



ECA Community Handbook School Year 2024-2025 Volume I

**ECA Community Handbook School Year 2024-2025 Volume I
was approved by the ECA Board of Directors May 30, 2024**

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ECA Mission

ECA is an inclusive learning community that encourages students to be compassionate, lifelong learners, responsible global citizens, and champions of their individual success.

ECA Vision

ECA will empower students to strive for excellence through academic, personal, and social growth within a safe, trusting, and enduring environment in order to achieve their full potential.

Why ECA exists

With close to 90 years of tradition in Caracas, Escuela Campo Alegre strives to be the best international school in Venezuela. As the US Embassy assisted school in Caracas, we provide an American education with exceptional opportunities for developing leadership skills and academic excellence in all disciplines and also through the International Baccalaureate Diploma Programme (IBDP).

We have extensive resources including world class facilities needed to shape future global citizens. Our education extends to sports and performing arts, at our very own art workshops, theater, tennis courts, swimming pool, basketball courts, well equipped playgrounds and a full size soccer field.

Our community follows the Campo Way which consists of values and commitments of being responsible, respectful, safe, and always doing our best. We also take pride in being an inclusive and safe community for students, teachers, and parents; forming well rounded and globally connected members.

Our infrastructure and security team ensures that our students and staff are secure at all times, with constant surveillance throughout the campus.

ECA has an adaptive education style that caters to the needs of each student. As the world around us changes, we embrace innovative methods of learning and teaching, such as artificial intelligence, project-based learning, and design thinking.

Our emphasis on academic excellence prepares students for the universities of their choice including prestigious elite universities in the US and beyond.

ECA develops the six approaches to teaching and five approaches to learning stipulated by IB.

At ECA, teaching is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Designed to remove barriers to learning
- Informed by assessment

At ECA, the five categories (HATLs) of learning are:

- Thinking skills (critical, creative, and ethical)
- Research skills (comparing, contrasting, validating, and prioritizing)
- Communication skills (written and oral, effective listening, and formulating arguments)
- Social skills (forming and maintaining positive relationships, listening skills, and conflict resolution)
- Self-management skills (organizational skills affective skills, such as managing state of mind and motivation)

ECA students:

- Live the Campo Way by being responsible, respectful, safe, and always doing their best.
- Strive to develop the IB learner profile traits of being:
 - Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective

Guiding statements were approved by the ECA Board of Directors on May 9, 2024

School hours

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Nursery

Monday to Friday 8:00 am until 11:45 am.

We start to receive students at 7:45am when supervision is present.

An option is available to stay until 3:30 pm on Mondays, Tuesdays, Thursdays, and Fridays and 2:00 pm on Wednesdays.

Prekindergarten & kindergarten

Mondays, Tuesdays, Thursdays, Fridays 8:00 am until 3:30 pm and 8:00 am until 2:00 pm on Wednesdays.

We start to receive students at 7:45 am in Star Plaza when supervision is present.

Grades 1-12

Mondays, Tuesdays, Thursdays, Fridays 8:00 am until 3:30 pm and 8:00 am until 2:00 pm on Wednesdays.

We start to receive students at 7:30am in Star Plaza when supervision is present.

Language expectations

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English is the primary language at ECA. English is the language of instruction in the classes that are taught in English just as Spanish is the language of instruction in Spanish class. Students have the choice to use their mother tongue or another language when they are not in class. If a student is not complying with the language expectations it may be documented as a minor offense. At least one of the parents or representatives of the student is expected to be fluent in English.

Communication

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Communication with ECA - updated contact information

It is critical that your contact information is always accurate in case of an emergency.

In the elementary section please send your information to esoffice@ecak12.com and in secondary send it to ssoffice@ecak12.com.

Communication with ECA - student behavior

It is important that when the school is trying to resolve behavior issues which require parent intervention that the parent(s) respond to school emails or phone calls within 48 hours. If a parent meeting is requested it must be attended by at least one parent or their representative.

Communication with ECA - punctuality

All students are required to be in attendance at class at the beginning of each school day by 8:00 am. Students arriving after this time will be considered late. All students must arrive at school on time; when a student enters class late, it disrupts the entire class. Traffic can be unpredictable, so we ask families to make every effort to arrive at school on time. *Students in Elementary School (ES) who are late to school must report to the office for a tardy pass before reporting to class. Students in Secondary School (SS) must go directly to their lesson.* They will be marked absent until they arrive and then will be marked tardy. In SS, if a student is 20 minutes or more late to class, they will remain marked absent regardless of their arrival

Communication with ECA - leaving school during the school day

In regards to any changes in arrival or departure of students, parents must send an email notice to the ES Office: esoffice@ecak12.com and the classroom teacher or SS office ssoffice@ecak12.com and the advisory teacher: by **no later than 12 noon**. This is particularly important if someone other than the parent will be picking up the child later in the day. Students leaving early must get a pass from their representative office (ES or SS). Prior to departure, the parent or designee must go to the elementary office first to sign the student out. The elementary office will give the parent a signed pass and then the parent is able to leave with the child. The secondary office will hand the pass to the student, who will go directly to their car. This pass must be given to the guard as you exit through the gate. **While recognizing that these steps may be time-consuming, we feel that ensuring your child's safety must be the top priority. Please allow adequate time for the early departure process.**

Communication with ECA - planned absence

Parents and students are advised that the school strongly discourages students being absent from school at times other than the vacations reflected on the ECA calendar. Extended weekends, holidays, and vacations are highly discouraged. All extended absences must be communicated with the school prior to the absence for determination of the effect on student learning. Refer to the [attendance policy](#) for more information.

Communication with ECA - school withdrawal

If a student is leaving ECA a withdrawal form is available in the Admissions Office. A minimum of five days' notice of withdrawal is necessary to prepare official transcripts. If a child withdraws at the end of the year, transcripts will be available the week following the last day of class. If records are required before the actual withdrawal date, parents should use their copy of the most recent report card. Report cards and transcripts will be withheld in the case of students who have outstanding financial obligations to the school, or who have failed to discharge any other incurred obligations.

Communication with ECA - expectations for parents who will travel and leave students with another caregiver

When your child is being left under the supervision of someone else while you are traveling, the homeroom teacher, elementary office and or secondary office should be notified by email. Parents must provide specific details regarding who has permission to make decisions regarding transportation, pick-up, and emergencies. Please be sure to include all necessary contact information of the caregiver so that they may be contacted if necessary.

The Campo Way

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The Campo Way

All ECA community members are expected to follow the Campo Way: Be respectful, Be responsible, Be safe, and Do your best. The Campo Way provides a framework for students, teachers, and parents to work together in a thoughtful, caring, and polite environment. The Campo Way describes how we act and how we treat one another at ECA. It is the culture of ECA.

ECA discipline philosophy

Our discipline philosophy emphasizes proactive strategies such as promoting positive behavior reinforcement, fostering strong relationships, and providing support services to address the underlying needs of students.

ECA believes in:

Fostering responsibility: We emphasize nurturing a sense of personal responsibility and accountability among students. We believe in guiding students to understand the consequences of their actions and empowering them to make positive choices that contribute to their own growth and the well-being of the school community.

Restorative practices: We prioritize restorative practices that focus on repairing harm and restoring relationships. We seek to address underlying issues, promote empathy, and facilitate dialogue and reconciliation among those involved in conflicts or misconduct.

Creating a positive climate: We are committed to fostering a positive and inclusive school climate where all students feel safe, valued, and respected.

Respecting diversity of culture and religion: We are a secular school that promotes tolerance and respect of the individual culture and religion of all community members.

