



Student-Parent/Guardian Handbook

2022-2023

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EARLY COLLEGE ALLIANCE



Dear Students of the ECA,

On behalf of the ECA faculty and staff, I want to welcome you to the campus of Eastern Michigan University and to our motivated, energized community of learners here. We are excited to have you join us for the upcoming 2022-2023 school year—our 15th year on campus!

The upcoming school year is sure to be an exciting one, as we'll be gearing up for some special celebrations in honor of our 15 year anniversary. As always, you will notice that the mission of our program is laser-focused on “empowering high school students from diverse backgrounds to earn up to 60 university credits toward a Bachelor’s Degree.” We are eager to embark on this journey with you!

You are in for a year of accomplishments beginning this August—accomplishments that are very different from those that your peers in other school settings will be taking on. We will challenge you to stretch yourself academically, socially, and emotionally. We will ask you to work harder and in different ways than you have before. We will treat you as upcoming college students and young adults, allowing you to learn from your own choices in ways that will help you to mature into college readiness as soon as possible.

You will be entrusted with what most of our students perceive as considerable *freedom*: the ECA has no bells or bathroom passes, no dress codes, lockers, or lunchrooms. To manage this freedom, you will need to enhance your level of *responsibility*. You will learn to keep track of your time; manage your learning tasks when no one is looking; organize all of your materials and supplies; and pay attention to and communicate your own needs as a learner.

Expectations for your learning and engagement will be high here at the ECA. You will learn to study smarter AND harder than you have before, dedicating a significant amount of time in your schedule for classwork, homework, and studying. You will begin to understand your own strengths and weak areas—and you will notice that you are capable of stretching yourself and truly watching your skills grow. You will learn that asking questions and seeking help outside of class are critical success strategies, and will soon be able to make use of **all** the resources available to you to help you meet your growth goals.

You will develop the skill of *interdependence*, learning to rely on yourself *along with* your peers, your CORE advisor, your teachers, and your family to maximize your success. You will become part of a wonderfully diverse community—both within the ECA itself and on the larger EMU campus, and this diversity and your place within it will teach you about yourself, our community, our country, and the world.

As you master all of this new learning and adjust to this different environment, you will work with your CORE advisor and teachers to develop your plan for college course-taking. The goal is that you will soon transform into a well-prepared college student and be ready to utilize those 60 EMU credits!

These experiences will likely seem challenging as you are in the middle of them—especially the first ECA semester—but your accomplishments will seem incredible to you (and well worth the hard work) as you look back on them in a year’s time. I encourage you to embrace this opportunity and prepare yourself to jump right in!

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen L. Fischer".

Dr. Ellen L. Fischer
Principal

General Information Section

Mission, Vision, & Values

At the ECA, we emphasize access to college for all, recognizing the special role of the early college reform movement in facilitating this access for all students—particularly those traditionally underrepresented in higher education.

Our program is built on the **principles** of innovation, critical and reflective practice, & high expectations for students and staff alike.

Key features of the ECA include the direct teaching and learning of soft skills, mastery learning, flexible programming, choice theory, and strong partnerships with our districts and Eastern Michigan University.

VISION

The **vision** of the ECA is to bridge the gap between high school and college, enhancing life outcomes while fostering a democratic society.

MISSION

The **mission** of the ECA is to empower high school students from diverse backgrounds to earn up to 60 university credits towards a Bachelor's Degree.

VALUES

The **values** of the ECA are Social Justice, Strong & Supportive Relationships, Diversity, Growth Mindset, & Individualized Pathways

The Early College Alliance 9th Grade Academy

The ECA² is a 9th grade preparatory program designed to ease students' transition into the 10th/11th grade ECA program using developmentally appropriate teaching and learning practices focused on building habits of mind for success.

Definitions

The Early College Alliance is a unique educational program, and as such, we have some unique vocabulary terms that we use to talk about our program. Here is a reminder of key definitions that will most likely apply to you (or your student) over the course of the program:

Academy, or ECA²: Short form for ECA's 9th Grade Academy.

CANVAS: The learning management system that EMU uses, and that the ECA will be using for *all* ECA high school classes in the remote or hybrid format. Students access CANVAS via their my.Emich accounts.

CLICK: This acronym stands for Character, Learning, Involvement, and College Knowledge and is the name we give our guidance curriculum. Students are always enrolled in CLICK during each semester, and they learn about topics related to their various transitions—from their prior school to the ECA, from ECA classes to EMU classes, and then looking ahead to the transition from the ECA to life as a young adult. No matter the semester, CLICK is all about college and career readiness! (See pg. 26 for more information).

Completing Students (or Completers): Students who plan to finish the ECA program in a given calendar year; students are referred to by their completion term and year (ie. "Fall 2022 Completer").

Credential: A marking on students' grades used to signify students' behaviors, qualifications, and suitability for college courses. Soft skills credentials may be U (unsatisfactory), N (needs improvement), S (satisfactory), or R (recommended).

Credentialing Year: Refers to the first year that a student may be eligible for college course-taking; either the 10th or 11th grade "First Year" or the 10th grade "Returning Academy" year.

Educational Development Plan (EDP): This document lays out a course of study over a student's entire career at the ECA, beginning with the first semester in ECA/ECA² courses. CORE Advisors and students regularly refer to this document to track progress toward both the ECA Program Completion Requirements and the EMU General Education Requirements. Students are expected to become experts at both short- and long-term planning utilizing this document.

Fifth (or +1) Year: Many ECA students are eligible to attend our program for a fifth year of high school in order to maximize their opportunity to earn 60 credits. The regulating authorities (State and Federal governments) do not penalize districts for students who attend a fifth year of high school as long as these students will earn 60 college credits at the end of that extra year. This is why some of our students do participate in commencement activities before they actually are eligible to receive their diplomas. Please note that each district makes its own determination about whether students seeking the fifth year may participate in commencement prior to earning their diplomas.

Good Standing (pertaining to District Commencement): Students with Good Standing status have an overall term OR cumulative GPA of 2.0 in EMU classes, are free of conduct code violations, are not on ECA Academic Oversight AND are expected to complete the ECA program in the school year following their Senior class commencement activities. These students are typically able to participate in their ECA district's commencement activities even if they will not be earning their diploma at that time. Please note that each district makes its own determination about whether fifth-year students may participate in commencement prior to earning their diplomas.

New (or Incoming) Students: Students who are in their first year of the ECA program. We refer to these students by cohort using Fall (or F) and the year of their first semester. This year's New Students are the Fall 2022, or F22, Cohort.

Returning Students: Students who are no longer "new students;" typically, these students are in their 2nd, 3rd, or 4th years of the ECA program. **Returning Academy** students are 10th graders who took part in the ECA Academy program for 9th grade. While they are in all ECA (high school classes) in the fall term, just like the other 10th grade students, **Returning Academy** students are also in their 2nd year on campus.

Soft Skills: A holistic set of life management skills that allow people to successfully move through circumstances such as school, employment, and social relationships. "Soft skills" includes competencies related to academics, such as time management, organization, as well as more global competencies, such as self-advocacy, teamwork, communication, maturity, and responsibility.

Testers: Those students who will be taking the Michigan Merit Exam (SAT, Work Keys, and M-STEP tests). These students are named "11th Graders" in Powerschool, even though the ECA does not emphasize grade level for any other purpose. (See pg. 27 for more information).

Walkers: Those students who are in what would have been their 12th grade year (Seniors) and who are eligible to participate in their ECA district's commencement activities. If their ECA districts permit, ECA students who are in their traditional "Senior" year, who have "Good Standing" status (see Good Standing definition) may participate in commencement. We call them Walkers because they will be walking across the stage at graduation. (See pg. 40-41 for more information).

We Are in This Together: The Role of Students, Parents, & Staff in the ECA

The ECA builds a very intentional community to support the youngest students on EMU's campus (ECA's students) in meeting their BIG goals. We value interdependence—the idea that we help each other for the good of all of us. The following section explains some of the ways that our community works together based on each of our roles.

The **CORE (Counsel, Oversight, Resource, Educate) advisor's** role is to monitor the progress of a group of students throughout their entire time in the ECA program. They

meet individually with students on a regular basis to give them feedback, support, encouragement, and plenty of coaching/advice to help the students improve in their soft skills and academic performance. They also act as the liaison between the content teachers and parents/guardians. As students transition into EMU classes, CORE advisors are also the liaison to the EMU faculty, and typically communicate with parents less frequently. They tend to communicate more with parents of students who require more support to succeed. However, parents are always welcome and encouraged to contact their CORE advisor if they have any questions or concerns.

The **parent/guardians'** role is crucial in this program. While early college students are learning to be college-ready, they are still *very* young, and require a strong team of support both at school and at home. At first, students may require more monitoring at home to ensure that they are completing their homework, papers and projects; that they understand and can apply "soft skills;" and that concerns are communicated to the school. Ultimately, we want students to be able to transition full-time to college classes and have enough self-discipline to do what is required without being told what to do every step of the way. At every stage in their growth process, students benefit from a high degree of involvement from loved ones at home. Some of the ways we have found that parents/guardians can support their ECA students include:

- Monitor their daily progress by talking to them and making note of dates for major assignments.
- Assist with creating and monitoring/supporting short-term & long-term goals.
- Check their progress via our student information system (PowerSchool) once a week. (Checking more often than weekly can be counterproductive.)
- Ensure that they have all of the necessary supplies required for each class.
NOTE: Backpacks with wheels will make students' lives easier.
- ****See teacher or CORE Advisor if there are difficulties obtaining supplies.****
- Check periodically to see if their class materials are organized (papers neatly in binders or folders as opposed to mashed into the bottom of a backpack or shoved into pockets).
- Check regularly to ensure that they are using their planners to keep organized.
- Make sure there is a quiet space and undistracted time for your child to work.
- Offer assistance to your child if needed—but do not give them answers or heavily edit their work. *NOTE: specific instructors' expectations are shared in syllabi and/or at Curriculum Night.*
- Let CORE advisor know about any major life events happening at home that may impact student success (death in the family, divorce, moving home, medical diagnosis, new family member, etc.).
- Contact ECA's Administrative Office to confirm student absences from ECA classes.
- Monitor student self-care (sleep, healthy diet, multivitamins, exercise, use of electronics, etc.).

