended to cause distress upon one or more students AND involves a clear power differential. Bullying is prohibited on school grounds, in a vehicle owned, leased or otherwise used by the school, or in connection with or at a school-sponsored activity or event. All administrators, teachers, staff, parents, volunteers and students shall take all reasonable steps to prevent and address bullying.

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

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

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

In determining the appropriate action to be taken in response to incidents of the student bullying, the Director and/or Dean of Students shall refer to the Student Behavior Management and Discipline Policies. In addition, the Director and his or her designee shall consider other actions which may be appropriate in response to student bullying, including, but not limited to:

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

Disciplinary Charges

The Administration will develop and consistently enforce a process by which Students can avail themselves of administrative due process in the event of charges against them. With regard to charges made against students for violation of school rules or policies, Students have a right to: (1) know what rules are; (2) be notified of charges, (3) appeal a decision about the charges to a higher level; and (4) have the charges or penalties removed from their records if their innocence or noninvolvement is demonstrated by the evidence.

Student Attendance and Tardiness

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

Unless the front desk assistant is notified in advance, all students absent from class will be marked UNV (unverified) in PowerSchool. The Receptionist will contact the families of students marked UNV to determine the cause of absence, and change the code accordingly. ECA understands that circumstances may arise that cause a student to miss class, to that end we have created the following **excused** absence codes in PowerSchool:

ILL – excused absence due to illness

MED – excused absence due to medical appointment or surgery

FAM – excused absence per family request, i.e., vacation or parent illness, etc.

ACT – excused due to school related activity, i.e., college visit

FLD – excused due to ECA field trip

GVT – excused due to government related activity, i.e., court or jury duty

Absences should be excused promptly and in advance, when possible. If this is not possible, a note or phone call detailing the dates and reasons for the absence must accompany the student upon his or her return. ECA will require suitable proof of illness, including written statements from medical sources for extended absences.

Unless properly reported, an absence is considered unexcused. The school will contact parents when their student has an unverified absence. Absences may also be coded as TRU in cases where a student does not have family permission to miss school. Any student who has multiple truanancies, more than five absences in one quarter (excused or unexcused), or more than 10 tardies in one quarter, will be deemed at-risk in terms of attendance. Parents will be notified when their students are considered at risk for attendance and the student may be required, along with their parent or guardian, to attend a meeting with the school officials to set in place a plan to address this behavior.

Any student who has four or more truanancies in a month or ten or more truanancies in a school year will be declared a “habitual truant” according to Colorado statute, C.R.S. 22-33-107 (3)(a).. Parents will be notified that their student has met the criteria as a habitually truant student. Habitually truant students may be subjected to school disciplinary actions pending a truancy hearing, and may be subject to additional consequences due to non-compliance with school and state attendance laws.

Any student who arrives for class after 8:15am will be deemed tardy and be required to sign in at the main office to receive a pass to class.. Those arriving without a proper excuse provided by a parent or guardian (ex. inclement weather, traffic accidents, and emergencies) will be marked as unexcused. The determination of an excused v. unexcused tardy will be made at the sole discretion of the Director or his or her delegate

Prevention, Truancy, and Hearings

ECA will identify students who are at risk of suspension or expulsion from school, which may include those identified as habitually truant or disruptive. Students may not be suspended for more than five school days without approval from the ECA Board of Directors. ECA will adopt and implement policies and procedures concerning children who are habitually truant to assist students to stay in school. Parents/guardians have the right to request a hearing with the ECA Board of Directors if their student is denied admission or recommended for expulsion.

Tobacco-Free School Policy

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

entrances to notify the public that use of tobacco is prohibited in accordance with state law and school policy.

Definitions

For purposes of this policy, the following definitions apply:

- "School property" includes but is not limited to all property owned, leased, rented, or otherwise in use by a school including but not limited to all interior portions of any building or structure used for instruction, administration, support services, maintenance, or storage; all school grounds including playgrounds, parking lots, recreation areas, and athletic fields; all vehicles used by a school for the purpose of transporting students, staff, visitors.
- "Tobacco" includes but is not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner as to be suitable for chewing, smoking, or ingesting in any other manner. "Tobacco" also includes cloves or any other product packaged for smoking.
- "Use" means lighting, chewing, inhaling, smoking, or otherwise ingesting tobacco product.
- "Possession" means that a person has or holds any amount of cigarettes or tobacco products anywhere on his or her person, owns or has custody of tobacco products, or has tobacco products within his or her immediate presence and control.