Students' rights

1. To be treated with respect by all community members
2. To be safe in an inclusive and stable learning environment
3. To access and use technology and information responsibly for their academic development
4. To participate in school events or activities when they have met all eligibility requirements stated in the ECA Campo Way Community Handbook
5. To be heard and to be taken seriously

Students' responsibilities

1. To abide by the laws of Venezuela and the provisions set forth in the ECA Campo Way Community Handbook
2. To be responsible for their actions and personal property
3. To demonstrate respectful behavior at all times within the school or in any activity that represents ECA

4. To abide by the mission, vision, guiding statements, and values of ECA at all times
5. To respect and ensure the good condition of school resources and facilities and respond for any damages or losses
6. To abide by the ECA technology acceptable use policy
7. To be responsible for their belongings and not take or use without consent, the property and belongings of others
8. To always wear the school uniform when it is required and to project a good image of ECA
9. Respect the national anthems of Venezuela and the United States of America. ECA students should remain quiet, standing at attention, and should not be eating, drinking, or using technology
10. To comply with all academic and disciplinary expectations

Categories of disciplinary offenses

Minor, serious, severe

Any offense committed by an ECA student shall be treated with the utmost discretion on the part of those having the responsibility to investigate and record said offense, and to take adequate actions.

Students with special individualized education plans (IEPs)

The procedures explained for all levels of offenses ARE NOT applicable to children with diagnosed special behavioral needs.

for example,

- Diagnosed with psychiatric needs that require medication
- Mental or psychomotor differences

In most cases, no responsibility can be attributed to the student. The approach is balanced and involves cooperation between the school and the family.

Students with these conditions must be evaluated, and suggested strategies be put in place. They must also receive psychological, pharmacological, and psycho-pedagogical therapy assigned by an external specialist.

In the case of parents or guardians who resist diagnosis and /or treatment, it is treated as potential neglect and dealt with differently.

Mitigating factors

During the discipline process the adult(s) will always take into account:

1. Age, personal, social/emotional circumstances
2. The admission of the offense before the disciplinary process has begun
3. Reparation of the damage or compensation for the damage caused before the disciplinary process has begun
4. A positive behavior history in the ECA community
5. Having been coerced to commit the offense by another person
6. Degree of participation in the event

Aggravating factors

During the discipline process the adult(s) will always take into account:

1. Age, personal, social/emotional circumstances
2. Magnitude of the disturbance
3. Degree of participation in the event
4. Degree of influence or coercion over other offenders
5. The lack of consideration for others
6. The disturbing effect that behavior produces in the educational community
7. A negative behavior history in the ECA community

Minor offenses

Minor offenses are actions or behaviors that alter the routine development of school activities, teaching, or learning.

The following are considered examples of minor offenses:

1. Disrupting the learning environment or any ECA environment.
2. Be absent from class or from the place where one should be without the required authorization
3. Unauthorized eating, drinking, or chewing gum.
4. Inappropriate use of language (obscene language or gestures), including any sayings or slang in English or Spanish, or other mother tongues.
5. Non-compliance of the [language expectations](#)
6. Not cleaning up after oneself
7. Inconsiderate conduct towards school personnel or materials.
8. Not following instructions/requests of ECA staff
9. Entering restricted areas
10. Not complying with the dress code
11. Accumulation of 5 unexcused tardies
12. Accumulation of 5 unexcused absences in one class (Secondary School)
13. Not complying with the acceptable use policy of technology
14. Inappropriate physical contact

**Other minor offenses that are not listed here exist, and they are actions or behaviors that alter the routine development of school activities, teaching, or learning.

Procedure for dealing with minor offenses

The Teacher / Assistant is responsible for the minor offenses procedure.

1. The teacher and student will complete the Campo Way Reflection form briefly explaining what happened
2. the teacher must listen to the opinion of the student and he/she will be allowed to present his/her defense, by means of any evidence he/she might have
3. The teacher will make a decision regarding consequences as soon as possible and share it with the student
4. In case of an objection by the student, the respective Principal will become involved and decide immediately thereafter. Parents must be notified by the Principal if the student objects.

Possible consequences for a minor offense

Consequences are of a formative nature.

Before any procedure the right of the student to be heard and to be able to express his/her opinion must be guaranteed. The student's age must be taken into account.

1. **Respectful reprimand:** This is a verbal reprimand, in accordance to the age of the child, explaining briefly and positively the expected behavior.
2. **Guidance:** It is a correction that implies explaining to the child the possible consequences of not fulfilling any one of his/her duties and showing him/her, in a clear and detailed manner, why it is necessary to follow rules and expectations.
3. **Reflection time:** A period of time during which the student shall reflect on the event (it is not allowed to use this time to go out of the room, and said correction shall be applied with supervision and emotional and social support).

Serious offenses

Serious offenses are those actions or behaviors carried out against any member of the ECA community which affect discipline, peaceful coexistence, and/or the normal development of school activities, teaching, or learning.

**Any student with a serious or severe offense or a disciplinary case in process for one during the same semester will not be allowed to participate in any activities representing ECA, including academic events, sports trips, or school trips.

The following are considered examples of serious offenses:

1. Repeating behaviors (5 of the same) consecrated as minor offenses
2. To verbally attack by any means any member of the educational community
3. Challenge or disobey the school authorities
4. Manipulate or compel another person to commit an act that constitutes as a serious offense
5. Participate or promote protest demonstrations, using illegal, illegitimate means that violate the rights of the other members of the educational community
6. Bring, carry, or use hazardous substances, including vaping paraphernalia
7. Not complying with the acceptable use policy of technology
8. Carry any type of weapon or object that is designed to cause damage
9. Record or film others without prior authorization
10. Deceive or lie to justify an action
11. Defame the honor / good name of another member of the community, including the use of social media
12. Disseminate information that affects the honor / good name of another member of the community, including the use of social media
13. 10 or more unjustified tardies or absences. Each 10 would count as a serious offense
14. Damaging school property or the property of any member of the ECA community

****Other serious offenses exist that are not listed here** and they are those actions or behaviors carried out against any member of the ECA community which affect discipline, peaceful coexistence, and/or the normal development of school activities, teaching, or learning.

Procedure for dealing with serious offenses

The Principal is responsible for the serious offenses procedure.

1. With the first serious offense, the Principal will create a student folder.
2. Parents will be notified immediately
3. A written document with the student's statement must be completed
4. A decision regarding consequences will be made as soon as possible and shared with the student and legal guardian(s).
5. The legal guardian(s) may appeal the consequence by meeting with the Superintendent within a maximum of 2 days after the consequence has been issued. During this appeal time the student will be responsible to complete all learning activities in an assigned space at school, outside of the classroom, providing the offense is not a felony. Superintendent will make a final decision on the consequence after considering the information provided during the appeal meeting no later than 2 days after the meeting.

Possible consequences for serious offenses

Consequences are of a formative nature

Before any procedure, the right of the student to be heard and to be able to express his/her opinion must be guaranteed.

1. Pedagogical guidelines for parents and students
2. Non-clinical follow up accompaniment by the school counselor
3. A reflective activity outside or inside the school day
4. Compliance with academic activities under the supervision of the school's directors or its delegates for a period of 1 to 10 school days
5. The cancellation or suspension of the use of services of the area of technology
6. In case of not complying with the policies of the use of cell phones and electronic devices may be confiscated and given back to a legal guardian of the student
7. In school suspension where the student is responsible for completing all work during a period of 1 to 5 school days
8. Out of school suspension where the student is responsible for completing all work during a period of

1 to 5 school days

9. When it is for the benefit of the student and / or the educational community, the student must complete their academic activities outside the school for a period of time that is agreed upon by the Superintendent and the parents
10. Behaviour or Academic growth plan
11. Community service activities

Severe offenses

Severe offenses are those actions of an aggressive, violent or delinquent nature which act against school property, or physical, mental or emotional dignity of any other member of the ECA community, and which may also disturb significantly the normal development of school activities, teaching, or learning.

