



# **Student-Parent/Guardian Handbook**

**2024-2025**

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NOTE: An electronic copy of this Handbook is available on our website: [www.earlycollegealliance.info](http://www.earlycollegealliance.info)



Dear Students of the ECA,

On behalf of the ECA faculty and staff, I want to welcome you—and welcome you back—to the campus of Eastern Michigan University and to our motivated, energized community of learners here. We are excited for the upcoming 2024-2025 school year—our 17<sup>th</sup> year on campus!

I have high hopes for this year, with 150 new students joining us and a fantastic group of returning students and staff ready to welcome them and continue our momentum of growth. 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 walk this road with you!

For our new students: 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.

ECA students are entrusted with considerable *freedom*: we have 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 (or re-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 are 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*, relying 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 new students master all of this new learning and adjust to this different environment, and returning students practice and refine these skills, 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 9<sup>th</sup> Grade Academy (ECA<sup>2</sup>)**

The ECA<sup>2</sup> is a 9<sup>th</sup> grade preparatory program designed to ease students' transition into the 10<sup>th</sup>/11<sup>th</sup> grade ECA program. The Academy focuses on social/emotional growth, using developmentally appropriate teaching and learning practices, and 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 ECA<sup>2</sup>:** Short form for ECA's 9<sup>th</sup> Grade Academy; freshmen.

**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 . 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 2024 Completer").

**Credential:** A marking on students' grades used to signify students' behaviors, qualifications, and suitability for college courses.

**Credentialing Year:** Refers to the first year that a student may be eligible for college course-taking; either the 10<sup>th</sup> or 11<sup>th</sup> grade First Year or the 10<sup>th</sup> 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/ECA<sup>2</sup> 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:** See "Scholarship Year."

**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 2024, or F24, Cohort.

**Scholars:** Students who are taking advantage of their Scholarship Year; Grade 13.

**Scholarship Year:** One of the great things about early colleges in Michigan is that our 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) encourage student to attend a fifth year of high school without penalty to the district as long as these students will earn 60 college credits at the end of that extra year. This is why many 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.

**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.

### ***We Are in This Together: The Role of Students, Parents, & Staff***

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 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. Caregivers are *always* 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 for ECA classes, including CLICK. (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 as needed, 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), function as the major liaison between the ECA and EMU (Mr. Cooper), and serve as the face of the ECA (Mrs. Jackson). ECA materials—books, calculators, and computers—are handled by our Materials Manager/Technician (Mr. Patel), and Mrs. Dace handles the lunch program, student health issues, and many other things. The ECA Principal (Dr. Fischer) and Assistant Principal (Ms. Peet) 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.



## Academics Section

### **Attendance Procedure**

At the ECA, attendance is evaluated as part of the student's life management or soft skills. **Instances of absences and tardiness are neither excused nor unexcused**; instead, they are simply documented. A documented absence is **not** an excused absence.

We realize that sometimes students must be absent. Some absences are unavoidable, such as illness and emergencies. Some absences are avoidable, such as family vacations and attending events in a home school district. We ask that, to the greatest extent possible, families make (and help students to make) choices that prioritize school attendance. If a student is not able to come to school (ECA/Academy classes) for any reason or must leave early, follow these steps:

1. Parent/guardians notify the ECA main office (734-487-4290) so that the absence may be documented.
2. Students must also *separately* contact each of their instructors and CORE Advisor via email as soon in advance of an absence as possible.
3. If, during a school day, a student becomes ill or is not able to go to a class for any reason (ie. anxiety, period cramps, other illness, etc.), they must go to the ECA main office (King Hall 221) or Lunch Room (King Hall 122) and one of the Administrative Team will make contact with parents/guardians and alert the teachers, as needed.
4. **Students must not leave campus during the school day without checking in with the ECA main office.**
5. In the case of a long-term health absence (3 days or longer), please obtain medical documentation. Students and at least one parent/guardian may be required to attend a Re-Entry Meeting with a counselor upon return.
6. Notify the student's teachers, CORE Advisor, and the ECA main office of any planned absences *as soon as possible*.
7. NOTE: teachers will do their best to help students recover from absences, and students will learn how to handle absences through Soft Skills instruction. However, it is not possible for teachers to replicate all in-class experiences or provide all missed content.

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

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

|          |  |
|----------|--|
| <b>A</b> | <b>Absent</b>  |
| <b>D</b> | <b>Disengaged Mentally (ie. Sleeping or otherwise unable/refusing to participate in class)</b>   |
| <b>F</b> | <b>Family Related (ie. Family emergency/illness, religious observance, death in the family, vacation, extracurriculars, court-related, etc.)<br/>*Please provide documentation if available.</b> |
| <b>G</b> | <b>Gone- Left Class +10 Minutes (includes leaving early, leaving during class, or “skipping” behavior)</b>   |
| <b>H</b> | <b>Health or Medical/Dental Appointment<br/>*Please provide documentation if available.</b>  |
| <b>L</b> | <b>Late +10 Minutes</b>  |
| <b>Z</b> | <b>Out-of-School Suspension</b>  |
| N        | Non-Attendance Related to Known Schedule Conflict (ie. Field trips, out-of-class testing, known regular absence due to an overlapping college class)   |
| O        | Out of class specifically due to Accommodated Testing.   |
| T        | Tardy  |

Attendance is a major area of emphasis because failure to demonstrate strong attendance is the most significant risk factor for not completing the ECA program. Furthermore, some absences rise to the level of great concern, such as leaving class (or skipping). We consider skipping behavior a safety concern; when parents/guardians send their students to school, they expect that the students are in class and under the supervision of ECA staff until they move into college classes. If students leave class, teachers will document this and mark them with the appropriate attendance code to ensure that parents/guardians are aware of the behavior.

