

ACES Educational Center for the Arts

Student-Family Handbook 2017-2018



ECA Student Artist: Will Hull

MISSION STATEMENT

ECA's mission is to provide students with the experience of studying the fine arts with practicing professional artists, stimulating a life-long curiosity for learning and a passion for the arts.

Dear ECA Families,

The school information provided to you in this handbook allows us to share practices, policies, and expectations with you. We believe that ECA is a very special place – unique in its environment, diverse in our staff and student communities, and an exceptional learning environment for students. Our school nurtures individual creativity and innovation through risk-taking, critical thinking, and the importance of harnessing failure in order to succeed. We educate students for the world and use arts education to prepare them as innovative individuals.

Students come motivated to ECA each day to explore and envelop themselves in their own creativity. Your students are in an environment that supports this through close mentoring from arts educators, small student-teacher ratios, and content experts. Our department chairs are passionate, caring educators that are committed to the support and development of their staff and programs. The ECA community is a collective environment of people that are all here to share in the learning and appreciation of the arts. Our school is one of real-world experience and relevant skill development for the 21st century. We see students thrive at ECA that may not typically flourish in other learning environments, while we see others soar that already achieve at a high level in their sending high schools. Throughout their time here, students learn more about themselves at ECA, allowing us to further their skill development and build upon their foundations as an individual and lifelong learner.

We are proud to share with you that compared to schools across the country,

ECA now ranks in the 99th Percentile nationally for:

- School Climate (*Perceptions of the overall social and learning climate of the school*).
- School Fit (*Families' perceptions of how well a school matches their child's developmental needs*).
- School Belonging (*How much students feel that they are valued members of the school community*).
- School Rigorous Expectations (*How much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class*).

Survey results from Panorama Education 2016

On behalf of the staff, it is our pleasure to work with your students at ECA. We look forward to an amazing, memorable school year!

Respectfully,



Jason Hiruo
Director, ACES Educational Center for the Arts

ACES (Area Cooperative Education Services) is a regional educational service center for the 25 communities in greater New Haven County. One of six regional educational service centers located in Connecticut, ACES has eight schools: three magnet schools and five special education schools. The current total enrollment at ACES is 2,400 with students in grades ranging from Pre-K – high school. In addition to schools, ACES offers an expansive range of programs and services that include professional development for educators and administrators, collaborative educational programs with partner districts, technology services, behavior services and autism programs, occupational and physical therapy services, assistive technology, international programs, vocational programs, early childhood programs, and blended learning opportunities for high school students. ACES employs 950 individuals and has fourteen physical locations.

ACES MISSION

The mission of ACES, a leader and innovator in education, is to empower our students, member districts, and other clients to meet educational and life challenges in the changing global environment by providing collaborative, customized, cost effective solutions to meet identified needs of our educational community.

ACES ORGANIZATIONAL BELIEFS

We believe that...

- Each individual has inherent worth

- All individuals can learn

- High expectations and effort are essential for higher achievement.

- Quality education provides the foundation for the success of the individual and the community.

- Diversity strengthens organization

- Individuals are accountable for their actions.

- Everyone has a responsibility to each other and contribute to the common good

- Honesty and respect are essential for building trusting relationships

- A positive attitude enhances performance

- Collaboration enhances productivity and generates creativity

- Families are essential partners in education

- The willingness to change is necessary for individuals to grow and organizations to thrive

ACES Parent/Student Handbook 2016-2017

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NOTICE

This *Educational Center for The Arts* handbook is to be used in conjunction with the **ACES Parent/Student Handbook**. Please refer to the **ACES Parent/Student Handbook** for an overview of the policies and procedures that affect your child's participation in the ACES ECA program.

ACES ECA STAFF CONTACT INFORMATION

All ACES ECA staff may be contacted by calling ACES ECA's main office (203) 777-5451 or through the ACES email system. The email address for each staff member is the person's *first initial last name* followed by aces.org. (Please refer to *Communication Guidelines* in the Handbook).

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FREQUENTLY ASKED QUESTIONS

WHAT IS THE ACES ECA PROGRAM ABOUT? (ACES) Educational Center for the Arts (ECA) is a half-day inter-district magnet high school program for students that are passionate for the arts. Students interested in joining the program must apply and complete a review process with staff. Students enrolled in the program will receive courses in the literary, performing and visual arts taught by distinguished teaching artists. The courses are taught at an advanced level and provide a rigorous curriculum for developing artistic skills and creative expression in the art form of the students' choice. ACES ECA is in session during for the length of a school year from September through June, with each student scheduled to attend four days per week; Monday - Thursday from 1:00-4:10 p.m.

WILL I BE LET OUT OF MY SENDING SCHOOL TO ATTEND THE CLASSES? Yes, you will be released from your sending high school to attend ECA classes. A special schedule will be created at your sending school to fit your high school requirement courses in the morning, while your afternoon is dedicated to ECA coursework. Students are responsible for maintaining good grades at their sending school and at ECA.