Said behaviors may cause physical and/or psychological damage, and they may be harmful to the reputation and good name of the institution. Some of these behaviors are also identified as a felony by the Venezuelan Laws.

****Any student who has a serious or severe offense or has a disciplinary case in process for one during the same semester will not be allowed to participate in any activities representing ECA including academic events, sports trips, or school trips.**

The following are considered examples of severe offenses:

1. Physically or psychologically assault or intimidate by any means, any member of the educational community
2. Attempt or violate the privacy of individuals or the institution
3. Bullying
4. Cyberbullying
5. Committing sexual harassment in word or deed
6. Use the computers and / or the school network to commit any of the most serious offenses against any person even if they are not a member of the educational community
7. Perform acts of vandalism
8. Academic dishonesty
9. Consume, carry, acquire or distribute alcoholic beverages, or substances that are classified as narcotic or hallucinogenic. It will also be considered a severe offense to appear at school under its effect
10. Use any substance inappropriately, causing alterations in behavior or damage to health
11. 20 or more unjustified absences or tardies
12. Not meeting the agreements of the "Student Responsible Use Policy" for technology
13. 3 serious offenses in the same school year

****Other severe offenses exist that are not listed here and they are those actions of an aggressive, violent or delinquent nature which act against school property, or physical, mental or emotional dignity of any other member of the ECA community, and which may also disturb significantly the normal development of school activities, teaching, or learning.**

Procedure for dealing with severe offenses

The Principal is responsible for the severe offenses procedure unless it is a felony in which case the Superintendent is responsible.

1. With the first severe offense, the Principal will create the student folder if one has not been created
2. Parents will be notified immediately
3. A written document with the student's statement must be completed
4. A decision regarding consequences will be made as soon as possible and shared with the student and legal guardian(s).
5. The legal guardian(s) may appeal the consequence by meeting with the Superintendent within a

maximum of 2 days after the consequence has been issued. During this appeal time the student will be responsible to complete all learning activities in an assigned space at school, outside of the classroom. The Superintendent will make a final decision on the consequence after considering the information provided during the appeal meeting not later than 2 days after the meeting.

Possible consequences for severe offenses

Consequences are of a formative nature

Before any procedure, the right of the student to be heard and to be able to express his/her opinion must be guaranteed.

1. Pedagogical guidelines for parents and students
2. Non-clinical support from the school counselor
3. A reflective activity outside or inside the school day
4. Compliance with academic activities under the supervision of the school's directors or its delegates for a period of 1 to 10 school days
5. The cancellation or suspension of the use of services of the area of technology
6. In case of not complying with the policies on the use of cell phones and electronic devices may be confiscated for a certain period of time
7. In school suspension where the student is responsible for completing all work during a period of 1 to 5 school days
8. Out of school suspension where the student is responsible for completing all work during a period of 1 to 5 school days
9. When it is for the benefit of the student and / or the educational community, the student must complete their academic activities outside the school for a period of time that is agreed upon by the Superintendent and the parents
10. Behaviour or Academic growth plan
11. Community service activities
12. Cancellation of registration for next school year (non renewal)
13. Descholarization for those students whose enrollment will not be renewed due to a serious offense during the second semester of the the school year, they will be granted the benefit of the deschooling so that the academic activities can be completed
14. Expulsion
15. If an offense occurs during 12th grade, the student may be denied to attend the graduation ceremony. Graduation diplomas will be given by the secretary's office during business hours.

Eligibility requirements for participating in ECA events

Students who live the Campo Way and meet eligibility requirements may enjoy the privilege of representing ECA in special activities including sports, arts events, and trips. These activities include VANAS, MUN, grade level trips, and other similar activities.

Students may not participate in these events if they:

1. Have had a serious or severe offense in the same semester
2. If they have a disciplinary process in place during the same semester
3. Failing 2 or more classes

ECA student dress code

All ECA students are required to wear the official school uniform shirt with official school solid navy blue pants shorts or a skirt. Students who choose to wear a sweater in addition to the school shirt **will be required** to wear the official school sweatshirt. Parents will be called to bring appropriate uniform attire for violations.

Nursery, pre-kinder and kindergarten students:

1. Shirt – ECA Red uniform shirt with school logo
2. ECA Solid navy blue pants or, shorts or a skirt
3. Shoes or sneakers of any color are acceptable; however, closed-toe shoes are preferred.

Students-grades 1-12

1. Shirt –White/Blue/Brown uniform shirt with school logo
2. Navy blue/black pants, jeans, Bermudas or a skirt
3. Shoes or sneakers of any color are acceptable; however, no crocs, slides, flip flops are allowed.

Footwear – Students should wear proper footwear to school. For their own safety, footwear should cover toes (front) and have a back restraint. Sneakers or tennis shoes are required for physical education, recreation and athletic activities. Flip-flops are not acceptable at any time. Any other deviation from the school uniform must be given prior approval by the ES or SS Principal.

PE dress code – On PE days it is important that your child comes to school dressed for physical education. He/she should wear: sneakers & socks; school shirt; navy blue shorts or sweatpants. When classes are scheduled to take place on the field we also recommend that children wear a hat, sunscreen and carry a bottle of water.

For safety reasons jewelry should not be worn to physical education classes and is generally discouraged at any time. **The school does not accept responsibility for missing or damaged items.**

ECA Campus

Students have the privilege of having many spaces that they can use respectfully with supervision. Students who do not follow the Campo Way may lose their privilege in certain areas.

Library

The library is open to students and parents from 7:30 am to 4:30 pm. Students may check out books on a regular basis during class time or other specified times throughout the school day. Students are expected to follow the Campo Way while in the library.

Borrowing library materials

If a student has overdue items, no additional materials may be checked out until these are returned or renewed. Replacement charges are required for lost or damaged library materials.

Library computers

“Use of personal or school Laptops is encouraged in the library premises for research and school work related”. Unless designed for educational purposes, playing computer games in the library is not permitted.

After School Activities (ASA)

The After School Activities (ASA) Program is offered after school and is provided by professional contractors and staff. A combination of fee based activities provided by outside contractors and free ASA offered by school staff are available throughout the school year. Participating in these activities is a privilege and may be removed by ECA if students are not following the Campo Way.

Forest Broman Theater

The theater is open to students when they are supervised by a staff member. The ECA school community should observe the following theater guidelines:

1. The audience should stay seated during the performance and avoid talking.
2. Applause is utilized to show appreciation for the performers.
3. Unnecessary clapping, whistling, calling out, etc., disturbs the performers and audience, and therefore should not occur.
4. Toys/games and food/drink are not allowed in the theater.
5. Feet should be on the floor and not placed on the back of the theater seats.

Appropriate, respectful theater etiquette is expected from students when attending an event.

ECA gymnasiums, playgrounds, soccer Field, tennis courts, & swimming pool

All areas are open to students when they are supervised by a staff member. Students are expected to play safe and respect all equipment.

ECA exercise room

The exercise room is open to students when they are supervised by a staff member. Students must respect all equipment and use the equipment in a safe manner.

Cafeteria

The cafeteria is a place where students are able to eat their lunch or snacks and they are expected to clean up after themselves, have a normal level of voice, and respect the eating areas and the staff that work in the cafeteria.