Staff and Visitor Enforcement

Consequences for employees who violate the tobacco free school policy will be in accordance with personnel policies and may include verbal warning, written reprimand, or termination. Visitors using tobacco products will be asked to refrain while on school property or leave the premises.

Student Health and Wellness

Immunizations

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

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

Sick Children

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

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

Distribution of Medication

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

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

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

Injuries While in School

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

Early College of Arvada and CSI Wellness Policy

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

1. Wellness guidelines will be implemented by every CSI school.
2. Students, parents, teachers, food service professionals, health professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing Institute charter school nutrition and physical activity policies.
3. All students will have opportunities, support and encouragement to be physically active on a regular basis.
4. Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
5. Students will be provided with adequate time to eat in settings that are clean, safe, and pleasant.

6. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education, school nutrition programs and related community services.

Student Safety

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

- (1) Maintaining a safe school environment,
- (2) Emphasizing safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities that offer special hazards, and
- (3) Providing first-aid care for students in case of accident or sudden illness.
- (4) Maintaining adequate supervision of students.
- (5) Monitoring visitors to our campus.
- (6) Keeping external doors locked from the outside to prevent visitors from entering without checking in.
- (7) Establishing clear procedures for emergency situations.
- (8) Conducting regular emergency preparedness drills and reviewing these policies with staff and students regularly.
- (9) Responding swiftly to any potential threats to student safety.

Governance and the ECA Board of Directors

Meeting Organization

The Board meetings of ECA at Arvada will have the following standing agenda. Any additions will be posted upon approval of the Chair, and any additions to the agenda at the time of the meeting require the approval of the Chair.

1. Call to Order
2. Review and Approval of Previous Meeting Minutes
3. Director's Report
4. Other Business
5. Public Comment
6. Adjournment

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

Community Issue Resolution

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

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

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

B. Electronic communication to the Board, sent to board@ecarvada.org. An electronic response may or may not be provided by the Board.

C. A written request to comment at one of the regularly scheduled board meetings. The request should be sent in writing to the President of the Board, and must include a detailed description of the subject on which you desire to address the Board. The President of the Board reviews and approves or denies requests at his or her discretion.

Public Attendance

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

Public Comment

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

A. Introduce visitors, without comment or discussion, at the start of each meeting

B. Set aside a maximum of 15 minutes for public comment at each Board meeting, with each individual allowed no less than two minutes and no more than five minutes.

C. Require submission of the Public Comment Request Form (available upon request) to the Director by each individual requesting the opportunity to provide comment no less than five working days before each Board meeting.

D. The Board President will notify each requester no less than three days before the Board meeting whether he or she will be scheduled for public comment at that meeting. Persons who could not be scheduled to comment at the requested meeting because of time limitations must resubmit their request if they wish to comment at a subsequent Board meeting.

- E. Written information directly from the person shall be placed in the board packet distributed to directors prior to the regular meeting. If the person so requests and the President of the Board agrees, the item shall be placed on the board agenda.
- F. If the Board will be requested to take a particular action, the specific action being requested should be in the written document submitted to the board by the person.
- G. If so requested by the Director, the person may present additional information or clarification when the agenda item is discussed.

Subject Matter

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

Contacting a Board Member

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

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

Parent Teacher Community Organization

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

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

Parental Involvement Policy and Procedure

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

2014-15 ECA PARENTAL INVOLVEMENT POLICY AND AGREEMENT

Early College of Arvada will:

Create and maintain a Parent Advisory Committee (PTCO). The PTCO shall be responsible for providing regular feedback on school academic life, school culture, management effectiveness, allocations of resources, and communication with parents and other stakeholders. In addition, the PTCO may advise the Board on recruitment of board members, as requested by the Board of Directors, as well as assist in fundraising and other school events and activities. Through the PTCO, ECA will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way,
- Involve parents in the joint development and evaluation of school wide programs and plan, in an organized, ongoing, and timely way,
- Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- For the 2017-18 School Year, **PTCO Meetings** will be held monthly. Schedule to be announced.

