

Academic Handbook 2020-21

General Information

SECTION 1: PHILOSOPHY

I. ACADEMIC PROGRAM OVERVIEW

El Camino Academy is accredited by the Association of Christian Schools International (ACSI) and the Middle States Association (MSA), and recognized by the Colombian Ministry of Education. All graduates receive a U.S. high school diploma of international recognition. ECA's curriculum is designed to ensure that students from Pre-K - 12th receive classes in the nine fundamental areas required by Colombian law. If a student or a parent is Colombian, the student normally is expected to meet Colombian requirements in order to complete the requirements for *primaria* by the end of 6th grade and then to receive a *básica secundaria* diploma at the end of 10th grade and a Colombian academic high school diploma (*bachiller académico*) at the end of 12th grade. Non-Colombian students who meet the requirements can also earn Colombian diplomas.

The ECA curriculum is taught primarily in English, while Spanish language and literature classes and some social studies classes are taught in Spanish. The school is divided into three levels – elementary, middle school, and high school – with the corresponding cycles for Colombian education embedded, as illustrated in the following chart.

Colombian System		North American System	
<i>Prejardín</i>	<i>Preescolar</i>	Pre-K	Preschool
<i>Jardín</i>		Kinder	
<i>Transición</i>		1 st	Elementary
<i>1^o</i>	2 nd		
<i>2^o</i>	3 rd		
<i>3^o</i>	4 th		
<i>4^o</i>	5 th	Middle School	
<i>5^o</i>	6 th		
<i>6^o</i>	7 th		
<i>7^o</i>	<i>Básica secundaria</i>	8 th	High School
<i>8^o</i>		9 th	
<i>9^o</i>		10 th	
<i>10^o</i>		11 th	
<i>11^o</i>	<i>Media</i>	12 th	

II. PHILOSOPHY OF EDUCATION

A. GENERAL OBJECTIVES

1. To assist parents in providing for the spiritual, social, emotional, physical, and intellectual growth of their children
2. To provide a program of formal education to meet the needs of the children of Christian families in a manner that is relevant to the present society as well as that in which they will eventually live
3. To train and equip future generations of Christ-centered, bilingual servant-leaders who will transform their world
4. To provide this education at a moderate cost

B. BIBLICAL PRINCIPLES

1. All instruction is permeated with God's Word, which is the standard for all spiritual, ethical, intellectual, and social training, as well as the guideline for a disciplined life.
2. Biblically based education reflects God's glory. His glory should be revealed through the Christian teacher who leads the student to interpret and integrate God's truth in his/her study through carefully selected materials and methods.

C. TEACHER PROFILE

1. Committed Christian who:
 - a. Models Christ-like character and so demonstrates the reality of God's truth
 - b. Guides the student in the study of God's truth as revealed in His creation, His incarnate Word, and His written Word
 - c. Incorporates a variety of teaching methods that stimulate different learning styles
2. Academically competent
3. Ever-learning and ever-growing in his/her academic disciplines, skills, and knowledge through personal study
4. Committed to helping each student incorporate God's truth into his/her life

D. SCHOOL ENVIRONMENT

1. Active and engaging
2. A safe space
3. Welcoming and positive
4. Structured and predictable

E. INSTRUCTION — Based on Best Practices

1. Engages students in learning
2. Is purposeful and rigorous
3. Integrates biblical principles

F. CURRICULUM

1. Research- and standards-based
2. Biblical worldview and global perspective
3. Intellectual, spiritual, social, physical, and emotional areas
4. Teacher-friendly

G. ASSESSMENT

1. Philosophy of Evaluation and Assessment
 - a. Based on curriculum, standards, and objectives
 - b. Meaningful/purposeful
 - c. Varied
 - d. Informative
2. Criteria
 - a. Quantity of Assessments: There should be a sufficient number of assessments to have a realistic picture of a student's progress and content mastery.
 - b. Feedback: Work will be graded, recorded in the electronic gradebook, and returned within a week in order to provide timely feedback.
 - c. Emphasis on Writing: All major assessments (except in math) will have at least one essay question or writing portion. In a content-focused assessment, up to 10% of a grade can be tied to appropriate spelling, mechanics, grammar, and writing skills.
 - d. Biblical Integration: All final exams and most major assessments (except math) will include some type of biblical integration when appropriate.
 - e. Standard for Work: 5-15% of the points on an assignment can be given for presentation. General guidelines include:
 - Headings: according to teacher specification
 - Neatness: standard size (8½ x 11) white or yellow lined paper, written in pencil or blue/black pen, with straight (not ripped) edges
 - Style: Legible handwriting is required for 2nd - 12th grades. For secondary, major papers and projects need to be typed.
 - f. Extra Credit: Teachers have the option of giving extra credit to students who are working hard and need reinforcement. Extra credit cannot be more than 5% of the total grade. Extra credit is normally given when the original assigned work has been completed.

g. Late/Missing Work: If a student fails to make up a missed assignment within the time allotted, s/he will receive a failing grade for that assignment.

- If the absence is prearranged
 - The student is expected to take missed tests and turn in all work the day they return from a pre-arranged absence unless other arrangements are made.
 - For assignments turned in after the day of return:

Elementary

- Daily assignments: grade will be marked down 10%. A 0 (zero) will be given for any assignment more than 1 day late.
- Tests and projects: grade will be marked down 10% for each day late.

Secondary

- Daily assignments: 59% is the highest grade possible.
 - Tests and projects: grade will be marked down 10% for each day late
- If the absence is unforeseen and excused:
 - A student is allowed up to the number of school days plus 1 more day to do make-up work for assignments given while s/he was absent (e.g., 4 days to make up 3 days missed) for full credit. This timeframe may be adjusted, with teacher and principal approval.
 - The student should keep up with the work during the absence, to the greatest extent possible.
 - If the absence is unforeseen and unexcused:

Elementary

- Daily assignments: grade will be marked down 10% after 1 day. A 0 (zero) will be given for any assignment more than 1 day late.
- Tests and projects: grade will be marked down 10% for each day late.

Secondary

- Daily assignments: 59% is the highest grade possible.
- Tests and projects: grade will be marked down 10% for each day late.

h. Quarter grades are final. No assignment may be turned in for credit after the quarter deadline except under special circumstances. If a student receives an Incomplete at the end of a quarter, the work is expected to be

completed within 3 weeks. After quarter grades are entered into the system, they cannot be changed without approval by the principal.