Health Office

A full-time registered nurse is available during school hours to provide first aid care as well as information about local health care professionals. All new students will be screened for vision and hearing. Subsequently, screenings are completed every other year.

If your child is absent from school due to illness, please inform the section office by 9:00 a.m. daily. In consideration of other children, please **Do not send your child if they are sick**. Your child should be kept at home if any of the following symptoms are present:

1. Fever (your child should have a normal temperature for 24 hours after a high fever), diarrhea, vomiting, stomach cramps, rash, nasal discharge that is green or yellowish, eyes reddened, itchy or swollen, sore throat, or coughing.

If your child has been exposed to contagious illnesses, they should be kept at home, and the circumstances of their condition should be reported to the principal and the Health Office. These may include:

1. Viral infections (including Coronavirus), pin/tapeworms, measles, mumps, chicken pox, conjunctivitis or 'pink eye', scarlet fever, hand, foot, mouth disease, head lice, or H1N1.

Please notify the school nurse if your child has any of the above. Appropriate action will be necessary before your child returns to school.

Drivers, nannies, and other 3rd party employees or person associated with parents

No 3rd party employee or person associated with parents may enter the main academic buildings. If an ECE student arrives late and there is no supervision in Star Plaza, the person may bring the student directly to the office. Students in grades 1-12 need to enter on their own. Items being delivered during the school day

must be left at the security desk. No person carrying a weapon is allowed to step foot on campus. If an individual brings a weapon on campus they will automatically be prohibited from entering the campus.

Vehicles on campus

Only vehicles with the ECA security sticker are allowed entry to the campus. Stickers are available to parents at the security desk in Star Plaza. The guards at the front gate have been instructed to make no exceptions to this rule. While on campus we expect everyone who is driving a vehicle to be prudent by following the rules and always be cautious of student safety. Any person driving a vehicle who does not follow the rules may lose their privileges of entering the school with a vehicle.

Parents

Parents are welcome to be on campus in Star Plaza or using the approved facilities but should not be interacting with students or going into the main academic buildings without permission or a scheduled meeting. This is in order to guarantee the safety of our students and minimize learning interruptions. Parents are expected to follow the Campo Way and always be responsible, respectful, and safe while on campus or attending any ECA event. Parents who do not follow these rules may lose their privilege of being on campus or at ECA events.

Birthday invitations / food

Invitations to parties may only be distributed in the classroom if all classmates are invited to the party. Otherwise, invitations should be distributed outside of school. Snacks and/or treats are allowed (except in the case of individuals with allergies) on the child's birthday as long as there are enough for the entire class, and they may only be given at snack time, not during academic time or in the classroom. Please contact and communicate with the teacher ahead of time. No siblings are allowed to attend. The food should be individual treats. No gifts.

Secondary school celebrations are permitted during lunch or an agreed upon time by the principal and the teacher. Deliveries must happen before 12 pm.

Student lunches

Students may have their lunch dropped off at the table beside the security desk. Students will be allowed to pick up their lunch during the lunch period. After this time students will have to wait until the end of the school day to pick up their lunch so that they are not missing any learning. Please be responsible in delivering food on time. ECE students must bring their own lunch or buy from the cafeteria.

Field trip travel expectations

1. Students must have a permission slip, obtained from a teacher and signed by a parent or guardian, in order to travel off campus with their class. Students must exhibit Campo Way behavior while on the field trip.



ECA Technology Responsible Use Policy

General Philosophy

The primary purpose of Technology at Escuela Campo Alegre is to support and enhance student learning in a safe, effective and appropriate manner. Technology in this document refers to electronic devices and network services provided by or used at ECA.

All technology use must support ECA educational objectives and abide by ECA's Community Handbook. The use of Technology at ECA is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. ECA monitors and controls ECA network traffic and ECA accounts. Students who violate this *Responsible Use Policy* are subject to disciplinary action in accordance with ECA disciplinary procedures, including but not limited to the loss of access to use of technology at school. The teacher has the responsibility to determine what the technology needs are and what technology use is permissible within the classroom.

1. The Technology Department will help diagnose hardware issues which must then be handled by a private service provider at cost to the family.
2. If a student loses or damages a school owned device they will be charged the cost of repair or replacement if the student is determined to be at fault.
3. Virus protection is highly recommended on devices that can support such a program and is **mandatory** for all Windows PCs.
4. Students will be connected to the BYOD wireless network which will have filtered Internet access.

Digital Citizenship/Online Safety

ECA aims to empower students to make safe, smart, and ethical decisions online. Here are the general foundations of good Digital Citizenship:

MEDIA BALANCE & WELL-BEING

How can I use media in healthy ways that give meaning and add value to my life?

I develop an internal sense of "media balance," I reflect on the different feelings and emotions that arise when I engage in activities that involve digital media.

PRIVACY & SECURITY

How can I keep my private data safe and secure?

I will carefully consider password creation, recognize and avoid online scams, and distinguish positive and safe sharing from oversharing with others.

DIGITAL FOOTPRINT & IDENTITY

How can I cultivate my digital identity in ways that are responsible and empowering?
I will consciously manage my online privacy, as well as respect the online privacy of others.

RELATIONSHIPS & COMMUNICATION

How can I communicate effectively and positively to build relationships?
I will think critically, ethically and responsibly about different forms and etiquettes of digital communication.

CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH

How can I connect positively, treat others respectfully, and create a culture of kindness?
I will carefully think about the consequences of my online actions and activities.

NEWS & MEDIA LITERACY

How can I be a critical consumer and creator of news and media?
I will have a critical, but not cynical, eye. I will develop a critical lens, but not by disavowing the knowledge and experiences that I already bring to the table.

General Guidelines for the ECA Community

We will:

1. Use all technology for learning purposes from 8:00 a.m. to 3:30 p.m. Monday to Friday.
2. Treat electronic devices with due care and respect.
3. Follow teacher instructions regarding technology use in school.
4. Use technology in a legal, ethical and responsible manner.
5. Use appropriate online etiquette and represent themselves as a positive ECA digital ambassador.
6. Take responsibility for their actions when posting or viewing online information and images.
7. Follow copyright laws.

We will not:

1. Use all technology for personal entertainment during 8:00 a.m. to 3:30 p.m. Monday to Friday.
2. Engage in software piracy - the unauthorized reproduction of copyrighted material.
3. Engage in Cyber Bullying - using technology to threaten, harass, humiliate, or embarrass another person.
4. Engage in any form of hacking
5. Use other people's usernames or passwords.

BYOD Guidelines (*Bring Your Own Device Guidelines*)

The primary purpose of BYOD at ECA is to support and enhance student learning.

1. Students must bring their BYOD device fully charged to school.
2. Students must bring their chargers to school.
3. Students on BYOD are required to use and be signed in to the Google Chrome browser during class use of BYOD devices.
4. Students who repeatedly use their BYOD in ways that violate the school technology '**Responsible Use Policy**' could lose their BYOD privileges and be assigned a school-issued Chromebook.
5. School-owned software installed on student devices must be uninstalled by the Technology

Department before students are cleared for check out at the end of the academic year or withdrawal from school.

6. ECA is **not responsible** for loss, damage, misuse, or theft of BYOD or related devices.
7. Access to the ECA WIFI system is only granted after students have signed the '**ECA Technology: Responsible Use Policy**' which can be read on ECA's website.

Guidelines on the Use of Cellphones

Elementary students are not permitted to bring cellphones to school. They will have access to the office phone in case of an emergency.

