

STUDENT/ PARENT HANDBOOK



2024-2025

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<http://ecr charter.org>

EL CAMINO REAL ACADEMY

STUDENT BEHAVIOR HANDBOOK

This handbook states guidelines for student rights and responsibilities. It does not create any contractual rights, and the school has the discretion to modify the provisions of this handbook at any time.

WHEN IS THE HANDBOOK IN FORCE?

The provisions of the Student Behavior Handbook are in force:

- During regular school hours and/or on school property
- During transportation of students
- At times and places where appropriate school administrators and staff have jurisdiction including, but not limited to school-sponsored events, field trips, athletic functions and other school-related activities.
- On the way to or from school or a school-related event (on or off campus).
- Regardless of whether students are onsite or remote
- If an incident is reported to administration outside of school hours but violates this handbook, administration may investigate and take appropriate actions
- The Substance Abuse and Tobacco Policy (no smoking on campus at any time) is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day to the end of the school year. This includes electronic cigarettes. Additional sanctions may apply above and beyond the minimum mandatory consequences of this policy for violations which occur when this Handbook is in force.

Additionally, the Executive Director, any school official or designated chaperone is authorized to take administrative action when a student's misconduct away from school during a school activity may have a detrimental effect on the other students, staff or on the orderly educational process.

The Executive Director has the responsibility to take discretionary action any time the educational process is threatened with disruption. Nothing in the following is intended to prevent a staff member, teacher, Executive Director or other administrator from using his/her best judgment with respect to a particular situation.

MISSION STATEMENT

As a community school that focuses on Science, Technology, Engineering, & Math, ECRA serves students and families by fostering student awareness of their personal learning potential through academic and social-emotional intervention.

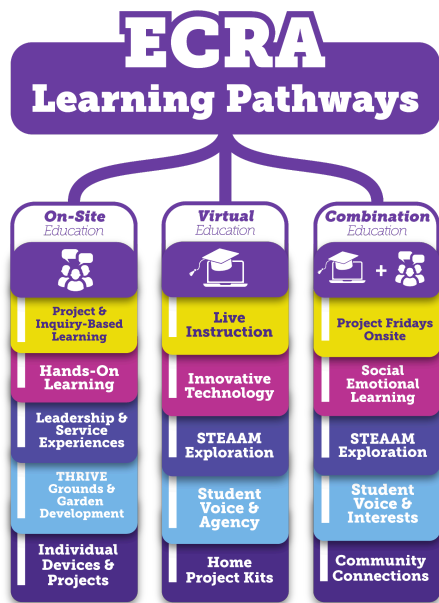
**our mission statement is currently under revision and an updated version will be forthcoming*

ECRA's CORE EDUCATIONAL PRACTICES

Our Core Practices reflect the foundational programmatic principles that drive learning at ECRA. From our project-based learning model to engage and support students' interests and learning, to our holistic student focus, we make every effort to engage our students in the process and facilitate their life-long love of learning.

Core Practices	Components Included:
Engaging Project-Based & Inquiry-Based Learning	Engaging Integrated Project-based Curriculum Instructional Best Practices Authentic Assessment
Professional Learning Communities	Professional Development for Staff Continuous Improvement Processes Collaboration
Holistic Student Focus	Whole Child Considerations Social- Emotional Learning Growth Mindset Individual Learning & Supports Interventions and Acceleration Integrating Individual Student Passions & Interests
Culture of Leadership & Agency (empowering students)	Leadership Skills Equity & Diversity Student Voice and Agency Interest and Inquiry-Based Projects
Community & Family Connections	Cultural & Family Connections Culturally & Linguistically Responsive Family Involvement Community Connections - local and global

LEARNING PATHWAY OPTIONS



ECRA offers three learning pathways for students. Parents can choose from having their student fully onsite, fully remote or a combination where their student is remote on Monday - Thursday and attends school onsite on Fridays.

Learning Pathway Options must be chosen at the beginning of the year, and any changes to this choice must be made through the established transfer processes. Students are not allowed to move between onsite and remote learning unless they have completed the required documentation and received prior administrative approval. Families that choose pathways B or C must sign an ECRA online learning commitment agreement.

Concurrent learning is occurring throughout ECRA. Concurrent learning is when the classroom teacher is teaching both the onsite and online students at the same time, or concurrently.

ENROLLMENT PROCESS

OPEN ENROLLMENT

El Camino Real Academy **will not** charge tuition or have admission requirements, except as otherwise provided in the Public School Code.

El Camino Real Academy assures that it will enroll students through a lottery selection process. There will be a publicly advertised open application period of 10 to 20 days. At the conclusion of the advertised open application period, a random lottery for any classes/grades that exceed capacity will be held. For classes/grades that do not exceed capacity, all students who have completed and submitted an application within the open application period will be enrolled. For those in the lottery, student's names will be drawn randomly from all the students who have submitted a complete application through the conclusion of the open application period, until capacity is reached.

To assure that there is an equal opportunity for all parents and students to learn about the school and apply for admission, information is advertised on the school website, in school newsletters and the parent liaison is available during school hours to meet with prospective parents and families. Upcoming lottery dates are always posted in the front office and on the school website and a record of advertisements is available electronically.

In accordance with state lottery policies, enrollment preference is given to:

- students who have been admitted to the school through an appropriate admission process and remain in attendance through subsequent grades;
- siblings of students already admitted to or attending the school;
- children of employees of the school and
- Military families relocating to military installations in New Mexico pursuant to official military orders may submit their student's name for the lottery and, if selected, enroll their student in the school, prior to actual physical presence in the state. The school shall accept electronic enrollment applications from military families relocating to New Mexico pursuant to official military orders, and shall provide such families requesting information with information regarding the school's program, materials regarding academic courses, electives, sports and other relevant information regarding the school.

WAITING LIST

All remaining students not selected for enrollment through the lottery will be placed on a student waiting list according to their lottery position. Students will be selected for enrollment from this list throughout the year as openings may occur. Regularly throughout the year, additional names may be selected randomly from publicly advertised lottery drawings of received completed applications to add onto the waiting list. If parents fail to enroll their student within three (3) days, then the application is placed back on the bottom of the waiting list for the next student on the waiting list to be enrolled.

STUDENTS ON LONG TERM SUSPENSION OR EXPULSION FROM OTHER SCHOOLS

New Mexico State law allows school districts and charter schools the right to refuse enrollment to students that have been long-term suspended or expelled from another school or district. If a student has enrolled without divulging this information, ECRA Administration reserves the right to disenroll the student upon verification.

AFTER THE BEGINNING OF THE YEAR

High school students cannot receive credit for the semester if they missed **10 days** of school **prior to enrolling**. Students who miss **10 or more days** during the school year **may lose credit** for that grading period. This may impact a senior's eligibility to graduate.

THE SCHOOL DAY

Inclement Weather – El Camino Real Academy will make the decision to close or institute a two-hour delay if necessary to keep our students and families safe. Check the ECRA website, your email, your child's google classroom, TV, or local news stations for these announcements.

CODE OF STUDENT CONDUCT

El Camino Real Academy recognizes the importance of providing a quality education within a safe environment that emphasizes respect, honesty, compassion and responsible behavior. In order to underscore and clarify the

value of these attributes and contribute to their transition from one grade level to the next, the following El Camino Real Academy Code of Student Conduct has been adopted. The expectations of the Student Code apply to every student and extend to all school activities and functions held on school property and any other situation(s) in which the student's conduct is likely to have an effect on school discipline or the safety and welfare of others. Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

The Code of Conduct will be shared and communicated annually with the students, teachers and parents at the beginning of each school year. Students who exemplify responsible and ethical behavior will be recognized.

1. I WILL BE RESPECTFUL

- I will use language and communication that is respectful to others
- I will respect the space of others
- I will not participate in direct or indirect bullying behavior
- I will respect the school property and personal property of others
- I will wear appropriate dress code attire that does not interfere with learning
- I will use words or actions that communicate tolerance of differences in the beliefs, opinions, abilities, and/or appearance of others

2. I WILL BE RESPONSIBLE

- I will complete my own work
- I will be responsible for my own behavior
- I will not use the property of others without permission
- I will be respectful and responsible with school technology
- I will follow the law (local, state and federal laws/statutes)
- I will follow the school rules
- I will report any information that may be harmful to myself, others, or the school

4. I WILL BE SAFE

- I will follow the school rules to keep myself and others safe
- I will respond quickly and appropriately during school safety situations
- I will report any unsafe behaviors, objects, or information to school staff

STUDENT AND PARENT COMPACT/RESPONSIBILITIES

Parent Portion of Compact:

1. I will provide a caring home environment that teaches my child the value of respecting self, others, and property. I will also teach my child appropriate behavior and good manners to succeed in the environments outside of the school.
2. **I will make sure my child attends school and is on time every day.**
3. I will be involved in my child's education; including: reading with my child every night, monitoring the class notebook, completing homework, and by being at the school to respond to behaviors that prevent learning from taking place.
4. I will read all information that the school sends home and contact the school when I have a question or concern.
5. I will seek the school and community resources that support the well-being of my child in partnership with the school officials.

6. I will attend at least 3 parent meetings.
7. I will spend a minimum of **10 hours per semester** volunteering my time at the school; including: participating in after school program activities, attending Governing Council meetings, maintaining school grounds, and volunteering in the classroom.
8. I will update my contact information on a regular basis.
9. I will start discussing college and career opportunities with my child as early as Kindergarten.
10. I will encourage my child to do their best when taking state and school mandated tests. Each grade level has different tests required throughout the year to give ECRA individual student data that I will take seriously so my student can achieve academic success.

Student Portion of the Compact:

1. I will respect myself, others, and will not interfere with their learning.
2. I will take responsibility for my school work and behavior.
3. I will have good school attendance; be on time for class, and be prepared to learn every day.
4. I will ask for help from my parents and teachers when I don't understand, and attend mandatory interventions for academic and behavior support.
5. I will complete all homework assignments and read nightly.
6. I will increase my NWEA RIT scores according to the goals set in my data folder, in both reading and math.
7. I will begin investigating college and career opportunities.
8. I will take state and school mandated testing seriously and always do my best.

Teacher Portion of the Compact:

1. I will conduct myself in a courteous and professional manner, providing students with encouragement and opportunities for success.
2. I will provide a challenging curriculum with high standards and expectations in academics and behavior, which **meets the needs of all students** utilizing Common Core State Standards.
3. I will communicate consistently to parents and students in a clear, respectful, and prompt manner through my established classroom communication system.
4. I will provide opportunities for parental involvement.
5. I will enhance my practice through professional development/growth opportunities.
6. I will provide homework according to ECRA's policies and procedures.
7. I will help students and their families clearly understand student data and goals.
8. I will encourage and help my students investigate college and career opportunities.
9. I will prepare my students with great testing strategies so they can do their best when taking tests.

Administration Portion of Compact:

1. I will create avenues of communication that are easily understood, informative, and convenient between school and home.
2. I will act as an instructional leader by supporting teachers in their classrooms.
3. I will create a welcoming environment for students and parents.
4. I will hold parents and students accountable for regularly attending school and for participating in school activities/events.
5. I will keep students, staff, and parents informed on school-wide data.
6. I will provide events and activities to support opportunities for college and career readiness.
7. I will encourage teachers to work together in PLCs to facilitate use of the most effective teaching practices and data-driven instruction that meets students' learning needs.

STUDENT DROP-OFF AND PICK-UP

Classes start at **7:30AM** for all grades K – 12.

Grades K-6 will be dismissed at **2:30 PM** on Monday, Tuesday, Wednesday, and Thursday.

Grades 7-12 will be dismissed at **3:00 PM** on Monday, Tuesday, Wednesday, and Thursday.

Grades K-12 will be dismissed at **1:30** every **Friday**.

- **Parents must not leave their children on school campus prior to 7:15 AM or after 2:45/3:15 PM Monday through Thursday.**
Parents must not leave their children on school campus prior to 7:15 AM or after 1:45 on Friday. (unless students are participating in after school activities that start immediately after the end of the school day). Parents must pick-up their children promptly when after school activities conclude.
- Kindergarten –First grade pick up will be on the north end of the elementary playground
- School grounds are not supervised except during the designated times of the school day.
- If extenuating circumstances prevent a family from picking up a student on time, the school must be notified.
- If students are repeatedly left on campus outside of the school day hours, a letter will be sent home to the family regarding the situation. If the situation persists an administrator will contact the family to discuss the problem.
- If the problem continues child protection services may be contacted.

STUDENT'S RIGHTS

The following Statement is intended to be consistent with the Statement of Rights and Responsibilities adopted in November of 2000 by the State Board of Education. In the event that any part of it is not consistent with that Statement, the State School Board's Statement prevails.

STUDENTS HAVE A RIGHT TO:

Educational Opportunity

- A free public school education shall be available to every school-aged person, and each student who enrolls has a corresponding responsibility not to deny this right to any other student.
- Public Charter Schools affords all students equal educational opportunities as well as equal opportunities to participate in extracurricular activities.
- Policy prohibits discrimination and harassment on the basis of ethnic identity, religion, race, color, national origin, sex, sexual orientation, mental or physical disability, marital status and pregnancy in any program or activity of or sponsored by the school district.

Expression and Association

- Students are protected in the exercise of the constitutional rights of free speech, press and assembly.

- The exercise of such rights, however, must be conducted in a manner that does not disrupt the educational process.

Publications

- Students shall be allowed to distribute political leaflets, newspapers and other literature on school premises, at specified times and places.
- Student publications are subject to prior approval and censorship.

Organizations and Clubs

- Students may form clubs or organizations for any legal purpose, with administrative approval.
- These organizations must be open to all students on an equal basis and must operate within procedural guidelines established by the student government, acting in concert with the Executive Director.

Student Dress

- Students are expected to adhere to the El Camino Real Academy's uniform dress code policy.
- The responsibility to interpret and enforce the dress code policy rests with the administration.

Privacy

- Questioning a Student - If police authorities or security personnel of the school system desire to question a student on school premises regarding any alleged act of misconduct by the student, the school authorities shall attempt to contact the parent and shall advise the students of his/her rights.
- The parent/guardian shall be permitted to be present for questioning.

Search of Person or Vehicle

- Vehicle Searches – Search of a student's vehicle while parked on school property may be conducted only if a certified school employee, school security officer, campus security aide or school bus driver has *reasonable suspicion* that a crime or breach of the disciplinary code is being committed by the student.
- Physical Searches – Search of a student's person or property may be conducted only where there is *individualized reasonable suspicion* that the student being searched has committed a crime or a breach of the disciplinary code
 - *Minimally Intrusive Searches* – Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee, school security officer, campus security aide, or school bus driver.
 - *More Intrusive Searches* – Searches such as pat downs and frisks may only be conducted by an authorized person of the same sex as the student being searched with a witness.