SECTION 2: SCHOOL-WIDE ACADEMIC GUIDELINES

I. ACADEMIC REPORTS

Parents are a vital part of the educational process; therefore, different forms of communication are employed to allow them to support their child and evaluate their academic progress. ECA's school/home communication is generally in English, and parents agree to be responsible for understanding and responding appropriately.

A. COMMUNICATION MECHANISMS

1. All students receive an ECA student planner for keeping track of homework, and students should use it for their personal organization and for noting assignments. The planner is a way for parents and elementary and middle school teachers to communicate as needed regarding school concerns. In elementary and middle school, parents should sign the student planner daily.
2. Parent signatures indicate parents have received and read a notice. If they are not in agreement with a decision, they should still sign to show they have received the communication, and then they should contact the teacher/administrator to clear up the issue.
3. ECA uses FACTS SIS (formerly RenWeb), an Internet-based system, to have open communication lines, and parents are expected to log in at least weekly to check student grades, homework assignments, attendance, library records, and other pertinent information. For a personal password, parents go to <https://renweb1.renweb.com>, click **LOG IN**, click ParentsWeb Login, enter **ELCAM-COL** for the District Code, enter their email address registered at ECA (User Name), and click on Create New ParentsWeb Account.
4. Email messages will be sent regarding teacher concerns, behavioral incidents, and other school announcements. Parents are expected to check email at least weekly.
5. ECA teachers and staff may be contacted through their ECA email (firstname.lastname@eca.edu.co – e.g., susan.smith@eca.edu.co), by sending a message in the student planner for Pre-K - 8th grades, or by contacting the main office and leaving a message. For discussions of major issues, a scheduled appointment enables both parents and teachers to prepare. Parents are encouraged to take initiative when they have questions or concerns.
6. A bulletin with ECA news and upcoming events is issued online at least twice a month. Parents receive an email with the link. All parents are responsible to

read and respond appropriately to the information in the Bulletin and advise the main office if they are not receiving the Bulletin emails.

7. The website – www.eca.edu.co – is updated regularly with pertinent information including school events, news, calendars, useful forms, etc.

B. PROGRESS REPORTS

1. If a parent so desires, they can set FACTS SIS (formerly RenWeb) preferences so FACTS SIS will send them a weekly automatic grade report detailing student progress.
2. In the middle of each quarter, Pre-K and Kinder progress reports are printed and sent in student planners, while 1st - 12th grade progress reports are emailed to parents.

C. REPORT CARDS

Report cards are emailed to parents three times a year, about 1 week after the conclusion of each 9-week quarter. The final report cards are printed and parents pick them up at ECA in early June.

In addition to the academic and attendance records, students receive a school behavior grade each marking period, based on their actions throughout the school day. The grade is based on the student's behavior as measured by the school rules as well as his/her attitude toward the rules. In secondary, class behavior grades and the number and type of demerits and detentions reflect this. If a student has received a Type 2 Detention, s/he automatically receives NI or U for his/her school behavior grade that quarter.

D. PARENT/TEACHER CONFERENCES

1. Scheduled conferences

Parent/teacher conferences are individual and obligatory after the first quarter, and both parents are strongly encouraged to attend. Optional conferences will be held after the 2nd and 3rd grading periods at teacher or parent initiative, especially for students who have grades below 70%, or NI or U.

2. Conferences about specific situations

Teachers and/or parents may request a phone or personal conference when deemed necessary. Parents are encouraged to take initiative to write a note or email to the teacher if they have concerns about their child's progress or a classroom situation.

II. RECOGNITION AND/OR AWARDS

A. MERITS

Students may receive merits, authorized by the principal, for excellent academic work or for outstanding actions in service, leadership, or extracurricular activities.

B. ACADEMIC HONOR ROLL

Each student in 5th - 12th grades will be eligible for placement on the Academic Honor Roll each quarter. Secondary students with a grade average of 95% or above (no rounding) in the six **core subjects** (Bible, English/language arts, math, science, social studies, and Spanish) are eligible for the high honor roll unless they receive a number grade below 80% for any subject. Students with a grade average of 90% or above (no rounding) in the six core subjects are eligible for the regular honor roll unless they receive a number grade below 80% in any subject. For students with Incompletes due to illness, the Honor Roll will be calculated when the missing requirements are fulfilled according to policy. Students who are academically outstanding will be recognized in class, assemblies, chapel, the bulletin, and/or by a notification on the report card.

C. FLAG RAISING

Regularly throughout the year, the whole school body meets to encourage citizenship and civic participation, as well as celebrate student/staff accomplishments that exhibit responsible use of God-given talents.

D. SPECIAL AWARDS

1. Superior Scholastic Award: Starting in 5th grade, Superior Scholastic Awards are given to the students with the highest grade average in each core subject area at the end of the school year. The semester grades for the 2 semesters are averaged to determine who receives the award. In high school, the student must have at least a 90% average.
2. Excellent Achievement Award: Those students who receive 2nd and 3rd place in the class academically may receive Excellent Achievement Awards as long as their averages are above 90%. If there is a tie, more than one student can win these awards, but if more than one person receives the superior scholastic award, excellent achievement awards will not necessarily be given. In elementary, teachers may recognize outstanding academic performance of one or two students in specific areas.
3. ECA Vision Award: This is given annually to one to three students in 5th - 12th grades who embody the ECA vision. These are students who center their life on Christ, take their education seriously, influence the community to be more

unified, invest in discipleship, are intentional in appropriate English and Spanish usage, demonstrate a servant-heart, are involved in leadership, and bring transformation to their world. Input from students and teachers is taken into account when giving this award.

4. Recognition Award: This award is used if the teacher wishes to recognize outstanding effort, improvement, attitude, responsibility, or artistic or other nonacademic achievement. It is not based on the student's final grade. More than one student in each class may receive this award, and it may be given at any time.
5. Character Trait Award: Given to each elementary student, this award indicates at least one positive character trait that has been exhibited consistently during the school year. This award is optional in secondary.
6. Perfect Attendance Award: Given to all students who have not been absent for any part of a school day all year.

E. EXTERNAL RECOGNITION

1. National Honor Society

Each year qualified juniors and seniors may be inducted into the ECA chapter of the National Honor Society. This honor is for students who maintain a cumulative 3.5 grade point average (GPA), show positive leadership, model service, and are recommended by the high school faculty for their exemplary character.

2. ACSI Distinguished Christian High School Student Award

Top students are recognized by ACSI in the areas of academics, leadership, fine arts, athletics, and/or Christian service.