Secondary students are not permitted to use cell phones during the school day. To facilitate this, students place their phones in the lock box during advisory. If the student arrives late they give their phone to the secondary office assistant where it will be placed in a lock box. Students are permitted to have their phones back at 3:30 pm (2:00 pm Wednesday).

Homework policy

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Rationale

The content of this policy has been written to reflect the value we place on home learning opportunities and on our fundamental belief in the importance of enabling our students to become lifelong learners.

At ECA, we believe that all students should have a healthy balance of work, recreation, family time, and sleep. As a result, any homework assigned will be meaningful, relevant and differentiated as needed to meet individual student needs. All home learning at ECA is formative in nature and designed to support student learning. It will not be included in the academic achievement grade.

Purpose:

1. Reinforce the teaching and learning process
2. Support progression towards independence
3. Develop positive habits of routines and learning

Meaningful homework will be:

1. Purposeful and clear
2. Designed to meet student needs
3. Aligned to the content and subject standards taught in class
4. Explained by the teacher in advance

Meaningful types of homework may include:

1. Practice - to gain fluency, mastery, automaticity and promote feelings of self-competency.
2. Review - to review factual knowledge needed to fully understand a concept/skill.
3. Preview - to preview a topic or idea that will be fully discussed and taught in class.
4. Enrichment and Extension - to make connections, inquire, and go beyond the learning in the classroom as requested by the student and / or parent.

Grades nursery to kindergarten in the elementary school:

Students are expected to read a minimum of 10 minutes each day. This is the equivalent to 50 minutes of reading per week. This should be done in English or Spanish and the books can be read aloud by parents or students.

Grades 1-5 in the elementary school:

Students are expected to read a minimum of 20 minutes each day and should be doing a maximum of 10 minutes per day of mathematics practice. This is the equivalent to 100 minutes of reading per week and a maximum of 50 minutes of mathematics per week. This should be done in English or Spanish and the books can be read aloud by parents or students.

Grades 6-8 in the secondary school:

Students may be assigned up to 60 minutes per day between all subject areas.

Grades 9-12 in the secondary school:

Students may be assigned up to 90 minutes per day between all subject areas.

The IB students may be assigned up to 120 minutes per day between all subject areas (Expectations of IBDP).

IB emphasizes the development of self-management skills and taking responsibility for one's learning while at the same time placing a high value on other important parts of school life like sports, clubs, and community events via the CAS requirement. In line with this, the guideline is that a minimum of 10 hours of homework per week may be assigned to be completed at home and during flex blocks.

Schoolwide agreements:

1. Homework at ECA is not assigned over holidays, but reading for pleasure is always encouraged.
2. As all students are different, actual time required to complete assignments will vary.
3. Students should have a quiet place, free of distractions, to complete their homework.
4. A student who engages in meaningful homework can often be seen to make accelerated progress in their learning, so taking part in home learning activities is encouraged.
5. Throughout the school year, students in grades 1-12 will receive homework in the core subject areas.

Attendance policy

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ECA believes that attendance is an important part of student learning and helps to build routines and responsibility for our students. Students should be on time and attending on a regular basis in order to maximize their learning opportunities.

Absences

If a student is absent 3 full days (or an accumulation of 15 classes in SS), the parents will be required to attend a meeting with the homeroom or advisory teacher. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more absences occur. This will be documented as **a minor offense**.

If a student is absent 6 full days (or an accumulation of 30 classes in SS) the parents will be required to attend a meeting with the section principal. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more absences occur. This will be documented as **a serious offense**.

If a student is absent 9 full days (or an accumulation of 45 classes in SS) the parents will be required to attend a meeting with the section principal and superintendent. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more absences occur. This will be documented as **a second serious offense**. A behavior contract will be agreed upon by the parents and the

superintendent and signed by the parents. The behavior contract will stipulate the conditions for the rest of the school year, and if the conditions are not met by the parents, the school may not renew the school contract for the upcoming school year. If this happens, the non-compliance with the behavior contract will be considered **a severe offense**.

Students who are considered high-level athletes or artists will be exempt from absences if they are able to present the requested documentation ahead of time. Visa renewal is also a frequent need for our families, and this will also be validated with requested documentation.

We understand that sometimes life presents challenges, and absences are necessary, but we want to limit absences to only the absolutely necessary ones. We will treat each case individually and consider all necessary factors to make an ethical, responsible decision that respects our students' attendance and the quality of education we are delivering.

Tardies

Elementary

If a student is tardy 3 times the parents will be required to attend a meeting with the homeroom teacher. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more absences occur. This will be documented as a minor offense.

If a student is tardy 6 times the parents will be required to attend a meeting with the section principal. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more tardies occur. This will be documented as a serious offense.

If a student is tardy 9 times the parents will be required to attend a meeting with the section principal and superintendent. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more tardies occur. This will be documented as a serious offense. A behavior contract will be agreed upon by the parents and the superintendent and signed by the parents. The behavior contract will stipulate the conditions for the rest of the school year and if the conditions are not met by the parents the school may not renew the school contract for the upcoming school year. If this happens, the non-compliance to the behavior contract will be considered a severe offense.

Secondary

If a student is tardy 5 times the school will send an email home and notify the advisor of the student. This will be documented as **a minor offense**.

If a student is tardy 10 times, the parents will be required to attend a meeting with the section principal. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more tardies occur. This will be documented as **a serious offense**.

If a student is tardy 18 times, the parents will be required to attend a meeting with the section principal and superintendent. This is a formative meeting to explain the importance of attendance and to also explain the next steps if more tardies occur. This will be documented as **a second serious offense**. A behavior contract will be agreed upon by the parents and the superintendent and signed by the parents. The behavior contract will stipulate the conditions for the rest of the school year, and if the conditions are not met by the parents, the school may not renew the school contract for the upcoming school year. If this happens, the non-compliance to the behavior contract will be considered **a severe offense**.

We understand that sometimes life presents challenges and tardies will be necessary, but we want to limit the tardies to only the absolutely necessary ones. We will treat each case individually and consider all necessary factors to make an ethical, responsible decision that respects the attendance of our students and the quality of education we deliver.

Assessment policy

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Overall ECA assessment philosophy

The designing of assessments is an integral part of the overall curriculum design process. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public, setting appropriate criteria and high standards for learning quality, systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations and results, and using the resulting information to document, explain, and improve performance.

Report cards

Report cards are issued each semester. In addition to the two-semester report cards, parents are encouraged to maintain regular communication with teachers, counselors, and administrators. Email is the recommended means for contacting and requesting a conference or meeting.

Progress reports

Mid-term progress reports are sent to secondary parents (elementary parents receive them at the PTCs) indicating student's progress two times per year (approximately halfway through each of the two semesters in October and March. Mid-term progress reports include comments from teachers and the student's current grade. Formal parent-teacher conferences are scheduled within a few days of mid-term progress reports. We suggest parents or guardians who are concerned about the progress of their son or daughter to contact the teacher(s) involved.

Assessment expectations for secondary students

Students will complete performance assessments (debates, book reports, quizzes, presentations, and essays) and a summative/final assessment (test) to be awarded a grade each semester.

Secondary students will complete (a minimum of) three summative performance assessments in each semester. All students will sit final exams at the end of each semester, meaning that by the end of semester one, there will be four assessments completed in each subject. These scores will be uploaded to the SIS system for up-to-date records. The frequency and weightings for each assessment have been standardized to increase fairness and accountability across subjects.

The weightings for performance assessments decrease as the student progresses through secondary school. This means the weight for the finals increases. We do this to align and prepare students for the IB Diploma program.