HOW WILL I GET TO THE SCHOOL EACH WEEK? Busing is managed by your sending school district. Some districts provide school buses that will pick up the students at their sending school and return them to their sending school after ECA classes have concluded. Other districts provide a bus one way. Some districts do not provide transportation at all. In this case, transportation is the responsibility of the family. Check with your school district for transportation information.

HOW DOES MY SENDING SCHOOL SUPPORT THE PROGRAM? ACES ECA is dually supported by a CT Interdistrict Magnet School Grant that supports an allotted amount of money per student. ACES participating school districts act as sending schools and also support student tuition. Superintendents appoint school liaisons, typically a high school guidance counselor that distributes program literature, meet with interested students, assist with special needs and remain in contact with our office. Please remember to thank your school superintendent, Board of Education, and your parents for their support and working to support your participation in the ECA program.

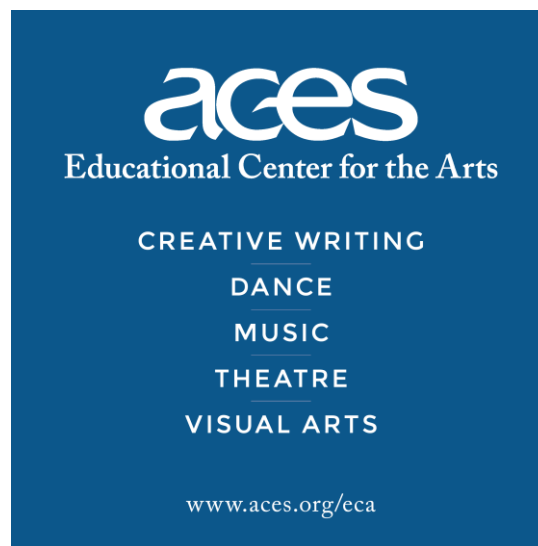
HOW DOES ECA IMPACT MY SENDING SCHOOL, AND HOW CAN I GIVE BACK TO MY COMMUNITY? ECA currently enrolls students from twenty-eight (28) Connecticut school districts. Each student represents their community and high school on a local, regional, state-wide, and national level due to the magnitude of work we complete to provide our students with an advanced arts experience. Each year, more and more ECA students achieve and obtain awards and recognitions on a national and state level. You represent both your community and ECA when you achieve. It is expected that you share your learning and success with your high school and community. ECA is able to help you articulate this with your peers and teachers of your sending school. ECA also provides workshops and performances free of charge to our sending schools, including middle schools that highlight advanced arts learning to share the value and impact of arts in school districts. As partners in your educational career, ECA continues to look at how we can support the arts in the twenty-eight communities we collaborate with.

WHAT CLASSES ARE AVAILABLE? Students are assigned to courses in their content area (department) and can choose two integrated arts courses per year. Content courses meet on Monday through Thursday from 1:00 - 4:10 p.m. On Tuesdays, integrated studies courses are offered to extend student learning outside of their program of study.

WHO ARE THE INSTRUCTORS? Each department has a Department Chairperson who is a CT certified teacher. All ACES ECA instructors are distinguished working artists, school educators, and university professors. Our instructors must have advanced degrees in their area of expertise. The Connecticut State Department of Education qualifies our staff of instructors as adjunct instructors due to their high qualifications and history of professional instruction in their area of expertise.

WILL I RECEIVE A GRADE FOR THE CLASS? Students will receive a letter grade, numerical grade, and narrative report for their course work at ECA. Two (2) elective credits will be awarded per year. Credit is based on successful completion of the course of study. Grades are forwarded to the student's sending high school each quarter.

A+	97-100	D+	67-69
A	93-96	D	65-66
A-	90-92	F	60-64 Failing
B+	87-89	P	Passing
B	83-86	P+	Passing with Distinction
B-	80-82	I	Incomplete
C+	77-79	NM	No Mark
C	70-72		
C-	70-72		



ATTENDANCE

The ECA curriculum is a series of related classes each day. Daily course work is foundational and evolutionary, building upon learning and hands-on work achieved at each previous class meeting. Therefore, consistent attendance at ECA is extremely important for the student to maintain a sense of continuity and commitment to the goals of the program. Your absence from class can impact the development of your foundations and has potential to also affect the peers of your classes. Rehearsals, collaborative preparation, and planning also impact your peers directly. Attendance is required as each individual has worth and a role of responsibility to their department. The 2016-2017 ECA school calendar is a part of this handbook. Your participation at ECA is based on this calendar. ***Please note that all holidays and vacations may not coincide with the calendar for your sending high school. You and your family may need to make special arrangements to ensure your attendance at ECA during times when your sending high school is not in session.***

If a sending school scheduling conflict arises, you must notify the ECA faculty and administration well in advance. It is vital that students and their parents understand that their choice is not art or academics; rather it must be art AND academics. We are committed to your learning in the arts, but our priority is to help you obtain the best suited life situation after high school, whether that is university, a profession, or public service. Therefore, you must equally commit to ECA and your sending school. Your attendance at ECA is required Monday through Thursday from 1:00 - 4:10 PM. There are no Friday classes.