III. ACADEMIC SUPPORT

The school provides preventative tools and systems to help students have academic success. Some of these are:

A. INTERDISCIPLINARY COMMITTEE

1. Function: to evaluate and provide support for students who are struggling academically and/or behaviorally.
2. Members: the corresponding principal (elementary, middle school, high school), the homeroom and/or subject teacher(s), and other faculty who work closely with the student. The principal may invite an ELL or Learning Center specialist, therapist, nurse, counselor, chaplain, small group leader, coach, or any other staff member.

3. Meetings: at least once a quarter. After each meeting, the principal is responsible for ensuring that an official report is filed. If necessary, an individual work plan will be written to provide support for the struggling student. This plan will be shared with the student and his/her parents and teachers to help the student reach the desired outcomes. Parent support is very important in making decisions about student welfare, including promotion. The Interdisciplinary Committee can recommend, among other things:
 - a. Diagnostic testing
 - b. Tutoring or extra classes inside or outside of school
 - c. Therapy or counseling
 - d. Structured studied plan
 - e. Mentoring
 - f. Accommodations for homework or assessments
 - g. Changing schools
 - h. Repeating the year
 - i. Grade advancement

B. RESPONSE TO INTERVENTION

In order to help all students succeed, ECA provides support for students who are not reaching grade level expectations. The following chart outlines the different levels of intervention, as well as support provided at each level.

	ELL	Socio/Emotional	Academic
Tier 1	<p><u>Definition</u>: slightly below grade level; determined according to teacher observations and/or standardized testing</p> <p><u>Intervention</u>: regular whole group and small group instruction with minor accommodations; teacher mentor assigned</p>	<p><u>Definition</u>: occasionally disrupts class dynamics</p> <p><u>Intervention</u>: in-class accommodations; teacher mentor assigned</p>	<p><u>Definition</u>: slightly below grade level in one or more core subjects</p> <p><u>Intervention</u>: regular whole group and small group instruction; teacher mentor assigned</p>

Tier 2	<p><u>Definition:</u> below grade level; determined according to teacher observations and/or standardized testing</p> <p><u>Intervention:</u> targeted small group instruction or one-on-one intervention; case manager assigned</p>	<p><u>Definition:</u> frequently disrupts class dynamics</p> <p><u>Intervention:</u> specific behavioral goals and a behavior contract; case manager assigned</p>	<p><u>Definition:</u> below grade level in one or more core subject; determined according to teacher observations and/or standardized testing</p> <p><u>Intervention:</u> targeted small group instruction; case manager assigned</p>
Tier 3	<p><u>Definition:</u> significantly below grade level, Tier 2 interventions have not been successful; determined according to teacher observations and/or standardized testing</p> <p><u>Intervention:</u> One-on-one intervention, possibly academic probation; case manager assigned</p>	<p><u>Definition:</u> frequently disrupts class dynamics in a marked way; Tier 2 interventions have not been successful</p> <p><u>Intervention:</u> behavioral probation with a specific action plan; case manager assigned</p>	<p><u>Definition:</u> significantly below grade level in one or more core subjects; determined according to teacher observations and/or standardized testing</p> <p><u>Intervention:</u> One-on-one intervention, possibly academic probation or modified educational plan (MEP); case manager assigned</p>

C. TEACHER AIDES

Each class from Pre-K to 6th has an assigned teacher aide who collaborates with students and teachers to support the learning process.

D. STUDENT SERVICES DEPARTMENT

Some students need special support so they can best use their God-given talents. Therapists and specialists regularly consult with teachers to help each student, and teachers or parents can request diagnostic testing and individual therapies or classes to support the learning process. Regular individual sessions or intensive individual support may have an extra cost.

1. English Language Learner (ELL) Assistance – ELL specialists provide age-appropriate intensive English instruction and support, individually or in small groups, to bring students up to grade level.

2. Learning Center – Specialized teachers are available to support students who exhibit low academic achievement or behavioral concerns. Support may include individualized or small group instruction, as well as support within the classroom, depending on student needs.
3. Counseling – A trained Christian counselor is available for temporary or regular counseling to help students and/or families dealing with difficult social, emotional, or family situations. Students may work with the counselor in either a class, small group, or individual setting, especially regarding conflict resolution situations. If deeper issues surface and continued sessions are required, parents will be notified.

E. HOMEWORK SUPPORT

Students in 5th - 12th grades generally have at least one study hall a week to work on projects and homework, study for tests, read, or do make-up work. Study halls are supervised by a teacher who can provide guidance.

F. SERVICES NOT PROVIDED BY ECA

To support a student's progress, the school may request diagnostic testing, external therapy, or tutoring outside of school. In some cases, a one-on-one aide may be required for the student. These services are not covered by school fees, and must be paid for by the parents. Students cannot be tutored by their classroom teacher for profit.

IV. HOMEWORK GUIDELINES

The goal for homework is to help students practice concepts and skills that are covered in class, allowing for mastery. Students should strive to use homework assignments to learn and understand concepts and skills, not just as a means to present the correct answers.

Homework at ECA follows these guidelines, based on educational research and best practices.

- **Homework should be purposeful:**
 - Matched to a learning goal
 - Practice a skill or process
 - Deepen student knowledge about information addressed in class
 - Increase readiness for new information
 - Build rote memorization and automaticity
 - Relate learning to real life skills
- **Homework should help students practice time management and organizational skills**

- **Homework should involve parents in appropriate ways**
 - Students should be able to complete homework assignments with minimum parental help
 - Parents should not need to be either teachers or police

A. HOMEWORK SCHEDULE

Students generally do not have out-of-class assignments for specials (PE, music, art, etc.). Students in honors classes may need to spend more time on homework to meet the standards.

Expected homework time each night for students who are at grade level academically and in English fluency is:

Pre-K and Kinder	10-30 minutes
1 st - 4 th	30-60 minutes
5 th - 8 th	1-2 hours
9 th - 12 th	1-3 hours

If any student is spending much more or much less time on assignments, they should keep a record of time spent per subject for several days and contact the teacher(s) involved to discuss the situation and determine the best course of action at home and/or at school.

