



Student-Parent/Guardian Handbook

2021-2022

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Dear Students of the ECA Fall 2021 Cohort,

On behalf of the ECA faculty and staff, I want to welcome you to the campus of Eastern Michigan University and to our motivated and energized community of learners here. We are excited to have you join us for the upcoming 2021-2022 school year—our 15th year on campus!

Even though we are returning to campus this fall, and heading in the direction of “normal” after more than a year away, we are still dealing with the Covid pandemic. This means that this school year will be different than usual as students re-build academic skills and stamina and reconnect with others in person, while still observing safety protocols. Despite all the ways that school will be different, the mission of our program is still 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 that 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 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,

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 (Fall and Winter), 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. 22-23 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 2021 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 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. 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: 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 2021, or F21, 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, 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.

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.

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 "role."

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.
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).
- Backpacks with wheels will make students' lives easier.
- 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.).
- Monitor student self-care (sleep, healthy diet, multivitamins, exercise, use of electronics, etc.).
- 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 email.*

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. 22-23). 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), function as the major liaison between the ECA and EMU (Mr. Cooper), and serve as the "face" of the ECA (Mrs. Jackson). 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

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 will be limited.

Vaccinations and Personal Protective Equipment (PPE)

- It is EMU's policy that students and staff who are fully vaccinated should register their vaccination information using EMU's [Vaccine Status Form](#). As of July, 2021, those who have been fully vaccinated (two weeks having passed since the last dose) AND have reported using the form do not need to wear masks *in certain situations*. Any updates to this vaccination policy will be shared as necessary.
- As of July, 2021, it is EMU's policy that students, visitors, and staff who are not vaccinated must wear masks indoors. In classrooms, **all** students, staff, and visitors must wear masks regardless of vaccination status. Any updates to this vaccination policy will be shared as necessary.
- Because more of the younger ECA students will not have been vaccinated as school starts, **it is ECA's policy that all students, visitors, and staff in ECA classes or activities, regardless of vaccination status, must wear masks indoors unless they are in room by themselves**. If you are in any ECA classes, you must adhere to this masking requirement. Any updates to these policies 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: take your temperature daily and do not come to campus if you have any symptoms, such as:
 - 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 must complete a [Health Screening](#) tool and receive a green Covid Pass to come to campus. Campus buildings will be open with certain modifications, such as limited entrances and prescribed traffic patterns. Screeners will be checking for the Covid Pass (either printed, or displayed on device screens) at the entrances. If you do not have a device that shows your Covid Pass or have the daily Covid Pass printed out for that day, you will need to complete the screening at the entrance and receive permission to enter the building. This process is likely to cause delays in entering the buildings.
- 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 the ECA Main Office and to EMU 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.

- 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) so that they can be quarantined for the recommended number of days at home.

****PLEASE FIND MORE INFORMATION ABOUT SAFETY MEASURES ON CAMPUS BY REVIEWING THE [EMU Safe Return to Campus Plan](#).**

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 considered 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.

At the ECA, 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 and parent/guardian 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 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 typically on Wednesdays (see our [Yearly Calendar](#) for details):

ECA Daily Class Schedule		ECA Early Release Class Schedule	
1 st Period	8:50 – 10:00	1 st Period	8:50 – 9:35
2 nd Period	10:10 – 11:20	2 nd Period	9:45 – 10:30
Lunch	11:20 – 11:40	3 rd Period	10:40 – 11:25
3 rd Period	11:50 – 1:00	Lunch	11:25 – 11:45
4 th Period	1:10 – 2:20	4 th Period	11:55 – 12:40
CORE Seminar	2:30 – 3:35	CORE Seminar	12:50 – 1:15
Academic Support Services (Math Lab, Office Hours, etc.)	3:30 – 5:00	Academic Support Services (Math Lab, Office Hours, etc.)	See school announcements; Generally not held on early release days

ECA Spring classes are scheduled as follows:

Spring ECA Class Schedule	
1 st Period	8:55 – 10:20
2 nd Period	10:30 – 11:55
Lunch	11:55 – 12:20
3 rd Period	12:30 – 1:50
4 th Period	2:00 – 3:30
Academic Support Services (Math Lab, Office Hours, etc.)	TBD

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 civics 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.
- An emphasis on how students as individuals play an integral role in government and economics.