- Encourage students to be responsible for their time—including getting themselves up. HINT: Use old-fashioned alarm clocks (rather than cell phones) to wake up each morning.
- Contact CORE advisor quickly if you have any concerns—email is the best initial contact, and if a phone call is needed, please indicate so in the email.

Parents/guardians are also responsible for reading all information in ECA mailings, emails, and Newsletters (usually sent electronically) and responding as requested to all ECA communications. *Please keep all your contact information up to date to ensure receipt of these communications, which are sent via email in the weekly ECA News and Mid-Week Reminders.*

The **ECA teacher's** role is to provide course content and a framework for soft skills. It is his or her responsibility to give feedback to students and CORE advisors about academic and soft skill readiness. They are available both inside and outside of class to answer student questions. Teachers are also available to talk to parents if necessary, and parents/guardians are encouraged to reach out directly to teachers if they have a question or concern related to a class.

ECA guidance **counselors** get to know all of the students in the ECA program at one point or another and are the teachers-of-record for our CLICK courses (see pg. 26). They help students develop their short-and-long term goals, explore career and college options, and prepare for “life after ECA.” They also provide social and emotional counseling and facilitate peer support groups. They participate on the Administrative Team at the ECA.

The role of **ECA Administrative staff** is to ensure the smooth running of the program. They plan events (Admin Team), collect, track, and organize documents and student records (ECA Records Office/Ms. Webster), function as the major liaison between the ECA and EMU (Mr. Cooper), and serve as the “face” of the ECA (Mrs. Jackson). Technology matters are handled by our Tech Team (Ms. Young and Mr. Patel), and books/materials are managed by our Materials and Information Specialist (Ms. McKague). The ECA Principal and Assistant Principal lead the instructional staff, interface regularly with students and parents/guardians, and strive to keep the ECA's course set on growth and student success.

The **student's** role is the most important because, ultimately, it is the student's educational pathway that has brought your family to the ECA program. Students become the drivers in their education here at the ECA—much responsibility is taken by our young people! Students must check email daily—including on weekends. They must keep in contact with their CORE advisors on a regular basis. It is the student's responsibility to be prepared for class, with all homework done (or attempted with questions ready), class materials available, and arrive to class ready to learn. It is the student's responsibility to communicate with individual instructors when they do not understand content material or instructions given. *If a student needs to be absent, it is his or her responsibility to inform both the instructors and CORE as soon as possible (before the absence, in person and via email, if possible) and then seek out instructors*

upon returning to determine what was missed and whether alternative scheduling is possible or required. Students also need to recognize that academics come first at ECA, and may require sacrifices of time in order to be successful. For some, this may mean temporarily giving up a job, sports or other commitments until they've developed the soft skills to successfully juggle the various demands on time. Students are also responsible for reading/following all ECA email, postal mail (rare) and Newsletter (electronic) communications.

Covid Safety Measures Section

Overview

The ECA program follows not only the guidance of the Washtenaw County Health Department, but also operates under the Covid policies of Eastern Michigan University. EMU's Telehealth department has been very proactive and cautious in its approach to Covid mitigation, and the latest policies—as of July, 2022—can be found on the [“Safe Return to Campus Plan”](#) website.

The ECA's Covid Response Manager (Mrs. Dace) handles matters relating to Covid among ECA students. She serves as a liaison between students/ families and EMU Telehealth, and reports directly to the county's Health Department.

Facilities

- EMU will be employing enhanced cleaning and sanitizing regimens to clean and disinfect classrooms, bathrooms, hallways, and office spaces. ECA classrooms will have EPA-recommended disinfectant spray, wipes/paper towels, and hand sanitizer so that teachers and students can perform additional sanitizing procedures.
- Students are encouraged to bring pocket-sized sanitizing wipes for to wipe down high-touch surfaces that they may encounter, such as in the restroom, public computers, etc.
- EMU is working to ensure that ventilation systems in all buildings are properly functioning in order to circulate air. Because King Hall is a very tight space with aging ventilation, meetings in King Hall may be limited.

Vaccinations and Personal Protective Equipment (PPE)

- As of July, 2022, Eastern Michigan University has a “vax or test” policy for students. Those students who are **up-to-date** with their Covid vaccines (a completed initial dose series, and two weeks having passed since the first booster) must log on to the [Covid Vaccine Certification and Testing Portal](#) to register their vaccination status. If a student is not up-to-date with Covid vaccination, then s/he must complete a weekly Covid test. If the test is completed on campus, the data will be automatically uploaded; if the test is completed off campus, the results must be uploaded by the student to the [Covid Vaccine Certification and Testing Portal](#).
- As of July, 2022, it is EMU's policy that students, visitors, and staff must wear masks in classrooms, in crowded spaces where physical distancing is not possible, in the EMU Covid Testing Center, and in certain other marked areas. Masks are optional in the hallways, reception areas, or outdoor areas. Any updates to this policy will be shared as necessary.

- Handmade face coverings “made of double-layer or other quality fabric” are sufficient as long as they cover the nose and mouth. **Neck gaiters are not permitted.** Reusable masks should be washed daily. Disposable masks should be discarded after use. Vaccinated staff may remove masks when they are in their offices. Those who, for medical reasons, cannot tolerate a mask should not come to campus unless absolutely necessary, and must provide medical documentation of the condition prohibiting them from wearing a mask.
- ***PLEASE NOTE that Covid policies are highly subject to change, and students must abide by the most recent policies as communicated by Dr. Fischer.***
- Students, staff, and visitors should wash their hands with soap for 20 seconds and use hand sanitizer where hand-washing is not an option. EMU will provide additional sanitizing stations and plenty of signage to remind people to wash their hands and practice good hygiene (ie. sneezing into a tissue or elbow, not touching one's face, etc.).

Health Self-Monitoring, Screening, & Plans for Illness on Campus

- Students and staff are required to self-monitor for symptoms of COVID-19. This means *do not come to campus if you have any symptoms*. Symptoms of Covid are similar to symptoms of other common illnesses. Stay home if you have any of the following symptoms:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Before coming to campus, all students, staff, and visitors are encouraged to complete a [Health Screening](#) tool and receive a green “Covid Pass” screen prior to arrival on campus.
- Students and staff are encouraged to wear their EMU IDs above the waist to be easily identifiable to the screeners.
- Should a student become ill while on campus, their parents/guardians will be contacted immediately and they will wait in a quarantine area (King Hall, room 127A) with a surgical mask in place until they can be picked up. Any staff assisting the symptomatic student will also wear a surgical mask. Symptomatic

students sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.

- Students are **required to report** likely Covid symptoms, positive tests, or possible exposure directly to both ECA’s Covid Protocol Manager, Mrs. Dace, and to EMU Telehealth via the [EMU Reporting Form](#). Be aware that staff must also report any disclosed positive test or possible exposure to both EMU and to the County Health Department.
- **Students are required to comply with the directives of EMU Telehealth.** EMU protocols may be different than those of other agencies, schools, or even the Health Department. However, since the ECA operates on EMU’s campus, our students and staff must follow EMU’s rules.
- The ECA will fully cooperate with the local public health department regarding implementing protocols for screening students and staff. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 among students who have been on campus to encourage closer observation for any symptoms at home. In the event of a lab or clinically diagnosed case of COVID-19, we will cooperate with the health department to make immediate efforts to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) as required.

Failure to follow the health and safety policies related to Covid-19 will result in discipline both in the ECA program and at Eastern Michigan University.

Students and parents/guardians acknowledge and agree that students must adhere to the COVID-related safety requirements outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Academics Section

Attendance Procedure

At the ECA, attendance is evaluated as part of the student's life management or "soft skills." At the ECA, absences are neither excused nor unexcused; instead they are simply documented. A documented absence is **not** an excused absence. Notification of an absence needs to be communicated to the ECA main office so that it may be documented.

Absences are counted per class. For example, a typical ECA student has four ECA classes per day in the fall semester. If a student misses an entire day of school he/she will collect four absences for the day, one for each class missed.

The following are the attendance codes. The codes in BOLD are counted as absences:

A – Absent, D – Disengaged Mentally, F – Family Related, H – Health Absence, L – Late +10 minutes, M – Tardy more than 4, N – Non Attendance Schedule Conflict, S – Student Decision – Ex. Curr., T – Tardy, W – Weather Related, X – No Show CORE Meeting, Z – Out of School Suspension.

Failure to demonstrate strong attendance is the most significant risk factor for not completing the ECA program. We will not place students in college classes if attendance is a concern, regardless of the reason for absences. Therefore, too many absences will result in de-credentialing or removal from the program, as explained below:

- Parents/guardians will be contacted by an automated system if an absence is recorded in PowerSchool.
- Individual class absences:
 - Students who are absent for 7% or more of the class meetings (for fall/winter terms, this equates to 5 instances of absence) in any individual class are considered **at significant risk of course failure**.
 - Teachers will notify the student's CORE Advisor if a student misses 7% of the course meetings in any individual class.
 - Students absent 10% or more of the class meetings (for fall/winter terms, this equates to 7 instances of absence) in any individual class will be referred to the ECA Administration for support and/or disciplinary follow-up.
- Total absences:
 - Students who are absent for 7% or more of their total semester schedule (for fall/winter terms, this equates to 20 total absences in a 4-class schedule, 15 absences in a 3-class schedule, 10 absences in a 2-class schedule or 5 absences in a 1-class schedule) **are at significant risk of**

school failure and may be de-credentialed or removed from EMU classes.

- Students who are absent for 10% or more of their total semester schedule (for fall/winter terms, this equates to 32 total absences in a 4-class schedule, 24 absences in a 3-class schedule, 16 absences in a 2-class schedule or 8 absences in a 1-class schedule) will be placed on Academic Oversight and/or a Performance Contract and will not be permitted to take EMU courses until attendance returns to satisfactory levels.
- Students who have continued attendance problems after the aforementioned interventions will be removed from the ECA Program.
- Students enrolled in EMU courses will adhere to the attendance policies as determined by each EMU instructor. ECA students who violate the attendance policies of any EMU instructor can be removed from the ECA program.
- Students must communicate absences in EMU classes to their CORE Advisors in order to determine the need for appropriate supportive measures.