Controversial Issues

- Students shall have the right to express diverse points of view.
- Students shall have opportunities to hear speakers and view presentations representing a wide range of views in classes, clubs and assemblies under guidelines established by El Camino Real Academy.

WHAT TO DO IF YOU BELIEVE THAT YOUR RIGHTS HAVE BEEN VIOLATED

The El Camino Real Academy does not discriminate on the basis of ethnic identity, religion, race, color, national origin, sex, sexual orientation, mental or physical disability, marital status or pregnancy in any program or activity of, or sponsored by, the school district.

FOR ALL DISCRIMINATION CONCERNS PLEASE CONTACT:

ECRA Administration
3713 Isleta Blvd SW
Albuquerque, NM 87105

REPORTS

Any report will be addressed in accordance with the appropriate procedures as specified in IDEA, Section 504,

ADA, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975, First Amendment, XIV Amendment, New Mexico Human Rights Act, or with the State ECRA of Education Regulation 6 NMAC 1.4 and any amendments made to these regulations, which are incorporated within this policy statement.

VIOLATION OF STUDENT RIGHTS

- Students who believe that their rights have been violated should report their concerns to their parents, school administrator, or other appropriate school personnel.
- If the concern is not resolved by the appropriate school personnel, a report should be made to ECRA Administration, 314-2212.

DENIAL OF RIGHTS

- Free public school education is a right guaranteed to a student. The courts have defined the basis on which the denial of that right is justified. That right may be denied in response to behaviors that threaten the safety and security of the school population, are illegal, or have the potential to disrupt the educational process.
- It is the intent of ECRA that every reasonable effort is made on behalf of the student's education, even in the case of suspension or expulsion.
- Special education students must have an alternative program provided during any long-term suspension or expulsion.

GRIEVANCE PROCEDURE

- It is the intent of ECRA that students and their parents are informed of the regulations regarding disciplinary and appeal procedures affecting students within the school.
- Faculty, parents and students shall attempt resolution of problems affecting students and the education process by informal means.
- If any student or parent believes that the conditions of the school or decisions made by its staff are not fair or reasonable, a conference shall be afforded with the Executive Director or designee to discuss the matter.

DUE PROCESS PROCEDURES

Due Process Procedures for Investigation of Incidents and Parent Notification Regarding the Suspension/Expulsion of Students: When a student is sent to the Executive Director or his/her designee for any disciplinary action or conference concerning an incident, the steps listed below must be followed. These guidelines for disciplinary action constitute a hearing for the student and represent the due process procedures that are required by law.

The Administrator:

- Advises the student of the charge(s).
- Advises the student of the facts on which the charge(s) are based.
- Gives the student an *opportunity* to respond to the charge(s) and to provide his/her version. The student is asked to give a written or verbal statement concerning the incident.
- Provides written verification of the proposed disciplinary action (including a written statement of appeal procedures) to the parent(s)/guardian(s).
- Makes every effort to notify the student's parent(s)/guardian(s) by telephone, if action is going to be taken immediately to suspend the student.

- Provides written notification of the action taken to the Hearing Officer if the suspension is longer than ten (10) days or if the anticipated action is long-term suspension or expulsion. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and opportunity to present his/her version of what occurred, shall be provided as soon as possible hereafter.

LONG-TERM SUSPENSION OR EXPULSION – HEARING OFFICER

Administration’s Recommendation

- The administration notifies the student and parent(s) /guardian(s) that the student will be recommended for long-term suspension or expulsion. The student may be suspended up to 10 school days by the administration.
- The school will notify the Hearing Officer of the suspension and ensure that a hearing date is set for the student according to district procedure. A long-term suspension will be within the range of 11 to 180 days. Expulsions will be for at least one calendar year and may be permanent.
- The student and parent will be advised by the school that an administrative hearing officer will be conducting a hearing at ECRA Administrative Offices (3713 Isleta Blvd SW, Albuquerque, NM 87105) regarding the infraction, as well as the time and date of the hearing.
- Every effort will be made to conduct the hearing within ten (10) school days after the date of the suspension; however, when this is not possible, the parent and the school will collaboratively determine the time and date of the hearing. The parent(s)/guardian(s) must sign a waiver to this effect. In order to protect the privacy of the students involved, the hearings are closed.
- Parents may bring an attorney or other representative into a closed hearing and may bring others to speak in support of the student. **However, if an attorney is to be present, the school must have at least seventy-two (72) hours’ notice in order to have their own legal representation.**
- Individuals participating in the hearing are subject to a security check. Admittance may be denied to any person refusing to adhere with the Hearing Officer’s directions regarding security, conduct, or general operating procedures of the hearing. No recording (audio or video), filming, or photography is permitted during the Hearing Officer’s review by parties other than the Hearing Officer.
- In either case, the parent will receive written notification of the Hearing Officer’s decision within seven (7) calendar days following the hearing. The Hearing Officer will close the hearing. Students, parent(s)/guardian(s), school representatives, witnesses, and any others present will be dismissed. Recorded minutes will be kept of all Hearing Officer’s sessions, and copies of the minutes will be made available to parents upon request.

APPEAL TO THE EXECUTIVE DIRECTOR

- The student, parent(s)/guardian(s) or their representative may appeal the decision of the Hearing Officer within three school days of the notification of the decision. Within three (3) school days the student, parent(s)/guardian(s) or their representative will be advised by the school that the Executive Director will be conducting a hearing at ECRA Administrative Offices (3713 Isleta Blvd SW, Albuquerque, NM 87105) regarding the infraction, as well as the time and date of the hearing.
- Every effort will be made to conduct the hearing within ten (10) school days after the date the Executive Director is notified that the decision of the Hearing Officer has been appealed, however, when this is not possible the parent and the Executive Director will collaboratively determine the time and date of the hearing. The parent(s)/guardian(s) must sign a waiver to this effect.
- In order to protect the privacy of the students (FERPA) involved, the hearings are closed. Parents may bring an attorney or other representative into a closed hearing and may bring others to speak in support of the student. However, if an attorney is to be present, the Executive Director must have at least

seventy-two (72) hours' notice in order to have his/her own legal representation. Witnesses may be called but may not remain for the entire testimony unless they are the parent(s)/guardian(s) or the student.

- Individuals participating in the hearing are subject to a security check. Admittance may be denied any person refusing to adhere with the Executive Director's directions regarding security, conduct, or general operating procedures of the hearing. No recording (audio or video), filming, or photography is permitted during the Executive Director's review by parties other than the Executive Director.


STUDENT RECORDS

Student records kept by ECRA will be open to review by parent/guardians and/or students and will be treated in a confidential manner, as prescribed by ECRA policy, New Mexico State Board of Education Regulations and the Family Educational Records and Privacy Act of 1974.

ECRA maintains the following education records directly related to students:

- Academic records
- Personal information records
- Disciplinary records
- Attendance records
- Health records
- Progress records
- Standardized testing records

Access to education records is limited to:

- Parents of students under 18
- Parents of students over 18 if such student is a dependent as defined in the Internal Revenue Code  Students
- Officials of this school district who have a legitimate educational interest
- State and local officials to whom information is required to be reported
- Certain testing organizations
- Accrediting organizations
- Appropriate persons in connection with an emergency
- Pursuant to subpoena or court order
- Any person with the written consent of the parent of students under 18 or the student over 18
- A school or schools in which a student seeks or intends to enroll

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This act gives the parent or guardian the right to:

- Inspect and review his/her child's educational records
- Make copies of these records
- Receive a list of all individuals having access to those records
- Ask for an explanation of any item in the records
- Ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child's rights
- A hearing on the issue if the school refuses to make the amendment

ECRA EQUITY COUNCIL

Our Commitment to Equity

ECRA strives to integrate innovative educational programs to address the diverse needs of our students, culturally, academically, and socially-emotionally. We are a K-12 community school that works to establish strong connections with our neighborhood stakeholders.

Our educational approach is designed to create self-awareness of our own cultural lens, recognize and address bias, and draw on student's culture as we model respect for differences and set high expectations for all learners. Culturally responsive teaching is our goal and focuses on professional development. We support full inclusion, social justice, and equity across all stakeholders.

ECRA Equity Council

The ECRA Equity Council is a group of informed, invested members, established to provide guidance and support to ensure full implementation of ECRA's commitment to equity and a culturally responsive program.

SCHOOL ATTENDANCE

Federal law requires that states, school districts and schools be held accountable for ensuring that all students meet high academic standards. On time, daily attendance is a critical component of this educational process. New Mexico law dictates that:

- Students between the ages of five (5) and eighteen (18) years of age are mandated to attend public school, private school, home school or a state institution.

ATTENDANCE AND TRUANCY PROCEDURES

All El Camino Real Academy students are required by law to attend school on a regular basis for the entire school year as set by the Governing Council. The minimum number of days set by the Charter is **191** days, per our new Extended Learning Grant. Students and families must assume responsibility for the student's absences and recognize that being tardy or absent, regardless of the reason, will negatively impact the student's achievement in class.

Reporting Absences

If your child will be absent from school, go to the Family Thrive 23 Google classroom or the school website to complete the Student Absence Form.

Attendance for Success Act

In accordance with the Attendance for Success Act, ECRA teachers will take accurate attendance daily, regardless of the current model of instructional delivery, whether hybrid, onsite or online. The Attendance for Success model at ECRA has four tiers of interventions as indicated below:

Tier One Interventions to Address Student Absences

After a student's 2nd absences in a class	teacher will contact family
After a student's 3rd absence	teacher will email the attendance letter to the family and copy the Dean of Students
After a student's 5th absence	the Dean of Students will contact the family
After a student's 7th absence	the Dean of Students will schedule a meeting with the family

Tier Level	Percentage of absences	Attendance for Success Act Interventions	Possible ECRA Intervention options
		Each level of Tier is added on to the prior Tiers.	
Tier I Whole School Prevention	Missed less than 5% of classes or school days for any reason	Whole School Prevention Strategies may include: <ul style="list-style-type: none"> • Class attendance competitions • Parental notification of student absences through robocalls or electronic communication • PBIS supports • Education nights • Social contracts • Extra-curricular activities • Attendance incentives 	Teacher/Administrator Matrix for Attendance (TAMA) in Tier One Attendance Referral Form with contact log Wellness calls-Office/Dean Attendance Awards Attendance Incentives - HOWL bucks Meet with Social Worker for resources Threshold Greetings by teacher
Tier II Individualized Prevention	Missed 5-9% of classes or school days for any reason	Elementary: <ul style="list-style-type: none"> • Attendance Team talks with family and shares attendance history, impact on academic outcomes, interventions/services available and consequences of further absences Secondary (MS & HS): <ul style="list-style-type: none"> • Attendance team has same conversation as above but involves the student in the conversation 	Teacher/advisor check-ins Staff/Community/Student (in-house) Mentor Meet with members of CLR Team to determine root causes, and situationally appropriate actions SLC/Village Supports
Tier III	Missed 10-19% of classes or	Attendance Team notifies the family in writing of absenteeism and date of meeting	Weekly progress monitoring -

Early Intervention	school days for any reason	with school officials Notice shall include: <ul style="list-style-type: none"> • Development of intervention strategies • Attendance team convenes to establish a specific intervention plan that includes - weekly progress monitoring and contract for attendance • Student involved in the contract development <ul style="list-style-type: none"> -Focus on academic and extracurricular activities - for and of interest to student 	Dean & Registrar Family Contract Individual Learning Plan that includes <ul style="list-style-type: none"> • Individual Interest-based Project with Advisor • Engagement action plan for the students • Possible academic improvement plan
Tier IV Intensive Supports	Missed 20% or more of classes or school days for any reason	Attendance team gives written notice to parent/family with date/time place to meet with principal and the attendance team- <ul style="list-style-type: none"> • establish non-punitive consequences, Identify appropriate specialized supports • Address underlying causes of excessive absenteeism • Apprise the parent/family of the consequences of further absences 	Review and revise the Individual learning plan for the student based on data ECRA policy is to not 3drop students but continue attempts to connect and support
REFERRAL	If Tier 4 Interventions are unsuccessful	(excessive absenteeism) addressed in letter Referral to CYFD and/or Judicial District in which student resides	Will be reported in STARS as excessive absences

*If 10 unexcused absences are accumulated per year, the student may be recommended for retention.

El Camino Real Academy defines an “excused absence” as one that occurs for the following reasons:

- Doctor’s appointment
- School or college visit
- Death in the family
- Diagnostic Testing
- Religious commitment
- Illness
- Family emergency
- Student gives birth
- Student pregnancy/parenting issues
- Limited extenuating circumstances as approved in advance by the school Executive Director -

Family vacations are considered unexcused absences, and it is expected that parents will schedule vacations during periods of time when school is not in session.

Attendance During Remote Instruction and/or on our Remote Learning Pathway.

Attendance remains a mandatory state requirement regardless of the family's learning pathway choice for their student at ECRA. Students who are participating in a remote learning option, are equally responsible for daily attendance and participation. In order to be counted as present for attendance and credit purposes, our students must be logged in, have their camera on and actively participate in the instruction, answering questions, joining discussions and projects, and remaining engaged throughout the lessons.

If a student has registered for onsite learning, they are not allowed to remain home one day and join the class remotely unless they have prior administrative approval. If families would like their student to change learning paths, forms are available in the front office or electronically, and the change cannot occur until the process is completed.

If your student is going to be absent for multiple days due to medical reasons or a family emergency, a temporary remote learning permit can be requested from administration. A form is available through the Records Manager.

Procedures/Clarifications for Monitoring Absenteeism/Tardies/Early Departure

Tardy minutes are recorded in our student information system, and will count as an absence when the designated number of minutes in a class have accumulated.


1. Any school-sponsored activity will **NOT** result in an official absence from school and will **NOT** be counted in the cumulative ten-day yearly total defined in this policy.
2. All other reasons for an absence outside of the excused list, will accumulate towards the ten-day tier maximum and result in a transfer to Tier II Interventions.
3. Parents/guardians are expected to inform the school and complete the Student Absence Form when their child is absent and to provide any required documentation (medical, dental, family emergency etc.).
4. **Undocumented absences will be considered unexcused.**
5. Increasing numbers of absences will be addressed as indicated above in Tier I and as noted in the corresponding ECRA Attendance for Success Act Interventions
6. State law requires a school to disenroll a student after ten (10) consecutive days of absence.
7. School starts at 7:30AM for all students. A student is tardy to class if they are NOT sitting in their assigned seat by 7:30 AM. The routine, schedule, instruction and tone are being set for the day during this morning period. If your child comes in late, he or she will miss this information and the class will be disrupted. In the event a tardy cannot be avoided, **parents must bring them to the office and sign the**

child in. Children cannot be dropped off to enter unsupervised after school has begun. **This is a safety issue.** Your child's attendance and safety are very important to us.