B. STUDY GUIDELINES FOR STUDENTS

1. Set a definite time and place for study, and choose conditions that help you focus.
2. Write all assignments, including instructions, carefully in the student planner. Make sure the expectations are clear before leaving school.
3. Follow instructions carefully. Reading the instructions before starting usually saves time later.
4. Organize long-term assignments and work on them progressively so they can be completed within the time allotted. Do not put these assignments off until the day before they are due. Study a little each day for upcoming unit or chapter tests.
5. Do not be afraid to ask for help from your teachers (at school) or your parents (when you are home). They should not do your homework, but they will often be able to help explain it or give suggestions. Friends can be good resources for clarification, but should not do your homework for you.
6. All work should be complete, neat, well done, and handed in on time.
7. All students should have an English Bible. Students in 1st - 4th grades use Bibles provided for in-class use; 5th - 8th grades use the ESV, and high school students may use any approved official English version.

V. VIRTUAL DAYS

The concept of a virtual school day is an instructional experience through online and other resources. Students engage in educational activities, many of them Internet-based, instead of attending school for the day. This prepares students to be continual learners in a global society. It also allows the educational process to continue without physical presence at school (e.g., in a school-closure situation) and counts as a normal school day. Before **COVID-19**, ECA usually had several virtual days within the school calendar, but this year parents have the option of choosing all or some days to be home-based learning.

VI. ACADEMIC EVENTS

A. SOCIAL SERVICE

Regular opportunities for outreach bring students and staff together to minister.

Students in Pre-K - 8th participate in service activities throughout the year, most often during the school day. The goal is at least two service opportunities per year for elementary and MS, 20 hours/year for 9th and 10th, and 40 hours/year for 11th and 12th. For 5th - 12th, the report card shows the number of service hours based on the needed hours each year. More detailed information about HS service can be found in the secondary section of the Academic Handbook.

B. FIELD TRIPS

All field trips are considered part of the ECA educational program. When students go on a field trip, they serve as Christian witnesses to the Colombian community.

1. Students are expected to act in an orderly manner, with respect and courtesy to others, and should dress in non-PE uniform unless otherwise specified. Spanish should be used in public. ECA van rules must be followed.
2. Elementary students are not allowed to take electronic devices on field trips or service outreaches. Middle school students should follow specific teacher instructions for electronic devices on field trips. High school students may use devices during van rides in accordance with van rules, but must keep them out of sight during the field trip activity except with teacher authorization.
3. If for some reason a student is unable to participate in a field trip, parents need to inform the teacher in advance so that arrangements can be made for work to be done to replace the field trip objectives.

4. Specific written notice of each field trip will be sent home physically or electronically at least 1 week before the trip and should be returned with parent signature the following day.
5. If parent chaperones are needed for a field trip or service trip, the teacher will contact parents in advance. Parents who chaperone agree to support the teacher in the following ways:
 - a. Parents commit to following teacher instructions at all times. Parents should accompany the group that the teacher assigns them to, and should help with all of the students in their group.
 - b. Parents will not favor any students with special snacks, gifts, separate lunches, use of parent's device/technology, etc., since all students are expected to follow the routine and schedule of the class.
 - c. When assigned supervisory duties, parents should focus on the students, not on socializing with other parents, taking pictures, or using their cell phones.
 - d. Parents need to bring their health insurance card in case of an emergency.
6. Parent-guided field trips may be required annually. Ample timeframes and clear instructions will be provided.

C. CHAPEL

Weekly chapel services or small groups are planned to provide the student body and staff with a time of teaching, worship, fellowship, and prayer. Depending on the age level, at least once a year there is a retreat, Spiritual Emphasis Week, and/or Missions Week when special speakers challenge students to deepen their relationships with God and be open to His calling.

D. ACTIVITIES AND TRADITIONS

All special activities supplement the curriculum and are part of the learning process. Special events usually include holiday celebrations, the HS spring play, the Year-End Celebration, Spelling Bees, Battle of the Books, and other academic events. Spirit Week is planned by StuCo and these theme dress-up days promote class and school spirit. The teaching staff and secondary student councils plan special activities throughout the year, including retreats, activities, and parties. Each year all Spanish classes participate in *¡Vive el español!* when Colombian/Latin American traditions and culture are explored and celebrated.

E. EXTRACURRICULAR ACTIVITIES

1. Purpose

- a. Encourage the development and exploration of gifts, interests, and talents for leisure time enjoyment and possible use in God's kingdom in the future.
 - b. Contribute to the building of character in areas such as self-discipline, perseverance, self-confidence, and teamwork; areas where there is performance or competition (sports, drama, etc.) provide an opportunity to develop morals and values in an intense and demanding environment.
 - c. Help develop time management and organizational skills.
 - d. Provide small group discipleship opportunities which occur because of interaction with adults in real-life situations.
 - e. Give opportunities to interact with and serve other Christian and non-Christian schools and the community, and to be witnesses, both verbally and nonverbally.
2. Communication and Supervision

All extracurricular activities will be posted on the school calendar, and special events will be announced in the Bulletin at least a week in advance whenever possible. They will be adequately chaperoned by school personnel.

3. Eligibility

To participate in extracurricular activities, students need to have passing grades in all subjects. Further requirements may be applied for each activity.

F. POSTING PHOTOS

Photos may be taken at ECA events, but photos with faces of ECA students are not to be posted on any official ECA digital network including school/teacher/chaperone social media sites or websites without parent authorization. Parent authorization forms are usually signed during Registration. Photos taken at service events are not to be posted on social media or through informal class communication such as WhatsApp without principal authorization.

ELEMENTARY

I. ACADEMIC PROGRAM

The elementary program goes from Pre-K to 4th grade. Pre-K students are age 4 by August 1. By the end of elementary, students are expected to be reading and writing fluently in both English and Spanish, and be proficient in basic math computation skills. The six **core subjects** are Bible, English, math, science, social studies, and Spanish.

A. PRE-K - KINDER

Students learn basic concepts in the six core subject areas through an English immersion theme-based program integrating music, art, and motor development. They have PE class at least three times a week, as well as weekly computer and library classes. They participate in the weekly chapel/ethics program.

B. 1st - 4th GRADES

All classes are taught in English except for Spanish and 1 period a week of Colombian social studies. English, math, and Spanish are taught daily. Students have PE three times a week, while computers, music, art, library class, and chapel/ethics are each once a week.

C. BILINGUAL PROGRAM

Our program is an early-exit English immersion program using sheltered English instruction techniques. The curriculum and environment formally develop the literacy skills in the first language before the second language. In the early years, the student learns the concepts of oral expression, letters, and reading/writing first in his first language, while developing the oral language in the second language. Early elementary (Pre-K - 1st) curriculum is integrated, relating concepts in both languages and learning vocabulary and cognitive concepts in both languages simultaneously. In this way, the first language works as scaffolding that contributes to the process of acquiring the second language. For students whose first language is Spanish, the intensity of Spanish is gradually decreased, giving greater emphasis to English, so that the language of instruction at the general level is primarily English in 2nd grade.