**We will not place students in college classes if attendance is a concern, regardless of the reason for 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 a single class, or 5 full school days) in any class **are at significant risk of school failure.**

Procedures for absences in ECA and Academy classes are as follows:

- Parents/guardians will be contacted by an automated “robo-call” telephone system if any absence is recorded in PowerSchool. It is not necessary to return these phone calls unless there is an error; please follow-up as a family to ensure that parents/guardians are aware of any absences. This is our first point of contact to families regarding potential attendance concerns.
- If a student misses more than 5 classes in an individual course:
  - Teachers will notify the student’s CORE Advisor and the ECA Administration.
  - The student’s CORE Advisor will communicate with the student and their parents/guardians to work toward a solution to the attendance problem.
- If a student misses more than 8 classes in an individual course:

- The student, parents/guardians, and a member of the ECA Administration or Counseling Team will meet in person to identify additional solutions and interventions.
- The student will be placed on a Performance Contract until attendance returns to satisfactory levels.
- If a student has continued attendance problems after the aforementioned interventions, then consequences spelled out in the ECA’s Code and Conduct under Attendance & Truancy will apply (see pg. 54-56) –up to and including possible referral to Washtenaw County’s Education Project under the State of Michigan Juvenile Truancy Laws.

Students in EMU classes:

- 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 so that we are all aware of attendance difficulties and 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 generally on Fridays (see our [Yearly Calendar](#) for details):

| ECA Daily Class Schedule—9 <sup>th</sup> Grade Academy                                   |               | ECA Daily Class Schedule – 10 <sup>th</sup> & Up  |               |
|--|---------------|---|---------------|
| 1 <sup>st</sup> Period   | 8:50 – 9:55   | 1 <sup>st</sup> Period  | 8:50 – 10:15  |
| 2 <sup>nd</sup> Period   | 10:05 – 11:10 | 2 <sup>nd</sup> Period  | 10:25 – 11:50 |
| Seminar/PE/Health  | 11:20 – 12:31 | Lunch   | 11:50 – 12:20 |
| Lunch  | 12:31-1:00    | 3 <sup>rd</sup> Period  | 12:30 – 1:55  |
| 3 <sup>rd</sup> Period   | 1:10 – 2:15   | 4 <sup>th</sup> Period  | 2:05 – 3:35   |
| 4 <sup>th</sup> Period   | 2:15 – 3:35   | Independent Resource Time:<br>CORE/Office Hours, Academic Support Services, Math Lab, etc.) | 3:40-5:00     |
| Independent Resource Time: CORE/Office Hours, Academic Support Services, Math Lab, etc.) | 3:40-5:00     |   |               |

| ECA Early Release Class Schedule<br>*Generally, each Friday |               |
|---|---------------|
| 1 <sup>st</sup> Period                                      | 8:50 – 9:55   |
| 2 <sup>nd</sup> Period                                      | 10:05 – 11:10 |
| Lunch   | 11:10-11:40   |
| 3 <sup>rd</sup> Period                                      | 11:50-12:55   |
| 4 <sup>th</sup> Period                                      | 1:05-2:10     |

ECA Spring classes are very different from the fall and winter terms. To begin with, the semester is only 6 weeks long—but our teachers make the most of the shortened semester with teacher-developed electives. The goal for spring ECA classes is to spend the time in classes that are fun to teach and fun to take, while learning and practicing both academic and soft skills. Other ways in which Spring at the ECA is different:

- Rotating block schedules, with Monday/Wednesday courses and Tuesday/Thursday courses.
- Individual student schedules will vary considerably. Some students will attend Mondays/Wednesdays for full days, some will attend Monday through Thursday only in the mornings—and there are many other variations.
- Limited Friday instructional days.
- All grade levels are together in classes.
- The school year ends with a trip to Cedar Point (optional and open to all ECA students) on the last day—this year, Wednesday, June 18<sup>th</sup>, 2025.
- EMU spring classes continue into the very last week of June.

ECA spring classes are scheduled as follows:

| Spring ECA Class Schedule  |               |
|--|---------------|
| 1 <sup>st</sup> Period   | 8:50 – 10:15  |
| 2 <sup>nd</sup> Period   | 10:25 – 11:50 |
| Lunch  | 11:50 – 12:20 |
| 3 <sup>rd</sup> Period   | 12:30 – 1:55  |
| 4 <sup>th</sup> Period   | 2:05 – 3:35   |
| Academic Support Services<br>(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 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***

**Soft Skills:** Soft skills comprise a key aspect of college-readiness at the ECA; they are the non-academic and “academic-adjacent” skills that students need to master in order to be successful in college classes. Soft Skills includes but is not limited to: Attendance, Communication, Follow Through, Note Taking, Organization Self-Advocacy, Problem Solving, Self-Awareness, Communication Skills, Study Habits, Mindfulness, Responsibility, 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.