8. Early check-out can adversely affect your child's educational progress, as homework, announcements, and lesson reviews are often given at the end of the day. An early check-out is defined as signing a child out before the end of the school day (3:00 elementary, and 3:15 p.m. secondary). Similar to a tardy, these minutes will also count toward your child's absence rate.

TRUANCY

A student is truant under the following conditions:

- If the student is absent from school without parental knowledge.
All absences should be called in no later than 8:00 a.m. Any absence that is not called in will be an "unexcused" absence and considered Truancy until otherwise documented. (An unexcused absence cannot be changed to an excused absence after three days from the date of the absence.)
-  If the student leaves school without administrative approval.
El Camino Real Academy is a Closed-Campus. Students must be signed out by a legal guardian for an early departure. Students that drive to school must have their early departure verified by a legal guardian through administration prior to leaving campus.
- If the student reports to a class without authorized permission from the teacher of the class for which they were presently assigned. Students that are in a class they are not assigned to will be reported to administration.

Attendance/Truancy is currently tracked through the school data system.

VISITORS

Families, community members, and other visitors related to the academic process are a vital part of the school culture. In order to maintain the safety and security of students, staff, and visitors the following policy is in effect.

VISITOR POLICY AND PROCEDURES

We welcome and encourage your visits and participation in school activities. With safety in mind, and in accordance with state law, **all visitors and volunteers on our campus must first check in at the administration office and wear a "Visitor" badge. Photo identification is required to check in as a visitor and will be kept at the front desk until your departure.** As you sign out and return the Visitor badge, your identification will be returned to you. Anyone picking up a child during the school day must also provide photo identification and be designated on the child's emergency contacts list in the school information system as having authority to pick up the student. While on campus, visitors are expected to go directly to the location they have identified. Specific actions that are prohibited include, but are not limited to:

1. Cursing and use of obscenities;
2. Disrupting or threatening to disrupt school or office operations;
3. Acting in an unsafe manner that could threaten the health or safety of others;
4. Verbal or written statements or gestures indicating intent to harm an individual or property;
5. Physical attacks intended to harm an individual or substantially damage property.
6. Visitors under the age of 18 must be accompanied by an adult.

7. Photographing or video recording while in classrooms or on campus is not allowed. Events which are considered public events (such as the winter concert) may be recorded or photographed.

The Executive Director or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the teachers or students, or on the premises for the purpose of committing an illegal act. The Executive Director shall engage law enforcement officials when he/she believes the situation warrants such measures.

We greatly appreciate your patience and cooperation. As always, our goal is to ensure the safety and security of our students.

Students currently suspended from ECRA or another school and/or who have been the cause of a disruption in any school shall not be allowed on campus even when accompanied by a parent/guardian.

PARENTAL INVOLVEMENT OPPORTUNITIES

It is a fact that when the home and school work together student achievement goes up, and so does support for the school. Parents and teachers working together reinforce each other's efforts, and without this cooperation neither can be fully effective. All parents are cordially invited to participate in one or more of the opportunities to become an active parent. The success of our students and our school truly depends upon the active participation of our parents!

PARENT VOLUNTEERS

Parent volunteers are those individuals who can devote time to the school. **They work in the school/classroom directly with the teacher according to an agreed upon plan.** Parent volunteers are not **allowed to photograph or video** record in classrooms or at campus activities, unless they are attending public events (such as winter concerts). Parent volunteers serve an important role in reinforcing children's learning. Parents wishing to become volunteers must contact administration. The Parent Liaison will coordinate volunteer activities. **Law requires that all volunteers have a background check completed before working in the schools. Parents must sign up with the Parent Liaison to volunteer in classrooms or activities.**

CLASSROOM VISITS/OBSERVATIONS

Parents are welcome to observe the classroom setting of their child when an appointment is made with the classroom teacher and Parent Liaison. While in the classroom no photographing or video recording is allowed in order to comply with state and federal law that protects the rights of all students. **Should parents wish to speak to the teacher about the progress of their student, an appointment must be scheduled in order to maintain confidentiality of all students. State statute mandates that the educational process cannot be disrupted. State law is followed at all times to protect the rights of all students.**

FAMILY LITERACY EVENTS

Approximately once a month (see calendar dates), parents are encouraged to attend these events scheduled during and after school hours. This program will include parent/student interactions in learning, student performances, and displays of student artifacts.

El Camino Real Academy Governing Council and staff recognize that we are a school that receives Title I. Schools receiving Title I funds must consult with parents and teachers on the design and implementation of the Title I program and parental involvement opportunities to build effective partnerships that support student academic achievement.

COMMUNICATION & STUDENT SUPPORT

PROGRESS REPORTS & REPORT CARDS

Grades K – 12 are on 9-week reporting periods. Report cards will be available digitally at the end of each 9-week period. Progress reports will be available digitally every 3rd and 6th week of each 9-week period.

ASSESSMENT CONFERENCES

Assessment conferences are designed to allow teachers to work one-to-one with a student to assess their current academic levels and speak directly with families. These will be held for 2-5 days, sometime during the beginning weeks of school, depending on your child's grade level.

PARENT CONFERENCES

El Camino Real Academy will schedule official elementary Parent/Teacher Conferences in December. These will be posted on the school calendar in the office and on the website. Our parent/teacher conferences are student-led to support their ownership of their own learning.

PARENT MEETINGS

Parent meetings are held to provide families with information regarding parent questions/topics, administrative policies/procedures, progress of the school, instructional programs, and how the school budget is distributed.

EXHIBITIONS

Secondary students will all be expected to fully participate in an individual exhibition of their learning once per semester. Middle school students will do so during regular school hours. High school students will hold their exhibitions in front of their family members and a diverse, pre-selected panel once per semester.

PARENT QUESTIONS AND/OR CONCERNS

Any parent questions or concerns can be directed to our Parent Liaison at the front desk in the main office at ECRA and will be asked to complete a Parent Question/Concern form for submission to administration.

EMERGENCY PROCEDURES

ECRA periodically has fire drills, lockdown drills, shelter-in-place drills, and evacuation drills to help prepare staff and students on safety procedures. In the event of a real emergency, we ask that families keep a safe distance from the school until you hear from the school on appropriate next steps given the situation.

It is imperative that families keep their phone numbers updated in the office so you can be contacted in the event of an emergency. The school will send out a message via phone (Robocall) and/or classroom teachers with directions as soon as we are able.

When a child attends school they are versed in basic classroom rules and the do's and don'ts of classroom safety. But, in today's world, there is a little more to classroom safety than knowing where the fire

extinguisher is. Students are also told how to behave during a lockdown and the proper emergency lockdown procedures. But, do you as a parent know what to do and, more importantly, what NOT to do to keep your child safe?

Please follow the tips below:

Don't Contact Your Child

With the wide use of cell phones, getting in touch with your child at school is probably a snap. But whether by call or text, and despite your instinct, it's best NOT to try to get in touch with your child during school lockdowns. Exchanging information with them, especially information that is incomplete or wrong, could make matters worse or cause unnecessary worry. You could inadvertently put your child in danger.

Don't Go to the School, we will let you know when it's safe

If a school is on lockdown, there is a reason. And, it may involve an unsafe environment surrounding the school. For your safety, the safety of your child, and the well-being of all involved, it's best to steer clear until you get the okay from the school. A traffic jam could hinder proper authorities from responding to an incident.

Don't Call the School, we will contact you as soon as possible

School staff will most likely be unable to answer phones and the lines must remain clear to contact emergency personnel.

Don't Forget to Prepare Your Child

It's not fun to imagine scary scenarios, and we certainly don't want to scare our kids more than the world already can, but it is still important to prepare them for a lockdown situation. Explain how they will be expected to behave, warn them they may not be able to talk to you right away, and stress that they should listen to their teachers and those in uniforms who are there to help.

Don't Panic

This is probably the most important thing to remember. Of course when we hear about a school going into lockdown we assume the worst. But, there are many reasons that a school could go on lockdown and many of those may not directly involve the school. Remain calm for both yourself and your child.

Don't Forget ID:

When picking your child up, once the all clear has been given, make sure you have the proper ID. Even if you are well-known to the staff, there may be other officials involved in the situation and you should be prepared to prove your child belongs with you.

Following the rules and policies of school lockdowns is vital to providing a safe environment for your child.

TRANSFERS

IN-SCHOOL TRANSFER POLICY

Research indicates that children need time to adapt to a new classroom environment; therefore, there will be no transfers during the first two weeks of school.

1. If a parent has a concern about a child's classroom situation, the parent must first speak directly to the teacher about the concern. If the parent wishes to have a third party present during the initial conference, the counselor or school Executive Director will help to facilitate this conference. The parent and teacher will formulate an informal agreement or action plan to address the concern.
2. If after this initial conference, the parent continues to have concerns, the parent must notify the Executive Director who will then arrange a formal conference with the parent, teacher, counselor, and Executive Director. At this conference, a formal action plan will be written and distributed to those involved. A minimum of two weeks must pass before the next step occurs.
3. If the parent continues to believe the child's needs are not being met, then a final conference will be held in the Executive Director's office. The counselor, parents (preferably both), the child's present teacher, and if necessary, the teacher who may potentially receive the child will attend. At this conference, the needs of the child will be discussed and a record of the conference will be kept in the Executive Director's office. Children will be moved into new classes on a space-available basis only and will be moved to the classroom with the lowest student-teacher ratio.

Transfers for secondary students will also take into account the state curricular requirements for grade promotion and graduation and availability of classes.

SPECIAL EDUCATION SERVICES

El Camino Real Academy believes that the most appropriate educational setting for students is in a general education classroom with age and grade-appropriate peers, unless determined differently by the IEP team. For that reason, El Camino Real Academy combines two inclusion models (Consultant and Teaming models) that are aligned with federally mandated **Least Restrictive Environment (LRE)** for the delivery of Special Education Services.

With the *Consultant Model* the special education teacher works with the student(s) to re-teach a difficult skill or to help students(s) practice a newly acquired skill. Teachers meet on a regular basis to discuss the appropriate provision of instructional support for the student(s) that require special services.

The *Team Model* assigns a special education teacher to specific grade levels to work with the classroom teachers to provide student information, possible instructional strategies, modification ideas for assignments/test, and behavior strategies. The team meets on a regular basis to discuss progress and to ensure success of the student(s).

By combining the strength of each model; the Special Education teachers, general education teachers, and related service providers (Speech and Language therapy, Social Work, Occupational therapy, Physical therapy, Recreational therapy, etc.) work together to provide a cascade of services for students in accordance with their Individualized Education Plan (IEP). Appropriate modifications and/or accommodations are provided to students by general education teachers and/or a Special Education teacher in the classroom or a resource room.

Related service providers have the option to implement their services in the environment that best meets the needs of the individual student. One-to-one direct instruction or small groupings of students with similar needs offer a unique opportunity for the students to work at their own pace to achieve their goals.

STUDENT ASSISTANCE TEAM (SAT)

In alignment with MLSS(Multi-Layered System of Supports), ECRA has a multidisciplinary Student Assistance Team. This team includes the parent/guardian, student, the SAT chairperson, the teacher/advisor, and other

support staff. The team engages in a positive problem-solving process when a student is not attaining age, developmental, and/or ability appropriate academic or behavioral performance levels. It is the goal of the SAT to ensure that the student is successful by implementing strategies and interventions that will best meet the educational needs of the student, by working together to minimize the barriers that are impeding student learning.

Students are typically referred by the classroom teacher, but any member of the school staff and/or the parent may request support from SAT. Parents are notified when the referral is made by a teacher or staff and included in the process. A written plan of action will be developed and implemented based upon information provided by teacher(s), parent/guardian, and student, when appropriate. The strategies and interventions will be documented as to the appropriateness and effectiveness. Review and modification of the plan will occur periodically. **SAT Intervention is a timely process, exhausting all possibilities and interventions to support the students through general education or by a 504 Plan (Section 504 of the Rehabilitations Act) before considering referral for Special Education evaluation. A Functional Behavioral Analysis may also be recommended to support academic achievement.**

Request for Retention by teacher or parent is reviewed by the Student Assistance Team.

RETENTION PROCESS

The Student Assistance Team (SAT), will consider each recommendation for retention in light of the intervention and strategies that have been implemented. **Retention recommendations may be submitted for lack of academic achievement or developmental progression; as well as excessive absenteeism.** The following steps will be observed as we consider non-promotion, assignment or other appropriate interventions for specific students:

- The classroom teacher completes the Light's Retention scale, an overview of the student's working file, and a Consideration Form and submits them to the SAT committee and notifies parents/family prior to the end of December.
- The classroom teacher meets with the SAT and the parent to review all pertinent data including homework, samples of in-class work, tests and quizzes along with the report card.
- The SAT discusses possible options with administration to determine the most appropriate option for the specific student.
- If retention is deemed appropriate the completed packet is submitted to the Executive Director for final approval.
- Final decisions on all cases will be made before the end of the school year.
- A letter of confirmation of retention will be shared with the parents before the end of the school year.

All students are expected to master the Common Core State Standards/skills at each grade level, establishing literacy in Language Arts/Reading and Mathematics, prior to progressing to the next grade level. Students who are not functioning at their grade level standards shall receive early intervention in the classroom. A referral will be made to SAT if the early interventions have not been effective. The retention process will be considered in partnership between administration, SAT, teachers, parents, and students.

STUDENT ASSESSMENT AND LEARNING

ASSESSMENT

In addition to statewide testing ECRA has identified a school-wide assessment plan that comprises several components. The plan includes a variety of relevant, authentic and criterion-based assessments that most effectively measure the school's actual classroom instructional effectiveness towards fulfilling our goals of reaching the highest possible student achievement

- School-wide Formative Assessments (NWEA-MAPS, Istation K-5)
- Grade-level Formative Assessments
- Assessment Conferences/Student-led Conferences with Students and Parents
- Exhibitions for Secondary Students
- Formative/Informal Classroom Assessment
- Individual Student Self-Assessment

FACETS OF LEARNING

ECRA Facets of Learning address the variety and vision of our learning intentions for your student. Each facet identifies a critical element that is woven together with the others to encourage a breadth and depth of learning that addresses the needs of the whole child and ultimately will extend beyond the classroom into their life, career and social environments.