Students and parents/guardians acknowledge and agree that students must adhere to the attendance requirements outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Class Daily Instruction Schedule

ECA Fall and Winter classes are scheduled as follows; Monday – Friday, with Early Release Days on Tuesdays and Thursdays (see our [Yearly Calendar](#) for details):

ECA Daily Class Schedule		ECA Early Release Class Schedule	
1 st Period	8:50 – 10:05	1 st Period	8:50 – 10:05
2 nd Period	10:15 – 11:30	2 nd Period	10:15 – 11:30
Lunch	11:40 – 12:08	Lunch	11:40 – 12:08
3 rd Period	12:08 – 1:25	3 rd Period	12:08 – 1:25
4 th Period	1:35 – 2:50	4 th Period	1:35 – 2:50
Seminar (9s) & Independent Resource Time (10/11s)	3:00 – 3:40	Tuesday Early Release afternoons are reserved for staff meetings.	
Independent Resource Time: CORE/Office Hours, Math Lab, etc.	3:40 – 5:00 (hours may vary)	Thursday Early Release afternoons may allow for additional Independent Resource Time.	

ECA Spring classes are scheduled as follows:

Spring ECA Class Schedule	
1 st Period	8:50 – 10:20
2 nd Period	10:30 – 11:55
Lunch	12:05 – 12:30
3 rd Period	12:30 – 1:50
4 th Period	2:00 – 3:30
Academic Support Services (Math Lab, Office Hours, etc.)	TBD
Spring ECA classes are on rotating blocks. Individual student schedules will vary.	

This instruction schedule is subject to change based on the needs of the school.

ECA CORE Academic Course Descriptions

Curricula

Curricula are designed to broaden students' understanding of a number of topics, develop their skills in critical thinking, and prepare them for the diverse educational environment of college. Students are encouraged to approach the experience of learning in this unique setting with an open mind, even as some topics may be perceived as challenging to their prior experiences and/or beliefs. A student can learn how to understand a position or an argument without subscribing to it, and learning how to do so is, in part, what the Early College Alliance is designed to do. The [ECA Course Description](#) document provides more detail about the courses offered, and is updated as required through the year. The following are broad descriptions of CORE Content courses taught at the high school level:

English Language Arts (ELA)

ECA & Academy English Language Arts (ELA) courses prepare students for college-readiness in all forms of verbal, non-verbal, and electronic communication, including composition, research, reasoning, and speaking. The unique characteristics of the course that lead to skill and mastery and advancement are:

- Longer, more complex and more frequent student writing
- Intensive individual feedback from the instructor through written comments, face-to-face in-class interactions and multiple writing conferences.
- Demonstrating critical thinking as students read, write, and speak/present using a variety of texts in various genres.

Social Studies (Economics, Government, History, & Geography)

ECA Social Studies courses emphasize critical thinking skills, with the goal of making our students effective citizens through societal awareness and involvement. In our history, economics, and government classes, students learn from our past and begin to take an active role in democracy. The unique characteristics of the courses that lead to skill mastery and advancement are:

- Authentic student responses to current real world situations, and historical events.
- A focus on how the structure and function of government, politics, geography, history and economics in the United States and the World impact each other.
- Exploration and textual annotation of primary resources.
- An emphasis on how students as individuals play an integral role in our larger society.

Applied Studies - Mathematics

ECA Math courses include all grades levels for the 2022 – 2023 school year. They prepare students for college readiness in math by focusing on understanding what math represents, what it means, connection to prior experiences, and making new connections to real-world math. The unique characteristic of the math courses that lead to skill mastery and advancement are:

- Learning how to approach each math problem, and varied methods of approach.
- Requiring students to communicate their own math thinking and logic in many ways: verbally, as well as written and mathematical representation formats. In other words, students must be able to use their words to explain math.
- Comparing different solutions and strategies, and different ways of representing math solutions.

Survey of Science Methods

ECA & Academy Science Methods courses (Interdisciplinary Science, Biology, Anatomy & Physiology, and Chemistry) prepare students for college readiness by focusing on scientific processes, lab skills, critical thinking and processing of complex ideas and interactions, connecting to prior experiences, and making new connections to real-world science. The unique characteristics of the courses that lead to skill mastery and advancement are:

- Developing inquiry-based learning skills, including how to: ask critical questions; analyze, graph and interpret data; write lab reports; utilize technology for research and as a study aide; and analyze case studies and real-world scenarios.
- Learning how to master scientific vocabulary to process information effectively in science text and popular science literature.
- Learning how to take and utilize effective notes, add meaningful content, summaries, mnemonics and study aids to improve mastery, and prepare for processing of varied science assessment methods.

Soft Skills: Curriculum and Credentialing

The ECA teaches students both academic performance and “Soft Skills”; which includes but is not limited to: Attendance, Communication, Follow Through, Note Taking, Organization Self-Advocacy, Problem Solving, Study Habits, Mindfulness, and others. Successful demonstration of “Soft Skills” in addition to academic performance will eventually lead to a student being “credentialed” (approved) to transition into EMU courses. Students learn Soft Skills through a curriculum that is developed in-house and refined every year. After skills are taught and practiced, students self-assess their progress. ECA instructors and CORE advisors provide formal feedback about each student’s progress in the area of “soft skills” twice during each semester: Soft Skills Review Day and Soft Skills Credentialing Day. Academy students are not eligible to earn college readiness credentials, but they do begin learning and practicing the soft skills thinking and behaviors required to earn credentials once they move into their credentialing year.

Students in the “credentialing year” (10th/11th grade), earn soft skills credentials in each of their classes and from their CORE Advisors. These are reported in the citizenship area of PowerSchool and include the following codes: U (Unsatisfactory), N (Needs Improvement), S (Satisfactory), and R (Recommended for a college course). Students all begin with credentials of N and are expected to move toward credentials of R—demonstrating both academic and “soft skill” readiness for college coursework over the course of their first credentialing year. Students may move into college coursework in one content area more quickly than in others; students are expected to earn credentials of S in ALL ECA classes in order to be eligible for college course-taking in ANY content area. Students who do not earn S and R credentials will be retained in ECA high school coursework until they demonstrate college readiness across content areas.

Students and parents/guardians understand and agree the expectation of earning Soft Skills Credentials as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA and ECA² Grades

Grades for ECA (10th/11th grade) courses are a combination of academic assessments as well as soft skill assessments. The range and corresponding letter are as follows:

Grade	Percentage	Grade Points
A =	93% - 100%	4.0
A- =	90% - 92%	3.7
B+ =	87% - 89%	3.3
B =	83% - 86%	3.0
B- =	80% - 82%	2.7
C+ =	77% - 79%	2.3
C =	73% - 76%	2.0
LCR = (Less Than Proficient with Credit)	55% - 72%	1.7
LNC= (Less Than Proficient with NO Credit)	0% - 54%	0 (GPA neutral for P/LNC courses)
P =	Passing (% required for P varies by course)	n/a – GPA neutral
SLNC (Special LNC for requests of P/LNC)	0% - 54%	n/a – GPA neutral
I =	Incomplete – grade reverts to LNC if not completed	

The ECA Academy recognizes that the 9th grade year is a critical and often difficult academic transition for students—possibly even more difficult here at the ECA. The Academy emphasizes both academic and social-emotional growth and the learning process over letter grades. Academy students will receive regular content mastery feedback on their learning in Academy classes, but no letter grades in the first year. Feedback will allow for growth to be monitored and, with sufficient progress, students will simply earn credit for their classes. Letter grades *may* be an option for future semesters.

Grade of Pass/Traditional Grade Requests

Pandemic teaching and learning provided the program with a new type of flexibility for students: allowing for requests of Pass/Fail grades and vice versa. Students in any grade are able to request a grade of Pass for ECA grades at or above the level of LCR (less than proficient, with credit), or a “Special” LNC grade for Less than Proficient with No Credit grades. The primary purpose for requesting Pass/SLNC grades is that these are GPA-neutral. Students must be careful when selecting this option, as some post-secondary institutions may view transcripts with multiple years of “pass/fail” grades in a negative light; be sure to contact admissions offices of any institutions you are looking at to see how they view pass/fail grades. Students should be prepared to document the nature of the special circumstances underlying the need for “SLNC” grades.

On the other hand, students may also request that Pass/LNC grades in core content courses be adjusted to reflect the ECA’s 10th/11th grade grading scale.

Forms for these requests may be found on the ECA’s website in the [“Downloads” section](#).

Students and parents/guardians understand the structure of ECA Grades as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

EMU Grades

Once students enroll in EMU courses, grades may not be visible until the semester ends, when final grades are posted on each student’s my.emich account. EMU instructors may use Canvas, an online gradebook which can be viewed through the student’s my.emich account. However, the official semester-end grades should be viewed on my.Emich (Records, Unofficial Transcript). Parents/guardians should regularly check with students in college courses to monitor their progress and performance in college courses.

Students and parents/guardians understand that EMU courses taken while in the ECA become part of the student’s permanent college academic record, and care must be taken to ensure that this record is not tarnished with poor grades.

Students and parents/guardians understand and agree to keep informed of the student’s grades in EMU classes as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Communication

Communication in a learning environment that is so widely distributed requires active effort on the part of each of us. The ECA Administrative Team makes every attempt to provide information in a timely and comprehensive manner, primarily through electronic means:

- Weekly ECA News
- Periodic emailed newsletters
- Website
- Social media (Facebook, Twitter, Wordpress Blog)
- Google calendar
- Periodic mailings and handouts
- Mandatory meetings for students and parents/guardians 2 – 4 times/year (or more)

Students and parents/guardians agree to keep up with the ECA’s administrative correspondence and respond, where requested, to administrative requirements in a timely fashion, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

CORE Communication

CORE Advisors continue to monitor and report on student progress and performance throughout the student’s tenure in the program using PowerSchool, email, and a shared Google file. The student, parents/guardians, CORE advisor, and ECA Administration all have access to the Google file, which is designed to assist with communication about each student’s educational process at the ECA—including critical information contained in the Educational Development Plan (EDP). The EDP, which is revised every semester, lays out the proposed coursework that each student will complete in order to finish the ECA program. Parents/guardians may need to request access from the ECA Records Office in order to view the Google file.