**Conferences:** Following Soft Skills Review Day, CORE Advisors meet with students and their parents/guardians for student-led conferences. At these conferences, students’ academic and soft skills progress are discussed with the whole team. While they do participate in conferences, Academy students are not eligible to earn college readiness credentials because they do not take college courses until their second year. However, they do begin learning and practicing the soft skills thinking and behaviors required to earn credentials once they move into their credentialing year.

**Credentialing:** Students in the “credentialing year” (10th/11th grade), earn soft skills credentials in each of their classes and from their CORE Advisors. Because any college courses our students take will be transcribed onto their permanent adult academic record (the EMU transcript), we want to make very certain that students are ready to earn good grades in those college classes. The default credential for all students at the start of the fall and winter terms is N, for Needs Improvement. At Soft Skills Review Day, after 6 weeks of direct soft skills instruction, practice, feedback, and student self-assessment, each teacher provides an initial credential according to the following categories:

- U – Unsatisfactory (demonstrating very poor soft skills behaviors)
- N – Needs Improvement (still working toward college-level behaviors)
- S – Satisfactory (demonstrating college-ready behaviors; this credential does not speak to academic readiness—only soft skills)

At week 12 during Soft Skills Credentialing Days, the credential may be updated or changed. A fourth credential category is added at Credentialing Days:

- R – Ready for College (demonstrates both satisfactory, college-ready soft skills **and** college-ready academic skills)

Students are encouraged to move toward credentials demonstrating both academic and soft skill readiness for college coursework over the course of their first credentialing year. To move into college classes, students need to have all Ss and at least one R credential. The “S” tells us that the student’s soft skills are sufficient, regardless of

academic skills. The “R” tells us that the student has demonstrated both soft skill and academic proficiency sufficient for college success in that class. If a student has even one N credential across their 4 classes, that tells us that they are not ready for college classes in any subject just yet.

Students may move into college coursework in one content area more quickly than in others. For example, a student may have Ss in ELA, Math, and Applied Studies and an R in Science; thus, the student would be eligible to take a college science course in the following semester, but would stay in ECA classes for his/her/their other subjects in order to continue to build academic skills in the other content areas.

The goal is for students to earn satisfactory credentials in all ECA classes in order to be eligible for college course-taking in any content area, though students may begin taking non-core content EMU classes under certain conditions even as they are polishing their soft and academic skills. Students who aren’t yet college-ready as demonstrated by earning these credentials may be retained in ECA high school coursework until they demonstrate college readiness across core content areas.

Details about the credentialing process are spelled out in the Soft Skills Student Handbook.

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

| <b>Grade</b>                                  | <b>Percentage</b>                                  | <b>Grade Points</b>               |
|---|--|-----------------------------------|
| 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 =<br>(Less Than Proficient with Credit)   | 55% - 72%  | 1.7                               |
| LNC=<br>(Less Than Proficient with NO Credit) | 0% - 54%   | 0 (GPA neutral for P/LNC courses) |
| P =   | Passing<br>(% required for P varies by course)     | n/a – GPA neutral                 |
| SLNC<br>(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. NOTE: Students may request grades to be changed from Pass/LNC to our 10<sup>th</sup>/11<sup>th</sup> grade grading scale – see next section.

### ***Grade of Pass/Traditional Grade Requests***

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 10<sup>th</sup>/11<sup>th</sup> grade grading scale.

Forms for these requests may be found on the ECA’s website in the [“Student/Family--Resources” 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, or other online learning platforms that may include grade information. 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



## ***Transcripts***

The ECA uses PowerSchool to compile a record of each student's high school coursework, and these are listed on an ECA transcript. Included on the ECA transcript is (or will be):

- Courses from previous high school(s) attended, including home school, designated by a T (for transfer).
- Courses from previous middle school(s) that the ECA District counts toward high school graduation (ie. High school level Geometry taken in 8<sup>th</sup> grade). \*These must be listed on the high school transcript from the ECA District.
- 9<sup>th</sup> Grade Academy courses, with Pass/LNC grades (unless an [Pass/LNC/Opt-In Request Form](#) is submitted; see pg. 16).
- ECA high school courses, with ECA grades (unless a [Pass/LNC/Opt-In Request Form](#) is submitted; see pg. 16).
- EMU courses. Grades for EMU classes are designated by the letters "EMU", followed by the course name and the number of college credits in parentheses. High school credits are reported as Carnegie Units, with 3-5 college credits translating to 1 unit of high school credit, and 1-2 college credits translating to 0.5 HS unit. **All EMU classes at the 100-level or higher are weighted by adding 0.5 to the GPA calculation for the course.**
- Overall number of credit hours.
- Both cumulative GPA and weighted GPA. The GPA calculation on the ECA transcript includes ALL of the coursework taken by the student: prior high school, Academy/ECA courses, and EMU courses with the 0.5 weighting applied. Students should use their weighted GPA on college and scholarship applications.
- A note explaining that the student's Degree Posted Transcript will be provided by their specific ECA District.