Learning Facet	Component Examples
Power of Growth Mindset	Philosophy of positive growth, learning from failure, and continuous improvement
Agency to Thrive	Interventions & accelerations are based on student needs Student voice, agency, and empowerment are encouraged
Health & Wellness	Personal, mental, and physical health are important Social-emotional learning competencies are integrated across the curriculum
Citizenship & Service	Character keys reinforce core integrity and value systems Habits of work and learning (HOWL) set the foundation for students positive work habits and mode for learning at school and in life
Family & Community Connections	Community connections projects Family culture recognition and collaborative products
Wonder & Discovery	Inquiry-based learning is driven by student questions and priorities Exploring natural curiosity to take risks and try new opportunities
Finding One's Element	Exploration options of interests & passions Facilitation of student agency & voice

Reflection & Revision	Data-Informed Decisions and PDSA cycle Metacognition encouraged Student Exhibitions & Goal setting Understanding the power of revision
Celebrating Success	Focus on Joy & Gratitude Celebrate benchmarks Relationships, interactions, partnerships, collaborations grounded in gratitude and respect
Environmental R & R	Establishing respect and rapport with our environment and nature
Creativity & Innovation	Utilizing creativity through STEAAM, makerspace areas, inquiry-based learning, projects, fine art and our Thrive Projects Crafting innovative spaces and products
Technology Integration	Incorporating ISTE standards and expectations, gaming educationally, remote learning expansion and concurrent learning enhancements

ECRA GRADE LEVEL CONCEPTS

Grade level concepts, such as **Pattern** in Kindergarten and **Perspective** in ninth grade, have been established to facilitate connections across the curriculum that align with that concept. Students will experience in depth learning about that concept that will then allow them to transfer their learning to all future learning experiences.

REQUIRED MATERIALS/SUPPLY LIST

In each class at El Camino Real Academy, teachers will inform students as to what materials will be required for a given class. Supply lists are available at the start of each school year. Individual teachers may require specific materials in addition to the standard supply list and will notify students accordingly.

CARE OF BOOKS AND SCHOOL PROPERTY

Textbooks and other appropriate classroom materials are furnished to students. When a textbook is issued to a student, the teacher records the number and condition of the book. With normal usage, it is expected that the book be returned in similar condition at the end of the term. ***Students will be held accountable for damaged and lost books at the end of the school year.***

ECRA provides a device for each student. The expectation is that students will bring their device and power cord to school every day. Please help your child treat the device respectfully and encourage them to keep it in a safe place at home. A parent/guardian must sign an agreement acknowledging responsibility for the device should any damage occur.

Final report cards may be held until restitution for damaged or lost items is made. If a book is lost during the school year, it should be reported to the teacher, and the school's lost and found location should be checked. If a device is damaged, it should be reported immediately to the Dean of Students. The teacher may provide another textbook so students do not fall behind in their work; however, students are responsible for both the original and the replacement texts. Students will be charged the actual replacement price for lost or damaged school materials.

CURRICULUM

The curriculum offered at El Camino Real Academy is aligned to the Common Core State Standards and is delivered utilizing the most effective research-based instructional strategies.

ECRA GRADE LEVEL CONCEPTS Grade level concepts, such as **Pattern** in Kindergarten and **Perspective** in ninth grade, have been established to facilitate connections across the curriculum that align with that concept. Students will experience in depth learning about that concept that will then allow them to transfer their learning to all future learning experiences.

PROJECT & INQUIRY-BASED LEARNING APPROACH

In alignment with our school mission, STEAAM, social-emotional learning and community connections are all clear focus areas of our curriculum. The Project-based and Inquiry-based learning approach to the curriculum facilitates an integration of content, essential standards, and student interests that supports rich, hands-on, authentic learning experiences that are increasingly meaningful to students and support learning comprehension and retention.

PROFESSIONAL LEARNING COMMUNITIES

Our wonderful teachers participate twice weekly in Professional Learning Communities (PLCs) to collaborate, design and evaluate their curriculum, instruction, assessment and the impact on your student's learning, in an effort to continuously improve and support students.

CHARACTER KEYS

Character Key	Month
Respect	August
Perseverance	September
Responsible	October
Kindness	November
Compassion	December
Resilience	January
Honesty	February
Integrity	March
Courage	April
Strength	May

HABITS OF WORK & LEARNING (HOWL)

Habit	Month of Focus
Growth Mindset	August
Reflection	September
Creative & Curious	October
Collaborative	November
Problem-solver	December
Initiator	January
Grateful	February
Resourceful	March
Leader	April
Emotionally Intelligent	May
Joyful	June

GRADING AT ECRA

At the elementary level, students are graded each quarter on a standards-based system, which identifies their level of learning and mastery over the essential standards.

Progress reports, which occur approximately every three weeks, are graded according to the traditional letter system of A, B, C etc.

GRADING CRITERIA (GRADES K-6)

Elementary students are assessed by progress towards grade-level standards.

3.0-4.0 = A

- *Student exceeds expectations of mastering the grade level standards. (I have mastered the standard, and I can teach the skills to others)*

2.5-2.9 = B

- *Students have mastered the grade level standard. (I have mastered the standard, and can demonstrate the skills expected)*

2.0-2.49 = C

- *Students are nearing mastery of the grade level standard. (I am close to mastering the standard, but there are skills that need additional practice)*

1.5-1.9 = D

- *Students are experiencing difficulty in mastering the grade level standard. (I need some additional help before I can meet the standard/skills expected)*

Below 1.5 = F

- *Students require an intensive intervention plan to approach mastering the grade level standard.*

GRADING CRITERIA (GRADES 7 - 12)

Grade of "A":

- *consistently exceeds requirements of grade level curriculum*
- *90 – 100% average of all graded work*
- *able to do quality work independently*

Grade of "B":

- *generally exceeds requirements of grade level curriculum*
- *80 – 89% average of all graded work*
- *able to work independently*

Grade of "C":

- *usually meets requirements of grade level curriculum*
- *70 – 79% average of all graded work*

Grade of "D":

- *does not yet meet requirements of grade level curriculum*
- *60 – 69% of all graded work*
- *difficulty with independent work*

Grade of "F" means:

- *required work is unacceptable or not completed*
- *average of all graded work is below 59%*

HOMEWORK PHILOSOPHY

We believe that homework and related out-of-school activities are an integral part of the education process. Homework shall be assigned on a weekly basis across K-12 to:

- Reinforce learning through the practice, application, integration and/or extension of knowledge and skills.
- Develop study skills, work habits and a sense of personal responsibility so that the student may become an independent learner.

Our expectation is:

- All ECRA students are required to read nightly for 15 minutes and keep a reading log that is returned to school daily or kept virtually in google classroom (K-1 students can be read to when appropriate)
- All ECRA students are required to spend 15 minutes on designated math problems and keep a math log that is returned to-school daily or kept virtually in google classroom

ACADEMIC INTEGRITY

Academic dishonesty, cheating, or plagiarism is against the Student Code of Conduct and ECRA Tiered Discipline Pyramid, warranting consequences from administration; including loss of credit for the assignment or course as applicable. Cheating includes the copying of another student's work – homework, class work, test answers, etc. – as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author.

RESTORATIVE PRACTICES

Restorative Practices are a shift from the traditional punitive discipline system, intended to build, maintain, and repair relationships between individuals and community members. In schools, Restorative Practices foster a trusting environment, built from responsible decision making and interactions between students and adults.

ECRA aspires to create an equitable learning environment where students, staff, and parents feel valued, respected, and safe. Restorative Practices will be implemented through language, social connections such as Circles, and Student Success Center interventions to include community service, restorative agreements, and restorative mediations.

STUDENT SUCCESS CENTER (SSC)

The ECRA Student Success Center is intended for academic and social intervention, directly tied to Restorative Practices. In the SSC, students will build relationships with an adult mentor through reflection and goal setting. Disciplinary actions may refer a student to the SSC for mediation, problem solving circles, restorative conversations or agreements, and/or alternative to suspension educational setting for a defined period of time. The SSC will make every effort to engage the student, family, and educators in the restorative process to successfully reintegrate students back into their classroom setting.

USE OF VIDEOS AND FILMS IN CLASSES

CRITERIA FOR USE OF VIDEOS, FILMS AND OTHER INSTRUCTIONAL MEDIA

For the use of videos, films, and other instructional media consider the following:

- Capacity of the video, film, or instructional media to support the curriculum.
- Capacity to reach the personal interest level and ability of students.
- Importance of the subject matter.
- Compliance with all copyright laws and regulations
- Age appropriateness using Motion Picture Association of America guidelines where applicable and reviews from other recognized sources.
- The "track record" of the video/film based on previous instructional use.

PROCEDURES FOR USING ALL VIDEOS/FILMS AND OTHER INSTRUCTIONAL MEDIA

- Teachers or other staff members wishing to use a video will request permission from the Executive Director, Special Programs Manager (or designee) prior to the planned showing.
- Teachers or other staff members using videos, films, and instructional media will be responsible for following all Charter procedures and state and federal laws regarding their use. Lesson plans should support valid instructional objectives.
- Videos are to be shown for curricular purposes only with the exception of school wide events.

ADDITIONAL PROCEDURES FOR USE OF VIDEOS/FILMS RATED BY THE MOTION PICTURE ASSOCIATION OF AMERICA

The ratings used by the Motion Picture Association of America (MPAA) will be but one consideration in connection with the other selection criteria. If using an MPAA rated film, the following additional guidelines must also be followed:

- ✓ Parents/guardians will receive one week advance written notice when teachers plan to use commercial video recordings. Such notice will include an accurate description of the contents of the video recording and where it may be obtained or rented for parent/guardian review.
- ✓ Teachers must notify the school's Executive Director of potential use of PG-13 films at least 10 days in advance of the date planned for showing the film. Alternative assignments must be made available if parents do not wish their students to view the movie.
- **G - No signed permission form is necessary, only notification.**

- **PG - A signed parental permission form is required for students under age 13.**
- **PG 13 - A signed parental permission form is required for students under age 14. If requested for use in a middle school, the Executive Director will ask a committee to review the use of the film prior to granting permission. (Use of PG 13 films is limited to middle and high schools.)**
- **R – Prohibited at ECRA**
- **NC 17 - Use of films rated NC 17 by the Motion Picture Association of America is prohibited.**

ADDITIONAL PROCEDURES FOR USE OF NON-RATED VIDEOS/FILMS

Non-rated educational films/videos may be used without parental notification or permission unless there is doubt about the age appropriateness of the content. A teacher who proposes to use a video/film for an audience other than the age group recommended should consult the Executive Director. Non-rated films/videos obtained from sources outside the school may be used without parental notification or permission if descriptive information from recognized sources indicates that the content and intended audience is appropriate. If there is doubt, a committee should be convened according to the guidelines listed above. A permission form including descriptive information about the video/film is required if there is any doubt about the appropriateness of the video/film.

Videos/films of student performances may be shown if they meet the instructional criteria listed in "Criteria for Use" above.

If a non-rated video or film has been approved by a review committee, the same video or film may be used in subsequent months or school years if the intended instructional use is the same as that presented to the original committee. If the age group or lesson plans changes, the film must be reviewed for intended context.

ALTERNATIVE ASSIGNMENTS

Alternative assignments must consist of useful work related to valid instructional goals. They may not be punitive or burdensome in length of time or type of work required.

SELECTION OF LIBRARY-MEDIA PRINT/NON-PRINT MATERIAL

Because it is difficult to legally remove materials once they have been placed into the library collection, it is imperative that personnel conducting the selection process exercise quality judgment throughout the process. The El Camino Real Academy Governing Board provides support in the selection of materials for instruction and assistance to school personnel through the Board's policy on controversial issues.

The El Camino Real Academy staff facilitates the selection process. The school staff establishes means of obtaining teacher, student, and parent/guardian involvement in the acquisition of materials.

SELECTION CRITERIA

Criteria for the selection of library-media material are the following:

- Capacity to reach the personal interest level and ability of students.
- Appropriate reading comprehension level for students.
- Capacity of the material to support the curriculum needs of the school.
- Importance of the subject matter for current or lasting interest.
- Culturally and linguistically appropriate
- Consideration of literary content:
 - Quality of the writing
 - Logical development of plot
 - Continuing presentation of concepts or theme throughout the work
 - Careful, consistent development of main theme

- e. Strong, realistic characterization
- f. The historical or literary significance of the author
- g. Balance of library collection.
- h. Physical characteristics of the item(s):
 - a. Appropriate binding and/or packaging of each item
 - b. Sound is clear and color reproduction is true
 - c. Appropriate size of print type and quality of paper
 - d. Equipment is available for use with material when required

Library-media material shall not be excluded solely because of the race, sex, nationality, political, or religious view of the author or producer. Print/non-print material that meets the selection criteria shall not be proscribed or removed from the classroom or library-media center. Outdated materials or materials in poor condition may be removed. Selection criteria will apply to all gifts and donations of library-media materials.

FIELD TRIPS

El Camino Real Academy recognizes the value of field trips as meaningful educational experiences that occur outside the regular school setting or program. These experiences provide reinforcement and enrichment for the basic curriculum and are a means of encouraging and supporting student participation in a range of academic, athletic and extracurricular activities.

It is the intent of the administration that all trips will be well planned and organized by verifying that:

- Necessary administrative permission is granted
- Written parental/guardian permission is obtained
- Appropriate funding is available
- Adequate supervision is provided
- Appropriate safety measures and precautions are taken
- All behavioral policies are followed

TECHNOLOGY & INTERNET USE

It shall be the policy of the El Camino Real Academy to provide educational and curriculum related opportunities to students of the school by providing Internet access. The school recognizes that access to the Internet, data available through the Internet and the placing of data onto the Internet may be technically difficult to monitor and control. It shall, in recognition of the potentially valuable educational benefits of the Internet, be the policy of this district to revoke the privilege of any user who misuses the Internet by engaging in activities not related to the educational purposes or to the curricular offerings of El Camino Real Academy.

The Common Core State Standards demand the use of informational text and technology through multiple standards; including College and Career Readiness and 21st Century skills. The benefit of being connected to the Internet is that it expands classroom teaching dramatically by providing many fascinating resources, including original source material from all over the world, available to students, teachers, and media specialists. While the benefits of the Internet are enormous, parents need to be aware that the Internet is an open system that contains pockets of material that many people would consider inappropriate. **We ask your assistance in developing responsible attitudes, reinforcing appropriate behaviors, and observing security practices on the network.**

To help keep your child safer and more scholarly online, El Camino Real Academy has adopted online services provided by GoGuardian.