Students and parents/guardians agree to participate as partners in the student’s pathway through the ECA program by regularly reviewing and responding to CORE communication via the Google Log or other means, as outlined in this section.

_____ Parent/Guardian Initials

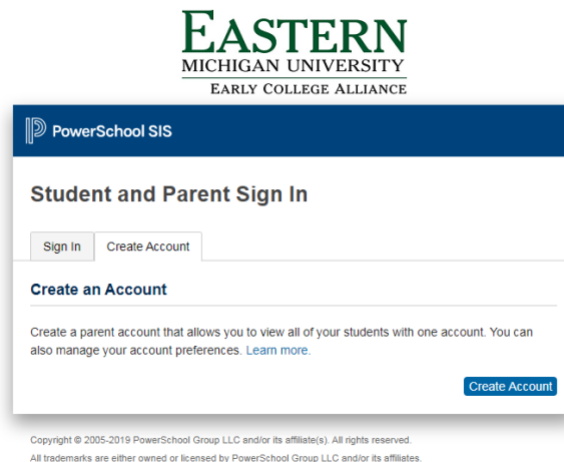
_____ Student Initials

PowerSchool

The ECA uses PowerSchool for attendance and grades for all ECA courses. Students and parents should log into their PowerSchool accounts on a regular basis to see important ECA course information.

Creating a PowerSchool Account for Parents/Guardians:

1. Go to this URL: <https://pseca.wash.k12.mi.us/public/home.html>
2. Click on the “Create Account” tab, and select “Create Account”.



3. This will bring you to the parent account creation page. The first part is creating your actual account. Please create your own username and password. Make sure your password meets all of the required criteria.

P PowerSchool SIS

Create Parent Account

Parent Account Details

First Name

Last Name

Email

Desired Username

Password

Re-enter Password

Password must:	-Be at least 12 characters long	-Contain at least one uppercase and one lowercase letter	-Contain at least one letter and one number	-Contain at least one special character
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The second part of this page is linking your account to your child/children within the program (up to 7 children can be linked). You will need your **access ID and password (Guardian Web ID/Guardian Web Password)** in order to complete this step, which we will print on the student’s first ECA schedule and they will receive at CORE Challenge. If you do not have this, please contact the ECA to obtain this information.

If you do have this information, complete the “Link Students to Account” section. **Please note that although this section is titled “Students”, it actually requires the Guardian Web ID/Password, not the student’s Web ID/Password.** The credentials are case sensitive as well.

Link Students to Account

Enter the Access ID, Access Password, and Relationship for each student you wish to add to your Parent Account

1

Student Name

Access ID

Access Password

Relationship

2

Student Name

Access ID

Access Password

Relationship

4. When you are done linking your students, scroll down to the bottom of the page and select “enter”

The screenshot shows a web form with the following elements: a 'Relationship' dropdown menu with '-- Choose' selected; a small box with the number '7'; three input fields labeled 'Student Name', 'Access ID', and 'Access Password'; a second 'Relationship' dropdown menu with '-- Choose' selected; and an 'Enter' button at the bottom right.

PLEASE NOTE: The Access ID and Password are NOT the parent/guardian sign in credentials to PS. They simply link the parent/guardian account to the student's account. Continue through Step 5 to learn how to log in to PowerSchool to view grades and attendance.

5. This completes the account creation process. Now, you can log in to PowerSchool. Simply return to the original login screen (go back to the URL in the first step), and login using the username/password you created.

If you have any questions with this process, please contact Bryce Jackson:
bjackson.weoc@gmail.com

Students and parents/guardians understand and agree to keep informed of the student's grades in ECA classes as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Emergency Communication

School Messenger: The ECA uses a special server, called School Messenger, for mass communication, including telephone calls and text messages for school closures, emergencies, and other critical information. School Messenger *only* sends messages to the emails and telephone numbers listed in PowerSchool; the emails and telephone numbers in PowerSchool come directly from Registration Gateway (which is updated yearly in the summer). If you are not receiving messages, be sure to contact the ECA Main Office to ensure your contact information is up to date, including current home and email addresses, as well as correct telephone numbers for all relevant family members.

School Closings: ECA high school classes are typically cancelled when weather conditions are severe and many of the surrounding district schools are closed. The ECA Administration does make an independent decision about cancelling classes; there are

cases in which a district school may be closed, but the ECA is still in session. School closing information is shared through School Messenger—email, text message, and telephone call; through Twitter and Facebook; on our website; and on Channel 4 (WDIV): www.clickondetroit.com.

The messages about school closings are a bit complicated for ECA students because often, when ECA high school classes are cancelled due to weather conditions, EMU remains in session. Students in EMU classes should always check their my.emich email in case of individual EMU class cancellations. Students and parents should always prioritize student safety; if it is not safe to travel to school, students should be sure to communicate with their instructors, recognizing that the instructor’s attendance policy will be in effect.

When EMU classes are cancelled, ECA offices are also closed. When EMU is in session and only ECA high school classes are cancelled, ECA teachers do not report to campus. However, the ECA Main Office will typically remain open in a situation like this, often with reduced hours and/or in a remote format.

Please note: Most ECA teachers have developed contingency lessons that students can work on from home in case of extreme weather or other school closure events. *Students will be responsible for following through with at-home expectations, as communicated by their teachers and through Canvas, even on snow days!* This is because we do not want to delay student progress toward college course-taking any more than necessary.

Rave: EMU utilizes a separate text alert system known as the EMU RAVE Alert System. Students and their parents/guardians are encouraged to register with RAVE to receive emergency information from EMU. View the website for more information about how to sign up: <https://www.emich.edu/publicsafety/emo/channels/text.php>

Students and parents/guardians understand the means of communicating emergency information, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Academic Oversight

Students may be placed on academic oversight under a variety of circumstances that result in insufficient progress (soft skill and/or academic). There are two levels of Oversight: I and II. Each has specific requirements tailored to each student’s unique circumstances, which are outlined in Oversight contracts jointly developed by administration and CORE advisors, with contracts signed by parent, and student. In general, the oversight process is as follows:

Level I status is when early signs of struggle in EMU classes are demonstrated and there is a general belief, that by following the oversight process (typically involving greater student accountability and support), the student will be removed from oversight

after one semester. Should this fail to happen, but there is still an opportunity for on-time program completion, the student may need to advance to Level II.

Level II status provides a final opportunity for the student to return to academic success. As in Level I, a plan is implemented and a contract for completion signed. Failure to meet the terms of the oversight contract typically results in the student exiting the ECA program.

Before a student is placed on formal oversight, students may be recommended for increased academic support through a **Performance Contract**. These contracts help to set forth expected outcomes for those students who are not yet in EMU classes.

Eastern Michigan University has a completely separate policy about academic discipline. Students may be placed onto Probation or Dismissal status at EMU without the ECA's knowledge. The ECA has no say in this process at EMU; *students must follow through with any communication that EMU sends to them in a timely manner.*

Students and parents/guardians understand the ECA policies with respect to Academic Oversight & Probation as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Eligibility Requirements for Athletics, Extra-Curricular and Co-Curricular Activities

9th Grade Academy: Eligibility in the Academy is aligned with Michigan High School MHSAA minimum requirements. Students and parents/guardians understand and agree that students must be earning credit in at least two thirds of a full-time Academy schedule in order to be eligible to participate in their district's athletic, co-curricular or extra-curricular activities. Spring term eligibility requires that students pass all academic courses to remain eligible.

ECA students NOT in the 9th Grade Academy: Students and parents/guardians understand and agree that in order to be eligible to participate in the district's athletic, co-curricular or extra-curricular activities the student must adhere to the following policy, in addition to any eligibility requirements of the student's ECA district:

- Student must enter the Fall semester of their first year at the ECA with a cumulative grade point average (GPA) from their previous educational institution of at least 2.0 or higher (on a 4.0 scale) in order to be eligible to participate in activities in their first semester in the ECA.
- Students must be enrolled in at least 3 ECA classes, or 9 academic credit hours in EMU courses during the semester(s) [Fall and/or Winter] in which they are participating in athletic, extra-curricular or co-curricular activities.
- For purposes of extra-curricular eligibility at the ECA, a passing grade is defined as a grade of C (2.0), or better.
- Student must at all times maintain an overall grade point average (including ECA and EMU courses) of 2.0 or better during any given semester. Student and

parents/guardians understand and agree that if the student's GPA in any ECA or EMU class falls below 2.0 at any point during the semester, the student may be asked to reduce participation in extra-curricular activities, or make appropriate adjustments to the student's schedule, until the student establishes and implements a plan designed to help the student return to and maintain a position of sustained academic success (2.0 GPA or above).

- For Pass/LNC classes, which are GPA-neutral, a grade of "P" will be viewed as meeting the threshold for eligibility. A grade of LNC will be viewed as a failing grade.
- A student who earns a term GPA of less than 2.0 will be identified as academically ineligible for participation in extra-curricular and co-curricular activities during the subsequent semester (i.e. Fall semester term GPA of 1.5 triggers Winter semester ineligibility, etc.).

ECA districts will be provided a list of all students enrolled in the ECA program through their district indicating the academic status of each at the beginning of each term. This list will be provided to the respective district superintendent, high school principal, high school counseling staff and athletic director.

Academic eligibility will be re-evaluated at set times during each term. Eligibility for students in ECA or ECA Academy classes will be re-evaluated at Soft Skills Review (weeks 5 – 6) and Credentialing (weeks 10 – 11) points of each semester, as well as the end of the semester. In order to have their eligibility status re-evaluated, ineligible students in EMU classes must provide documentation that they are earning grades of C or higher in their EMU classes at the same points of each semester. This documentation must be submitted to the ECA Records Office. Changes in a student's academic eligibility will be communicated to the student's district.