Applied Studies - Mathematics

ECA Math courses include all grades levels for the 2021 – 2022 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 was developed in-house and refined every year. After skills are taught and practiced, students self-assess on their progress. ECA instructors and CORE advisors provide formal feedback about a 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. 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.

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 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 growth and the learning process over letter grades. Academy students will receive regular 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.

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. 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.

The ECA PowerSchool site can be accessed through the ECA website: earlycollegealliance.info; click on the “Resources” link located at the top right side of the page, then click on the “PowerSchool” link to be redirected to the PowerSchool log in page. Access the site directly at the following URL:
<https://pseca.wash.k12.mi.us/public/home.html>

Log-In credentials for new students and parents are provided to students when they receive their fall schedules, on or before Welcome Day. Contact the ECA main office if you need your log-in credentials.

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. 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 return to good standing after

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

Level II status provides a final opportunity for the student to return to good standing. 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 this regard.

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 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)
- *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](#).

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.

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 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 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 and parents/guardians understand that students will have their own my.Emich account, 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 through EMU’s Campus Bookstore, and other materials (such as online companion access) through the ECA Main Office.

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. In general, the ECA attempts to re-issue books for EMU classes if the books are currently in our library. For books that we do not already own, students go to the EMU Bookstore in the Student Center to get their books.

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 ECA Main Office 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 do 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

If you think you will need to check out an ECA School Chromebook please complete this form so that we can ensure we have enough inventory: <http://bit.ly/ECAChromebookNeeds2021>. If you have any questions about technology or checking out a school Chromebook, please reach out to our instructional technology coach, Ms. Young, at myoung@earlycollegealliance.info or our device technician, Mr. Shah, at ushah@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/WIMAHIECATechTicket> Mr. Shah, the ECA's Support Technician, will respond within 24-48 hours and assist with any technical issues. 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

Repayment Policy

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.

Students and parents/guardians understand that all ECA property must be returned to the ECA program, including but not limited to book, 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 and parents/guardians understand and agree to the Repayment Policy 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 their ECA CORE Advisor to complete and submit an [EMU Schedule Request Form](#) to formally request EMU courses each semester. All EMU course registrations are submitted to CORE Advisors 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 Dexter Community Schools and High Point kitchen, the ECA is able to provide a healthy, affordable school lunch option for all ECA students.

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. Student and family status information is kept confidential.

Lunch Prices:

Regular Price - \$3.00

Reduced Price (eligible students) - \$.40

Checks and Cash are accepted, however change is limited as the ECA doesn't keep extra change on site. Checks should be made out to "Dexter F&N". Keeping an account balance is a recommended option.

Lunch Order forms are available online and must be turned in to the ECA Main Office Thursday each week for the following week's lunch requests.

*****For the Fall, 2021 semester, ALL students will have free meals. Lunches (and breakfasts, as applicable) must still be ordered each week.*****

Lunches are distributed in King 122 Monday – Friday from 11:15am – 12:00pm

EMU Lunch Options

Students have the opportunity to purchase lunch through any of the EMU Dining Service options. Cash, Credit/Debit 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/>.

Visitors and Guests on campus

The ECA welcomes potential students to visit the school. 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.

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

Student and family information is entered into PowerSchool using the Registration Gateway system. Every year during the summer, students and families will be required to update their information in the Registration Gateway system to be pushed into the ECA PowerSchool for the next school year. Changes to student information can be made at any time during the year through the Registration Gateway system. Contact the ECA main office for additional information.

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. 20-21). 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 in cash or donations/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 or 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

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. 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. 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 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.

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, University Health Services charges, ID replacement charges, etc. Payments can be made in person with cash or check at the EMU Cashier’s Office at 201 Pierce Hall. Credit/debit card payments are 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 apply to students’ accounts, 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

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 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.

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 and productive school culture, with 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	1-3
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 Curriculum Night.***

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