We have chosen GoGuardian Admin and GoGuardian Teacher services to:

- Help protect students against harmful and inappropriate online material
- Help students stay “scholarly” and more focused when learning online
- Help assess students’ progress towards class assignments
- Facilitating communication between teachers and students during class time

This means students are monitored on their device through their G Suite for Education account to support learning and authentic scholarly participation. Go Guardian Teacher allows teachers to minimize distractions from the world wide web and limit use of your student’s school device to access specific instructional content necessary for learning and growth.

Enclosed are the policies and guidelines that our system has developed to govern and guide the use of all technology including the Internet, please read them thoroughly and discuss them with your student.

It shall further be the policy of this district to provide a copy of this policy to each student user of the Internet and to his or her parent or guardian.

User access will be determined according to the El Camino Real Academy Technology Policy. The use of computer technology, whether stand-alone, as a part of a local area network, or as part of a wide area network such as the Internet, is a privilege, not a right, and must be consistent with and driven by the educational objectives of the El Camino Real Academy. Any use that is not consistent with these objectives is prohibited. El Camino Real Academy is the sole owner of all computers and all associated data storage and transfer devices. The school exercises exclusive control over this school property, and users should not expect privacy regarding the use of any school computer or network because school property is subject to search and inspection at any time by school officials. This search and inspection includes, but is not limited to electronic mail, Internet access, file storage and transfer. Users are responsible for whatever is contained in computer files assigned to them.

COMPUTER USE ACCESS LEVEL - USERS STUDENTS

- Can log into lab and classroom computers
- Have access to lab and classroom printers
- Have limited access to internet (content filter part of network system)
- FLASH DRIVES ARE PROHIBITED
- ECRA provides a device for every student

TEACHERS & ADMINISTRATION / OFFICE STAFF

- Have individual user accounts and personal passwords
- Use personal email accounts for school business (business supplied email in process)
- Can log into lab and classroom computers
- Have access to lab and classroom printers
- Have private storage space on network system
- Have limited access to internet (content filter part of network system)
- Trained personnel have unlimited access for network administration

CODE OF CONDUCT FOR NETWORK USE

El Camino Real Academy will teach, emulate, and expect responsible, considerate, and ethical behavior in the use of its computers, network resources, and the use of networks throughout the world to which the school provides access. The following list does not cover every situation that pertains to proper or improper use of these resources but does suggest some of the responsibilities that Users accept if they choose to work with El Camino Real Academy technology resources.

- User shall act responsibly and respect the rights of others.
- User will use the El Camino Real Academy technology resources for educational purposes only, or as outlined in this policy.
- Users must not create, display, intentionally access, transmit, exchange, or distribute any text, image, or sound that is indecent, obscene, racist, sexist, pervasively vulgar, defamatory, illegal, or that promotes harm to self or others; such materials have no social or educational redeeming value.
- User shall not encourage the use of controlled substances on any El Camino Real Academy technology resource. Controlled substance refers to substances deemed illegal by federal or state law.
- Users will not violate copyright law. This includes using unauthorized copies of software or documents and making, transmitting, receiving, exchanging and/or distributing unauthorized copies of software. Violating copyright laws will be considered theft.
- "Fair use" of copyrighted materials is allowable. This includes reproducing portions of a text, graphic, or sound to be used for educational purposes in teaching or research, if they are appropriately cited.
- Plagiarizing computer-based materials in reports and assignments is also defined as inappropriate use.
- Users will not provide their passwords for others to use, or let another individual use a personal account.
- Users will not attempt to gain unauthorized access to a personal account or file of another individual.
- Users will not attempt to gain unauthorized access to computers, networks, files or data. (This includes attempting to decode passwords, access codes, or attempt in any way to bypass security systems on computers or networks.)
- User will not attempt to log in using another member's account, or impersonate another person while sending e-mail messages, using a false or anonymous name, age, gender or identifier, or read, delete, copy or modify any other person's electronic mail.
- User will not create, send or forward electronic chain letters.
- User will not use the El Camino Real Academy technology system to commit, facilitate, encourage or promote illegal acts, including but not limited to, unauthorized or fraudulent use of a credit card.
- User shall indemnify El Camino Real Academy, and related agencies for any losses, costs, or damages including reasonable attorney fees arising out of vandalism, or breach of general code of conduct of El Camino Real Academy board policy.
- User will have on file approved and completed application forms for Internet use for El Camino Real Academy.

CONSEQUENCES

Any user engaging in the behaviors identified above shall have the following restrictions imposed on El Camino Real Academy technology use. Violations occurring on stand-alone or the local area network computers will be handled by the classroom teacher and/or administration. Consequences may include limited access to computers and/or local network, **reimbursement for damaged or lost devices**, and may be supplemented by disciplinary action permitted by any other policy of the El Camino Real Academy.

Violations occurring on wide-area networks and the Internet shall have the following consequences:

Disciplinary action supplemented by El Camino Real Academy Discipline policy.

- **1st Offense:** User will be denied individual access to the Internet for up to 10 school days or the remainder of the school year. Users may continue in a class account and will be monitored by that classroom teacher.
- **2nd Offense:** Users individual access to the Internet will be under strict supervision for 90 school days or the remainder of the school year and will have probationary sanctions on their technology use for the 90 day period, continuing into the following school year if necessary. During this period, the system administrator will periodically review files created by the probationary student. Any violations during this period will result in loss of all individual Internet access for the remainder of that student's school career at El Camino Real Academy.
- **3rd Offense:** User will lose all individual Internet access for the remainder of his or her school career at El Camino Real Academy. Teachers, system operators, and administrators will conference with the student committing the violation, and will send a written notice to parents regarding the violation and the consequences imposed upon the student.

MEDICAL INFORMATION

PROCEDURES FOR HEALTH SERVICES

IMMUNIZATIONS

All students are required to keep complete immunization records on file in the office. These records must be kept in compliance with NM State Immunization Law. If a student is "in process" and has not completed these immunizations, he/she will be allowed to attend school. However, the parent/guardian is required to provide documentation, signed by a licensed physician or public health authority, as each subsequent immunization is received. The immunization schedule must be followed, or the student will be removed from school until in compliance with immunization requirements.

RIDING THE WAVES GUIDANCE

Please refer to our Riding the Waves document for information regarding COVID and other potential school wide illnesses.

ILLNESS AT SCHOOL

Families are required to abide by ECRA sick day guidelines:

If your child becomes ill and doesn't feel well enough to take part in school, as parents or guardians, you should keep your child home until the symptoms improve. This is especially important during pandemics. This also can help to prevent the spread of the illness to others at school. These are some of the examples of when your child should be kept home:

- Vomiting in the last 12 hours
- Diarrhea three or more times in the last 12 hours or new onset diarrhea
- Airway infection (cold/cough/runny nose). This is especially important for those who are unable to manage their own body fluids or wear a mask consistently.

- Extreme tiredness and/or lack of appetite
- Fever of 100.1 or higher (must be fever free for 24 hours without fever reducing medications before returning to campus)
- New onset headache
- Body aches
- Untreated Earache
- Sore throat
- Untreated tooth or mouth pain
- Undiagnosed or unknown rash (a rash that has not been seen or treated by a health care provider)
- Any of the above symptoms with fever or chills
- Untreated skin conditions
- If antibiotic treatment is needed, your child should remain home for the first full 24 hours of medication (e.g., if your child has three doses per day ordered, then three doses must be given before the child returns to school).
- Your student may return to school when their symptoms are improving and they have had no fever for 24 hours without medication (any medication with a fever reducer like ibuprofen or acetaminophen).
- If any symptoms change, worsen, or do not get better please consult your student's healthcare provider.
- If any of the above occur as chronic symptoms please provide the school with a note from your student's healthcare provider regarding the diagnosis and symptoms that are chronic.
- If you have questions or are unsure if your student should attend school please contact the school nurse by email at karin.luzzi@ecracharter.org or by text or call at 505-510-1802.

Every classroom teacher will be issued a first-aid kit in order to provide basic first-aid to students who may have non-serious injuries. In the event of an emergency, 911 will be called for assistance, both the parent and school administrator will be notified, and an adult will stay with the child at all times. In the case of non-emergencies, a pass from a teacher will be required before a student goes to the health office. The health office personnel will determine if a student is to be sent home due to illness. In all cases that a student is sent home, the health station personnel will notify the parents/guardians and the attendance office.

The health office personnel, not the student, will initiate phone contact with the parent/guardian. El Camino Real Academy will keep records including updated health forms, physician statements/notes, a list of student schedules, as well as a log of medications given and health office visits by each child.

- Students with a temperature of 100.1°F or above must be sent home. Parents/guardians are asked to keep students who have elevated temperatures home for twenty-four (24) hours AFTER the temperature returns to normal without fever-reducing medication.
- A student who vomits during the evening should not be sent to school the next day.
- Parents/guardians are to immediately pick up students who become ill with any potentially contagious health conditions.
- Parents/guardians are required to report any contagious health conditions to the health office personnel.
- The school's policy regarding head lice is aligned with the NM Department of Health Guidelines. If your child has been diagnosed with head lice you will be asked to remove your child from school until a treatment has been administered.

A compliance form will be required to be completed before your child may return to school.

CHRONIC ILLNESS AT SCHOOL

In the event that a student suffers from any chronic illness (i.e. diabetes, epilepsy, etc.), staff members working with such children will be made aware of medical concerns and/or needs while maintaining and ensuring confidentiality. These children will be supported by all staff members who work with such children by:

- Taking all children's concerns/complaints seriously.

- Assisting students who require injections as needed.
- Providing a safe area to dispose of any needles.
- Supporting the child in any way deemed necessary.

MEDICATION AT SCHOOL

All medication taken at school, including over the counter medications must be kept in the health station, regardless of the student's age. Individual exceptions may be made for emergency medications such as asthma medication or allergy medication. This is for the safety of all students. If possible, parents/guardians are advised to give medication at home on a schedule other than during school hours. If it is necessary that a medication be given during school hours, these regulations must be followed:

- A medication administration form must be completed and signed by the parent/guardian and doctor on each medication to be given at school and kept on file in the health station. It is required that a parent/guardian deliver the medication to the health office with the completed form and sign the medication in with a staff member.
- All medicine must be brought to the health office in its original container with the original label intact. Prescription medication will be given only if the student's name is on the original label and only in the dosage listed. Any dosage changes must be approved by the child's physician in writing. Expired medications will not be administered (limited exceptions for emergency medication that have had expiration dates extended by the FDA). Empty original prescription bottles will be sent home with the student when empty unless the parent/guardian requests otherwise.
- Short term over the counter medications need to follow the above guidelines. There is a form that parents or guardians must fill out in the health office when they drop off the medication.
- The health office does not provide any medication. This includes over the counter medications like Tylenol and ibuprofen.
- If a student forgets his/her medication, the health office personnel will try to contact that student's teacher to remind him/her. It is sometimes difficult to locate students due to their schedules. A written record will be kept of times and dates medication is taken. It is the student's and parent's/guardian's responsibility to ensure compliance. Parents/guardians and teachers are encouraged to check on the student's compliance as often as needed.
- Medication will **NOT** be sent home with the student. Any remaining medication (from prescription change, etc.) must be picked up by the parent/guardian. Exceptions to this policy will be made at the discretion of the Executive Director and/or health office personnel. All medication not picked up by the last day of school will be discarded.
- Emergency Medication: All medication for elementary students will be kept in the health office. If a secondary student must carry an emergency medication, a written doctor's order must be on file in the health office. We strongly suggest that the parent/guardian supply the health office personnel with a back-up medication should the student misplace or forget theirs. Students who self carry are required to inform health office personnel if they use their emergency medication while on campus. Neither the health office personnel nor teachers can be responsible for the medication the student carries.

This medication policy has been established to maintain the safety of all students. It promotes responsible and reliable medication schedules. It recognizes special needs with flexibility and includes accountability of the parent/guardian, student, and physician. The health office personnel urge the parent/guardian and/or physician to contact them if there are any questions or concerns. CPR training will be provided for all health office personnel as well as other school personnel as deemed necessary by the administrator.

We will use the information on the "Health Information Form" in the event that an emergency arises.

CAFETERIA SERVICES

The cafeteria services, provided by Southwest Foodservice Excellence (SFE), are an important part of the El Camino Real Academy. SFE operates under strict State and Federal regulations governing preparation and serving of food. Menus are publicized on a regular basis.

El Camino Real Academy has qualified for the Community Eligibility Provision (CEP) for Free Meal Reimbursement in School Year 24-25. Through CEP, the single school may offer meals at no charge to all students.

If a student wishes to have more than the served meal, **they would be charged for second portions.** The prices for those seconds are as follows:

CAFETERIA PRICES:

	Full Meal	Single Item
K-12	\$5.00	\$2.50 if available

Students are reminded of the following rules and regulations pertaining to cafeteria operation:

- All students including those who carry their lunch are required to eat lunch in the cafeteria at their scheduled time.
- El Camino Real Academy observes “closed” lunch periods. Students may not leave the cafeteria or the school building at lunchtime.
- School policy prohibits the sale of candy and other foods in the school during lunch periods in accordance with NMPED Nutrition Rule.
- Fast food and “junk food” is not permitted or tolerated as a suitable lunch or breakfast for students. Students bringing lunch from home need to bring nutritional food to help support their academics. Chips and chip-like snacks (e.g. Takis) are allowed if the rest of the lunch is well balanced. An entire bag is not considered suitable, snack size bags only. Sodas, energy drinks, and coffee are not considered suitable beverages.
- Sharing lunches from home is not allowed due to possible allergies.
- Parents will be contacted if students bring unhealthy lunches to school to discuss better options.
- Lime salt and chili powder are not allowed on campus unless it is provided by SFE services.

BIRTHDAY CELEBRATIONS

This year we are going to practice **Happy Healthy Birthday** celebrations. This school policy follows our district’s Wellness Policy and is a **great way** to make ECRA a healthy place for students, staff and families!

Here is how it will work:

- On the last Thursday of every month, ECRA will have classroom birthday parties to celebrate the students who have birthdays in that month:

Mark Your Calendars!	
August birthdays	Thursday, August 29
September birthdays	Thursday, September 26
October birthdays	Thursday, October 24
November birthdays	Thursday, November 21
December birthdays	Thursday, December 12
January birthdays	Thursday, January 30
February birthdays	Thursday, February 27
March birthdays	Thursday, March 27
April birthdays	Thursday, April 24
May, June, July birthdays	Thursday, May 29

- Teachers will coordinate with their students to determine who is responsible for bringing in healthy snacks. Please let your child’s teacher know if you are interested in coordinating the parties. These are *healthy* celebrations, so we will celebrate the students’ birthdays with healthy and delicious foods. Here are some ideas:
 - Fruit and Veggie Kabobs
 - Yogurt Parfaits (yogurt, granola & fruit)
 - Smoothies
 - Fruit Salads
 - Veggie Platters
 - Trail Mix
 - Bugs on a Log (celery with cream cheese and raisins or dried cranberries)
 - Fruit or Vegetable Muffins (banana, apple, zucchini, carrot, etc.)