Transcripts can be requested online via [Parchment](#). This is the online transcript portal used by all high schools in Michigan. Students must create an account in Parchment and add every high school they have attended to their list of schools—including the ECA District school and ECA. Even if the student never attended the ECA District high school, it is critical to include the ECA District school because that is the institution that will be providing the final proof of graduation, or the Degree-posted transcript.

Questions about transcripts can be directed to your CLICK Counselor (Ms. Fountain, [fountain@earlycollegealliance.info](mailto:fountain@earlycollegealliance.info); or Ms. Squirewell, [squirewell@earlycollegealliance.info](mailto:squirewell@earlycollegealliance.info)) or our Records Department ([records@earlycollegealliance.info](mailto:records@earlycollegealliance.info)).

**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 & Mid-Week Reminders
- Periodic emailed newsletters
- Website
- Social media (Facebook, Twitter, Instagram)
- 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, including CLICK courses. Students and parents/guardians can also view the student’s Audit via PowerSchool, which is the official records of course progression through the ECA program. Students and parents should log into their PowerSchool accounts on a regular basis to see important ECA course information while taking ECA content classes, and continue to log in to view administrative and CLICK progress throughout their time in the ECA. Please note: ECA’s PowerSchool is different from other school district’s

PowerSchools; if you/your student had a PowerSchool record at your former school, you will need a new one here.

### 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”.

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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.

|                |                                 |  |   |   |
|----------------|---------------------------------|--|---|---|
| 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 |
|----------------|---------------------------------|--|---|---|

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.

The screenshot shows a web form titled "Link Students to Account". At the top, it says "Enter the Access ID, Access Password, and Relationship for each student you wish to add to your Parent Account". There are two identical entry sections, labeled "1" and "2". Each section contains four fields: "Student Name" (text input), "Access ID" (text input), "Access Password" (text input), and "Relationship" (dropdown menu with "-- Choose" selected).

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

This is a close-up of the bottom of the form. It shows a "Relationship" dropdown menu with "-- Choose" selected. Below it is a section labeled "7" with four fields: "Student Name" (text input), "Access ID" (text input), "Access Password" (text input), and "Relationship" (dropdown menu with "-- Choose" selected). At the bottom right of this section is a blue button labeled "Enter".

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 our Technician, Mr. Patel (patel@earlycollegealliance.info).

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

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

## Emergency Communication

**School Messenger:** The ECA uses a special server, called School Messenger, for mass communication, including regular emails as well as 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](http://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 Performance Contracts & Academic Oversight***

Students may be placed on a performance contract or academic oversight under a variety of circumstances.

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

Students who require some additional structured supports and are typically in at least one EMU class will be placed on either Orange or Red levels of Oversight. Each has specific requirements tailored to each student's unique circumstances, which are outlined in Oversight contracts jointly developed and signed by administration, students, and parents/guardians, with CORE advisors in a support role. In general, the oversight process is as follows:

**Orange** status may be a result of an EMU Grade Point Average between 1.0 and 2.0, specific soft skill weaknesses that led to lack of full credentials in ECA classes, or rate of progress concerns (ie. sustained poor performance in ECA classes or a low grade in a required EMU course that could impact the student's ability to complete the ECA program). The idea is that, by putting in place greater student accountability and support, the student will be successful in their courses. Most students do complete the required outcomes of Orange level Oversight and move on to future EMU semesters without this additional support, though students may continue on Orange for additional semesters if needed.

**Red** status results from an EMU GPA less than 1.0, or for continued poor performance in required coursework that jeopardizes the student's ability to complete the program. This level of Oversight provides a final opportunity for the student to return to academic success. Failure to meet the terms of the Red oversight contract typically results in the student exiting the ECA program.

All of the above-identified plans provide for additional supports from the ECA, which could include:

- increased coaching meetings with CORE Advisors and/or Ms. Benya, our Dean of Students
- required touch-points with our counselors and/or social worker
- grade verification from EMU classes
- increased communication between the ECA and home
- help identifying increased, specific support from the student's home team (parents/guardians)

These plans also require more accountability from students, such as:

- demonstrated time management strategies (planner checks)
- increased use of academic and social-emotional supports (ie. Math Lab, office hours, etc.)
- showing up to support meetings with CORE, counselor, instructors, social worker, etc.
- follow-through with action plans developed during coaching meetings

NOTE: 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 & Performance Contracts as outlined in this section.

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

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

**9<sup>th</sup> 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. (This means that students must be passing, at a minimum, all but one class AND assumes that they are taking a fulltime courseload of 5 classes). Spring term eligibility requires that students pass all academic courses to remain eligible.