Attendance Philosophy

The professional community of ECA recognizes the following:

The staff of ECA believes that learning experiences that take place in the classroom and other learning environments are meaningful and essential to the entire educational process. Absence from class represents an irretrievable loss in terms of opportunity for interaction and exchange of ideas among students and between a student and their teacher. Therefore, classroom and experiential attendance is an integral part of the student's course of study. The purpose of the policy is to emphasize the importance of being in class, in department, and to minimize the number of absences from class and school.

Definitions

Absence:

In general, an absence occurs when a student is not present for the entire school day.

Documented Absence: A documented absence occurs when a student is absent from one or more classes with parent/guardian consent. This consent must be communicated with the school for the absence to be documented.

The ECA Appeals Committee will consider the following categories of Documented Absences in its review of credit restoration:

- Serious illness, disabilities or handicapping condition (Medical Documentation required)
- Extraordinary family emergencies (Personal Statement)
- Educational reasons, including college visits (Documentation/ Evidence of Scheduled Events)
- Religious observations (see definition of Appeals Process below)

Undocumented Absence: An undocumented absence occurs when a student is absent for the entire school day or part of a day without parental consent, or without documentation of the four listed criteria above.

Appeals Process: The ECA Appeals Committee will review a student losing class credit. Loss of class credit will occur when a student has not attended a sufficient number of classes (see “Loss of Class Credit”). The Appeals Board will be created and convened by the school and made up of members of the faculty and administration. The process will look at evidence and documentation provided by the student and family, patterns of attendance or lack thereof, and the demonstrated rationale of missed classes. This school process will be communicated to the sending district of the attending student. In the event that credit is not restored, a formal notification letter will be sent to both family and sending high school administration.

Class Cut: A class cut occurs when a student is present in school but absent from class for more than ten minutes without permission. Permission must be obtained well in advance from a member of the faculty, staff, or administration. Instructors indicate a class cut in their electronic attendance file.

Exemptions: Medical or doctor appointments scheduled per ACES Governing Board Policies.

Tardiness: Tardiness occurs when a student is late to class without permission. Permission must be obtained from a member of the faculty, staff, or administration. (For lateness beyond ten minutes, see Class Cut above.)

NOTE: STUDENTS MUST ATTEND ALL REGULARLY SCHEDULED CLASSES OF THEIR SENDING SCHOOL IN ORDER TO PARTICIPATE IN ECA CLASSES AND ACTIVITIES. IF SENT HOME ILL FROM THE SENDING SCHOOL NURSES' OFFICE, STUDENTS MAY NOT PARTICIPATE IN ECA. IF A STUDENT IS SENT HOME ILL FROM ECA, THE ECA NURSE WILL CONTACT HOME AND THE SENDING SCHOOL NURSE. IF A STUDENT, DUE TO SCHEDULE OR TRANSPORTATION, WILL ARRIVE LATE TO ECA, THE SENDING SCHOOL, IN COLLABORATION WITH ECA ADMINISTRATION, WILL DETERMINE THE APPROPRIATE TIME AND PERMISSION PARAMETER.

Parent/Guardian Reporting Absences

On any day when the student is not in school, the parent or guardian is responsible for calling the MAIN office at 203.777.5451 (24 hours/7 days) with an explanation. Illness should be reported to the Nurses' Office at 203.777.5451, ext 14203. If the parent/guardian does not call the school, a written explanation is required within two school days of when the student returns to school. If a parent or guardian does not contact the school, the student has an Undocumented Absence. Lack of communication and documentation makes credit recovery more challenging for both the family and school team that supports the student.

First occurrence: Instructor will record the absence in the student database, contact parent/guardian. Second and third occurrence is reported to the administration. Students can be assigned a zero or equivalent by their department. Further class cuts or a demonstrated pattern can result in suspension, notification to sending school administration, or equivalent in collaboration with the sending school. Students will receive a grade of zero or determined grade penalty by the department.

Students will be allowed to make up missed work without grade penalty for Documented Absences. It is the responsibility of the student to obtain assignments for Documented Absences. All work, including performance assessments and projects should be completed within two (2) school days of return, unless the time is extended by the instructor, but not to exceed the number of days absent unless determined by medical documentation or support services.

Tardiness

Promptness to class is expected. On the third Tardiness to any class, and any succeeding tardiness to that class, a class cut or equivalent will be assigned. There will be a grade penalty for work missed due to being tardy. Sending school bus drop-off may result in tardiness on occasion. We ask families to assist in our collaboration with districts to work with transportation departments to help in clarifying tardiness.

The Loss of Class Credit

1. A student will lose credit for a course on the fifth absence of any semester course or on the eleventh absence in a year-long course without proper collaboration with the school.
2. A student will lose credit for an integrated studies course on the fifth absence in a semester. (This is regardless of whether the student has missed the classes due to Class Cutting or Undocumented Absences).

Documented absences can also generate loss of credit based on the particular issue at hand.

Based on school records, parents and the sending school administration will be notified after a student loses credit in a course or program of study.

Appeals for credit restoration must be submitted in writing by a student or parent/guardian to the director's office within ten school days of notification of loss of credit. Decisions regarding appeals will be made by the ECA Appeals Committee. The majority must rule in favor of the appeal to restore credit.