	English	Spanish
Pre-K	50%	50%
Kinder	65%	35%
1 st grade	75%	25%
2 nd - 4 th	85%	15%

D. ASSIGNMENT TO CLASS

Students in grade levels with more than one class will receive their class placement at the beginning of the school year. Once assignments are made, the decision is final. If a parent has compelling reason for their child to be in a certain class, a written request must be submitted to the principal stating the reason(s). Requests will be considered and the final decision made by the administration with input from the interdisciplinary committee. If a request for change is granted, the change will take place after the end of the quarter.

II. GRADING AND PROMOTION CRITERIA

A. GRADING SCALE

<u>Letters</u> (Pre-K to 4 th)	<u>Colombian Government</u>	
E = Excellent	<i>Desempeño superior</i>	
G = Good	<i>Desempeño alto</i>	
S = Satisfactory	<i>Desempeño básico</i>	
NI = Needs Improvement	<i>Desempeño básico bajo</i>	Pass
U = Unsatisfactory	<i>Desempeño bajo</i>	Fail

B. REINFORCEMENT WORK

1. Pre-K, Kinder, and 1st Grade

When a student does not reach the grade-level academic objectives during the school year, the Interdisciplinary Committee will design an action plan to help the student reach the objectives, and share it with the parents. When the Interdisciplinary Committee considers that the student has not achieved mastery of the basic skills necessary for success in the next grade level, the student will be required over vacation to do academic activities assigned by the school, which can include tutoring, academic vacation programs, therapy, or other activities.

2. 2nd - 4th Grades

When a student gets an NI for 4th quarter, s/he may be required to do reinforcement work to show s/he has mastered the objectives. The work, which may be projects, tutoring, attending academic classes, therapy, or other activities assigned in the action plan, must be turned in to the main office by the last workday of July. If the student does not hand it in, s/he will begin the year on academic probation.

When a student's English level is not at grade level, ECA can require English reinforcement work during any quarter in order for the student to continue at ECA.

C. ACADEMIC PROBATION

The Interdisciplinary Committee will decide if a student should be placed on academic probation when the student:

1. Has received an NI or U in two core subjects in a quarter
2. Is classified as Tier 3 in his/her English level for 2 semesters
3. Has failed or not turned in reinforcement work.

Academic probation is given for a semester. The principal, student, and parents will sign a contract with the specific conditions to be met, to allow teachers,

parents, and the student to focus on weak areas in order to reach the agreed upon academic objectives. If the conditions are not met, the student will either repeat the year, withdraw from ECA, or fulfill radical adjustment measures determined by the Interdisciplinary Committee.

D. GRADE RETENTION

1. Pre-K, Kinder, and 1st Grade

When at the end of the school year a student in Pre-K - 1st does not meet grade-level objectives in his/her native language development or second language acquisition, or has emotional, motor, or social maturity deficiencies, the Interdisciplinary Committee will analyze the situation and determine if the parents should be encouraged to allow the student to repeat the year or find a school where s/he will have more opportunity for academic success.

Since English comprehension and fluency is critical for academic success at ECA, if a 1st-grade student fails English and/or ELL, the IDC may recommend for this student to not continue at ECA.

2. 2nd - 4th Grades

A student is not promoted to the next grade when s/he fails two core subjects at the end of the year and/or has missed more than 20% of the school year. A subject is failed if either of the following is true.

- a. The 2nd semester grade is U.
- b. The student received U's during 3 quarters in one subject.

When a student does not meet the requirements to be promoted, the case is studied by the elementary Interdisciplinary Committee, who will decide which of the following options is best for the student:

- a. Repeat the year
- b. Withdraw from ECA
- c. Fulfill a demanding and radical plan designed and approved by the Interdisciplinary Committee.

Factors the Interdisciplinary Committee will consider include:

- a. Attendance records
- b. Teacher recommendations
- c. Perceived effort and attitude
- d. English ability
- e. Learning difficulties
- f. Psychological testing results
- g. Progress.

SECONDARY

I. ACADEMIC PROGRAM

A. MIDDLE SCHOOL OVERVIEW

The middle school program goes from 5th to 8th grade. Students have eight 45-minute class periods each day except Friday, which has an adjusted schedule. The six core classes for 7th and 8th meet five times a week (English, math, science, social studies, Spanish), except for Bible, which meets three times a week. Students also have physical education (PE) three times a week and computers two or three times a week. Fine arts classes meet 1-2 hours a week, and chapel/ethics is once a week. All classes are taught in English except for Spanish class.

B. HIGH SCHOOL OVERVIEW

The high school program goes from 9th to 12th grade and assumes that all students are preparing for further studies. All classes are taught in accordance with U.S. high school standards and in preparation for U.S. College Board exams such as the PSAT and SAT. ECA uses the Carnegie system, where a class that meets for 45 minutes each day for 180 days receives one credit per school year. All Colombian students and those international students who choose to be in the Colombian diploma program take classes to meet Colombian graduation requirements, and are prepared for the SABER standardized testing.

A standard cycle has been established so that each 9th grader is able to complete the graduation requirements needed for a U.S. high school diploma from ECA in 4 years (9th - 12th) and a Colombian diploma in 6 years (7th - 12th). Students admitted to ECA will be expected to fit into this cycle at the time of entry. In the case of students who have already taken the classes being offered in any given year, or who need other classes that will not be taught again before graduation, special arrangements need to be made.

If a student leaves ECA temporarily during high school, parents are expected to consult with the principal prior to departure concerning what classes should be taken while absent, to ensure s/he will fulfill ECA graduation requirements.

C. CLASS LOAD

Students in 9th - 12th grade are expected to take a minimum of six classes per semester, resulting in at least 2.8 credits per semester. At least eight classes are offered and most students take a full load. All students must participate in Bible, Chapel/Ethics, and PE. All students are expected to be in school the full day, regardless of their class load, unless special permission is granted. Only five study halls per week are allowed.