**ECA students in 10<sup>th</sup> Grade and Up:** 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:

- Students entering the ECA as a 10<sup>th</sup> or 11<sup>th</sup> grader 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 11 – 12) 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; this is similar to a Student Council, plans ECA social events, volunteers in the ECA and the community)
- Diversiteam (All grade levels: Students learning and teaching about all diversity-related topics)
- Yearbook Staff (All grade levels: this group puts together the annual ECA Yearbook)
- 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, an affinity group for Black students on campus)
- Art Club (All grade levels: Students working on individual and group art projects).
- MAC (All grade levels: Muslim Association Club, an affinity group for Muslim students on campus)
- TAA (Students in mostly EMU classes: Teacher Assistant Association, a volunteer group of students with formal tutoring and other teacher-assistant responsibilities in ECA classes.)
- HLO (All grade levels: Hispanic/LatinX Organization, an affinity group for students who identify as Hispanic and/or Latina/Latino/LatinX).
- Digital Divas (Our e-sports team, all grade levels and genders: led by an EMU professor)
- Teens for Christ (All grade levels: An affinity group for Christian students on campus)
- Enterprise Club (All grade levels: students interested in pursuing a business major or career)
- Pre-Med Club (All grade levels: students interested in pursuing a career in the medical field)
- Mock Trial Club (All grade levels: students practice and compete in regional Mock Trial competitions)
- Engineering Club (All grade levels: students interested in pursuing an engineering major or career)
- 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](#) of the Student/Family—Resources page.

### **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 fall and winter semester. Students must pass a minimum of number of credits of CLICK, including 0.5 credit in the final ECA fall or winter term, in order to complete high school through the ECA.

### **Volunteer, Job Shadowing, Internships, and Work Experiences**

Students are required to participate in volunteer and work-based learning activities outside of school in order to complete the program. Logging such hours is important for students' civic engagement, builds their résumés, and is required of Michigan's early/middle college students as part of the Michigan Early/Middle College Association (MEMCA) Certificate. Through the CLICK course, our counselors facilitate these activities by requiring regular documentation of progress toward the eventual number of required hours, as follows:

- 100 hours of volunteer work
- 40 hours of job shadowing, internships, and/or paid work experience
- 70 hours of combined volunteering and work-based activities

All ECA Students should aim for a yearly total of 25 hours of volunteer work: 10 hours per fall and winter semester, plus 5 hours in the spring/summer. Work-based experiences (paid or unpaid) can substitute for the required number of hours, but students are still encouraged to volunteer in the community even if they also have a part-time job.

Internships—whether formal or informal—are strongly encouraged. Internships can be a fantastic way to explore various career pathways as students begin to hone in on

potential college majors. Students must arrange for their own internships, but ECA counselors and Dr. Fischer can help to locate opportunities. Formal internships can be arranged for high school credit and will appear on the student's high school transcript. See Dr. Fischer for more information about this option.

Students and parents/guardians understand the ECA Program Completion Requirements and the requirement to participate in CLICK courses (including volunteer/work-based learning assignments) each semester as outlined in this section.

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

## Audits

The ECA Administration tracks student progress toward meeting the Program Completion Requirements on a regular basis by means of an Audit. Students and families can view their Audit via their PowerSchool account. Login to PowerSchool and select the Audit link on the left of the main page.

An updated Audit printout 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 contained in their Audit—including the coursework required to complete the program, their ECA District, their Completion Term and Year, their EMU and ECA GPA, Pass Rate, and number of credits, and any other information relevant to their individual progress through the program.

Contact our Records Office ([records@earlycollegealliance.info](mailto:records@earlycollegealliance.info)) with any questions or corrections to your Audit record.

## 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, pg. 42-43).

## Scholarship 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 5<sup>th</sup> 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 who take advantage of the Scholarship Year may choose to participate in commencement ceremonies in their ECA district schools AND at the Early College Alliance in June of their Senior year (see pg. 42-43).

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

### ***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. Kinasz, is the main point of contact for those who require these services: [kinasz@earlycollegealliance.info](mailto:kinasz@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 state-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.

Please Note: Van Buren-ECA students must complete state-mandated testing (PSAT and SAT/MME) in Belleville High School instead of on campus. This is because Van Buren Public School District is outside of Washtenaw County, and the State of Michigan organizes statewide testing by county.

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

### ***Illness Guidelines***

**Overview.** The ECA program follows not only the public health guidance of the Washtenaw County Health Department, but also operates under the policies of Eastern Michigan University. EMU's latest policies—as of July, 2024—can be found on their [Respiratory Virus Information](#) website.

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

### ***Facilities***

- Students are encouraged to bring pocket-sized sanitizing wipes 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.

### ***Vaccinations and Personal Protective Equipment (PPE)***

- Eastern Michigan University and the ECA do not require vaccinations or regular testing, but staying **up-to-date** with Covid and other vaccines is strongly encouraged.
- Masks are not generally required, unless a community member is returning from a Covid absence or otherwise directed to remain masked. Instructors (both ECA and EMU) may require that masks be worn in their classrooms.
- 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 respiratory illnesses, including COVID-19. 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
- Should a student become ill while on campus, their parents/guardians will be contacted and they will wait in King Hall until they can be picked up. Symptomatic students sent home from school should be kept home until they are no longer symptomatic and have been fever-free for 24 hours.
- Students are **required to report** respiratory symptoms or positive Covid tests directly to ECA's Illness Protocol Manager, Mrs. Dace. Be aware that staff may also be required to 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.

Failure to follow the health and safety policies may 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 health-related safety requirements outlined in this section.