Students and parents/guardians understand the ECA policies with respect to Extracurricular Eligibility as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Student Engagement Opportunities

Student engagement in school-based activities—whether as a student organizer or a participant—is an important factor in student success in school. This is true at the college level as well as the high school level. There are various opportunities for students to become involved in activities within the ECA program, in their home district, and/or at Eastern Michigan University.

Many ECA students have taken part in various EMU student groups (French Club & other language groups, Black Student Union & other identity-based groups, Dance Team & other performance groups, Biology Club & other academic groups, and many more); discretion is required when considering whether younger students should take part in clubs with older, college-aged peers.

The ECA program offers the following in-house opportunities for student engagement and leadership:

- Giant Steps Student Leadership Conference at Wayne State Univ. (Academy)
- Michigan Early/Middle College Association Student Leadership Conference (All grade levels)
- Peer 2 Peer (All grade levels: peer leadership in mental health awareness and support)
- Peer Mentoring (Returning Students in EMU classes; helping younger/newer students)
- Student Leaders (Returning Students in mostly EMU classes)
- Diversiteam (All grade levels: Students learning and teaching about all diversity-related topics)
- Board Game Club (All grade levels)
- LGBTQ Group (All grade levels: Students finding support and education around lesbian, gay, bisexual, transgender and queer/questioning issues).
- BSU (All grade levels: Black Student Union, for Black students on campus)
- Art Club (All grade levels: Students working on individual and group art projects).
- Neutral Zone Restorative Practices Group (All grade levels: Students facilitating initiatives to enhance the ECA community and elevate student voice within the school).
- Additionally, a wide range of student engagement and scholarship opportunities are announced in the weekly ECA News.
- *Other possibilities exist, with student-initiative and faculty support! See Mrs. Jackson if you would like to look into starting a new student organization.*

Students and parents/guardians understand the opportunities for student leadership and activities as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Program Completion Requirements

ECA students complete the Michigan High School Graduation Requirements through the ECA Program Completion Requirements. These correspond to the various local ECA District requirements, but are unique to the ECA program. The ECA Program does not issue a diploma or degree posted transcript upon completion from the ECA program. These documents are issued by the student’s ECA district once the ECA Administration has verified the student’s successful completion of the ECA Program Completion Requirements and completion/exit paperwork is submitted from the ECA to the student’s ECA district. Program Completion Requirements can be viewed on the ECA website, in the [“Downloads” section](#).

Audit Letter

The ECA Administration tracks student progress toward meeting the Program Completion Requirements on a regular basis. An updated “Audit Letter” is provided to the student and parent/guardian at the yearly Back to School Kickoff in order to ensure that students are aware of the ECA’s record of their progress and so that changes to their Educational Development Plan (EDP) may be made as necessary. Students are responsible for being aware of the information provided on the Audit Letter—including the coursework required to complete the program, their ECA District, their Completion Term and Year, their status as a “Tester,” “Walker,” and “Completer,” their EMU GPA,

Pass Rate, and number of credits, and any other information relevant to their individual progress through the program.

Completion Term

ECA students complete the program at the end of their Completion Term, one of four possible dates: Winter (April), Summer 1 (June), Summer 2 (August), or Fall (December). Along with their CORE Advisor and families, students identify their Completion Term by planning out their course of study using their Educational Development Plans (EDPs). Students are able to change their Program Completion Semester as their circumstances change by filling out a [Request to Change Completion Terms](#). However, beginning in January of any given calendar year, there may be implications of switching Completion Terms for students who wish to participate in the ECA's Graduation Ceremony, because Completers must fill out an application for participation. Students will not be able to participate if they have not completed the application by March 10. (See ECA Commencement Ceremony, pgs. 39-40).

Fifth Year

ECA students have the opportunity additional time to complete the ECA Program Completion Requirements and earn their 60 EMU credits. The State of Michigan permits school districts to retain early college students through a 5th year of high school without penalty. Students will not be awarded their diplomas from their ECA District until they complete the entirety of the program and grades are posted following their final Completion Term.

Students and parents/guardians understand the importance of their responsibility for maintaining awareness of their progress through the ECA program as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Guidance Curriculum: CLICK

All ECA students are enrolled in a CLICK (Character, Learning, Involvement, and College Knowledge) course during each semester of their ECA enrollment. This is a credit-earning course required for ECA Program Completion. The program is designed to assist students in their career and educational future planning utilizing the numerous ECA and EMU campus resources available during their time in the program. This course has in-person, online, and independent components, which vary depending upon the student's year in the program. This course is a Pass/LNC class, with a passing grade set at 75%.

Failure to participate in the CLICK activities while in ECA courses may result in de-credentialing. The course, and course grade, is listed on the student's ECA transcript for each semester (although we may not run CLICK courses for spring/summer term). Students must pass a minimum of number of credits of CLICK, including 0.5 credit in the final ECA semester, in order to complete high school through the ECA.

Students and parents/guardians understand the ECA Program Completion Requirements and the requirement to participate in the CLICK courses each semester, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Students with Disabilities

The ECA, in partnership with students' ECA district, provides Special Education Services to students with Individualized Education Plans (IEPs), and provides accommodations to students with disabilities with either 504 Plans or IEPs. Our Teacher Consultant, Ms. Major, is the main point of contact for those who require these services: major@earlycollegealliance.info.

As students transition into EMU courses, the [Disability Resource Center](#) at EMU assists with ensuring access to appropriate accommodations in university coursework. Contact the ECA's Teacher Consultant with questions regarding special education services or 504 Plans at the ECA.

Federal and State Required Assessments

Students must participate in mandated assessments, including the spring administration of the PSAT 9, PSAT 10, and the Michigan Merit Exam (MME) / SAT assessment when scheduled. ECA students enrolled in EMU classes during the MME/SAT assessment period will be required to make alternative arrangements with their EMU course instructors.

Students who fail to participate in either MME/SAT exams, or other required assessments, can be removed from the ECA program for failure to follow ECA policies.

Students and parents/guardians understand and agree to the ECA policy regarding assessments as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Procedures Section

Enrollment

Public, private, parochial, charter or home school students residing in one of Washtenaw County’s public school districts are eligible to apply for enrollment. Students who do not currently reside in these districts may still be able to participate in the program through School of Choice, where available. Students apply for the “Traditional” ECA program during their 9th or 10th grade years. Students apply for the ECA 9th Grade Academy during their 8th grade year.

ECA’s public school partners are as follows:

- Ann Arbor Public Schools
- Chelsea Public Schools
- Dexter Community Schools
- Lincoln Consolidated School
- Manchester Community Schools
- Milan Area Schools
- Saline Area Schools
- Whitmore Lake Public Schools
- Van Buren Public Schools
- Ypsilanti Community Schools

If the number of applicants exceeds the number of available slots, a lottery is conducted in accordance with the procedures established by the WEOC Joint Steering Committee. In addition to the required grade level, all applicants will be required to complete a series of skill assessments, participate in a student/parent interview and complete other ECA requirements.

Schools of Choice

Students are eligible to apply to the ECA through the School of Choice option. However, if a student chooses to change districts by exercising their School of Choice option while enrolled and attending classes at the ECA, the student will be placed back into the lottery during the next enrollment cycle and their continued enrollment in the ECA is no longer guaranteed. Changing districts through the School of Choice option while enrolled in the ECA may also jeopardize athletic eligibility.

Students and parents/guardians understand and agree to schools of choice requirements outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

My.Emich & E-numbers

Every ECA student sets up their own “my.Emich account” using their own EMU student ID (called an EID, or E-number). The my.Emich account allows students to access many tools for learning, including their school email (both ECA and EMU); the remote

learning platform, CANVAS; academic and financial EMU records (ie. Grades and bills), and more. Students will become very familiar with using the my.Emich system. This account is a reminder that ECA students are both high school students AND EMU students; they will use the same email, student number, and login credentials as long as they are students at EMU.

Students must set up their own my.Emich accounts. EMU utilizes a two-factor authentication system called “Duo,” which requires the student to enter a code or open an app to verify that the login request is valid. Students must register for the Duo system using a device that they will regularly have access to, typically, their cell phone. More information about this process can be found at: <https://www.emich.edu/it/security/duo-security/index.php>

Students and parents/guardians understand that students will have their own my.Emich account and need access to a secondary device to use for Duo Authentication, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Student Personal Information & Identities

We recognize that social identity is often very important for students, and faculty and staff at the ECA will make every effort to honor each student’s various personal identities. A person’s social identities may include such things as gender, gender identity, race, ethnicity, religion, sexual orientation, ability/disability, age/generation, economic status, and other factors.

Culture of Civility. The ECA is an extremely diverse student body, not only based on visible differences, but also with respect to social identities that may be “hidden” from view and would require a student to disclose personal information. We expect students, staff, and visitors to adopt a stance of politeness and civility in all interactions on campus. We hope that learning about others who are different from yourself will lead to much more than civility—to a true appreciation of the amazing diversity that makes our community such a beautiful and welcoming place to learn.

Preferred names. Students should communicate their preferred names and pronouns to their CORE Advisor and teachers. To ensure that a preferred name is displayed on the student-facing screens of PowerSchool, students or parents/guardians should email our PowerSchool Administrator, Mr. Jackson: bjackson.weoc@gmail.com.

Since 2014, Eastern Michigan University has had a [Preferred Name Initiative](https://www.emich.edu/preferred-name-initiative/add-edit/index.php). To ensure that a preferred name is displayed on the student-facing screens of my.Emich, log on to my.Emich and click on Personal Information. There is an option to “Update Preferred Name and Pronoun” at the bottom of the list. More information and instructions can be found on the EMU website: <https://www.emich.edu/preferred-name-initiative/add-edit/index.php>.

PLEASE NOTE: Preferred names will not be displayed on legal documents such as transcripts, or on reports or documents submitted to the State of Michigan. Legal name

changes and gender changes must be documented through an official process, and court paperwork must be submitted both the ECA and to EMU (Service EMU department).