Non-food treats, such as pencils and stickers are great too! Please ask your child’s teacher about student food allergies. A

The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students’ learning. If bouquets are sent, they will be held in the office until the end of the day.

Students are not required to participate in birthday celebrations.

Help make this policy a success! If you have any questions, please contact the office at 505-314-2212.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS OR PBS)

Positive Behavioral Interventions and Supports (PBIS), is an evidence-based framework for developing positive behavior, and is used in schools nationwide to create a positive climate for learning. The premise of the PBIS approach is that continual teaching, modeling, and reinforcement of positive behavior will support children’s positive behaviors, reduce discipline problems, and promote a climate of greater productivity, safety, and

learning. Some examples are how students report to class by lining up, how to walk in hallways, raising your hand to be called on, and knowing the cafeteria procedures as well as anti-bullying.

El Camino Real Academy shall foster a safe, respectful, and fear-free environment for all members of the school community including students, staff, parents, community partners, and visitors.

RESTORATIVE JUSTICE

Restorative Practices are a shift from the traditional punitive discipline system, intended to build, maintain, and repair relationships between individuals and community members. In schools, Restorative Practices foster a trusting environment, built from responsible decision making and interactions between students and adults. ECRA aspires to create an equitable learning environment where students, staff, and parents feel valued, respected, and safe. Restorative Practices will be implemented through language, social connections such as Circles, and Student Success Center interventions to include community service, restorative agreements, and restorative mediations.

CODE OF STUDENT CONDUCT

El Camino Real Academy recognizes the importance of providing a quality education within a safe environment that emphasizes respect, honesty, compassion and responsible behavior. In order to underscore and clarify the value of these attributes and contribute to their transition from one grade level to the next, the following El Camino Real Academy Code of Student Conduct has been adopted. The expectations of the Student Code apply to every student and extend to all school activities and functions held on school property and any other situation(s) in which the student's conduct is likely to have an effect on school discipline or the safety and welfare of others. Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

The Code of Conduct will be shared and communicated annually with the students, teachers and parents at the beginning of each school year. Students who exemplify responsible and ethical behavior will be recognized.

1. I WILL BE RESPECTFUL

- I will use language and communication that is respectful to others
- I will respect the space of others
- I will not participate in direct or indirect bullying behavior
- I will respect the school property and personal property of others
- I will wear appropriate dress code attire that does not interfere with learning
- I will use words or actions that communicate tolerance of differences in the beliefs, opinions, abilities, and/or appearance of others

2. I WILL BE RESPONSIBLE

- I will complete my own work
- I will be responsible for my own behavior
- I will not use the property of others without permission
- I will be respectful and responsible with school technology
- I will follow the law (local, state and federal laws/statutes)
- I will follow the school rules
- I will report any information that is harmful to myself, others, or the school

4. I WILL BE SAFE

- I will follow the school rules to keep myself and others safe
- I will respond quickly and appropriately during school safety situations
- I will report any unsafe behaviors, objects, or information to school staff

STUDENT BEHAVIOR CODE

The provisions of the Student Behavior Code are in force:

- During regular school hours and/or on school property for any type of event.
- During transportation of students.
- At times and places where appropriate school administrators and staff have jurisdiction including, but not limited to school-sponsored events, field trips, athletic functions and other school related activities.
- On the way to or from school or a school-related event
- Remote learners are held to the same code of conduct

DRESS CODE POLICY

The ECRA School Uniform is an integral part of our campus climate, discipline, and community-building program. *Students are expected to arrive and remain in the uniform while on campus and/or at school sponsored events such as field trips and assemblies.*

(K-12)	TOPS <i>(appropriate fit – no oversized or too tight tops)</i> Solid Colors only	BOTTOMS <i>(appropriate fit – no sagging)</i>	OUTERWEAR (Plain - no emblems no designs, no logos bigger than a quarter in size)
	<p>-Navy blue, white, black, purple (school color), or maroon collared shirts (polo or button down)</p> <p>- Navy blue, white, black, purple (school color), or maroon turtlenecks</p> <p>- Approved ECRA Polos and T-shirts depicting the school mascot may be purchased and worn as part of the uniform any day of the week. <i>(Dress code guidelines apply to size and presentation of the shirts).</i></p> <p>-ECRA team shirts may be worn as a uniform shirt. Sleeved undershirts must be worn if the shirt is sleeveless.</p> <p><u>-NO VISIBLE UNDERSHIRTS OF ANY COLOR OUTSIDE OF THE UNIFORM COLORS</u></p>	<p>- Solid Black or Blue (denim) jeans (not faded) are allowed if they are plain (no embellishments or designs on pockets/pant), in good repair (no tears), and no sagging.</p> <p>-Khaki (does not include white), black, or navy blue mid-length shorts, trousers, capris, skirts or jumpers</p> <p>-No corduroy</p> <p>-No pants/shorts below the waistline -</p> <p>Pants may not be tied or rolled for any reason</p> <p>-No corduroy, no spandex or stretch fabric,</p> <p>No leggings. Leggings are not appropriate to wear as pants.</p> <p>-Skirts and jumpers must be 2” below middle finger when arms at the side.</p> <p>-No hip-huggers</p> <p>-K-3 must wear shorts or tights under skirts and dresses)</p> <p>- Belts should be black or brown leather and must not be hanging or visible beyond the waste. Belt buckles must not be offensive in any way or have sharp/spiked edges of any kind.</p> <p>Belts are not required.</p>	<p>-Plain jackets, coats, sweaters, sweatshirts, hoodies allowed in navy blue, white, black, purple (school color), maroon, or approved ECRA hoodies.</p>

		<p>-Belts should be black or brown leather and must not be hanging or visible beyond the waste. Belt buckles must not be offensive in any way or have sharp/spiked edges of any kind. Belts are not required.</p> <p>*If a student violates the jean guidelines, that student will lose their jean privileges and be required to wear uniform pants.</p>	
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ADDITIONAL DRESS CODE GUIDELINES

SHOES - Shoes must be worn at all times ☐ No wheelies use on campus at all (shoes with retractable skate wheels) ☐ No open toed shoes i.e., sandals, etc.

SHIRTS - NO VISIBLE UNDERSHIRTS/UNDERGARMENTS ☐ Top shirt has to be solid color and not see through☐ NO crop top, tube top or shirts that show any part of the stomach/waist

BOTTOMS - Pants must be HEMMED. No frayed bottoms dragging the ground ☐ No more than 6 pockets ☐ Well-fitted --

Should not be able to grab more than 4 inches of material around the entire leg area ☐ No baggies or skater-style bell-bottoms ☐ No overalls or coveralls

MAKE-UP - Only natural-looking makeup is permitted, i.e., no black/excessively dark or neon colored eye shadow, lipstick, and/or nail color, etc. ☐ Student may be asked to remove makeup at administrative discretion

JEWELRY - Earrings may not be larger than a 1/2" hoop ☐ Jewelry will not be dangerous, disruptive, distracting

☐Articles with sexually explicit, gang-related, or offense logos, pictures, or symbols, i.e. Playboy Bunny, Tupac, Southpole, or

Player 69 ☐ **Uniforms may not be rolled or tied for any reason** ☐Any group identifying accessories are prohibited

☐ NO HATS (BASEBALL CAPS/VISOR INCLUDED) BANDANNAS, OR SUNGLASSES ARE ALLOWED ON CAMPUS EXCEPT FOR SPECIFIC RELIGIOUS, INSTRUCTIONAL SAFETY, OR MEDICAL REASONS. THIS INCLUDES AFTER HOURS EVENTS ON CAMPUS UNLESS OTHERWISE SPECIFIED.

IF THE DRESS CODE POLICY IS VIOLATED:

The faculty, staff and administration of ECRA reserve the sole right to interpret and enforce the student dress code. Teachers and staff will refer questionable clothing styles to the administration for final determination of appropriateness at school. Parents of students who violate the dress code will be required to pick up their children within one hour of notification by ECRA, unless other arrangements with administration are made, to return home for compliance with the dress code.

OTHER CAMPUS ISSUES

CLOSED CAMPUS El Camino Real Academy is a closed campus and students are not permitted to leave the school grounds during the school day unless accompanied by a parent or other duly authorized adult. Any student who leaves campus, during lunch or at any other time, without such parental supervision, will be considered truant and disciplined by administration.

PERSONAL ELECTRONICS

CELL PHONES AND SMART WATCHES

El Camino Real Academy policy allows students to possess cellular phones and smart watches if registered with administration; however, **ALL STUDENTS MUST KEEP THEIR DEVICES OFF DURING CLASS TIME unless specifically instructed by an ECRA Staff Member. If a student plans to bring a cell phone or smartwatch on campus, it must be registered in the school information system (Infinite Campus) prior to bringing it on campus.**

Other electronic devices are not allowed on campus.

Students must use phones in the front office to contact a parent. Parents can reach their students by calling the front office 314-2212 in the event of an emergency. Phone calls will not be transferred to the classroom.

PERSONAL COMPUTERS AND TABLETS

ECRA provides a computer for each student. Personal computers are not permitted due to internet and network concerns around student data and personal safety.

OTHER DISTRACTIONS

We ask for the cooperation of parents in not allowing their children to bring such “distractable” items to school including but not limited to tablets, personal computers, any device that plays music or videos, video games or game players **are not allowed (K-12)**. Any of these distractible or nuisance items tend to keep the students from concentrating fully on learning; thus, they may be confiscated by ECRA staff to be released by Administration to parents. **These valuable toys and pieces of equipment are best left home for safekeeping and private enjoyment after school hours. *ECRA is not responsible for lost or damaged personal items.***

Laser pointers and similar items are strictly prohibited. These items will be given to the Executive Director and the parent/guardian may pick up items with verification of ownership.

Skateboards, skates, and inline skates are not allowed on campus. Students who wear shoes with retractable wheels (wheelies) may not use them on campus. Violation will result in parents being called to bring students appropriate footwear.

Bicycles – students must walk their bikes once they are on campus. Students may park and lock-up their bikes at the rack located on the front of the administration building.

STUDENT ID BADGES

Students must wear their IDs while on campus. They will be issued a few weeks after pictures are taken at the beginning of the school year. A \$5 fee will be assessed if the student needs a replacement.

STUDENT VEHICLES ON CAMPUS

- Students in violation of driving and parking regulations listed above risk suspension, revoked driving privileges, and/or vehicle being towed or booted at the owner's expense.
- Anyone applying for and receiving parking permits fully understands their responsibility in following these rules and regulations.
- Anyone who hits/damages another vehicle and fails to report it immediately will lose his/her driving privileges.
- Excessive tardies in any or all classes could result in loss of parking privileges.

The application below can be requested at the front office.

El Camino Real Academy HIGH SCHOOL STUDENT PARKING PERMIT APPLICATION 2024-2025

NAME: _____ GRADE: _____

ADDRESS: _____

MAKE: _____ MODEL: _____ COLOR: _____

LICENSE PLATE #: _____ INSURANCE VERIFIED _____

Permit no. _____

(to be filled out by ECRA officials)

I understand that parking at ECRA is a privilege, not a right. I have read and understand the school parking regulations on the reverse side of this application which includes my parents permission and signature.

Student Signature

Date

**RULES REGARDING DRIVING AND PARKING IN PARKING LOTS
AT El Camino Real Academy**

- All vehicles parked on the school grounds must be registered with the school (no exceptions) 🚗 The cost for the initial purchase of a parking tag is \$10.00 (non-refundable).
- Everyone must provide a valid **driver’s license, vehicle registration, and proof of insurance** to register vehicles. Once vehicles have been registered, the parking tag may be used in any vehicle that is registered to the purchaser.

🚗 **ECRA is not responsible for loss or damage to the vehicle or its contents.**

POLICIES FOR USE OF PARKING LOT

1. **All vehicles, drivers, and passengers are subject to all NM state driving/traffic laws.**
2. **Parking is strictly limited to designated student parking areas only (North side of the parking lot, closest to Clinton Ave.).**
3. **Enter and exit through designated areas only.**
4. **Students may not access their vehicles during passing periods and school hours.**
5. **Students are not to loiter in the parking lot at any time. Continuous loitering in the parking lot may result in loss of parking privileges and other disciplinary action.**
6. **Do not park in marked handicapped areas.**
7. **Do not double or triple park or “box in” a vehicle.**
8. **Driving recklessly, spinning tires, or speeding will result in a loss of parking privileges.**
9. **SPEED LIMIT IS 5 MPH IN THE PARKING LOTS.**
10. **Students may not ride in the back of pickup trucks, on the hood/trunk of vehicles, or any other way, which is deemed unsafe.**

THIS SPACE TO BE COMPLETED BY PARENT/GUARDIAN

- Students in violation of driving and parking regulations listed above risk suspension, revoked driving privileges, and/or vehicle being towed or booted at the owner’s expense.
- Anyone applying for and receiving parking permits fully understands their responsibility in following these rules and regulations.
- Anyone who hits/damages another vehicle and fails to report it immediately will lose his/her driving privileges.
- **Excessive tardies in any or all classes could result in loss of parking privileges.**

Student Name (Please Print)

has permission to drive the vehicle(s) described on the reverse side of this form to ECRA administrative staff. I have read the above mentioned rules and regulations and it is understood that the violation of any of the parking regulations listed above may result in suspension, revoked driving privileges and/or vehicle being towed or booted at the owner’s expense.

Parent Signature

Home Phone #

Work Phone #

PLAYGROUND RULES

Teachers will clearly instruct students on the rules and regulations of playgrounds. Safety is continually stressed on the use of playground equipment. Children who do not follow the safety rules will have their playground privileges temporarily revoked. Individual grades may have specific rules that apply to the available equipment and to the general playground areas of that school. Teachers who supervise playground activities will insist that safety rules are followed at all times.

1. Play it Safe

- Tackling, play fighting, or rough play is strictly prohibited
- Bats, baseballs, and softballs are not to be brought from home or anything deemed to be unsafe by ECRA.
- **Rock throwing (or other objects/projectiles)** or any behavior that has a high potential for injury and property destruction is strictly prohibited.