The Appeals Board will consider the following categories of Documented Absences in its review of credit restoration (These categories require legitimate documentation):

- serious illness, disabilities or handicapping condition
- extraordinary family emergencies
- college visits
- religious observations

Serious/Long-Term Illness:

Long-term illness requires notification from the sending district and family to enable the student to maintain class work and course credit. Family arrangements should be made by contacting both sending school and ECA guidance counselors, attendance staff, and a member of the administration.

Permission to Leave School:

Before administrative permission is given for a student to leave school grounds for medical appointments and other family matters, a written note from the parent or guardian demonstrating approval should be presented to the building principal or designee (Attendance Office) within a minimum of five school days of the event. Unexpected appointments can be verified through appointment cards or other documentation. Students cannot leave campus without a pass from the Main Office. In emergency situations a telephone call from the parent or guardian is necessary.

CT State Law Sec. 10-184: Duties of Parents. School attendance age requirements.

All parents and those who have the care of children shall bring them up in some lawful and honest employment and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, and arithmetic and United States history and in citizenship, including a study of the town, state and federal governments. Subject to the provisions of this section and section 10-15c, each parent or other person having control of a child five years of age and over and under eighteen years of age, shall cause such child to attend a public school

regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. For the school year commencing July 1, 2013, and each school year thereafter, the parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.

COUNSELING

The ECA School Counselor, Julie Michaelson schedules an initial meeting with each new student. The counselor is available every day. If you want to talk about personal or school-related concerns and questions, please seek out Ms. Michaelson. The counselor also provides guidance regarding college selection and help with applications. All seniors are required to meet with the counselor at least once to discuss post-high school plans. Seniors are advised to schedule this in early Fall of the first semester.

REHEARSAL; PERFORMANCE; HOMEWORK

Homework, preparation, and performance is recognized as an integral part of ECA's educational program. These are forms of purposeful learning activities that can be an important contribution to regular classroom work at all learning levels. As a direct extension to curriculum and classroom learning - homework, preparation, and performance provide students with the opportunity to develop and to reinforce skills and attitudes that encourage responsibility and self-directed learning.

The classroom/ learning environment remains the primary instructional center of the school. Homework is assigned by the classroom instructor when it is necessary and considered to be an effective means to reinforce and enrich the classroom learning experience.

Rehearsal/Practice:

The process of practice is the most common and fundamental element of learning. Its purpose is to provide students with an opportunity to reinforce and master specific skills that have been presented in class. Rehearsals and performances are a necessary element of the ECA Experience, its curricula, and a student's education. Absenteeism from these elements can compromise course credit, grades, future participation in a department program, or enrollment in ECA. A pattern of absences from class or rehearsals can result in removal from a performance at the discretion of the instructor or department chair. Performances and productions represent major exam grades and/or final exams. Therefore, attendance to rehearsals and performances are expected. Should a student determine that a date is not possible to attend, advance communication with the instructor is mandatory as the absence of one individual can impact an entire production.

Preparation:

Preparation readies students for their next class meeting. For example, students may be asked to read the next chapter in their Music Theory text. Important considerations in making such assignments are to assess the length and difficulty of the assignment and to allow time for follow-up in class. This type of homework might also include library research or other activities that require students to gather and organize information in preparation for class discussion.

TRANSPORTATION

Sending districts are not required by law to provide transportation to ECA. However, supportive Boards of Education in surrounding regions participate in the ECA experience and provide transportation. If so, the district is responsible for the efficiency of the school bus system as determined by the selection of bus routes, the scheduling of bus trips, the authorization of bus trips, and the authorization of bus stops. A superintendent of schools is typically responsible for the execution of the transportation policy and regulations. Subject to Board approval, a superintendent may delegate this duty to the Director of Business or another members of a central office staff. The Superintendent of Schools or designee is responsible for establishing proper standards of safety, based upon those developed by the Commercial Vehicle Safety Division, Department of Motor Vehicles, State of Connecticut, in the operation of school buses and shall ensure their enforcement by the operators. Inquiries about transportation to and from a sending school should be directed to a district's central office. If there are concerns about drop-off, pick-up, or returning transportation from ECA, it is beneficial to communicate to ECA to best support collaboration between ECA and the sending district for our shared students.

Transportation Routes:

Students are dropped off prior to the 12:50 PM prep time, directly in front of ECA's main doors on Audubon Street or directly in front of the Arts Hall entrance on Orange Street. Concerns should be directed to both the ECA administration and sending district transportation department. This allows both parties to support the concern.

If your Board of Education does not provide transportation, your family will be responsible for your travel to and from ECA each day. If you are driving yourself, you will find that parking can be hard to find and expensive. We suggest that you use the Audubon Court Garage (located behind 70 Audubon Street). ECA has validations that will allow for a discount.