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

### ***Emergency Procedures***

The ECA will follow EMU procedures and directives in case of an on-campus emergency or threat. Detailed response instructions are provided on EMU's Risk and Emergency Management website, in the [Emergency Response Procedures Guide](#). Detailed responses are outlined in the Guide for:

- Structural Fire
- Severe Weather
- Health/Medical Emergency
- Utility Failure
- Hazardous Materials Release
- Violence/Criminal Behavior
- Bomb Threat
- Flooding

The ECA partners with EMU's Department of Risk & Emergency Management and the EMU Police Department to provide information to students about safety on campus. Separately, EMU provides Active Shooter training to the community. A sign-up is found on the [Active Shooter Response Training webpage](#).

In case of an on-campus emergency, the ECA will use our communication tools (see pg. 21) to provide information to teachers, students and families. Teachers will provide

directions to students based on the directives of Eastern Michigan University. Students in ECA classes should not leave class or campus without following the procedures outline in the Attendance section—particularly, students are not to leave campus without checking in at the Main Office (see pg. 9).

It is also highly recommended to register with RAVE to receive emergency information directly from EMU. View the website for more information about how to sign up: <https://www.emich.edu/publicsafety/emo/channels/text.php>

## ***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 ECA 9th Grade Academy during their 8th grade year. Students apply for the 10<sup>th</sup>/11<sup>th</sup> grade ECA program during their 9th or 10th grade years.

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.

\*Van Buren-ECA students must complete state-mandated testing (PSAT and SAT/MME) in Belleville High School instead of on campus. This is because Van Buren Public School District is outside of Washtenaw County, and the State of Michigan organizes statewide testing by county. Otherwise, Van Buren-ECA students have the same relationship to their ECA Districts as students from the other districts.

## **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 that 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. Staff will respect student requests to use preferred names in various settings, such as on written records, in the classroom, etc. 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@weocflex.org](mailto:bjackson@weocflex.org).

Since 2014, Eastern Michigan University has had a [Preferred Name Initiative](#). 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 to 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](#). Alternative restroom and locker solutions can be found if there are concerns with group facilities. Students should communicate any concerns or questions to their CORE Advisor or ECA Counselors.

**Privacy & Confidentiality.** While staff at the ECA will honor each student’s personal identity, confidentiality issues may arise when students use a different preferred name and/or pronoun at school than they use at home. Students should be aware that names and pronouns become public when used in a public setting such as a school. ECA staff will respect student privacy as much as possible, but will not be dishonest with parents/guardians. Our counselors and social worker are able to work with students in a setting that allows for greater confidentiality, and can be of support.

**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 our Materials Manager, Mr. Patel, in the book room, King 122.

The specific directions for accessing EMU course materials are 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 Mr. Patel. 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. Patel, 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/Chromebook 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](mailto: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) may 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

## ***EMU Course Registration***

ECA students who have been credentialed to transition into EMU courses will work in consultation with an ECA Scheduler or their 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 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 (pgs. 54-56).*

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

\*For the 2023-2024 school year, the State of Michigan has provided funding for free lunches for all public schools.\*

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 11:45am – 1:00pm (approximate times).

## ***EMU Lunch Options***

Students have the opportunity to purchase lunch through any of the EMU Dining Service options. EMU is basically cashless; Credit/Debit cards and Apple Pay are accepted at most 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. Field trips, particularly overnight trips, may be restricted to those students in Good Standing and will be restricted to students who do not have recent conduct violations at the ECA. 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](mailto: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](http://emich.edu/parking). 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 complete the Community Directory form: <https://forms.gle/pYiZZqYawfTsHmBj6>.

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 \$80/semester (as of July, 2024) 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 \$80 on their account through their eBill account or complete an Opt-Out Form prior to the deadline set at the beginning of each semester.

The Opt-Out Form is available on the [Student Business Services website in the Forms section](#), and is unique and must be completed and submitted each semester—Fall, Winter, and Summer. The Opt-Out Form must be submitted to the email address listed



on the form—do NOT turn forms into the ECA. Deadlines for opting out of this fee will be announced well ahead of time via the weekly ECA News.

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. Parents/Guardians should not 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.

### **Early Commencement:**

Seniors who plan to take advantage of their Scholarship Year (5<sup>th</sup> Year) may choose to participate in the commencement ceremony of their Senior year OR their final year. *Students who participate in the ceremony early (in their Senior year) would not be graduating from high school since they would be continuing with the ECA into their Scholarship Year, but simply taking part in the ceremony with others in their 12th grade cohort. Students are not eligible to receive their high school diplomas or ECA Certificate of Program Completion until they have completed the entire ECA program.*

Requirements for Early Commencement Participation:

- Student must be in Good Standing, defined as:
  - Overall term or cumulative GPA of 2.0 in EMU classes
  - NO conduct code violations
  - Must be expected to complete the ECA program in the school year following their Senior class commencement activities.
- Student must be on track to have completed at least 1.5 credits of CLICK by the end of the winter term.
- Parent/Legal Guardian must provide consent via the online application.

- Student must attend a meeting with CORE Advisor and Ms. Squirewell (school counselor) prior to application.
- Applications **MUST** be received by the deadline.
- ***Student may participate in commencement only once.***

### Application for Graduation Participation

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.