2. Respect Others and Their Belongings

- Students will follow directions the first time they are given by staff.
- Open Games – allow others to play
- Items for students' play may be checked out from the classroom teacher or the P.E. coach. Students may check out balls and other items to use at recess.

BEHAVIORAL GUIDANCE AND RESPONSES/CONSEQUENCES

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Many discipline issues should be handled in the classroom. Good planning, active and engaging learning, and sound classroom management of the learning environment are the keys to prevent student discipline problems. All staff members, students, and parents/guardians are expected to adhere to the El Camino Real Academy Student Disciplinary Policies and Procedures and utilize any school-wide adopted classroom management model.

TIERED DISCIPLINE

The Tiered Discipline Pyramid depicted below establishes disciplinary infractions on the part of the student that are unacceptable for the school environment, and disciplinary responses to be taken by staff, following municipal and state guidelines. Definitions of these terms are indexed in the back of this handbook.

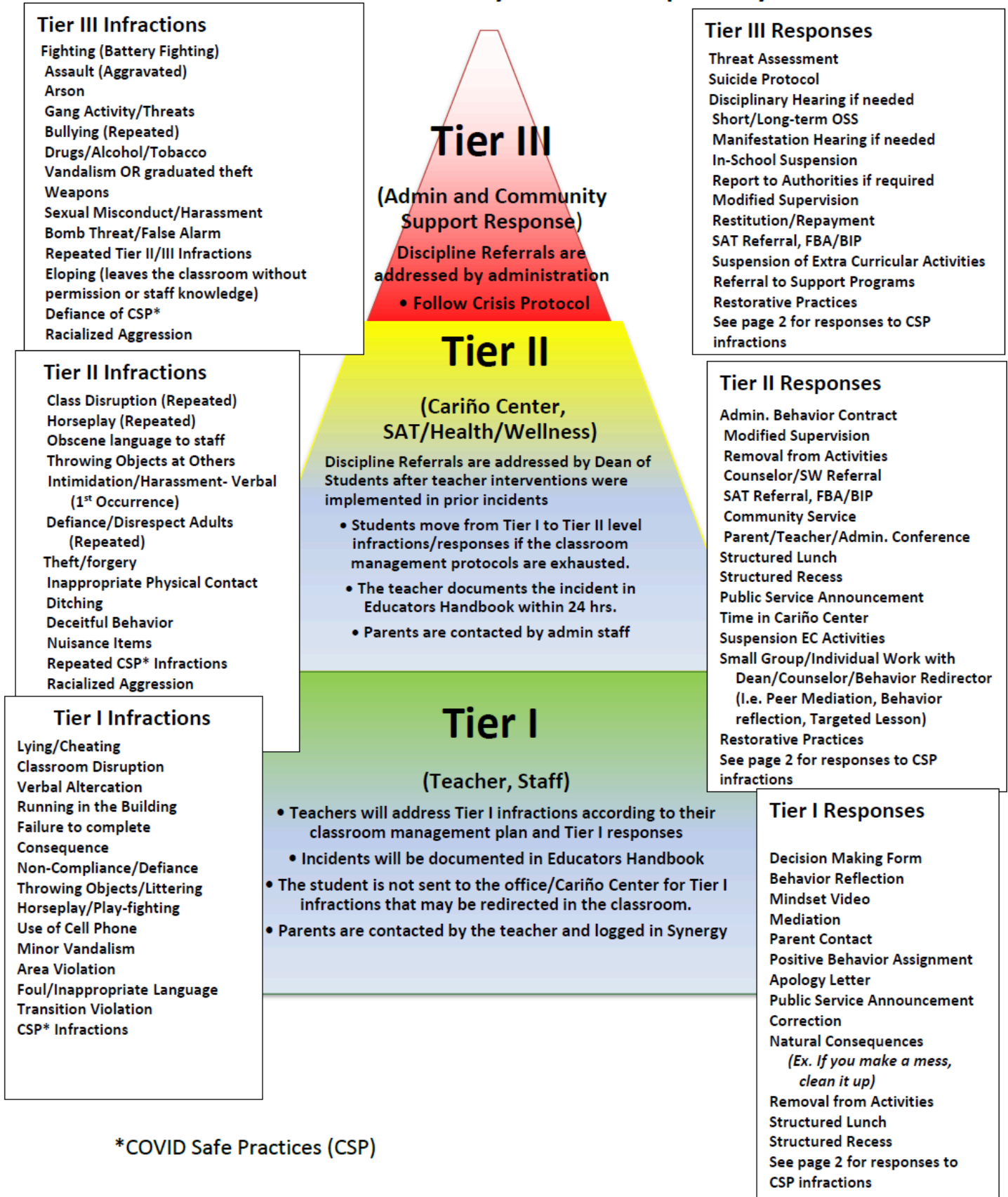
INTERVENTIONS/CONSEQUENCES AT EL CAMINO REAL ACADEMY

The following sequence of interventions is designed to accommodate existing learning and developmental differences of students associated with any violation of the El Camino Real Academy Student Code of Conduct (Please refer to ECRA Tiered Discipline Pyramid):

- Tier I Interventions/Consequences- Action administered by the Classroom Teacher, Duty Teacher, or Educational Assistant.
- Tier II Interventions/Consequences- Action administered by Administration (Executive Director, Dean of Students, or Designee)
- Tier III Interventions/Consequences- Action administered by the Executive Director, Dean of Students or Designated Administrator, and/or outside safety resources (Bernalillo County Sheriff's Dept.)

Student Incident Reports/Discipline Referral Forms will be completed by the staff members to document the instances in alignment to the Tiered Discipline Pyramid. Adherence to the school-wide rules of El Camino Real Academy is expected. Failure by students to behave as required will result in specific interventions/consequences for unacceptable behavior. Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

El Camino Real Academy Tiered Discipline Pyramid



CSP* Violation	<p>Consequences for violating mask-wearing requirements:</p> <p>1st offense: Teacher corrects the situation in the classroom if possible and documents the incident.</p> <p>2nd offense: Teacher corrects the situation in the classroom if possible. Parent contact is made.</p> <p>3rd offense: Teacher corrects the situation in the classroom if possible and documents. SEL* instruction in the SEL room or Dean's office (5-15 min max), Dean to contact the parent.</p> <p>4th offense: Teacher corrects the situation in the classroom if possible, documents, 1 hour SEL instruction in the SEL room or Dean's office, Dean to contact the parent.</p> <p>5th offense: Teacher corrects the situation in the classroom if possible, documents, student is sent to Dean's office and then sent home for non-compliance and health safety violations.</p> <p>If the student is sent home 2 times for noncompliance concerning wearing their mask, then full time virtual learning will be assigned for the remainder of the semester.</p> <p>*Social Emotional Learning</p>
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ECRA Pyramid Model of Disciplinary Infractions and Responses

- Teachers will respond to Tier I infractions with Tier I Responses (Incident Report will be documented)
- Teachers will refer Tier II/III infractions to administration by completing a Discipline Referral
- Students will move from Tier I to Tier II if they have performed the same infraction 3 times and teachers have used and documented 3 of the interventions from Tier I.

MULTIPLE REFERRALS – El Camino Real Academy is committed to creating a safe learning environment free of disruption and distraction. When behavior concerns continue to occur after interventions it may have the potential to be progressively more serious and/or problematic warranting a higher level of intervention.

Students will receive increasingly severe consequences for infractions even if they are a minor disruption.

Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.

PUBLIC DISPLAYS OF AFFECTION – Affectionate physical contact between students should not be offensive or distracting from the educational process and is subject to staff discretion. Excessive physical contact will be considered an infraction and may constitute Sexual Harassment.

STUDENT CONTRACTS

Student Success & Behavior Contracts (if required)

- The Executive Director or designee will determine terms of the contract.
- Student must commit to positive behavior changes in the written contract.

- Parents/guardians **are required** to participate in Contract conferences with their child.
- Student may be referred to a Discipline Hearing for contract violation.

SUPPORT SERVICE REFERRALS

- Student may be referred to the Student Assistance Team, school counselor, or school mental health team. School authority may refer students to a variety of appropriate professionals within the school setting for intervention.
- Student and school authority may call the parent/guardian to discuss the problem and solution.
- Student may be referred to counselor or outside agencies
- Student may be formally referred for legal action.

REMOVAL FROM CLASS

- Student may be removed from class or activity, but will remain at school pending conference with appropriate school personnel.
- Student may be placed in an alternative educational setting until satisfactory resolution is reached.
- The authority of the schools is to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours, as disciplinary measures.
- Reasonable periods of detention may be imposed with the procedures for Short-term suspension.

COMMUNITY SERVICE

- Students may engage in reasonable and appropriate activities that constitute restitution for an infraction.

IN-SCHOOL SUSPENSION

The removal from setting and/or loss of privileges to an alternative supervised area. Students are responsible for keeping their class work current.

- Involves community service on campus 1 – 5 school days at administrator’s discretion
- Student will be allowed to make-up class work, homework, quizzes, etc.
- Students may or may not be allowed to participate in extra curricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority
- Parent/administrator contact and disciplinary notice issued.

SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES

- Students may be removed, at the discretion of the Executive Director, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.
- Participation in extracurricular activities is a privilege offered to and earned by students.
- Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.

SUSPENSION

A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. The school administration must provide written notification to each of the student’s teachers and to the student’s parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year.

The Executive Director of the school is responsible for notification, compliance and documentation at his/her school. Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

SHORT-TERM SUSPENSION

Short-term suspension will be at the discretion of the School Administrator and will address behaviors that disrupt the educational process. Administrators may impose

Interventions/Consequences beyond the minimum mandatory in order to maintain the safety and security of the school population.

- ◆ Students are removed from school for a period of 1-10 school days at administrator's discretion ◆ Students will be allowed to make-up all class work, homework, tests, quizzes, etc.
- ◆ Students may not participate in extracurricular/co-curricular activities/athletics during days of suspension
- ◆ Parent/administrator conference required for student to return to school
- ◆ Student Behavior Contract may be required

LONG-TERM SUSPENSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing.

Students have the right to a due process hearing. The student may at his/her own expense, choose to be represented by an attorney during any due process hearing. A Seventy-two-hour notice must be given to the school if an attorney is to represent the student in order for the school to acquire representation of their own.

- ◆ Students are removed from school for a period of 11-180 school days, pending the decision of the discipline hearing.
- ◆ Required long-term Suspension Hearing within 10 school days of offense
- ◆ Length of long-term suspension time recommended by school administration, decision by Hearing Officer, appealed to the School Executive Director (see Appeals Process)
- ◆ During interim time of offense to hearing date and subsequent decision by Hearing Officer, student may not be in school, on school grounds, or participate in extracurricular/co-curricular activities/athletics
- ◆ **If a student is long-term suspended, the student may not make-up work, homework, tests, quizzes, etc., during the term of suspension.**
- ◆ **If a student is long-term suspended, loss of credit will occur. Retention will occur at the discretion of administration.**

EXPULSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Expulsion is the removal of a student from El Camino Real Academy for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from school. When appropriate, a student who is expelled may be placed in an alternative program. A secondary student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

FIREARMS

- Possession, selling or otherwise furnishing a firearm.
- Possession of any explosive device as defined in the Gun Free Schools Act.

The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the Superintendent may modify in writing the one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the Bernalillo County Sheriff's Department

REIMBURSEMENTS/RESTITUTION Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities, i.e. bathrooms, lockers, desks, etc. – damage or loss of school textbooks materials, and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.

REFERRAL FOR LEGAL ACTION Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency, i.e. police, sheriff, county, city, state or federal ordinance.

DISCIPLINARY CONSIDERATIONS FOR SPECIAL EDUCATION STUDENTS

Special education students are not immune from the school's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability and whether his/her program is appropriate.
- If the IEP team determines both that the behavior is not a manifestation of the student's disability and that the student's program is appropriate, disciplinary actions may be taken in accordance with the procedures in this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the district must continue to provide the educational services defined in the IEP.
- If the IEP Team determines either that the behavior is related to the student's disability or that the student's program is not appropriate, then the student may not be suspended and must receive an appropriate program.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (10 consecutive days or a series of suspensions that constitute a change in placement).
- The decision to remove a student from his/her IEP services must be made on an individual basis.
- Procedural safeguards outlined in the New Mexico Department of Education Standards for Excellence in Compliance Manual ensure that parental due process rights are afforded.
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.
- Special education students are entitled to a due process hearing.

El Camino Real Academy
Definition of Behavioral Infractions

Minor Problem Behavior	Definition
Cell Phone / Pagers	Student's cell phone is made visible or audible.
Cheating (Could be a major infraction, depending on severity)	Student is in possession of, having passed on, or being responsible for removing someone else's work or has signed a person's name without that person's permission OR Student copies the work of another individual or verbiage from an internet resource.
Defiance of School Personnel / Authorities	Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction.
Disruptive Behavior	Inappropriate behavior that interferes with the teaching / learning process.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school.
Electronic Devices	Student has an electronic device that is visible or audible (e.g., electronic game, phone, music player, etc.)
Failing to provide / surrender school identification.	Student refuses to provide school ID to any public school personnel or activity sponsor upon demand. Refusal to identify self. Giving inaccurate information
Inappropriate Physical Contact	Sexualized physical touch that includes (but is not limited to) kissing, frontal hugs, touching of private body areas, etc.
Language - Inappropriate	Inappropriate language that is NOT directed at another person.
Materials, Obscene	Displaying material that is indecent and has the potential of being disruptive.
Possession of a lighter / etc.	Student is in possession of products related to smoking (lighter, etc...)
Refusing to Comply	Student refuses to comply with staff directives.
Sleeping	Student disengages from class by sleeping.
Tardy (greater than 5 minutes but less than 10 minutes)	Lateness to class that exceeds five minutes from the start of the class period. Once a student is later than 10 minutes they are no longer tardy, but are considered truant.
Walking Out of Class But back quickly	Student leaves class without permission of teacher / staff, but returns to class within 5 minutes.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

CSP* Violation *COVID Safe Practices	<p>Consequences for violating mask-wearing requirements:</p> <p>1st offense: Teacher corrects the situation in the classroom if possible and documents the incident.</p> <p>2nd offense: Teacher corrects the situation in the classroom if possible. Documents (if first and second offense occur on the same day, both can be documented on the same minor incident report in EdH.), parent contact.</p>
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Major Problem Behavior	Definition
Alcohol / Drugs	Student is in possession of, using, selling / distributing alcohol or illegal drugs / substances or imitations.
Arson	Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity.