CELL PHONES and MEDIA DEVICES

Cell phones and media devices are not to be used in class unless approved and supported by the instructor and department collectively. ECA embraces the incorporation of personal devices into learning at the appropriate time as warranted by the instructor. All such equipment must be turned off and put out of sight if requested. Cell phones may be used *outside* ECA buildings before or after school hours or on scheduled class breaks. A cell phone and/or media device will be collected by an instructor or administration if it violates classroom policy and expectations, or interferes with the learning environment. ECA enforces this strictly. Continued demonstration of a violation will result in ECA administration confiscating a device for parent/guardian retrieval and additional school consequences. In case of emergency, parents/guardians who need to contact their child should call ECA's Main Office at (203) 777-5451. The ECA staff will locate the student and put them in touch with you. **PLEASE NOTE THIS IS FOR EMERGENCIES ONLY.** Students will be attending classes outside the main building, some a few blocks away from the main building.

HEALTH SERVICES

The Nurses' Office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student that includes medical information from the sending school nurse. This file includes notations of past illnesses, results of physical examinations, and any other pertinent information. The nurse will notify parents/guardians of any significant deviation from the normal pattern of health. Suggestions may be offered for appropriate follow-up. It is likewise important that parents/ guardians notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in ECA program activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Administration of Medication: The nurse may only administer medication during school hours with the written permission of a parent/guardian, and a written order by a physician. Medication to be distributed by the school nurse should be brought to the school by the parent/guardian and must be identified and labeled with the following: the prescription number; the student's name; the doctor's name; the medication name; the dosage; and directions for administration (all medications must be in the original pharmacy container). Students may not carry medications on their person, except in the case of asthma inhalers and Epipens ordered by a physician and approved for self-administration. A physician's order for such medication must be on file in the Nurses' Office. Should undocumented types of medication be found on the person, referral to ECA administration and/or New Haven Police Department will result.

Communicable/Infectious Diseases: Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment through school-family contact. Additional information concerning this can be obtained from the school nurse and town health departments. Before a child may return to school after an absence due to such condition, parents and students are required to submit medical evidence that their child has recovered sufficiently to prevent exposing others. Extended illness and absence from school of five days or more may require an intake meeting with school personnel, highlighting how to best support transition back into school. Please contact the ECA nurse's office for further information.

Emergency Medical Treatment: Parents/Guardians are asked each year to complete an emergency information form for use by the school in the event of a medical emergency. Upon the event of an emergency, parent/guardian is contacted by the nurse's office or main office.

Immunizations: All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis B, Varicella (Chickenpox), Rubella and Hemophilus Influenza Type B. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the latter grades may have immunizations.

STUDENT CONDUCT

ACES ECA seeks to foster a positive, empathetic environment for our learning community. It is the responsibility of students and staff alike to ensure this environment promotes and enhances the opportunity for learning. To this end, it is important this environment is free of unnecessary distraction and regard and respect for the rights of others is protected. Although individuality and personal expression are essential in the work we all do, these should not interfere with the learning process of others. Therefore, the following guidelines are established for the benefit of the school community. All student conduct violations can include school consequences and referral to the police.

In order to ensure a safe learning environment, ACES ECA has a video surveillance system that monitors public areas of the facilities 24 hours a day.

The following are violations of behavior and will be managed as outlined in the ACES Parent/Student Handbook. This is available on the ACES and ACES ECA websites:

- Smoking
- Possession of/ Intent to sell alcohol/drugs/substances
- Possession of/use of a weapon or object used as a weapon
- Bullying/ Harassment and/or intimidation of another student

SMOKING

The faculty and staff at ACES ECA are very concerned with the increasing numbers of our students who smoke and with the drastic health consequences connected with tobacco smoking. In addition, there are legal issues connected with tobacco use since the vast majority of our students are under the age of eighteen and may not legally possess smoking materials. By virtue of our location in an urban setting and our open campus, it is very difficult to develop a “no-smoking” policy that can be easily monitored. However, as stated in the ACES Parent/Student Handbook, smoking is not allowed in any of the ACES ECA facilities at any time. In addition, ECA students are not allowed to smoke on the ECA Campus. We are defining the ECA Campus as those public spaces that connect our facilities – this includes all buildings used by ECA Students and the thoroughfares to and from these spaces. Parents and students should note that smoking is one of the behaviors (listed in the ACES Parent/Student Handbook) that can lead to suspension or expulsion from ACES ECA.

DRUGS AND ALCOHOL

Pursuant to the goal of the ACES Governing Board to maintain a drug and alcohol free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel.

Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time in school vehicles, on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, his/her parent(s) will be contacted, he/she will be suspended from school, referred to the appropriate treatment agency, and possibly considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities.

BULLYING/ HAZING/ MEAN BEHAVIOR

ACES ECA believes that all students have the right to a secure and safe environment and to be free from threat, harassment and any type of bullying behavior. Therefore it shall be policy of ACES that bullying of a student is prohibited. Bullying is defined as any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school. Examples of bullying include, but are not limited to:

1. Physical violence and attacks
2. Verbal, non-verbal, or written taunts, name calling and put-downs including ethnically based or gender-based verbal put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within the school

Please see the ACES Student Handbook for more detail and reporting forms. All ACES policies apply.

OUT OF SCHOOL MISCONDUCT

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized ACES policy, even if such misconduct occurs off-school property and during non-school time. In compliance with judicial decisions, the ACES considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being in violation of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat off school grounds, to kill or hurt a teacher or student. Such discipline may result whether the incident was initiated in the school or on school grounds, if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school.