Grade 6 performance assessments in both semesters account for 80%, with the final accounting for 20% of the grade in the corresponding semester.

Grade 7 performance assessments in both semesters account for 75%, with the final accounting for 25% of the grade in the corresponding semester.

Grade 8 performance assessments in both semesters account for 70%, with the final accounting for 30% of the grade in the corresponding semester.

Grade 9 and 10 performance assessments in both semesters account for 60%, with the final accounting for 40% of the grade in the corresponding semester.

Grade 11 and 12 assessments follow the IB Diploma guidelines posted online at IBO.org.

Finals

All students from grades 6-11 will sit a final exam in December and a final in June. These exams will take place in our classrooms in exam conditions. Students will experience what it is like to take exams in a setting much like the final IB exams. We aim to prepare them as best as possible for grade 12 with two opportunities a year to practice. Exams will be spread over three to four days, and students will return home for study leave following completion of the exams for that day (usually around 12:00 pm).

It is essential that you do not schedule early leave (vacations) during the dates of finals.

Cumulative GPA and student rank

Student GPA is based on a 7.00 scale. All students receive regular grades (level 1-7). IB and non-IB courses are weighted the same. The rigor of the IB program is reflected on the transcript if a student is listed as Full Diploma (IBDP). Please refer to the image on page 19 for more information on the grading scale. ECA does not rank students.

High School credits

Students must meet academic credit expectations for graduation eligibility. A credit is earned for two semesters of work in a subject. A diploma from ECA requires a minimum of 26 earned credits upon graduation.

Habits and attitudes toward learning (HATLs)

In the Secondary School, we provide feedback in two areas; the student's approach to learning and their performance against academic standards-based criteria. Both sets of information are equally important. By separating HATLs from academic performance reporting, we wish to communicate the high value we place on learning habits and at the same time increase clarity related to the student's learning performance compared to learning habits.

Habits and Attitudes Toward Learning (HATLs) will be reported on in five categories. Using the same 1-7 grading system as their academic classes. To communicate these values, HATLs are featured predominantly on all ECA Secondary School report cards and are reported on in all assigned classes. Habits and Attitudes toward Learning (HATL) include the following descriptions:

1. Communication

- a. Communication: Exchanging thoughts, messages and information effectively through interaction.

2. Social

- a. Collaboration: Working effectively with others.

3. Self management

- a. Organization: Managing time and tasks effectively.
- b. Affective: Managing state of mind.
- c. Reflection: (Re-)considering what has been learned; choosing and using ATL skills.

4. Research

- a. Information Literacy: Finding, interpreting, judging and creating information.
- b. Media Literacy: Interacting with media to use and create ideas and information.

5. Thinking

- a. Critical Thinking: Analyzing and evaluating issues and ideas.
- b. Creativity and Innovation: The skills of invention – developing things and ideas that never existed before.
- c. Transfer: Utilizing skills and knowledge in multiple contexts.

For a link to the Habits and Attitudes Toward Learning rubric, click on the following: [HATL Rubric](#).

We value the importance of HATL's as much as student academic performance; this is why we report these grades to parents and why we report a separate GPA for them on the report card.

It is important for parents and students to know how we report to universities. Information from grades 9-12 is forwarded to these institutions via a transcript. In middle school, our grading system is exactly the same as high school, however, the transcript is not sent. Please look at the next page for a full explanation and look at our transcript/grading system.

Elementary Grading Scale	
4	Exceeding the Standard
3	Meeting the Standard
2	Approaching the standard
1	Not Meeting the standard

In elementary school, the following rubric is used for Habits and Attitudes towards Learning Skills----HATL's

Skill	Description and Grades
Thinking skills	<ol style="list-style-type: none"> 1. Use new information learned to make connections to previously learned concepts. 2. Find different ways to solve problems. 3. Flexible and open minded when learning something new. 4. Demonstrate ideas and questions in different ways. 5. Use learned information in different contexts. 6. Explain the learning process and outcomes. <p>E - Emerging - when a student meets less than two of these criterias with support. D - Developing - When student meets 3-4 of these criterias with support P- Proficient- When student meets 4-5 of these criterias without any support M - Mastery- When student can independently meet 5-6 of these criterias</p>
Research Skills	<ol style="list-style-type: none"> 1. Ask questions and figure out how to answer them. 2. Find information and show it using pictures and words. 3. Sort information and organize learning. 4. Use media resources to connect, create and communicate. 5. Responsible, respectful, and safe when using media to learn and share. <p style="background-color: yellow;">Campo Way - Be Safe, Be Responsible E- Emerging - when a student meets ONLY ONE of these criterias with support.</p>

	<p>D- Developing - When student meets 2-3 of these criterias with support P- Proficient- When student meets 3-4 of these criterias without any support M - Mastery- When student can independently meet ALL criterias</p>
Communication Skills	<ol style="list-style-type: none"> 1. Listen Respectfully 2. Speak Clearly when sharing and explaining ideas. 3. Read, understand and talk about what is written. 4. Use writing to share thoughts and sort information. 5. Use technology to share ideas and thoughts. <p>Campo Way - Be Respectful E - Emerging - when a student meets ONLY ONE of these criterias with support. D - Developing - When student meets 2-3 of these criterias with support P - Proficient- When student meets 3-4 of these criterias without any support M - Mastery- When student can independently meet ALL criteria</p>
Social Skills	<ol style="list-style-type: none"> 1. Practice empathy. 2. Takes Responsibility for one's own actions. 3. Manage and resolve conflicts and work collaboratively in teams. 4. Encourage others to contribute to classroom discussions. 5. Give and receive meaningful feedback. <p>E - Emerging - when a student meets ONLY ONE of these criterias with support. D - Developing - When student meets 2-3 of these criterias with support P - Proficient- When student meets 3-4 of these criterias without any support M - Mastery- When student can independently meet ALL criterias</p>
Self Management Skills	<ol style="list-style-type: none"> 1. Completes tasks on time. 2. Aware of one's body and feelings to stay focused. 3. Completes challenging tasks with a growth mindset. 4. Perseverance - Demonstrate persistence and perseverance 5. Identify strengths and weaknesses of personal learning strategies (self-assessment) <p>Campo Way - Do Your Best E - Emerging - when a student meets ONLY ONE of these criterias with support. D - Developing - When student meets 2-3 of these criterias with support P - Proficient- When student meets 3-4 of these criterias without any support M - Mastery- When student can independently meet ALL criterias</p>



Explanation of the transcript

What does a High School Transcript look like?
Why is it important?



THE AMERICAN INTERNATIONAL SCHOOL | CARACAS, VENEZUELA

Escuela Campo Alegre

Accredited by the Middle States Association of Schools and Colleges (MSA), the Council of International Schools (CIS), and is authorized by the International Baccalaureate Organization (IBO) to offer the Diploma Program.