### 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 Scholarship Year (pg.6).

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. Diplomas are distributed by the ECA district (not the ECA).

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

### ***Credit Transfer***

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. It is the goal that community members (students, families, and staff) will find intrinsic value in a school where everyone is safe and cared for; breaches of these norms by one or more students harm the community and are rare. 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 Wellness and Community Responsibility](#) 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. inappropriate or immature behavior not consistent with what is expected of a college student,

2. smoking, vaping, or using tobacco products on campus,
3. possession or use of weapons (including knives of any size),
4. possession, use or sale of drugs, alcohol or any controlled substance,
5. any form of violence, verbal/physical harassment, or sexual misconduct involving any member of the ECA/EMU learning community,
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.

***Use of Recording Devices***

Audio or video recordings made or pictures taken in an academic setting can easily violate policies of academic integrity and the integrity of the learning community. Prior to taking pictures or 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 and/or content they seek to record or take photographs of. Certain electronic recording or tracking apps are specifically disallowed without registration of the device and prior written consent from the ECA Administration. Taking pictures of or recording any content in ECA or EMU classes is not allowed without permission from the instructor. Taking pictures or video recordings of fellow students without their consent is not permitted.

Students and parents/guardians understand the prohibition against audio/video recording and/or taking pictures of people or content without prior consent and approval, as outlined in this section.

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

***Phone-Free Classrooms***

New for 2024-2025: ECA and Academy classrooms will be instituting a “phone-free classroom” policy. Students must place personal mobile devices in telephone pouches located in each classroom and will those devices are to remain in the pouches for the duration of class. Teachers will announce and allow access to devices only if a classroom activity requires the use of mobile devices.

Students and parents/guardians understand the expectation that mobile devices will be held in classroom pouches for a phone-free classroom in high school courses, as outlined in this section.

\_\_\_\_\_ Parent/Guardian Initials

\_\_\_\_\_ Student Initials

## **Academic Dishonesty**

The following excerpt from [EMU's Code of Community Responsibility](#) expresses key definitions that the ECA also uses with respect to academic dishonesty. Academic dishonesty violates the ECA's Code of Conduct.

“Engaging in academic dishonesty in any form with respect to examinations, course assignments, research projects, grades, and/or academic records, including, but not limited to the following:

- **Cheating** - using or attempting to use unauthorized materials, information or study aids in any academic assignment. Examples of cheating are: looking on someone else's paper; using any kind of “cheat” sheet or other enhancement during a test; allowing someone else to take an exam in your place; submitting the same work more than once for credit; using someone else's homework or lab assignments; collaborating with another student on any assignment or take-home test if told that collaboration was not allowed; assisting another student in committing an act of academic dishonesty by allowing another student to copy homework or an exam; taking an exam for someone else; or giving test information to students in other sections of the same class.
- **Falsification** - falsification or invention of any information or citation in an academic assignment. Examples of falsification are: making up data on an assignment; making up a source to cite in a paper; unauthorized altering then resubmitting returned academic work; giving false information to a faculty or staff member to increase one's grade; or attempting to change, actually changing, altering grades or any other unauthorized tampering with grades.
- **Plagiarism** - presentation or use of someone else's work or ideas as one's own. Examples of plagiarism are: quoting a source verbatim, or paraphrasing text from a given source, without properly citing the source; turning in a research paper that was written by someone else; or in any other way passing off someone else's work as one's own; or failing to give credit for ideas or materials taken from someone else.

**Other Academic Dishonesty:** public posting, selling of, or in any other way, distribution of notes of class lectures, course handouts and outlines, and/or any other University [or ECA] supplied materials without the express written permission of the instructor.”

## **Artificial Intelligence (AI)**

AI Generators, such as ChatGPT, may be used as a tool for learning and gathering information, but may not be used to replace independent research, writing, or creative process. Plagiarism is an instance of academic malpractice, and using AI generated work or responses without citation is considered plagiarism. Any content used from AI generators must be properly cited in the appropriate format. Submission of AI generated work without proper citation will follow our Code of Conduct.

## **Sexual Harassment and Sexual Assault**

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 assault, and other types of harassing behavior and bullying.

## **Sexual Harassment Policy Summary**

A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or adult volunteers.

### **Sexual Assault Policy Summary**

A student will not sexually assault another person. If a student commits and is convicted of a criminal sexual conduct the Joint Steering Committee or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement in a different school from the victim, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. "Criminal sexual conduct" means a violation set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].

### **Title IX Coordinators**

#### ***Washtenaw Educational Options Consortium (WEOC) Title IX Coordinator:***

Monique Uzelac

Executive Director, Washtenaw Educational Options Consortium

301 W. Michigan Ave, Suite 200, Ypsilanti, MI 48197

Office: 734-761-7027 x4803

Cell: 734-719-0321

#### ***ECA Title IX Coordinator:***

Ellen Fischer, Principal

220 King Hall

Ypsilanti, MI 48197

Office: 734-487-8650

Cell: 734-255-9204

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 Title IX Office**

EMU has a [Sexual Misconduct & Response Office \(Formerly Title IX\)](#) 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

The following 4 pages contain further information about sexual harassment and sexual assault. These are provided by the State of Michigan for distribution to students and families by schools, per state law (MCL 380.1508 (Public Act 57 of 2023)).