BUILDING USAGE: USE OF FACILITIES AND SCHOOL PROPERTY

Due to safety and liability requirements, use of ECA facilities requires collaboration with the ACES ECA facility coordinator. ECA rents its facilities and learning spaces as they are unique to the arts. All ECA student groups and outside organizations will not be considered without the appropriate building usage application fully completed. Activities or organizations that are not appropriately approved cannot utilize facilities, and therefore can be removed from the facilities. The ACES facilities that make up ECA exist as an open campus as students travel from building to building based upon their schedule and designated learning spaces for departments. It is imperative that all students treat these facilities with the utmost respect and abide by the rules that these institutions may have in place. Any student who defaces school property (owned or leased), or generates damages to ECA equipment and materials, will be referred to a school investigation resulting in due process and payment of repairs or replacement. A school investigation can result in a police referral, referral to sending school administration, and/or school consequences.

USE OF EQUIPMENT

Throughout the school year, students utilize a great deal of equipment and other supplies at ACES ECA. It is important that you handle this equipment and other instructional materials with care. You and your parents may be asked to sign "loan agreements" for certain equipment that will be

assigned to you for various periods of time. Students are responsible for damage or lack of care for school equipment.

LOCKERS AND STUDENT SPACE PROVIDED FOR STORAGE

Students may go to lockers before and after each class, but are discouraged from going to lockers during class time to maximize the short duration of learning time that students are at ECA. If a locker does not function properly, report this to the main office. Students are reminded that lockers and storage spaces are the property of ACES and ECA. Therefore, school officials may inspect them at any time. All lockers are inspected during the summer. Students can be assessed for any damage. It is the student's responsibility to keep all lockers LOCKED.

It is recommended that students not share lockers or storage space. In the event of a school policy violation(s) that involve students utilizing one locker, all students sharing school property will be identified in the violation.

Disregard for ECA lockers and/or Property: Maintaining cleanliness of a locker and respecting property is the responsibility of the student. Defacement, disregard for property, loss of a school provided lock, or lack of cleanliness can result in student fines or school consequences.

COMMUNICATION GUIDELINES:

Communication Protocol for Parents and Students

In the event that a parent/guardian has an academic or behavioral inquiry or concern, ECA requires that the initial and primary communication always begin with a student's instructor. Because the instructor is the primary student resource, communication with this individual professional is priority. The instructor will be able to directly address and provide insight into the student experience. Please see the email contact list at the beginning of the handbook, or refer online for staff contact at www.aces.org/eca.

Communication Guidelines for Parents/Guardians and Students -

The following guidelines are established so that students and/or their parents may bring their concerns to the attention of the most appropriate parties and have a process by which their concerns may be expressed, considered, and resolved.

- a) When a concern emanates from a classroom situation, students or parents should first discuss it with the instructional staff member most directly involved. Any of the parties may request that the department chair attend that meeting.
- b) When the situation is one commonly resolved by the department chair, he/she should be consulted. If the matter remains unresolved, it may be submitted to the director.
- c) If the parties feel that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with the director in an attempt to reach an amicable conclusion.
- d) Concerns beyond the department may be addressed to the director.

FIELD TRIPS /SCHOOL EVENTS

ACES ECA students are provided with many educational opportunities outside of the ECA building. When on field trips or any extracurricular activities, all school rules are in place and will be enforced. This includes walking field trips, field trips in and out of state, as well as international study tours. If a student is unable to attend a field trip, the family must notify ECA.

AFTER SCHOOL ACTIVITIES AND STUDENT PROJECTS

Because ECA's regular day concludes at 4:10PM, it is difficult for students to participate in after-school activities in a sending high school, pursuing additional courses or independent projects. We strongly discourage after-school activities (athletics, productions, classes) as it interferes with

department requirements for evening events, rehearsals, and performances. Most importantly, ECA students maintain a rigorous schedule as they balance two high school experiences. Students require rest, nutrition, and commitment to their academics AND the arts. It is strongly advised that any consideration of after-school participation be brought to the school counselor first for advisement.

CONTINUED ENROLLMENT

Enrollment at ECA is typically all four years of a student's high school career. Students are encouraged to apply in the winter of eighth grade. ECA enrolls students, grades 9-12, and accepts applications from students already enrolled in high school. At the end of each school year, students currently attending ECA must submit a return waiver to hold their spot in enrollment in order for ECA to notify sending school districts. Current students do not need to reapply annually. If a student displays a pattern of concern related to academics or behavior over the school year (e.g., lack of demonstrated progress in your art major, excessive absenteeism, chronic misbehavior), the ECA staff will consult with the sending school district to determine an action plan dedicated to demonstrated improvement through support. Collaboration with the family is also required to best support the shared priorities of both ECA and the sending school.

SCHOLAR-ARTIST INTEGRITY PROGRAM **ELIGIBILITY FOR PARTICIPATION AT ECA**

Participation in ECA is a privilege and warrants commitment and responsibility. Students who choose to be involved in the ECA Community and its associated programs/activities undertake a responsibility to their academic success in their sending school, their community, and most importantly- their program of study at ECA. We recognize the need to uphold high standards and successful progress toward graduation. Therefore, participation in both sending school academics and ECA programs will be contingent upon students who can follow the guidelines listed below.