Bomb Threat / False Alarm	<p>Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that person(s) or property is likely to be injured or destroyed.</p> <p>OR</p> <p>Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise.</p>
Cheating/Plagiarism (could be a minor infraction, depending on severity)	Student is in possession of, having passed on, or being responsible for removing someone else's work or has signed a persons name without that person's permission. OR Student copies the work of another individual.
Extortion	Using intimidation or the threat of violence to obtain money, information or anything else of value from another person.
Fighting / Physical Aggression	Actions involving aggressive physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc...)
Firearm possession	Student is in possession of a firearm on the school campus.
Gang Related Activity	Student initiates or participates in activities that are gang related, such as tagging or throwing signs.
Harassment / Bullying of student or teacher (Verbal)	Student delivers disrespectful message (verbal, gestural or written) to another person that includes intimidation, obscene gestures, pictures, or written notes.
Harassment/Bullying of student or teacher (Physical)	Student seeks imbalance of power by making unwanted physical contact with a human target.
Intimidation	Student initiates behaviors or communication that causes a fearful response or a feeling of powerlessness to self-advocate.

Language - Abusive / Aggressive	Inappropriate verbal messages that are directed at another individual in a threatening manner.
Paraphernalia Possession	Possession and paraphernalia, such as (but not limited to) rolling paper, pipes, or bongs.
Racialized Aggression	Racialized aggression is broadly defined as hostility/aggression toward, or denigration/invalidation of, a different racial group that targets any student or school personnel at ECRA.
Sexual Harassment	Sexual harassment is a violation of federal law and ECRA Policy. Sexual harassment is also illegal under State Human Rights statutes and may be considered a criminal offense under state and local assault and child abuse laws. Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature. If behavior toward another student makes him or her feel intimidated, uncomfortable or threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.
Sexual Misconduct	Sexual misconduct may include, but is not limited to, physical acts of aggression, force or threat against another student of the same or opposite sex, threatening to force or coerce sexual acts, including the touching of private/intimate parts, and coercing, forcing or attempting to coerce or force sexual intercourse. Although, sexual misconduct may be considered sexual harassment, these acts should also be reported to the Bernalillo Sheriff Department.
Skipping Class	Student fails to report to class although having been sighted on campus. Student out of class without a valid excuse or later than 10 minutes to class.
Smoking	Student is in possession of / or is using tobacco products or related paraphernalia.
Theft	Student is in possession of the property of another person without permission of the owner of that property.
Threats	Student makes statements or physical gestures toward another student or staff that are interpreted as intent to cause physical harm.
Trespassing / Unauthorized presence	Entering or being on school grounds or in a school building without authorization.
Truancy	Student absent from school without a valid excuse.
Vehicle Disruption	Deliberately or inadvertently interfering with the safe operation of a vehicle which is stopped or moving, behaving in a manner adversely affecting an individual or any property on or near the vehicle itself, or at pickup areas.
Vandalism / Property Damage	Student participates in an activity that results in any destruction or disfigurement of property.
Walk Out of Class	Student leaves class without the permission of teacher / staff

Weapon Possession	Possessing a weapon such as, but not limited to: a firearm, any type of gun, knife, club, explosive, spiked wrist band, chains or other item that may cause, or is intended to cause, injury or death. This specifically includes “look-alike” guns and knives, such as toys, if the “look-alike” object is used or intended to be used to intimidate, threaten, or cause fear.
Weapon Use	Use of any weapon or “look-alike” weapon to threaten, intimidate, injure, or kill any person.
Chronic Minor Infractions	Student has accrued five total minor behavior write-ups. Five minors equal one major (Of the same or different behavior).
Non-compliance in ISS	Student fails to follow rules or staff requests when in ISS.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
CSP Violation	<p>Consequences for violating mask-wearing requirements:</p> <p>3rd offense: Teacher corrects the situation in the classroom if possible and documents. SEL instruction in the SEL room or Dean's office (5-15 min max), Dean to contact the parent.</p> <p>4th offense: Teacher corrects the situation in the classroom if possible, documents, 1 hour SEL instruction in the SEL room or Dean's office, Dean to contact the parent.</p> <p>5th offense: Teacher corrects the situation in the classroom if possible, documents, student is sent to Dean’s office and then sent home for non-compliance and health safety violations.</p> <p>If the student has moved through the Tiers on two separate occasions, they will be moved to Remote Learning for a designated period of time, up to one semester.</p> <p>If a student blatantly refuses to wear their mask, it will be considered a Tier 3 Defiance of CSP and they will be moved to Remote Learning for a designated period of time, up to one semester.</p>

Locations	Definitions
Classroom	Any classroom or space utilized regularly as a classroom
Outside Areas	Any of the areas between the buildings.
Cafeteria	Cafeteria
Bathroom	Any of the restrooms
Gym	Gym
High School Building	Building south of the Gym. Building that houses the high school classes
High School Building	Building west of the Gym where PMU is located.
Middle School Hallway	Hallway that houses the middle school classes

Elementary Building	North end of building that houses elementary classes
Admin. Building	Building housing Administration Offices
Loading Zone / East Parking Lot	Parking Lot to the east of the admin. building / Area utilized for loading / unloading
Special Event / assembly / field trip	Infrequent activities that occur in and/or out of school.
Other	Location for referral occurs in a location that is not listed above. Staff using this area must specify the location for the problem.

Possible Motivations	Definition
Avoid Adult	Student engages in problem behavior to get away from adult(s)
Avoid Peer(s)	Student engages in problem behavior(s) to get away from / escape peer(s)
Avoid Tasks / Activities	Student engages in problem behavior(s) to get away / escape from tasks and/or activities
Inability / Difficulty with reading or skills needed to complete task	Student engages in problem behavior(s) to mask their inability to perform the required task or in response to frustration from not being able to comprehend / perform task.
Obtain Adult Attention	Student engages in problem behavior(s) to gain adult(s) attention
Obtain Items / Activities	Student engages in problem behavior(s) to gain items and /or activities
Obtain Peer Attention	Student engages in problem behavior(s) to gain peer(s) attention.
Other	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.

Others Involved	Definition
None	Student engaged in problem behavior incident alone
Peers	Student engaged in problem behavior incident with peer(s)
Staff	Student engaged in problem behavior incident with staff
Substitute	Student engaged in problem behavior incident with substitute
Teacher	Student engaged in problem behavior incident with teacher
Unknown	It is unclear if any others were involved in incident

Classroom Interventions	Definition
Verbal Warning	Teacher / Staff offers a verbal warning that behavior is unacceptable
Non-Verbal cue to correct behavior	Teacher / Staff offers non-verbal cue to student to make them aware that behavior is unacceptable
Conference with student	Teacher / Staff pulls student aside within classroom or in hall to discuss behavior
Last to leave room	At end of period, student remains in class after peers have been excused
Proximity Control / Seat Change	Teacher / Staff directs student to change seats or location in order to diffuse inappropriate behavior

Parent Contact	Teacher contacts student's parents (preferably with student present) to inform them of student's inappropriate behavior
Time Out in Classroom	Student is removed from class activity for a short period
Write Apology / Write Essay about incident	Student is directed to write an apology note or reflective writing about the incident
Detention (with teacher)	Teacher requires the student to come to class detention with the teacher.
Public Service Announcement	Student (s) complete an assignment to reflect on consequences, severity, and impact of their actions to be presented to a class or grade level to prevent further infractions.
Loss of Privilege	Student loses privileges such as the ability to utilize HOWL Store or attend PBS events.
Think Sheet/Decision	Student completes reflective exercise to evaluate their decision.
Lunch Detention	Student loses social privilege during lunch-time/recess while eating lunch in the classroom or office
Role Play	A situation is reproduced to allow the student to interactively re-evaluate their actions, reflecting on what should have taken place to prevent further action
Natural Consequences	A consequence that is delivered or owned as a common/natural response to an action/reaction (ex: make a mess, clean the mess, break it fix it)
Correct Situation	Action taken by staff to correct the behavior issue
Other	Consequence for referral results in consequences that are not listed above. Staff using this area will specify the action taken

Administrative Interventions	Definition
Parent Contact	Consequence for referral results in parent communication by phone, email, letter, or person to person about the problem
P.M. and A.M. Detention	Student loses social privilege before or after school.
Lunch Detention	Student loses social privilege during lunch-time/recess while eating lunch in the classroom or office
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.
Conference With Student	Consequence for referral results in student meeting with administrator, teacher, and / or parent (in any combination)
Community Service	Consequence for referral results in student participating in supervised community service activities on the school grounds
Student / Parent/Teacher/Administration Meeting	All parties meet to confront and contract behavior disrupting the learning process
Contact J.P.O.	Consequence for referral results in contact with the student's Juvenile Probation Officer (if applicable)

Contact Social Worker / Case Manager	Consequence for referral results in contact with the student's out-of-school Social Worker or Case Manager (if applicable)
Out of School Suspension	Consequence for referral results in a set period of time when student is not allowed on campus
Contact Law-Enforcement	Consequence for referral results in contact with Law Enforcement to report incident
In School Suspension	Consequence for referral results in student attending the ISS for a set amount of time (1 class period to 3 full days)
Packet Work/Character Counts Assignment	Student must complete packet work that addresses target behavior(s)
Mediation	Students meet to address concerns to develop plan to prevent further actions
Behavior Contract	Student/Parent/Administrator/Teacher set behavior goals with consequences and rewards to monitor progress over time.
Other	Consequence for referral results in administrative decision that are not listed above. Staff using this area will specify the administrative action taken.

VIDEO SURVEILLANCE ON CAMPUS

The Governing Council of El Camino Real Academy authorizes the use of *video only* surveillance cameras on School property to ensure the health, welfare and safety of staff, students and visitors to School property. Surveillance cameras are in use on the School's campus to promote safety, prevent crime, and protect School property.

Areas that may have cameras include hallways; parking lots; the School's front offices; gymnasiums; cafeterias; supply rooms; and classrooms and other locations where staff, students, and visitors have no reasonable expectation of privacy. Cameras will not be allowed in bathrooms, gym locker/changing areas, and private offices (unless consent by the office owner is given). Any person entering a School facility, on School property or at a School function is subject to being videotaped. The School will notify students/parents and staff through handbooks, and signs will be posted where cameras are in use.

Students or staff in violation of GC policies, administrative regulations, state or federal laws revealed through information caught on surveillance tape will be subject to appropriate discipline, including referrals to law enforcement agencies. Video recordings may become part of a student's education record or a staff member's personnel record.

The existence of this policy or the use of video camera surveillance does not imply or guarantee that cameras will be monitored in real time 24 hours a day, seven days a week.

The Executive Director shall develop appropriate use and notification procedures in compliance with all state and federal laws, including but not limited to laws applicable to record maintenance and retention.

El Camino Real Academy 2024-2025 Internet Acceptable Use Policy

El Camino Real Academy Charter school provides technology resources to its students for educational purposes. The goal of providing these resources is to promote educational excellence.

Proper behavior, as it relates to the use of computers, is no different from proper behavior in all other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. Violation of this policy is grounds for school disciplinary action.

El Camino Real Academy shall ensure proper security measures for district data and data systems. This may include, but is not limited to:

- Appropriate access controls
- Data security measures
- Network security measures
- Oversight of employee and student online internet use

Listed below are the provisions of this contract. Violations of these provisions will result in the loss of access to the Internet, and possible legal and disciplinary action:

- I will accept personal responsibility for the appropriate use of the Internet. El Camino Real Academy will make every effort to provide supervision and appropriate structured activities for students, and will provide filtering for certain known inappropriate sites, however, the user accepts final responsibility for appropriate use.
- The use of the Internet is a privilege not a right, and inappropriate use will result in the cancellation of those privileges. Transmission of any material in violation of any United States or other state law is prohibited. This includes but is not limited to copyrighted material, threatening or obscene material or material protected by trademark. The administration or facility of El Camino Real Academy may request that the Systems Administrator make the final determination of what is inappropriate use.
- Vandalism or any malicious attempt to harm or destroy hardware or data of any connected entity will result in the loss of computer privileges, disciplinary action, and/or legal referral.
- El Camino Real Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. El Camino Real Academy will not be responsible for any damages suffered while on the system. El Camino Real Academy specifically disclaims any responsibility for the accuracy of information obtained through its services.
- El Camino Real Academy will utilize GoGuardian on all school devices for the safety and supervision of students.

Student

I understand and will abide by the provisions and conditions of this contract. I also agree to report any misuse to the teacher or System Administrator. I understand that any violation of above provisions may result in disciplinary action, the loss of my network privileges, and appropriate legal action.

Student Signature: _____ **Date:** _____

Parent/Guardian

I have read this contract and understand that ECRA will take every reasonable precaution to block access to all controversial and inappropriate materials. I will support the provisions and conditions outlined in this document.

Parent/Guardian: _____ **Date:** _____

El Camino Real Academy Electronic Device Expectations

2024-2025

El Camino Real Academy defines electronic devices as any device that can be used to communicate or play. ECRA is NOT responsible for the loss, theft or damage of any device.

All devices are not allowed to be used during the school day unless under the request/supervision of the classroom teacher. ANY misuse of the expectations WILL result in the loss of that privilege, up to and including being placed on a behavior contract with more detailed expectations. Basic misuse is defined as – use of device during the school day without authorization, or ECRA events, social media, taking pictures or anything deemed inappropriate by ECRA administration.

Parents are not to contact their child via cell phone during the school day. Parents are required to call the front office if they need to contact their child.

ALL devices are required to be registered with the school and this form is to be signed by ALL parents/guardians even if the student will not bring an electronic device to school.

By signing this form – I agree to follow ECRA’s guidelines for electronic devices. I will update ECRA with any changes that may occur during the school year.

My student WILL NOT carry an electronic device to school.

My student WILL carry an electronic device to school.

Student Name: _____ **Grade:** _____

Parent/Guardian Name: _____

Device description – Brand/Maker: _____

Model/Serial Number: _____

Color: _____

I have read and agree to abide by the expectations listed in this document.

Student Signature: _____

Parent/Guardian Signature: _____

**EL CAMINO REAL ACADEMY
STUDENT/PARENT HANDBOOK
2024-2025**

Student Name: _____ Grade: _____ (Printed)

I have read and agree to abide by all policies and procedures (Discipline, Dress Code, Attendance & Truancy, etc.) found herein the Student/Parent Handbook for the 2024-2025 school year.

(Student's Signature)

(Date)

I have read and agree to support all policies and procedures (Discipline, Dress Code, Attendance & Truancy, etc) found herein the Student/Parent Handbook for the 2024-2025 school year.

(Parent/Guardian's Signature)

(Date)