



**EICA**

**EICA Student and Parent Handbook**

## Welcome Letter from Our President

Welcome, Students, Parents, and Guardians,

We are so happy you have chosen to attend Ebenezer International Christian Academy (EICA). EICA prides itself on transforming education worldwide, one student at a time. As you will discover, EICA places students at the center of every decision. We hope you feel and experience our student focus through every mouse click and interaction with our instructors and staff during your time with EICA. Whether you are taking just one course or several, we want every one of you to have a phenomenal experience at EICA.

This handbook has been created to provide students and parents with the tools and information they need to be successful at EICA. Whether you are taking just one course or several, we want every one of you to have a phenomenal experience at EICA.

Again, welcome to the EICA family. We look forward to serving your educational needs!

Sincerely,

A handwritten signature in black ink, appearing to read 'Greisys Cue', with a stylized flourish at the end.

Greisys Cue  
President & CEO

## About Us

Ebenezer International Christian Academy (EICA) is nestled in the city of Hialeah, Florida. Serving a large immigrant population, mostly of Hispanic/Latin origin, EICA has provided educational opportunities to individuals who seek a high school education. EICA is a small institution in scope that caters to roughly under 1000 students a year. 80% of students are of Hispanic/Latin origin. Our staff is comprised of a diverse group of individuals, all of whom have extensive experience in their current position. Our faculty consists of highly qualified individuals who are eager to help others and provide a good education for EICA students. Over the years, EICA has helped bridge the educational gap that comes with being an immigrant to this country, especially those that have been pulled from the classroom experience in their country of origin.

EICA offers an accredited online high school diploma program designed to meet the needs of students seeking a flexible and supportive alternative to traditional classroom education. EICA serves traditional high school students, adult learners, homeschoolers, transfer students, and individuals requiring credit recovery, regardless of background or prior educational challenges.

EICA's online learning platform allows students to access coursework, study guides, and learning resources at any time and from any location with internet access. All courses are self-paced, enabling students to progress according to their individual learning style, academic readiness, and personal schedule. This structure is particularly beneficial for students balancing school with work, family responsibilities, travel, health concerns, or other commitments.

Students receive individualized academic support from certified teachers, academic advisors, and school administrators throughout their enrollment. Upon registration, each student is assigned to a high school advocate who provides guidance, monitors progress and assists with academic and personal concerns until graduation. Communication with instructors and staff is available by phone or email, ensuring students have consistent access to assistance when needed.

Assignments and examinations are completed and submitted online. All coursework is reviewed and graded, and students receive feedback to support continuous improvement and academic success. EICA provides a structured yet distraction-free learning environment, free from social pressures, competition, and mandatory state testing that could otherwise interfere with student progress toward graduation.

Eligible transfer credits from previous schools may be accepted following transcript evaluation. Approved credits may reduce tuition costs and the total number of courses required to earn a diploma. Enrollment is open year-round, and students may begin coursework immediately upon completion of the enrollment process and online orientation.

EICA also offers credit recovery opportunities for students who need to retake failed or incomplete courses or catch up to their graduating class. Credit recovery courses are completed online at the student's own pace and are designed to accommodate work and family responsibilities without disruption.

A regionally and nationally accredited institution, EICA is committed to providing a high-quality education grounded in Christian values. The academy's goal is to equip students with the academic knowledge, practical skills, and moral foundation necessary for college readiness, career advancement, and lifelong success. Regardless of a student's educational history, EICA offers a supportive pathway toward earning a high school diploma and achieving future goals.

## Mission and Purpose

The mission of E.I.C.A. is to reach its community and equip students through quality education with the necessary skills to pursue excellence through Christ in every area of life. The greatest level of accountability is our students, and EICA seeks to provide the best education possible for each individual seeking improvement in their education. Through technological development, we seek to provide greater learning opportunities that allow for an alternative to traditional education. EICA pursues high-value educational development through the digital learning environment, which allows us to reach a wide array of needy individuals while allowing flexibility in adapting to different learning capacities.