Students entering ECA from the middle school level, or any other eighth grade equivalent, are automatically eligible to apply and participate upon acceptance in fall courses regardless of their previous academic record.

However, in order for ECA students to remain academically eligible without supportive intervention from ECA and the sending school, students may not fail more than one credit-bearing course per quarter AND must maintain at least a 70 (C) grade point average each quarter in their courses. Exceptions to this can be determined between the sending high school and ECA administration. In addition, students may not fail any credit-bearing course of ECA and must maintain at least an 80 grade point (B) average each quarter in all of their ECA courses to participate, perform and exhibit in their department.

Any student with an "Incomplete" in a course must fulfill criteria in their courses in order to complete and conclude requirements, thus allowing them to further participate. Students who do not meet these minimum eligibility standards can be supported through collaborative interventions between the family, ECA and sending high school. If a demonstrated improvement does not occur after an action plan has been established, further strategies can be discussed. Upon determination that a student's grades are impacting their success at their sending school and at ECA, students and their parents are required to meet with ECA representatives to determine an action plan and schedule of demonstrated progress prior to further determination. *Students who are declared academically ineligible may not audition, rehearse practice, participate, or travel within their department. In specific instances, ECA students will be asked to work closely with the department chair or instructor to elevate their standings and/or (in coordination with the sending*

school) return to their sending school program until they have demonstrated a marked pattern of improvement in academic areas of need.

REPRESENTATION OF SCHOOL AND COMMUNITY

Students of ECA have the opportunity, and often privilege, to represent ECA on a local, regional, national and international scale. ECA Students are ambassadors equally for their hometown communities, ECA, and their sending school. It is the expectation of the ECA Community that we offer learning opportunities for our students that promote creative thinking, innovation, problem-solving, empathy, real-world experience, and peer-to-peer collaboration. ECA recognizes that appropriate behavior is as important and expected outside of the school facility as it is inside the classroom. As school representatives, students are held accountable for all ACES and school-wide policies and procedures. Policy violations as they relate to conduct, behavior and misrepresentation can result in school consequences or refinement in a student's program.

GRADES/EVALUATION

Student and their families receive a narrative evaluation, numerical and letter grade report at the end of each quarter. This report is broken down into several categories. They are as follows:

Risk/Personal Challenge - Your teacher is evaluating:

- a) Whether or not, and to what extent, you push yourself beyond your comfort zone of creativity.
- b) Do you attempt new things? (The level of creative risk-taking to be innovative)
- c) Do you push ahead even when it's hard? (Problem-solving through courageous thinking)
- d) How willing are you to take that extra step forward? (Trust and integrity in your potential to grow through artistic steps of process)

Assignments - Your teacher is evaluating:

- a) How you demonstrate your commitment to your class work
- b) How industrious you are in your problem-solving
- c) Class time management in regard to efficient and effective organization
- d) Do you put thought and care into your assignments?
- e) Are you completing your assignments on time?

Class Participation - Your teacher is evaluating:

- a) How actively involved you are in your class discussions and learning activities.
- b) Do you arrive on time?
- c) Are you prepared for class (have the proper materials, necessary clothing, required homework, etc.)?
- d) Do you share your thoughts, ideas, concerns, etc.?
- e) Do you volunteer for activities and events?
- f) How willing are you to help others when needed?

Skill Development - Your teacher is evaluating:

- a) how much you have demonstrated growth in your particular art area during the quarter.
- b) Have you been able to apply newly learned techniques to your work?
- c) Have you moved beyond the skill level you began the quarter with?

Your teacher will assign a letter and numerical grade to each of the above on a quarterly basis and then average them for a final course grade. It is the final grade that will be forwarded to your sending high school for the end-of-year transcript and obtained credit on your sending school transcript.

Basic Explanation of Letter Grades

- A** Has excelled in all evaluation areas; has shown a high level of commitment to the program
- B** Has done better than average in all evaluation areas; displays commitment and energy to the course or program
- C** Not working up to potential; level of commitment requires improvement
- D** Work demonstrates lack of potential or commitment; not showing commitment to the course or program; will require strategies to indicate growth and change.
- F** Failure to meet standards and expectations of course or program; Requires intervention meeting with ECA staff, family, and sending school representatives to best support growth and opportunities to demonstrate potential.

ACES ECA GRADUATION OUTCOMES

The rubric below will be used by faculty and students to plot their growth and development throughout their educational experience at ECA. We believe that the criteria listed are important 21st century skills that will prepare our students for future learning and help them to become successful adults.