Class	Periods/ Week	Credit/ Semester	Credit/ Year	Grade
Bible – Foundations of Faith	3	0.3	0.6	9 th
English 9	5	0.5	1.0	9 th
Math: Algebra 1	5	0.5	1.0	9 th
Honors Math: Geometry	5	0.5	1.0	9 th
Physical Science (Chemistry/Physics)	5	0.5	1.0	9 th
<i>Sociales colombianas</i>	5	0.5	1.0	9 th
Spanish – Colombian Literature *	5	0.5	1.0	9 th
Computer Applications I	2	0.2	.4	9 th
Health	2	0.2	.4	9 th
Physical Education	3	0.3	0.6	9 th
Fine Arts Elective	2	0.2	0.4	9 th
Bible – Spiritual Formation	3	0.3	0.6	10 th
English 10	5	0.5	1.0	10 th
Math: Geometry	5	0.5	1.0	10 th
Honors Math: Algebra II & Trig	5	0.5	1.0	10 th
Biology	5	0.5	1.0	10 th
World History	5	0.5	1.0	10 th
Spanish – Latin American Literature*	5	0.5	1.0	10 th
Career and Computer Training	3	0.3	0.6	10 th
Physical Education	3	0.3	0.6	10 th
Fine Arts Elective	2	0.2	0.4	10 th
Bible	4	0.4	0.8	11 th
English: American Literature and Composition (alternate years/even graduating years 2022, 2024, ...)	5	0.5	1.0	11 th or 12 th
Math: Algebra II & Trig	5	0.5	1.0	11 th
Honors Math: Pre-Calculus	5	0.5	1.0	11 th
U.S. History (alternate years/even graduating years 2022, 2024, ...)	5	0.5	1.0	11 th or 12 th
Philosophy	1	0.1	0.2	11 th
Spanish – Spanish Literature *	5	0.5	1.0	11 th
Career and Calling I	1	0.1	0.2	11 th
Chemistry (alternate years/even graduating years 2022, 2024, ...)	5	0.5	1.0	11 th or 12 th
Physics (alternate years/odd graduating years 2021, 2023, ...)	5	0.5	1.0	11 th or 12 th
Physical Education	3	0.3	0.6	11 th & 12 th
Fine Arts Elective	2	0.2	0.4	11 th & 12 th

Class	Periods/ Week	Credit/ Semester	Credit/ Year	Grade
Bible	4	0.4	0.8	12 th
English: British and World Literature (alternate years/odd graduating years 2021, 2023, ...)	5	0.5	1.0	11 th or 12 th
Math: Pre-Calculus or Consumer Math	5	0.5	1.0	12 th
Honors Math: Calculus	5	0.5	1.0	12 th
Comparative Government (alternate years/odd graduating years 2021, 2023, ...)	5	0.5		12 th
Colombian Social Studies/Economics (alternate years/odd graduating years 2021, 2023, ...)	5	0.5		12 th
SABER or College Prep	1	0	0	12 th
Spanish – World Literature *	5	0.5	1.0	12 th
Career and Calling II	1	0.1	0.2	12 th

* or Spanish I, II, III, or IV for non-native Spanish speakers

D. HONORS CLASSES

Honors classes are regularly offered in various subject areas, depending on interest, ability levels, and staff availability. Created to challenge students with more complex analytical and critical thinking skills, honors classes assume strong basic math or reading and writing skills. Students who take honors classes may opt to take AP exams, which are given at ECA in early May each year. Students pay for each exam. All students who have finished at least Spanish III or are in the Colombian literature program are encouraged to take the AP Spanish Language and Culture Exam.

1. Criteria to Move into Honors English

In 9th grade: Teacher recommendation with emphasis on classroom participation and work quality, student and parent commitment to workload, MAP and Language scores above 50th percentile (or other standardized, norm-referenced test of reading and writing achievement), 8th-grade writing prompt, and 90% or better in middle school English

After 9th Grade 1st Semester: 90% or above in regular English for at least two quarters, 80% or above in social studies, recommendation from English and social studies teachers with emphasis on classroom participation and work

quality, parent and student commitment to workload, and above 50th percentile in standardized testing scores (PSAT reading and writing, MAP)

As a transfer student: Grades and transcript from an English-based school which suggest Honors English level or ability to perform at honors level (90% or above in regular English for at least two quarters, 80% or above in social studies, or having completed an Honors English class), parent and student commitment to workload, entrance testing which suggests adequate reading and writing skills to handle Honors English, and above 50th percentile in standardized testing scores (PSAT reading and writing, MAP or other standardized norm-referenced test of reading and writing achievement)

Criteria to Remain in Honors English: Teacher recommendation with emphasis on classroom participation and work quality, major assessment grade averages 85% or higher, overall semester grade at 80% or higher, social studies semester grade at 70% or higher

2. Criteria to Move into Honors Math

For 6th grade: Excellent math grades, consistent effort, passing score on a placement test, and standardized testing above 75th percentile

Transfer Student: Transcripts from previous school suggest honors math or ability to perform at honors level (90's in math or having completed an honors math class), commitment of parents and student, and entrance testing suggests adequate skill

Change Levels After 6th Grade: A change in math levels is only possible at the end of 6th, 7th, and 10th grades. This requires considerable work and effort on the part of the student. Only students who consistently score 90% or above on tests and quizzes for a full year will be considered for this. Scores on curriculum-based measurements and/or other standardized, norm-referenced tests of math achievement (e.g., MAP) should be above 75th percentile.

If a student is identified as one who needs to move from regular to honors, they will need to do the necessary work to catch up to the rest of the class.

Specific Requirements:

- a. At the end of 6th grade: math teacher recommendation
- b. At the end of 7th grade: math teacher recommendation, complete chapters 1-13 of the 7th honors math textbook, and 88% or higher on both the 7th grade honors midterm and final.
- c. After 10th grade: consistently scored 90% or above on quizzes and tests in Algebra 1 and Geometry, complete required chapters from Algebra 2 class, and earn 70% or higher on both the 1st and 2nd semester Algebra 2 final.

3. Criteria to Remain in Honors Math

Teacher recommendation, test and quiz averages 85% or higher, overall math grade 80% or higher, science grade 70% or higher

4. Changing to a Lower Level

- a. If the criteria to continue in an honors class are not consistently met during 1st semester, and the student still desires to remain in the honors class, the student will be placed on honors probation for 2nd semester. The probation will include a specific plan, developed with measurable goals, that outlines how the student will reach the criteria to remain in the honors class. If the student does not desire to remain in the honors class, s/he will be placed in the appropriate level at the end of the semester.
- b. If the criteria to remain in an honors class are not consistently met during 2nd semester, and the student still desires to remain in the honors class, then a decision to remain in the honors class the next school year or move to regular class will be made with teacher, principal, parent, and student input. The student would be required to complete assigned work in their deficient areas over the summer, and then to retake the tests (or final exam) prior to the beginning of the next school year.