Facilities. Students should use the restroom and locker room facilities that match their gender identities. Gender inclusive restrooms are located throughout campus and can be searched using the “Gender Inclusive Restrooms” icon on the [interactive campus map](#). Students should communicate any concerns or questions to their CORE Advisor or ECA Counselors.

Communicating Concerns. Students who have a concern about harassment or bullying behaviors on campus, whether related to ECA students, EMU students, faculty, or staff should contact any trusted adult on campus—whether it’s their CORE Advisor, our Counselors, a teacher, or the Administrative Team.

Students and parents/guardians understand the information about the culture of civility at the ECA, and are aware of the information related to personal identities as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Textbook Information

The ECA provides textbooks and related, non-consumable course materials for students in ECA (high school) and EMU (college) courses. Textbooks for ECA classes are provided to students by the ECA faculty. Students enrolled in EMU courses will receive their books and other materials through a process facilitated by our Materials Manager, Ms. McKague.

The specific directions for accessing EMU course materials is published in the weekly ECA News in the weeks leading up to the start of each new semester. Students must follow the directions carefully—and the first step is always to see Ms. McKague in King Hall Room 122.

Many EMU courses require access to online course materials, and the ECA pays for these as well. Generally, students are able to start the course with a free trial; they must then provide their login information to Mr. Cooper, who logs in to purchase the full subscription.

Some EMU classes require “consumable” materials, such as art supplies. Students are responsible for purchasing their own consumable materials, though scholarships are available in most cases. Contact the Materials Manager for information about scholarships.

Students and parents/guardians understand the policies and procedures about obtaining college textbooks and course materials, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Devices for Learning

Technology Needs for Students

All ECA students, enrolled in either ECA and/or EMU classes, should plan to have a laptop computer for use in all of their classes. Students are welcome to bring their own device (i.e. Macbook, PC laptop, or Chromebook; tablets are acceptable but may have some limitations to their use) or to check out a Chromebook from ECA.

There is no cost to check out a school Chromebook, but we *strongly* recommend that students purchase insurance to cover accidental damage or replacement of their school Chromebook (not including replacement chargers) for \$30. If students choose not to insure their school devices, they accept responsibility for the cost of any repairs or replacement needed (see this list of common repair costs: <http://bit.ly/DeviceRepairCosts>)

Requesting a School Chromebook

Device distribution takes place at the beginning of each semester. Specific instructions will be sent out via email to explain the process for checking out a Chromebook. If you have any questions about technology or checking out a school Chromebook, please reach out to our device technician, Mr. Patel, at patel@earlycollegealliance.info.

Tech Issues - Completing a Tech Ticket

Students (in ECA, Academy, or EMU classes) who encounter any technical issues, should complete a Tech Ticket using this link: <https://bit.ly/ECATechTicket> OR stop by the Tech Center in 127B King Hall. Since my.Emich email addresses are managed by EMU, there are times when students will be directed to the [EMU Tech Department Helpline](#). We will assist as much as we can to support ECA students' usage of technology.

Students and parents/guardians acknowledge and understand the need for personal computing devices and the procedures outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Materials Return & Repayment Policy

EMU Tuition

Students and parents/guardians understand that failure to complete a post-secondary course (earned grade of F, W, or I - 30 days to convert from I) will result in the student and family being charged for non-completed coursework and any associated late fees and course material costs or forfeit up to the equivalent number of EMU credit hours. For example, if the ECA is charged \$180 per credit hour, then a 3-credit course would cost \$540 plus all other associated fees and costs. NOTE: current EMU tuition costs are \$580/credit hour, so full tuition for a failed 3-credit course would cost \$1,740.

Materials Return Policy

Class Materials: All ECA students will be responsible for returning their checked out materials (textbooks, trade books, calculators, goggles, and clickers) at the end of each semester.

Chromebooks: Chromebooks can be checked out in the fall and kept for the school year but must be returned by the end of Summer I semester. If students are taking Summer II courses at EMU, they may check their Chromebook back out at the time of return in Summer I.

Failure to Return Materials

Students and parents/guardians understand that all ECA property must be returned to the ECA program, including but not limited to computers, books, calculators or other devices, supplies, and materials. Students and parents/guardians are responsible for replacement costs of ECA property that was issued and not returned. Students who do not return class materials or technology will be sent a bill for these materials. Students with outstanding bills must have them resolved before any new materials will be issued the following Fall Semester. The program completion packets for Completers who have outstanding bills will not be processed until outstanding bills are resolved.

Students and parents/guardians understand and agree to the Tuition Repayment and Materials Return & Repayment Policy as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Title IX

Title IX of the Federal Civil Rights Act (1964) “prohibits discrimination on the basis of sex (including pregnancy, sexual orientation, and gender identity) in educational programs and activities that receive or benefit from Federal financial assistance. Generally, a provider may not exclude, deny, or provide different or lesser services to applicants or beneficiaries on the basis of sex.” (U.S. Department of Health and Human Services).

The ECA is committed to creating an environment free from sexual harassment and other types of harassing behavior and bullying. The ECA Principal is the Title IX Coordinator in our program. Any incidents of sexual harassment, sexual misconduct, or other types of harassment or bullying should be reported directly to Dr. Fischer OR to any other ECA staff member, who will then report to her.

EMU has a [Title IX Office](#) that handles issues related to gender equity on campus. Students are required to complete an annual online training that is designed to educate students about their rights and responsibilities with respect to sexual harassment and misconduct. The ECA, and EMU, will send out reminders and instructions about this training each fall term. Students who fail to complete the EMU training will have a hold placed on their EMU student account.

While Dr. Fischer should always be informed about Title IX issues, students can also file Title IX complaints through the EMU Title IX Office, and may be asked to do so if the

incident involves non-ECA students or faculty/staff: <https://www.emich.edu/title-nine/reporting/index.php>.

Students and parents/guardians understand the information about ECA's and EMU's procedures with respect to Title IX as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

EMU Course Registration

ECA students who have been credentialed to transition into EMU courses will work in consultation with an ECA Scheduler (or CORE Advisor in some cases) to complete and submit an [EMU Schedule Request Form](#) to formally request EMU courses each semester. All EMU course registrations are submitted to the ECA Scheduler (or CORE Advisor) and completed by Mr. Cooper. Changes to a student's EMU schedule not processed by Mr. Cooper (ie. changes made by the student) **are subject to non-payment by the ECA including but not limited to tuition costs, assigned course fees, text books and other required course material costs, late payment fees, and any other associated costs.**

Students and parents/guardians understand and agree to the registration procedures outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Red Cards and Pupil Accounting

The ECA is a public education program working in partnership with school districts within the county. Funding for the ECA is provided by the state of Michigan through our partner school districts. Funding each year is determined based on our Fall and Winter pupil count. The ECA pupil count is communicated to each student's ECA district. Attendance for ECA classes is recorded through PowerSchool. Students in EMU courses are required to complete a "Red Card" for each of their EMU courses. Red cards are mailed to each student enrolled in EMU courses approximately a week before the assigned state count day. Students with online EMU classes must submit proof of their attendance by printing grade reports from Canvas in lieu of a signed Red Card. Students have a prescribed window of time during the Fall and Winter semesters to have their completed "Red Cards" submitted to their CORE Advisor. Additional information is communicated to applicable students during the Fall and Winter semesters.

Students who fail to complete and return their ECA-EMU Tuition Certification Form (Red Card) in a timely fashion may be required to reimburse the ECA for the cost of their tuition or forfeit up to the equivalent number of EMU credit hours. If the student's failure to submit an ECA-EMU Tuition Certification form results in loss of state aid, the ECA may elect to remove the student from the ECA program for failure to follow school policies and procedures. *Fraudulently obtained Red Card signatures constitute a*

serious offense and will fall underneath the disciplinary structures outlined in the Student Conduct section.

Students and parents/guardians understand and agree to the ECA policy regarding Red Cards as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Lunch Program

In partnership with area school partners, the ECA is able provide a healthy, affordable school lunch option for all ECA students. The Lunch Program is managed by Mrs. Dace and lunches are distributed each day in King Hall Room 122.

Students and families may be eligible for Free or Reduced Price Lunches. Students and families can see if they qualify for Free or Reduced Lunches by completing the [application for Free or Reduced Lunch](#) available on our website. To get started, type in “Washtenaw County ISD, MI” and follow the prompts to complete the application. Student and family free/reduced lunch eligibility status and associated information is kept confidential.

Lunch Prices:

Regular Price - \$3.50

Reduced Price (eligible students) - \$.40

Online payments are accepted. Keeping an account balance is a recommended option.

Lunch Order forms are available online and must be completed by Thursday each week for the following week’s lunch requests.

Lunches are distributed in King 122 Monday – Friday from 11:30am – 12:30pm (approximate times).

EMU Lunch Options

Students have the opportunity to purchase lunch through any of the EMU Dining Service options. EMU is “cashless;” Credit/Debit cards *only* are accepted at all facilities. Students can also sign up for one of the EMU Meal Plan options. A list of campus dining options can be found at: <https://new.dineoncampus.com/emu/>.

Field Trips

Field trips are an excellent way to engage students in experiential learning and community-building outside the classroom. Field trips at the ECA may be facilitated by a specific instructor, by the Administration, or by a student organization with the oversight of the faculty advisor. Field trips may be restricted to various groups of students, such as those in a particular class or grade level. On overnight field trips, the ECA will

respect students' personal gender identities. Every effort will be made to accommodate rooming preferences where possible, and both students and their parents/guardians will have a chance to review rooming rosters prior to the trip wherever possible. Field trips may incur a cost payable by the student and family. Wherever possible, scholarship opportunities are made available to help defray the cost of field trips.

*Up-to-date vaccinations (including vaccinations for Covid-19) may be required for overnight field trips.

Students and parents/guardians understand the procedures about Field Trips as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Visitors and Guests on campus

Guests of current students are welcomed as visitors to the ECA, at the discretion of the ECA Administration. A Visitor's Pass Request must be completed prior to any visit. All visitors are required to report to the ECA Main office upon arrival and departure. A "Visitor" badge will be given to each guest, which is to be worn at all times while on campus.