To help build and develop a partnership with parents to help their children achieve or exceed the State's high academic standards, ECA will:

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading,
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will strongly encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand,
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet,
- Work with the LEA (Colorado Charter School Institute) in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A,

- Work with the LEA to ensure that a copy of the CDE's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

ECA SCHOOL-PARENT AGREEMENT

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

School Responsibilities

Early College of Arvada will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

ECA will develop Early College Aligned Standards in all subjects. These standards will incorporate both the Colorado Model Content Standards college readiness standards. These standards will be evaluated annually.

ECA will create and implement a rigorous, relevant, and research-based curriculum for all subjects that will be evaluated annually. ECA Faculty will use best practices in designing and implementing curriculum.

ECA will maintain a target class size of 25:1 to ensure that students receive individualized attention. Students will be taught using a variety of instruction methods and taking into consideration multiple learning styles.

ECA will provide individualized, assessment-based, supplemental instruction in math and reading for students who qualify.

Provide parents with frequent reports on their children's progress.

In addition to quarterly report cards, all ECA parents will receive written reports every four-five weeks notifying them of their student's academic standing and progress.

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

Provide parents reasonable access to staff.

ECA Administrative staff (inc., Director, , Dean of Students, and Counselors) is expected to maintain positive, active relationships with ECA parents and guardians. Parents and guardians may schedule meetings and phone conferences with ECA Administrators by contacting the Receptionist. ECA Administrators will also work to be available to parents for more “drop in” meetings as their schedules allow.

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

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

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

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

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

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

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

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

Parent Responsibilities

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

- *Supporting my child’s academic progress by engaging them in what they are learning in school and assisting them in whatever ways possible.*
- *Monitoring attendance; contacting school by 8:30am to report excused absences and tardies*
- *Familiarizing myself with the school’s calendar of events,*
- *Encouraging the timely completion of homework and projects,*
- *Monitoring their student’s interaction with television, internet, and gaming systems,*
- *Volunteering for ECA activities,*

- *Participating, as appropriate, in decisions relating to my children's education,*
- *Promoting positive use of my child's extracurricular time,*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by email/mail and responding as appropriate and in a timely manner,*
- *Serving, to the extent possible, on school advisory groups, such as the ECA Parent Advisory Council.*

Student Responsibilities

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

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

Federal Education Rights and Privacy Act (FERPA) and Student Records/Release of Information

1) Content and custody of records/information.

A. Student education records in all formats and media, including, graphic and electronic, may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations, reports of serious or recurrent behavior patterns, and any individual education program (IEP).

B. Education records do not include records maintained by a law enforcement unit of the Charter School Institute ("CSI") or an institute charter school ("School") that are created by that unit for the purpose of law enforcement.

C. Nothing in this policy shall prevent the CSI and/or School administrators, teachers, or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

D. All requests for inspection and review of student education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each student's record.

E. The Executive Director of the CSI is the official custodian of student records in CSI custody and the Director of the School is the official custodian of records in the School's custody.

2) Access to records by parent

A. A parent/guardian ("parent") and any student 18 years old or older, has the right to inspect and review the student's education files. If a student is 18 years old or older ("eligible student"), the parent or guardian may not inspect or review the student records without written permission from the student. However, if an eligible student is a dependent for federal income tax purposes, parents/guardians are entitled along with the student to access to student educational records.

B. During inspection and review of student records by a parent or eligible student and when requested by them, the official custodian will provide personnel necessary to give explanations and interpretations of the student records.

C. In all cases where access to student records is requested, except as provided in this policy, a written request to see the files must be made by the parent or eligible student. The official custodian, upon receipt of the written request, shall provide access to inspect and review the records and set a date and time for such inspection and review. In no case will the date set be more than three working days after the request has been made.

D. The parent or eligible student shall examine the student's records in the presence of the official custodian and/or other person(s) designated by the official custodian.

E. The record itself shall not be taken from the building where it is maintained. However, upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a reasonable cost of not to exceed \$1.25 per page.

3) Requesting records from other school districts

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

4) Transferring records to other school districts/post secondary institutions

A. Student records, including disciplinary records, may be transferred without consent to officials of another school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. The CSI or School will provide a copy of the record to the eligible student or student's parents if so requested.

5) Requesting and receiving information and records from state agencies

A. Within the bounds of state law, Charter School Institute or School personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and the safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

B. Charter School Institute or School personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained.

C. If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA").

6) Request to amend education records

A. A parent or eligible student may ask the to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the Executive Director of the of the Charter School Institute or School Director [or appropriate CSI or School official] clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student. The request to the Executive Director of the of the CSI or School Director to amend a student's records must be made in writing within 10 school days of the date the records were first examined.