E. ADDING/DROPPING A CLASS

A student may add or drop a class without penalty within the first 3 weeks of a regular 18-week semester. Classes may not be added after that time without special permission. All changes in a student's academic program must be approved by the administration, and the appropriate form must be filled out.

F. INDEPENDENT STUDY / ONLINE CLASSES

If a student desires or needs a class that is not offered as part of the regular ECA curriculum, or is not scheduled during the current school year, or if a student fails a class and needs to relearn the material and earn the credit, it will be the responsibility of the parents to purchase and supervise the class. In some cases, ECA will supervise the class, but only with prior arrangement.

All Internet classes used to fulfill graduation requirements at ECA should be from accredited institutions, and must be approved in advance by the administration. Otherwise, the class may not be accepted for credit.

In rare cases, it may be necessary to use Internet classes if there is not adequate staff available to teach the regular curriculum. In such cases, ECA assumes the responsibility to purchase and supervise those classes.

If there is a special situation in which a student needs to take an independent study class with an ECA teacher, the supervising teacher must have administrative approval and turn in a syllabus to the principal to be approved. The independent study class must be comparable to other ECA classes in vigor, difficulty, and quantity of material covered, and it must have sufficient evaluation tools included to enable a fair grade to be given. A 1-semester independent study class (including materials) generally costs the equivalent of 10-20% of a semester.

G. TRANSFER CREDIT

High school credits will be accepted from accredited schools including ACSI accredited schools, public schools, and approved recognized correspondence or Internet schools. Homeschool grades, schools which are not accredited, and schools not using a U.S. system will be assessed on an individual basis, and credit may be awarded based on that assessment, taking into account the material covered, frequency of the class, evaluation used, and final grades. ECA may require additional testing before validating external grades. Credits that fulfill ECA's graduation requirements will be considered toward graduation but not included in the GPA calculated by ECA.

II. GRADING AND PROMOTION CRITERIA

A. GRADING SCALE

Numeric (9th to 12th)	<u>Colombian Government</u>	
90 - 100 = A	<i>Desempeño superior</i>	
80 - 89 = B	<i>Desempeño alto</i>	
70 - 79 = C	<i>Desempeño básico</i>	
60 - 69 = D	<i>Desempeño básico bajo</i>	Pass
0 - 59 = F	<i>Desempeño bajo</i>	Fail

B. CALCULATING GRADES

Middle School

- Grades for 5th and 6th, and for subjects without exams, are computed as follows:

Semester 1		Semester 2		Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Qtr 3	Qtr 4	
50%	50%	50%	50%	
100%		100%		

- Grades for 7th and 8th for subjects with exams are calculated as follows:

Semester 1			Semester 2			Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Exam	Qtr 3	Qtr 4	Exam	
45%	45%	10%	45%	45%	10%	
100%			100%			

High School

1. When students pass both semesters of a yearlong class, the final grade is an average of the 2 semesters. When students pass 1 semester and fail the other, the final grade in the Colombian system is the average of the 2 semesters, whereas in the U.S. system each semester is reported separately and students only receive credit for the semester they pass.
2. Grades for subjects without exams are computed as follows:

Semester 1		Semester 2		Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Qtr 3	Qtr 4	
50%	50%	50%	50%	
100%		100%		

3. Grades for subjects with exams are calculated as follows:

Semester 1			Semester 2			Final grade is an average of Semesters 1 and 2
Qtr 1	Qtr 2	Exam	Qtr 3	Qtr 4	Exam	
40%	40%	20%	40%	40%	20%	
100%			100%			

C. TRANSCRIPTS

Grade Point Averages (GPA's) will be calculated from 9th - 12th grade and printed on each transcript using the following scale.

98 -100	A+ = 4.0	77 - 79	C+ = 2.3
93 - 97	A = 4.0	73 - 76	C = 2.0
<u>90 - 92</u>	<u>A- = 3.7</u>	<u>70 - 72</u>	<u>C- = 1.7</u>
87 - 89	B+ = 3.3	67 - 69	D+ = 1.3
83 - 86	B = 3.0	63 - 66	D = 1.0
<u>80 - 82</u>	<u>B- = 2.7</u>	<u>60 - 62</u>	<u>D- = 0.7</u>
		0 - 59	F = 0

Every class in 9th - 12th grades that receives a number grade and is worth at least 0.1 credit per semester is included in the GPA. Transfer classes are NOT included in the ECA GPA.

Class rank (except 1st and 2nd) will not be noted on transcripts due to the small size of ECA classes and the unfair complications that gives to ECA students.

Official transcripts need to be requested from the office in writing and will be sent directly to the indicated school within 1 week, except under special circumstances. The first three are free, and after that there is a nominal charge.

D. EXAM POLICIES

1. Exams not Taken on Schedule at ECA: Parents are encouraged to plan student absences around the school calendar and avoid missing exams. Early/late exams are only given in extreme emergencies. There is usually an extra cost of \$50.000/exam for taking exams outside of the assigned exam period. In such cases, the student needs to hand in a Pre-Arranged Early Exam form, which must be signed by a parent and approved by the principal at least 1 week in advance of the normal exam.
2. Exempting a Final Exam: If 11th or 12th graders have a **95%** average for the 2 quarters before the semester exam, they may choose to not take the exam or to take it and only count the grade if it helps their average. This privilege will be for only one class. A student is usually allowed to choose which class if s/he has more than one option. The report card will show the exam grade as exempted. Any student wishing to be exempt from taking a test must turn in the appropriate form, with parent and teacher signatures, to the principal before the exam.

Seniors are expected to take all final exams at the end of the year, unless they have at least a 90% average between the last 2 quarters. In this case, they may choose to be exempt from taking the final exam and to average the 2 quarters for their final grade for the semester.

Any student who misses 6 or more days in a semester must take final exams. Periods missed add up toward the total number of absences. For attendance purposes, scheduled Half Days of school count as full days.

Students in a class with a curriculum that aligns with an Advanced Placement (AP) Exam are permitted an exemption for the final exam in the class beyond the conditions listed above. This "AP exemption" is only permitted when a student takes an AP exam that directly addresses the content of the class. For example, an AP Chemistry Exam could permit an exam exemption in Chemistry, but the AP Spanish Language Exam does not allow an exam exemption in Colombian Literature. Students are permitted the "AP exemption" only if they have at least an 80% average for the last 2 quarters, and if no quarter grade is below 70%.