Prospective student visitors are welcomed during scheduled Shadow Days, during which students shadow our current student "ambassadors." Shadow Days take place several times during both fall and winter terms.

Visiting students must be accompanied by an ECA student at all times.

Students and parents/guardians understand and agree to abide by the policies about on-campus visitors, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Change of Address

When families move during the course of a school year, it is critical that they notify the school office of this change so the school can maintain necessary and appropriate contact with the family. If you move during the course of the year, please submit all pertinent information to the school office prior to the move.

Students and parents/guardians understand and agree to maintaining accurate records of their residence, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Registration Gateway & “RG Update”

Student and family information is entered into PowerSchool using the Registration Gateway (RG) system. Every year during the summer, parents/guardians are required to update their information in the Registration Gateway system to be pushed into the ECA PowerSchool for the next school year. This is known as the “RG Update.” It is important to provide complete and accurate information on a yearly basis.

Contact the ECA main office if updates to contact information are needed during the school year.

Students and parents/guardians understand and agree to follow through with registration requirements outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Extracurricular Activities

Students attending the ECA program are enrolled in one of the ECA partner districts, and are therefore eligible to participate in all district extracurricular activities or programs providing they meet any relevant eligibility requirements (see pg. 23-24). The student and parent/guardian also understand that neither the student’s ECA district, or the ECA, are obligated to make any accommodations for an ECA student to participate in any extracurricular activity. Interested students should contact their ECA district directly for additional information regarding participation.

Students and parents/guardians understand and agree to the policy about district-sponsored activities outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Parent/Guardian Commitment

Parents and guardians are a vital part of the ECA community. There are many opportunities for parent/guardian involvement, and the expectation is that families will contribute of their time, talent, and/or resources throughout the school year. The following is a guideline for the minimum expected level of commitment:

- 3 hours of volunteering/semester over 2 semesters (6 hours/year)
- 3 ECA Pi meetings/semester over 2 semesters (6 meetings/year)
- \$25 cash/check/online donation to ECA Pi each semester, or donations of items worth approximately \$25 each semester over 2 semesters (\$50/year)

If this commitment poses an undue burden for your family, or you require support to fulfill the obligation (ie. childcare for meetings, assistance with parking, etc.) please contact your CORE advisor or the Main Office.

Students and parents/guardians understand and agree that student engagement, parental involvement and continuous improvement is necessary to succeed at the ECA. These requirements include but are not limited to:

- Meeting all school deadlines and requirements, which includes but is not limited to: Red Card submission, EMU Math Placement testing, EMU semester schedule requests, and the return of course materials including, but not limited to the following: EMU / ECA textbooks, calculators or clickers.
- Attend mandatory ECA meetings and conferences
- Follow through with ECA administrative requirements
- Participate in ECA and state mandated assessments

Failure to meet the above requirements may result in sanctions, including the removal of the student from the ECA program:

Students and parents/guardians understand and agree to the expectations of parent/guardian participation outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Pi: Parent/Guardian Involvement Organization

What is ECA Pi? It is an organization run by parents, family & guardians of ECA students to support and promote the ECA program and its students. ECA Pi supports the staff at ECA by volunteering to help with tasks such as book distribution; serving as CORE Parents or as home district liaisons; raising funds to support students and staff at the ECA; and hosting events such as an annual staff appreciation luncheon.

For more information about ECA Pi, please email eca.pi.emu@gmail.com.

Transportation and Parking on EMU's Campus

Students and parents/guardians understand that ECA students are responsible for their own transportation to and from the ECA instructional sites. Wherever possible, the ECA will provide transportation that is required for any ECA instructional activity or ECA sponsored non-instructional activity taking place at a location other than the campus of Eastern Michigan University.

Students or families who wish to park on campus are required to purchase an EMU Parking Permit every semester. Each Parking Permit can have up to two vehicles registered to park on campus; the two vehicles may not be on campus at the same time, however. Parking Permits can be purchased prior to the start of each semester through the EMU Parking Department website: emich.edu/parking and in person at the Parking Office located at 1200 Oakwood. Students are responsible for the cost associated with the Parking Permit.

Many families utilize carpools to get students to and from campus. The ECA Main Office compiles a list of families interested in carpooling during the summer months. If you

would like to be on the list, please contact Mrs. Jackson:
jackson@earlycollegealliance.info.

Students and parents/guardians understand and agree to the responsibilities of families to provide for transportation and parking, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Recreation Facilities

The University charges \$50/semester (as of July, 2022) for the use of the recreation facilities in the Rec/IM building. Students enrolled in EMU classes will be automatically billed via their student account, and it is the responsibility of the student to pay the \$50 on their account through their eBill account or complete an Opt-Out Form prior to the deadline set at the beginning of each semester. Deadlines for opting out of this fee will be announced well ahead of time via the weekly ECA News. The ECA program will pay the fee for students enrolled in ECA PE classes.

Students who are not enrolled in EMU classes will not be billed and will not have access to the Rec. However, they can still arrange and pay for access to the Rec/IM each semester. Contact the Rec/IM directly for information about “opting in” to get Rec access: 734-487-1338, and be sure to identify yourself as an ECA student.

Students must abide by not only the rules of the Rec/IM building, but also by the behavioral norms of the facility, which is provided for the well-being of EMU’s adult students and faculty members. Students who do not conduct themselves in a highly mature manner (ie. those who are observed behaving in an inappropriate manner, who disrupt or disturb the other patrons of the facility, who are disrespectful to the other patrons or staff, or who otherwise call attention to themselves in a negative manner) will not be permitted to utilize the Rec facilities. Cameras must not be used in the locker rooms.

For more information about EMU’s Rec/IM building, visit their website:
<https://www.emich.edu/recim/index.php>.

Students and parents/guardians understand and agree to the responsibilities of families to pay for Rec/IM access and maintain exceptional standards of conduct while using the Rec/IM facilities, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

EMU eBill

Students are responsible to regularly check their eBill account for charges and financial obligations owed to the University; including but not limited to library fines, Rec/IM fees, ID replacement charges, etc. Payments can be made in person with a credit/debit card only at the EMU Cashier’s Office at 201 Pierce Hall. Credit/debit card payments may also be made through the eBill website which is accessible through your my.emich account.

Students and parents/guardians understand and agree to the responsibilities of families to regularly check the student's eBill and pay for financial obligations owed to the University, as outlined in this section. Students and parents/guardians understand that unmet financial obligations will result in late fees, holds on the student's record, referral to a collections agency, and other actions by the University.

_____ Parent/Guardian Initials

_____ Student Initials

IHA Primary Care Health Services @ EMU:

IHA offers health care and emergency care services at 1065 N. Huron River Dr. Suite 100. Students and families are responsible for all costs associated with services received through IHA.

Students and parents/guardians understand that Health Services are available, and charges are incurred separately for these services, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

FERPA

The Family Educational Rights and Privacy Act (FERPA) protects student privacy. EMU Faculty and staff are not permitted to discuss student information with anyone other than the student, regardless of the student's age. All ECA students complete the FERPA Release Form during the Intake Process which allows ECA Faculty and Staff to communicate with EMU Faculty and Staff allowing their communication with the student's family. Parents/Guardians cannot contact EMU faculty and staff directly. Contact your student's CORE Advisor or the main office with questions.

Students and parents/guardians understand and agree to the release of student information to the ECA staff, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

ECA Commencement Ceremony

The Early College Alliance holds a special commencement (ie. graduation) ceremony for students who are completing the program each calendar year. Our students may complete the ECA program and earn their high school diplomas (which come from their ECA Districts) at one of four times in the year: April, for those finishing after winter term; June, for those finishing after Summer 1 term, August, for those finishing after Summer 2 term, and December, for those finishing after the fall term. A student's Program Completion Term must fall within the current calendar year to participate in commencement. For example, if a student wishes to take part in the 2023 commencement ceremony, his/her/their Program Completion Term must be documented as either Winter, Summer I, Summer II, or Fall of 2023.

Application for Graduation Participation

Students are able to change their Program Completion Semester as their circumstances change by filling out a [Request to Change Completion Terms](#). However, beginning in January of any given calendar year, students who wish to participate in the ECA's Graduation Ceremony for that year must complete an application for participation. Students will not be able to participate if they have not completed the application by March 10. For example, if a Winter 2024 completer changes their Program Completion Term to Fall 2023 in May, they will not be able to take part in the 2023 ECA Graduation Ceremony.

Program Completion Certificates

This ceremony honors the completion of the ECA program; students receive a program completion certificate as they cross the stage. *Since the ECA does not award diplomas, students do not receive diplomas at the time of this ceremony.*

PLEASE NOTE: The ECA graduation ceremony may be in a different calendar year than a student's District graduation ceremony, because ECA students may complete the program up to one year following their Senior year. See Fifth Year (pg. 26).

Students and parents/guardians understand the procedures for participating in the ECA Commencement Ceremony as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

District Commencement Ceremony

Students who are considered to be in "Good Standing," as determined by the ECA administration and their ECA district of enrollment are eligible to participate in their district's commencement (ie. graduation) ceremony. The ECA's definition of Good Standing status is as follows: Overall term or cumulative GPA of 2.0 in EMU classes, NO conduct code violations, NOT on ECA Academic Oversight AND are expected to complete the ECA program in the school year following their Senior class commencement activities. Each ECA district reserves the right to allow their students enrolled in the ECA program to participate in the district's commencement ceremony based on individual district policy.

Diplomas:

Only students who have completed the ECA Program will receive diplomas at the time of their districts' commencement ceremony. Students who will be completing the ECA program up to one year after district graduation will receive their diplomas once the district receives their Program Completion Packet.

Students and families are responsible for obtaining information related to the commencement activities and requirements of their ECA district.