B. If the Executive Director of the of the CSI or School Director, after consulting with any other person having relevant information, decides not to amend the record as requested by the parent or eligible student, the Executive Director of the of the CSI or School Director shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures shall be provided to the parent or eligible student when notified of the right to a hearing.

C. A request for a formal hearing must be made in writing and addressed to the Chair of the CSI Board. The response to the request shall be mailed within 10 school days. The hearing shall be held in accordance with the following:

a. The hearing will be held within 15 school days after receipt of the request Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.

b. The hearing will be conducted by the Executive Director of the CSI or other Charter School Institute official as designated in writing by the Chair of the CSI Board. The official conducting the hearing shall not be the person who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.

c. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.

d. The official designated above shall make a decision in writing within 10 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.

e. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.

f. The decision shall include a statement informing the parents or eligible student of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the CSI or School. If the student record is disclosed by the CSI or School to any other party, the explanation shall also be disclosed to that party.

7) Disclosure with written consent

- A. Whenever the CSI or School is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:
 - a. The specific records to be released.
 - b. The specific reasons for such release
 - c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information
 - d. The method or manner by which the records will be released
 - e. The right to review or receive a copy of the records to be released
- B. Parental consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required.
- C. All signed consent forms shall be retained by the CSI or School.

8) Disclosure without written consent

- A. The CSI or School will disclose personally identifiable information from student records without written consent of the parent or eligible student only to those persons or entities allowed under federal or state law to receive such information.
- B. The CSI or School may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.
- C. The CSI or School may disclose enrollment and scholastic achievement data, including individual student data, as long as individual students cannot be identified or linked to performance data. Such data can still provide student-level data as long as the data is "masked" with student identifiers or other mechanisms from which the individual cannot be identified.

9) Disclosure of disciplinary Information to School personnel

- A. In accordance with state law, the Director or designee is required to communicate disciplinary information concerning any student enrolled in the School to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep School personnel apprised of situations that could pose a risk to the safety and welfare of others.
- B. For purposes of this policy, "disciplinary information" means confidential records maintained by or in possession of the Director or designee on an individual student which indicate the student has committed an overt and willful act which constitutes a violation of the School's code of student conduct and/or there is reasonable cause to believe, through information provided to the Director from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.
- C. "Disciplinary information" is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request

disciplinary information from the Director or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or School officials.

D. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The Director or designee is required to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent/ guardian may challenge the accuracy of disciplinary information through the process outlined in the notice to parents and students of rights concerning student school records.

10) Disclosure to military recruiting officers

A. Names, addresses and home telephone numbers, as well as directory information, of secondary school students will be released to military recruiting officers within 90 days of the request unless a parent/guardian or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the CSI or School in furnishing this information will be paid by the requesting service.

11) The Executive Director of the CSI, School Director, or designee is authorized by law to share disciplinary and attendance information with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the School when necessary to effectively serve the student prior to trial. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

12) Disclosure to the Colorado Commission on Higher Education (CCHE)

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

13) Disclosure to other parties

A. Except as noted in this policy, student records will not be released to other individuals and parties without a written request and authorization of the parent or eligible student.

B. Personal information will only be released to a third party with the assurance it will be kept confidential.

14) Disclosure of directory information

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

B. Directory information which may be released may include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Pursuant to Colorado law, student telephone numbers and addresses will not be disclosed except that the mailing addresses of eighth grade students shall be disclosed to the CCHE pursuant to paragraph 12 of this policy.

15) Annual notification of rights

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

B. A copy of the Family Educational Rights and Privacy Act and this policy on student records shall be on file in the office of the CSI or School.

16) Medicaid

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

17) Waivers

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

EXHIBIT A: NOTIFICATION TO PARENTS AND STUDENTS OF RIGHTS CONCERNING STUDENT RECORDS

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

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

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

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

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

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

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

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

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

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

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

D. Disclosure of personally identifiable information can be made without consent to the following:

School officials who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly learning environment

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

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

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

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

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

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

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

Accrediting institutions to carry out their accrediting functions.

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

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

Anyone if required by a court order or subpoena.

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

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

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

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

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

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

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

On or before December 31 of each school year, CSI shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade in institute charter

schools for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

H. Medicaid

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

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

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

A Note from the Director

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