E. REINFORCEMENT WORK

When a student in 5th - 8th grade gets a final grade below 60% in English or math, reinforcement work will usually be assigned by the teacher, which must be turned in to the main office by the last workday of July. If the student does not

hand it in, s/he will begin the year on academic probation, and registration will be delayed until an academic probation plan has been approved.

F. ACADEMIC PROBATION

The Interdisciplinary Committee will decide if a student should be placed on academic probation when one or more of these conditions are met:

1. Failed any two classes in a semester
2. Failed or not turned in reinforcement work
3. A quarter average below 70% in the core subjects
4. Failed math or English any quarter.
5. Missed more than 15% of the school year

Academic probation is given for a semester. The principal, student, and parents will sign a contract with the specific conditions to be met, to allow teachers, parents, and the student to focus on weak areas in order to reach the agreed-upon academic objectives. If the conditions are not met, the student will either repeat the year, withdraw from ECA, or fulfill radical adjustment measures determined by the Interdisciplinary Committee.

G. GRADE RETENTION

1. A student is not promoted to the next grade when s/he:
 - a. Fails two core subjects at the end of the year
 - b. Fails any three subjects at the end of the year
 - c. Misses more than 20% of school year.
 - d. Does not accumulate 5.5 credits for the year. (HS only)
2. When a student does not meet the requirements to be promoted, the case is studied by the Interdisciplinary Committee, who will decide which of the following options is best for the student:
 - a. Repeat the year
 - b. Withdraw from ECA
 - c. Fulfill a demanding and radical plan designed and approved by the Interdisciplinary Committee
3. Factors the Interdisciplinary Committee will consider include:
 - a. Attendance data
 - b. Teacher recommendations
 - c. Perceived effort and attitude
 - d. English ability
 - e. Learning difficulties
 - f. Psychological testing results
 - g. Progress

III. HIGH SCHOOL SOCIAL SERVICE

The focus of social service is to serve the community with an emphasis on helping those with economic, health, spiritual, and academic needs.

A. REQUIREMENTS

1. All 10th graders must complete a total of 40 hours of documented social service during 9th and 10th grades to receive their Colombian diploma.
2. All 12th graders must complete 80 hours of documented social service to graduate. These hours can start being accumulated after 10th grade, and 11th and 12th graders should complete at least 10 hours each quarter. 12th graders are encouraged to finish at least 70 of their 80 hours by Christmas break.
3. If a student is not graduating with a Colombian diploma, the requirement is only for the semesters the student attends ECA (10 hours/semester in 9th and 10th, and 20 hours/semester in 11th and 12th).

B. GUIDELINES FOR VALID SOCIAL SERVICE HOURS

1. ECA organizes service outreaches with various institutions, but a student may look for other alternatives that would be more to his/her preference or convenience. Any new organization must be preapproved.
2. When a social service activity requires training or special preparation, the training/preparation time may be accepted with the certification of the training leader for up to 30% of the total hours of each outreach event.
3. Students who help in the PRAE (School Environmental Project) can receive social service hours.
4. Social service hours can be earned by serving without pay during optional ECA activities (like coaching or tutoring younger students) that are not during school hours, **which involve community service**, with prior authorization. These activities are accepted for up to 25% of the total social service hours (maximum 20 hours for 11th and 12th, and 10 hours for 9th and 10th).
5. Social service hours for translating for missionary teams, or other preapproved outreaches will be accepted on a case-by-case basis. Missionary trips may be accepted, depending on the ministry and with each day usually counting up to 8 hours.
6. Transportation time to/from an outreach is not counted for service hours.
7. To be considered valid, all external social service activities must receive authorization from the principal based on an official letter from the organization, the attendance record, and the evaluation sheet.
8. All high school service hours must be turned in by the end of the semester they were served in.
9. An ECA staff member is available to help each student create a program that meets his/her needs.

IV. GRADUATION

A. REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

In order to graduate from ECA, students must have been at ECA for at least 2 years, one of which is their entire senior year. Unique cases need special permission. The minimum number of credits needed to graduate from ECA is 22. Of those, 18 credits are required and the balance is made up of electives.

<u>Graduation Requirements</u>		<u>Credits</u>
English		4
Math		3
Science		3
Bible		1
Physical Education		1
Social Studies, including		3
– U.S. History (or an approved alternative)	1	
– World History	1	
– Government / Civics	0.5	
Computer		1
Spanish		<u>2</u>
	Required credits:	18
	Elective credits:	<u>4</u>
	Total minimum credits for graduation:	22

B. REQUIREMENTS FOR A COLOMBIAN DIPLOMA

1. In order to receive a Colombian diploma (*básica secundaria y media*), a student has to obtain a *básica primaria* diploma and complete the following academic requirements annually during 7th - 12th grades.
 - a. Humanities – English and Spanish
 - b. Math
 - c. Natural and Environmental Science
 - d. Social Sciences – including government, economics, and philosophy
 - e. Computers
 - f. Ethics
 - g. Religious Education
 - h. Fine Arts
 - i. Physical Education
 - j. Social Service – 11th and 12th graders must complete 80 hours of social service hours in their junior and senior years.

2. Students must also complete the following administrative requirements for graduation:
 - a. Submit copies of their passport, current visa, and *cédula de extranjería* (foreign students), or their birth certificate or *cédula* (Colombian students)
 - b. Provide official original report cards for years not completed at ECA after 5th grade, which will be evaluated and validated by the Academic Director and the Academic Secretary
 - c. Provide validation, given by the National Ministry of Education, for studies completed outside the country
 - d. Be up-to-date with all academic, administrative, and financial requirements.

C. PARTICIPATION IN THE GRADUATION AWARDS DINNER AND CEREMONY

Seniors may participate in the graduation awards dinner and ceremony if they have fulfilled all requirements for either diploma, Colombian or U.S., and if all financial obligations have been met. If there is pending debt, a signed agreement must be in place before graduation to be able to participate.

If a student needs to complete up to two credits (U.S. diploma) and plans to finish all credits by December 31 in the same calendar year, s/he may participate in the graduation ceremony, but will not receive a diploma. Before participating in graduation, a plan must be approved and signed by the student, parents, principal, Academic Coordinator for Colombian Program, and Academic Director.