OFFICIAL TRANSCRIPT

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Classes equal credits,
1 semester (S1) is 0.5
credits

Current Grade Level: 12

Transcript Printed: 05/08/2024

Graduation Date: May 25th, 2024

High School Entry Date: 07/14/2020

High School Withdrawal Date:

Grade 9 Year ending in: 2021				Grade 10 Year ending in: 2022				Grade 11 Year ending in: 2023				Grade 12 Year ending in: 2024			
Course Description	S1	S2	Cred	Course Description	S1	S2	Cred	Course Description	S1	S2	Cred	Course Description	S1	S2	Cred
ENGLISH 9	6	6	1.000	ENGLISH 10	6	6	1.000	IB ENGLISH A LANG/LIT HL1	5	5	1.000	IB MATH APPLICATIONS SL 2	6		0.500
MATH 9	6	6	1.000	MATH 2	5	5	1.000	IB MATH APPLCTNS & INTERP SL1	4	5	1.000	IB ENGLISH A LANG/LIT HL2	4		0.500
INTEGRATED SCIENCE 9	7	7	1.000	INTEGRATED SCIENCE 10	5	6	1.000	IB ENV SYSTEMS & SOCIETY SL 1	5	5	1.000	IB ECONOMICS HL2	3		0.500
GLOBAL ISSUES 9	7	6	1.000	PROGRAMMING & GAMING	7		0.500	IB ECONOMICS HL1	5	5	1.000	IB SPANISH A LANG/LIT HL2	5		0.500
VISUAL ARTS 9-10		7	0.500	GLOBAL ISSUES 10	7	7	1.000	IB BUSINESS HL1	6	6	1.000	IB ENVIRONMENTAL SCIENCE SL 2	5		0.500
SPANISH I	6	6	1.000	INTRODUCTION TO PSYCHOLOGY		7	0.500	IB ECONOMICS HL1	5	5	1.000	IB THEORY OF KNOWLEDGE 2	6		0.500
TEAM SPORTS (PE WAIVER)	5		0.500	SOIOLOGY 9/10	7		0.500	IB SPANISH A LANG/LIT HL1	6	5	1.000	IB BUSINESS HL2	5		0.500
TEAM SPORTS (PE WAIVER)		7	0.500	SPANISH 10	6	7	1.000	IB THEORY OF KNOWLEDGE 1	5	6	1.000				3.500
GRAPHIC DESIGN/YEARBOOK	6		0.500	ARTS 9/10	6		0.500				7.000				
GRAPHIC DESIGN/YEARBOOK		6	0.500	HEALTH/WELLNESS 9/10	6		0.500								
PROGRAMMING & GAMING 9-10	7		0.500	SKILLS FOR SUCCESS 9/10	7		0.500								
SKILLS FOR SUCCESS	7		0.500				8.000								
SKILLS FOR SUCCESS	7		0.500												
			9.000												

Grade 9 GPA: 6.389

Grade 10 GPA: 6.294

Grade 11 GPA: 5.214

Grade 12 GPA: 4.857

ECA Cumulative Earned Credits: 27.500

ECA Cumulative GPA: 5.875

Here are the classes the student has taken

Each year, the average grade is calculated for a GPA.

The GPA is out of 7.0, this GPA has decreased during IB years

The cumulative GPA is the average all for High School



Explanation of the grading scale

What does a 7 mean?

GRADE SCALE EQUIVALENCE

ECA ACADEMIC GRADING SCALE AND THEIR EQUIVALENCE					HABITS & ATTITUDES TOWARDS LEARNING
DESCRIPTORS	1-7 GRADING SCALE AT ECA	LETTER GRADE EQUIVALENCE	1-100 SCALE EQUIVALENCE	CUMULATIVE GPA	1-7 GRADING SCALE AT ECA
EXCELLENT	7	A	88-100	7.0	7
VERY GOOD	6		76-87	6.0	6
GOOD	5	B	63-75	5.0	5
SATISFACTORY	4	C	50-62	4.0	4
MEDIOCRE	3	D	37-49	3.0	3
POOR	2	E	16-36	2.0	2
VERY POOR	1	F	0-15	1.0	1

Substance abuse policy

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ECA has a responsibility to ensure a safe school environment for students to develop individually and socially, where young learners develop the necessary skill, knowledge and information to make healthy lifestyle choices.

All students admitted to ECA agree not to consume, be under the influence of, possess, give, receive, purchase, sell or distribute any illegal or inappropriate substances at any time, whether on campus, or during any school-sponsored trip or event.

Parents have a responsibility to support their children, and the school, with respect to the distribution or use of illegal/inappropriate chemicals or substances. It is important for students and parents to understand and accept that any illegal or inappropriate substance abuse violation constitutes a severe offense and may lead to expulsion or non renewal of the school contract.

The possession, consumption, selling, buying or distribution of illegal substances is a violation of Venezuelan law and ECA School policy.

Parents and students should be aware of the possibility that, depending on the circumstances of each individual case, ECA may be required to report an incident of use, possession or purchase of an illegal/inappropriate substance to the appropriate authorities.

ECA student protection policy (SPP) (Revised and approved by the ECA board of directors on June 3, 2022)

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The Escuela Campo Alegre Student Protection Policy (SPP) is informed by the United Nations (UN) Convention on the Rights of the Child, Venezuelan law and the International Task Force on Child Protection (ITFCP).

Student abuse, neglect, and bullying/cyberbullying are serious concerns in schools and as they are obstacles to their education and development are not to be tolerated. Schools hold a particular institutional role in society to protect their students and to ensure that each student is afforded a safe and secure environment in which to learn and develop. Educators and school staff, having the opportunity to observe and interact with students over extended periods of time, are in a unique position to identify and support “at-risk” students and circumstances. As such, schools and educators have both a professional and an ethical obligation to identify and support students who are at risk for abuse, neglect, or bullying and/or in need of support and/or protection. Schools and educators must provide the necessary services, support and assistance required to address such circumstances for both the student and his/her family. In addition to protecting students from abuse, neglect, and bullying/cyberbullying, schools and educators must report any knowledge of suspected or identified abusers and sex offenders.

All ECA employees (faculty, office and support staff), After School Activities (ASA) contractors and providers are required to read, acknowledge, and adhere to the school’s SPP and annually sign the school’s Code of Conduct document. The Student Protection Policy is included therein.

Definition of forms of student abuse/threats to safety (hereinafter “abuse”): In general ‘child protection’ refers to preventing and responding to violence, exploitation and abuse against children.

1. Physical abuse: Intentional (non-accidental) physical injury of a student by another student, a parent, a person responsible for the care of the child, or any member of the ECA community.

2. Sexual abuse:

a) Any unwanted/non-consensual sexual activity or situation between students is not accepted and is considered sexual abuse.

b) Any sexual activity/advancement/verbal interaction, suggestion, inappropriate direct or indirect questioning or situation involving any adult community member or a person responsible for the care of the child is considered as sexual abuse.

3. Emotional abuse: An act of commission or omission by a student, a parent, a person responsible for the care of the child, or any member of the ECA community that significantly impairs the emotional well-being of the affected student. Such behaviors include humiliation; threats to injure or withdraw physical or emotional support; isolation from social contacts; and withholding things necessary for mental health such as respect, security, limits, attention, affection and love.