# SEXUAL HARASSMENT AND SEXUAL ASSAULT INFORMATION GUIDE

## What is Sexual Harassment?

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment.

### **Verbal:**

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love



### **Physical:**

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose



### **Visual:**

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")



### **Sexual harassment can make someone feel many emotions**

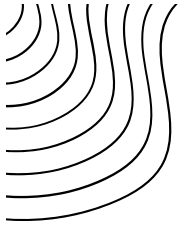


You may feel scared, uncomfortable, upset, embarrassed or angry.

When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never OK. It is wrong and it is against the law.





# What is Sexual Assault?

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

## Here are a few examples of sexual assault:

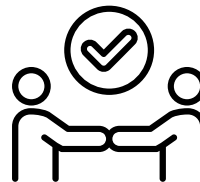
- Touching someone's genitals, breast, or butt without their permission (consent)
- Unwanted behavior or touch over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act
- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

**Sexually assaulting another person is wrong and it is against the law.  
In Michigan statute, this is called “Criminal Sexual Conduct.”**

## About Consent

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.
- Just because someone said “yes” before, does not mean “yes” now.
- It is not OK to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

**If someone doesn't consent to sexual acts it is sexual assault.**



## What if This is Happening to Me?

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won't be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you're not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you ("I have a friend who...").
- If the first person isn't helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don't be afraid to seek help from someone you trust.
- Resources listed on page 4 are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is OK and is normal.

## What if This is Happening to Someone I Know?

Believe. Listen. Support.



- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.



# Resources



## There is Help.

You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. **You don't have to tell them your name.** They can connect you with people and organizations nearby who can help you with questions or needs.

### Michigan's Sexual Assault Hotline (VOICES4)

**Text:** 866-238-1454 **Call:** 855-864-2374

**Chat:** <https://mcedsv.org/sexual-violence-hotline-chat/>



### Michigan's Domestic/Dating Violence Hotline (VOICEDV)

**Text:** 877-861-0222 **Call:** 866-864-2338

**Chat:** <https://mcedsv.org/hotline-domestic-violence/>



### Youth Resources Web Page

<https://mcedsv.org/resources>



### School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident the policies forbid someone from retaliating or doing something to get back at you.

**See pg. 48 for ECA's Title IX information and other related policies.**

This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).

**Student Conduct Action Levels**

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 1:</p> <ul style="list-style-type: none"> <li>• Conferences between student, staff, and other associated members of the community</li> <li>• Restorative Circle facilitated by Peer Restorative Council or Administrator</li> <li>• Contract with student (behavior, attendance, and/or Oversight)</li> <li>• Conference and/or communication parent/guardian</li> <li>• Referral to outside agency</li> <li>• Exclusion from field trips and/or extracurricular activities</li> <li>• Restricted enrollment into college coursework (ie. de-credentialing or placement into a full ECA schedule)</li> <li>• Other school-authorized actions</li> </ul> | <p>Action Level 2:</p> <ul style="list-style-type: none"> <li>• Any/all previous actions</li> <li>• Loss of eligibility for extracurricular activities</li> <li>• Loss of Good Standing status</li> <li>• Forfeiture of available EMU credits</li> <li>• Removal from school (less than 10 days)</li> <li>• Communication with district principal or other staff</li> <li>• Communication with EMU Department of Public Safety</li> </ul> |
| <p>Action Level 3:</p> <ul style="list-style-type: none"> <li>• Any/all previous actions</li> <li>• Suspension</li> <li>• Report made to police (EMU DPS)</li> <li>• Communication with EMU Office of Student Conduct</li> <li>• Recommend alternative educational setting</li> <li>• Referral to WISD’s Education Project for truancy</li> </ul>   | <p>Action Level 4:</p> <ul style="list-style-type: none"> <li>• Any/all previous actions</li> <li>• Removal from ECA program</li> </ul>   |

\*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\*\***

| <b>Attendance and Punctuality</b>  | <b>Action Levels</b> |
|--|----------------------|
| A. Attendance/Truancy  | 1-4                  |
| B. Loitering   | 1-2                  |
| C. Trespassing/Off limits  | 1-4                  |
| <b>Appropriate Learning Environment</b>  |                      |
| A. Insubordination/open defiance/willful disobedience  | 1-3                  |
| B. Indecent/obscene language & gestures  | 1-2                  |
| C. Academic dishonesty (cheating/plagiarism/inappropriate use of AI generators)                                | 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                  |
| <b>Controlled Substances</b>   |                      |
| A. Use and/or possession of tobacco or cannabis products and/or smoking/vaping paraphernalia or edibles        | 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                  |
| <b>Technology</b>  |                      |
| 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, social media, text messages, and email                                   | 1-4                  |
| F. Unauthorized use of recording devices (audio or video) or taking pictures without consent                   | 1-4                  |
| <b>Protection of Property</b>  |                      |
| 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                  |
| <b>Protection of Physical Safety &amp; Mental Well-Being</b>   |                      |
| 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**

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 12, 2024 (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