Students and parents/guardians understand the conditions under which students may be able to participate in their home district's graduation ceremonies, including that students and families

are responsible for following through with any and all district requirements, deadlines, rehearsals, etc. as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Use of Recording Devices

Audio or video recordings made in an academic setting can easily violate policies of academic integrity and the integrity of the learning community. Prior to the use of audio and/or video recording devices or any application that could serve this purpose on an electronic device, students and/or parents/guardians must obtain advanced permission of all parties they seek to record. Certain electronic recording or tracking apps are specifically disallowed without registration of the device and prior written consent from the ECA Administration. Recording any content in ECA or EMU classes is not allowed without permission from the instructor.

Students and parents/guardians understand the prohibition against audio/video recording without prior consent and approval, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Eastern Michigan University Credit Transfer

Students and parents/guardians understand and agree that the ECA and EMU make no guarantees regarding the transferability of credits earned at the ECA @ EMU. Credit transfer and acceptance is at the discretion of the receiving institution and varies by individual, state and institution.

Students and parents/guardians understand that the transfer of credits between EMU and other post-secondary institutions is not under the control of the ECA program, and will vary by state, institution, and individual situation, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

Student Conduct Section

Discipline Philosophy

The ECA is committed to a climate of mutual respect among students, staff, families, and all other community members. The ECA team ensures an environment that nurtures an intense academic focus and a college-going mindset. The ECA promotes growth in skills, attitudes, and habits so that students develop a strong sense of individual worth and achievement. Students are expected to quickly adopt and display a level of maturity appropriate for the college setting, to assume responsibility for their own actions, and to work together with dignity and respect.

The ECA staff operates under the philosophy that all students want to be successful. Staff will seek to promote a positive, productive, and supportive school culture, informed by the philosophy of Restorative Practices. Classroom management utilizes a strong emphasis on “choice theory”—in which a student’s behavioral choices may naturally lead to consequences both positive and negative. The disciplinary practices include allowing “natural consequences” to unfold based on a student’s choices, as well as restorative practices.

ECA students operate under the policies of the ECA program itself, their home school district’s policies, and the policies of Eastern Michigan University. Any violation of an ECA or EMU student code of conduct rule or policy may result in immediate removal from the ECA program—including enrollment in EMU courses. ECA officials do not govern the decisions of either EMU or the district; it is possible that a disciplinary violation that ECA would treat with more leniency would result in dismissal from the University, for example. Both the ECA’s and EMU’s Codes of Conduct govern student behavior *both on and off campus*.

The ECA works closely with EMU’s [Department of Public Safety](#) on matters involving suspected violations of state, federal, or local laws as well as violations of EMU’s Code of Conduct. EMU’s [Office of Student Conduct](#) becomes involved with students involved in alleged violations of the [EMU Code of Conduct](#). Again, the ECA does not control the decisions of EMU’s officials; consequences at EMU often include a financial component. Failure to adhere to EMU’s decisions in these matters can result in long-term consequences involving the student’s post-secondary record.

Students who are removed from the ECA program due to violations of any of the governing policies will be reported to their ECA district and may be subject to disciplinary policies of their ECA district, including but not limited to suspension or expulsion.

Students and parents/guardians understand that the ECA will not tolerate any behavior by its students that is in violation of current state of Michigan student codes of conduct expectations. ECA’s rules of conduct prohibit all students, regardless of age, from (1) smoking on campus, (2) possession or use of weapons (including knives of any size), (3) possession, use or sale of drugs, alcohol or any controlled substance, (4) any form of violence, verbal/physical harassment, or sexual misconduct involving any member of

the ECA/EMU learning community, (5) inappropriate or immature behavior not consistent with what is expected of a college student, (6) any form of academic dishonesty as defined by either ECA or EMU, (7) any violation of a policy within the EMU Student Code of conduct, or (8) the violation of any other ECA or EMU policies not listed herein.

Bullying. It is the policy of the ECA and the Washtenaw Intermediate School District (WISD) to provide a safe educational environment for all students. Bullying is strictly prohibited. This includes any verbal, physical, written, or electronic communication likely to harm one or more students, interfere with educational opportunities, or have a detrimental effect on another student’s physical or mental health. The ECA follows the [WISD’s Board policy 5517.01](#).

ECA believes that out-of-school removals should be rare. Before imposing a suspension that exceeds 10 school days, removal from the ECA program, or expulsion, ECA will consider all of the following factors: (1) the student’s age, (2) the student’s discipline history, (3) whether the student has a disability, (4) whether the misconduct threatened the safety of any other person, (5) the seriousness of the misconduct, (6) whether lesser interventions would be effective, and (7) whether restorative practices would be effective. A student will be suspended for more than 10 days or expelled only if those factors clearly establish that suspension or expulsion is warranted.

Action Levels*

<p>Action Level I:</p> <ul style="list-style-type: none"> • Conferences between student, staff, and other associated members of the community • Contract with student (behavior, attendance, and/or Oversight) • Conference and/or communication parent/guardian • Referral to outside agency • Exclusion from field trips and/or extracurricular activities • Restricted enrollment into college coursework (ie. de-credentialing or placement into a full ECA schedule) • Other school-authorized actions 	<p>Action Level II:</p> <ul style="list-style-type: none"> • Any/all previous actions • Loss of eligibility for extracurricular activities • Loss of “Good Standing” status • Forfeiture of available EMU credits • Removal from school (less than 10 days) • Communication with district principal or other staff • Communication with EMU Department of Public Safety
<p>Action Level III:</p> <ul style="list-style-type: none"> • Any/all previous actions • Suspension • Report made to police (EMU DPS) • Communication with EMU Office of Student Conduct • Recommend alternative educational setting 	<p>Action Level IV:</p> <ul style="list-style-type: none"> • Any/all previous actions • Removal from ECA program

*May be amended by the ECA Administration as required.

This code of conduct applies to any student who is on EMU's campus, who is in attendance at school or at any school sponsored activity or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools or maintaining the safety and welfare of the students and staff. These consequences and sanctions are cumulative. Each succeeding action level may include the consequences or sanctions of the prior level. The administration reserves the right to exercise discretion in determining the action level based upon the student's age, previous violations, and the severity of the misconduct.

Code of Conduct & Consequence**

Attendance and Punctuality	
A. Attendance/Truancy	1-4
B. Loitering	1-2
C. Trespassing/Off limits	1-4
Appropriate Learning Environment	
A. Insubordination/open defiance/willful disobedience	1-2
B. Indecent/obscene language & gestures	1-2
C. Academic dishonesty (cheating/plagiarism)	1-2
D. Interference with school personnel	1-3
E. Inappropriate dress	1-2
F. Forgery	1-2
G. Inappropriate displays/images	1-2
H. Gambling	1-2
Controlled Substances	
A. Use and/or possession of tobacco products and/or smoking paraphernalia	1-2
B. Use and/or possession of alcohol and/or illegal or unauthorized medicines, inhalants, drugs, or narcotics	1-4
C. Sale or distribution of alcohol and/or any illegal or unauthorized medicines, inhalants, drugs or narcotics	1-4
Technology	
A. Inappropriate use of password(s)	1-3
B. Unauthorized access to files	1-4
C. Inappropriate and/or illegal use of software	1-3
D. Unauthorized and inappropriate use of program technology	1-4
E. Inappropriate use of the Internet (web) and email	1-4
F. Unauthorized use of recording devices (audio or video)	1-4
Protection of Property	
A. Arson	1-4
B. Theft	1-4
C. Possession of stolen property	1-4
D. Deliberate misuse of property	1-2
E. Vandalism/malicious destruction	1-4
F. False fire alarm	1-4

G. Burglary	2-4
Protection of Physical Safety & Mental Well-Being	
A. Verbal assault	1-4
B. Possession of dangerous weapons	1-4
C. Possession of other weapons	2-4
D. Possession or use of firecrackers or explosives	2-4
E. Threats with a weapon and/or dangerous instrument	1-4
F. Use of weapon	3-4
G. Threat or use of a legitimate tool as a weapon	1-4
H. Fighting	1-4
I. Physical assault	2-4
J. Criminal sexual conduct	1-4
K. Consensual sexual misconduct	1-4
L. Unwanted physical contact of a sexual nature	1-4
M. Extortion	1-4
N. Bullying/Intimidation	1-4
O. Robbery	3-4
P. Reckless vehicle use	1-4
Q. Bomb threat or similar threat	1-4
R. Attempted arson/burning/arson	1-4
S. Violation of harassment policy	1-4

**May be amended by the ECA Administration as required.

Students and parents/guardians understand that any violation or alleged violation of existing state, federal and local laws will be under the jurisdiction of the Eastern Michigan University Department of Public Safety, and the ECA will cooperate fully with any investigation of any ECA student by the EMU Department of Public Safety and/or EMU's Office of Student Conduct.

Furthermore, ECA students who participate in curricular or extra-curricular activities of their ECA district are required to adhere to the code of conduct of their ECA district. Any violation of the student's ECA district code of conduct may result in the student being removed from the ECA program.

Students and parents/guardians and agree to the policies regarding student behavior and conduct, as outlined in this section.

_____ Parent/Guardian Initials

_____ Student Initials

**Parent/Guardian-Student ECA Behavior and Performance Contract:
Acknowledgement Page**

E-ID: E

ECA District: _____

Last Name: _____ First Name: _____

CORE Advisor: _____

Directions to Students and Parents/Guardians: Please carefully review the contents of this Handbook. You are encouraged to make notes, discuss as a family, and place your initials in the spaces provided throughout the Handbook as an aid to understanding. Please bring in this last page, signed by the student and parent/guardian, and submit it in person, starting on CORE Challenge Day.

This will be your first CLICK assignment, due between CORE Challenge Day and September 9, 2022 (Curriculum Night). *Students with EMU classes must complete this assignment in order to receive their books for the fall semester.

Student and Parent/Guardian affirm that a copy of the ECA Student/Parent Handbook was made available to them.

Student Signature Date

Parent/Guardian Signature Date

Student and Parent/Guardian understand and agree to the policies outlined in the Student Behavior and Performance Contract.

Student Signature Date

Parent/Guardian Signature Date

Student and Parent/Guardian understand that the policies and procedures outlined in the ECA Student/Parent Handbook are subject to change based upon the needs of the ECA, EMU, and the ECA partner school district.

Student Signature Date

Parent/Guardian Signature Date