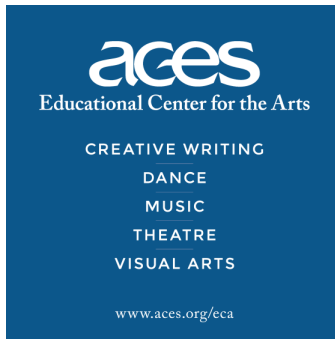
	Advanced	Proficient	Emerging
Creative Problem Solving	The student explores open-ended questions with spontaneity and ingenuity, which leads to the discovery of new ideas. The student independently generates a wealth of possible approaches to artistic questions.	With encouragement, the student explores open-ended problems and discovers new approaches to artistic questions.	The student is comfortable with predictable outcomes, but has difficulty working with open-ended problems and discovering new approaches to artistic questions.
Critical Thinking	The student frequently explores links between seemingly unrelated ideas. The student offers deep and multi-faceted insights into art processes and products. The student eagerly engages and excels at analyzing, evaluating, and reflecting on artistic processes and products.	The student occasionally explores links between seemingly unrelated ideas. The student demonstrates the ability to analyze, evaluate and reflect on artistic processes and products.	The student needs support in order to make connections between seemingly unrelated ideas. The student is developing the ability to analyze, evaluate and reflect on artistic processes and products.

Originality	The student develops and expresses innovative ideas through an art form. The student's work reveals originality of thought. The student investigates and produces work beyond project requirements.	The student occasionally develops and expresses ideas in unique ways. The student investigates unfamiliar ideas within project parameters.	The student develops and expresses ideas in a conventional way. The student rarely investigates unfamiliar ideas within project parameters.
	Advanced	Proficient	Emerging
Risk and Personal Challenge	The student independently seeks out challenging projects and ideas. The student views mistakes as learning opportunities. The student is willing to advocate for unconventional or unpopular positions. The student accepts challenges without obvious solutions despite the potential for failure.	The student takes on challenging projects with encouragement and support. The student understands that mistakes can be learning opportunities. Once invested, the student is motivated by the risks and challenges of the work.	The student weighs the odds of failure carefully before taking on a challenging problem or publicly sharing ideas. The student conceptually understands that mistakes are learning opportunities, but still views them as personal failures.
Expertise	The student's work demonstrates mastery of craft, technical skill, and nuanced aesthetic choices. The student is independently invested in exploring the art form.	The student's work demonstrates continuous development of craft and technical skill. The student often demonstrates initiative and self-reflection in the process of developing skills.	The student's work demonstrates limited development of craft and technical skill. Only with support does the student demonstrate initiative and self-reflection in the process of developing skills.

Work Ethic	The student exhibits professionalism in all aspects of his or her work. The student is detail-oriented, fastidious, punctual, focused and meets deadlines. The student demonstrates perseverance, self-discipline, and an outstanding work ethic.	The student exhibits professionalism in many aspects of his or her work. The student usually meets deadlines and is becoming more detail-oriented, fastidious, punctual, and focused. The student is developing a strong work ethic.	The student demonstrates minimal evidence of professionalism in his or her work. The student rarely meets deadlines and/or demonstrates a strong work ethic.
	Advanced	Proficient	Emerging
Artistic Communication	The student's creative work demonstrates the intention to communicate ideas. The student is dedicated to creating resonant works of art. The student thoroughly considers and takes responsibility for the impact of his or her creative expression on diverse audiences.	The student is developing an understanding of how his or her creative work can communicate ideas. The student is beginning to understand the possibility of creating a resonant work of art. With guidance, the student considers the impact of his or her creative expression on diverse audiences.	The student rarely demonstrates an understanding of the impact his or her creative work may have on diverse audiences.
Working within a diverse artistic community	The student demonstrates generosity of spirit, and enthusiastically contributes to the growth and development of fellow students and mentors. The student contributes at the highest level to class, departmental, and school communities, and advocates for our diverse ECA arts community.	The student actively participates in community activities. The student works well with peers in collaborative, ensemble, and group projects. The student is productively exploring his or her role in our diverse ECA arts community.	With encouragement and support, the student occasionally contributes to class, departmental and school communities. The student is developing an awareness of his or her role in our diverse ECA arts community.

EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. ACES and ECA will provide every student with equal educational opportunities regardless of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extra-curricular activities or other school resources. Mr. Jason Hiruo and the ACES Personnel Department are the designated district compliance responders, who will coordinate compliance with the nondiscrimination requirements of the Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.



**ECA Parent/Guardian and Student Sign-Off Form
for Receipt and Acknowledgement of the
2017-2018 ACES ECA Student-Family Handbook
(Also at www.aces.org/eca)**

PLEASE PRINT CLEARLY

STUDENT'S NAME: _____ GRADE: _____

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN AND STUDENT SIGNATURES BELOW INDICATE:

1. We have received, read and understand the 2017-2018 ACES Educational Center for the Arts Student-Family Handbook.
2. We understand the academic policies; the student code of conduct and applicable disciplinary procedures and laws; and the policies that impacts my student.
3. We recognize that all students at ACES ECA are held accountable for acting in accordance with the contents of this student handbook, both during regularly scheduled school hours and at all school sponsored events

SIGNATURES

STUDENT _____ DATE _____

PARENT/GUARDIAN _____ DATE _____

Parent/Guardian Primary E-Mail: _____

**Once the student and family member(s) have reviewed the
2017 -2018 ECA Student Handbook, please return this form to
the Main Office of ECA or Department no later than 10/12/17.**