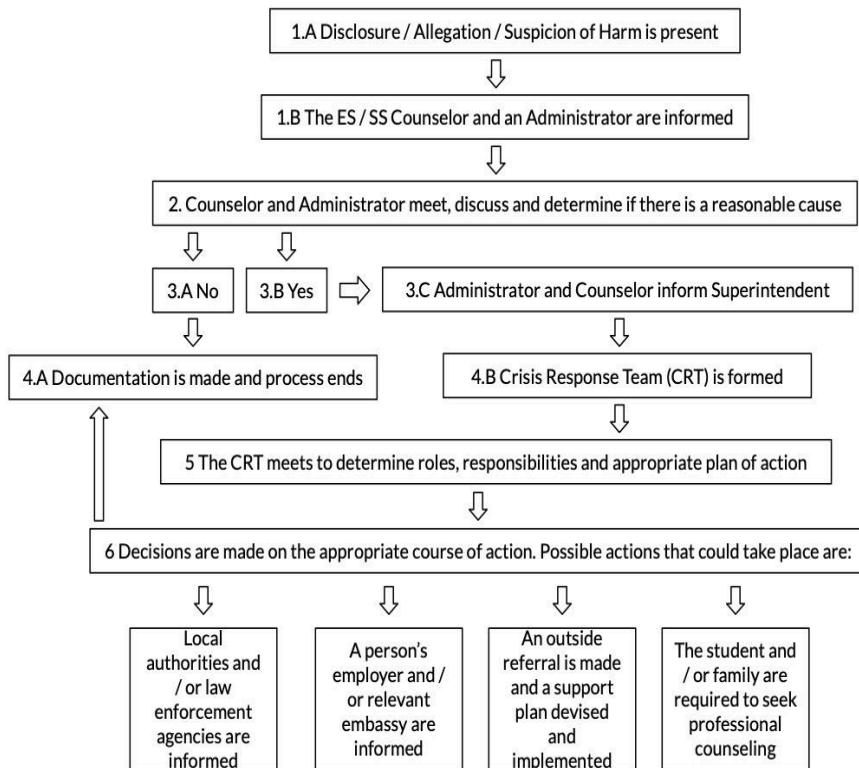
4. Physical neglect: Withholding (by a parent, a person responsible for the care of the child, or any member of the ECA community) of those things necessary for the student’s health and normal development. This includes adequate food, clothing, shelter, sleep, supervision, medical treatment and/or education.

5. Psychological neglect: Neglect occurs when a student is isolated, ignored, when nurturing is repeatedly withheld, or when ongoing adequate time/attention is not given to the student from parents, a person responsible for the care of the child, or any member of the ECA community.

6. Bullying: Any repeated interactions, contact, actions, or attitudes communicated by a member of the ECA community which make a student feel threatened, humiliated, or unsafe.

7. Cyberbullying - The use of technology to repeatedly and intentionally harass, hurt, embarrass, humiliate or intimidate a student.

Reporting procedures for abuse:



ECA requires that all members of the community familiarize themselves with these reporting requirements in the event that they witness or become aware of Student Abuse/endorsement. Updates are regularly provided to members of the community regarding changes in policy/procedures and current student protection practice through

staff meetings, the faculty handbook, and periodic electronic community communication. Expectations for reporting include acting with tact, confidentiality, and sympathy; avoiding “over-questioning” of the victim; and assembling complete and detailed notes (including date and time of any observations or conversations with the student) immediately.

1. Any member of the ECA community ECA employees (faculty, office and support staff, After School Activities (ASA) contractors, providers), parent or student that experiences, observes, or receives a report of signs and/or behaviors that suggest abuse or a violation of the spirit of the school’s SPP, Code of Conduct must immediately notify the elementary or secondary Counselor and/or the Divisional Principal

2. The elementary or secondary Counselor in consultation with the Divisional Principal/Deans, and the reporting faculty or community member must review, organize, and document all data points. All reported abuse cases will then be reported to the Superintendent immediately by the Counselors/Divisional Principals.

3. Three potential case scenarios are addressed in this policy:

A. “No grounds” case - The elementary or secondary Counselor and the Divisional Principal/Deans, will make a written report and recommendation to the Superintendent, stating that there are no grounds for the Abuse allegations or a violation of the spirit of the code of conduct then the result of the case will be officially documented. The gathered information and a record of discussions held will be kept on file and electronically available for Board members to access/refer to as needed.

B. “Suspicion remains” case - If evidence is lacking or incomplete but suspicion for abuse remains then the elementary or secondary Counselor and the Divisional Principal/Deans, will make written corrective or preemptive recommendations to the Superintendent and maintain confidential timed and dated notes as well as meet regularly to follow up and evaluate any further developments in the case in question. Disclosure of ongoing cases of suspected abuse will be reported to the Board and the involved parents/guardians as soon as possible. The gathered information will be kept on file and periodic updates, in writing, will be provided to the Board as the circumstances of the case merit.

C. “Abuse likely or confirmed” case – If documented evidence suggests abuse (including that which is alleged to have occurred off campus) the Superintendent, following written disclosure to and approval from the Board of Directors, will immediately report cases of suspected Abuse to the appropriate authorities. Such authorities include the alleged perpetrator’s employer and/or embassy, the appropriate child protection agency in the home country of the alleged perpetrator, and in accordance with Venezuelan law the appropriate local authorities. The Superintendent, in consultation with the Board and legal/professional advisors, will take all actions necessary to ensure the safety of the student and the community.

4. In the case of abuse, the Counselor/Divisional Principal/Deans and the Superintendent will determine the appropriate course of action for the protection of the victim and discipline for the aggressor and define Crisis Response Team member roles/responsibilities.

5. Any gathered information will be kept on file, in writing, and timely periodic updates, in writing, will be provided to the Board as the circumstances/status of the case merits.

6. All other ECA community members will be informed of reported abuse allegations on a need to know basis only. Parents of the student(s) involved in reported abuse allegations will be notified, in writing, as early in the process as is appropriate for the safety and security of all involved parties. Any additional written information/observations from other personnel will be included in documentation.

7. All ECA community members are expected to report any knowledge of suspected or identified child abusers or sex offenders within the school community. In the event that an ECA community member is alleged or discovered to be an abuser or sex offender, ECA will conduct a full investigation and involve the appropriate authorities. The investigation shall proceed in accordance with the administrative reporting procedure outlined in this policy.

ECA is committed to protecting each of its students in every aspect of school life. As such, ECA distributes this policy annually to all stakeholders through Faculty and Divisional Handbooks, Faculty and Divisional information sessions/meetings, Parent Handbooks, student education sessions within the ECA Health and Wellness program and the public ECA school website.

[LINK TO REFERENCES/APPENDICES](#)



I have read and understand the ECA Community Handbook. I agree to abide by all of the content in the ECA Community Handbook that applies to me. **The student and at least one legal guardian must sign this document in order to attend Escuela Campo Alegre during the 2024-2025 school year.**

Date _____

Student's Name _____

Student's Signature _____

Date _____

Name of legal guardian _____

Cedula _____

Signature of legal guardian _____

Date _____

Name of legal guardian _____

Cedula _____

Signature of legal guardian _____

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INFORME DE ATENCIÓN DE URGENCIA

Siempre que se produzca un accidente, lesión o cambio relevante en el estado de salud del alumno que requiera una valoración inmediata médico-sanitaria externa al colegio, la familia será avisada e informada por el departamento de enfermería, y el alumno será trasladado al Urológico de San Roman (por la cercanía al colegio).

El colegio dispondrá los medios necesarios para trasladar al alumno pero, consideramos fundamental que la familia haga lo posible para acompañarlo, contando siempre con el apoyo del personal del colegio. El traslado a dichos centros se realizará en ambulancia o carro particular si no existe causa que lo impida.

Los alumnos con clínica de referencia distintos al Unidad de Urgencias del Urológico de San Román, se le indicará a la ambulancia la posibilidad de traslado a dicho centro, pero en última instancia será trasladado al Urológico de San Roman.

Nombre de su compañía de seguro: _____

Centro de salud de su preferencia: _____

Nombre de su médico tratante: _____

Yo.....titular de la cédula de
identidad o pasaporte..... como madre/ padre/
tutor del alumno(s)

Autorizo al personal responsable de la Escuela Campo Alegre a que en caso de accidente o urgencia médica de mi representado actúen siguiendo el protocolo de emergencia expresado.

El familiar del alumno se hará responsable de los gastos que incurran al ingreso y del tratamiento.

Teléfono(s) de contacto en caso de emergencia _____

Fecha.....

Firma

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