EICA aims to engage in its students' educational process through every step of its program. From interactions during the admissions process to its student-teacher relationships, EICA accounts for every student in a very personal manner. The structure of its programs ensures that the students reach the necessary academic goals and solid learning of Christian moral teachings that take part of the course curriculum. We expect all our students to excel in our program and, therefore, have created its program offerings to adapt to student learning capacities with the help of our qualified instructors. The size and scope of our institution allow for a great level of dedication to each student.

## Student Skills for Success

EICA recognizes that the following commitments/skills facilitate student success in the online educational environment:

- **Communication** – Students are required to communicate with their instructors regarding course content and assignments and to participate in discussion-based assessments.
- **Live Lessons** – Students are encouraged to attend and participate in their course Live Lessons whenever possible. Attendance and participation in Live Lessons lead to student success in courses.
- **Academic Integrity** – EICA requires the original work of all students and prohibits plagiarism and cheating. Students are expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not adequately cited, attributed, or credited, the work may be considered plagiarized.
- **Self-Motivation** – Students should be self-motivated and must manage their learning environment and procedures to fulfill course requirements, enabling them to achieve individual academic success.
- **Independent Learning Style** – Students should be able to work independently and contact their instructor for support as needed.
- **Computer Literacy** – Students should possess basic computer skills such as utilizing email and maneuvering through the Internet and basic keyboarding skills.
- **Time Management Skills** – Students must be capable of organizing and planning their time frame for learning. Students can access their coursework whenever best, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – Students should follow the pacing guides for course modules and individual assignments.

## Stakeholder Roles and Responsibilities

### Parent or Legal Guardian

Parents and guardians play a key role in student success in any learning environment, especially at EICA. Ebenezer International Christian Academy expects that parents/guardians will be involved in their child's learning by participating in the welcome call or Zoom meeting with each course teacher. During this call, the

parents/guardians are introduced to the requirements of the course and begin building solid teacher-student-parent relationships. To be kept informed of the students' progress, parents/guardians will also need to be available for monthly contact with each of their students' teachers. They can choose a preferred method of contact (phone, e-mail, text). Parents/guardians should also contact the students' teachers to inform them of vacations or extended absences. Parents/guardians must ensure their students make continuous learning gains weekly.

### **Student**

The student's role at Ebenezer International Christian Academy is to learn to the best of his or her ability. Therefore, students should expect to take age-appropriate individual responsibility for their learning, such as applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their interests, improving areas of academic weaknesses, and capitalizing on strengths—and at all times completing their work and upholding the principles of the EICA Academic Integrity Policy.

### **Exceptional Student Education (ESE)**

If a student has a disability or impairment, this should be indicated when prompted during registration at EICA. Parents/guardians are responsible for providing EICA with a copy of the student's most current individual educational plan (IEP) or Section 504 Plan. These documents should be submitted directly to EICA by the parent/guardian. Directions to submit these documents are provided during registration and can be viewed at any time. All students at EICA have access to many accommodations that naturally occur in the virtual setting.

*Please note that EICA does not provide any accommodation or therapy beyond those that can be provided academically. Parents are to arrange and provide any therapy for students who require as part of their recommendations on their IEP or 504 Plan.*

### **School Counselor**

Our school counselor assists students and parents/guardians with course selection, college and career planning, interpersonal counseling, and general academic guidance. Our school Counselor or other qualified staff member can assist with high school credit or college/career questions.

### **Teachers**

The subject-specific teacher is the primary contact for students and parents/guardians about student grades and course questions. Teachers provide instructional interventional strategies as needed and to handle the following instructional questions:

- The curriculum or materials
- The course scope and sequence
- Modification of assessments for students with documented special needs
- Testing
- Grading and progress reports
- Help with a particular assessment or concept

Teachers proactively monitor each student's progress using our Learning Management System and through regular phone, texting, and email contact. Teachers score assessments and provide feedback on the student's performance through formal means, such as assessment grades, comments, and regular progress reports, as well as informal means, such as phone calls and online communication. Teachers provide instruction differently depending on a student's needs and grade level. Generally, students will have a different subject-specific teacher for each course.

## Preparing for Ebenezer International Christian Academy

### Enrollment

To enroll, a student must complete an official application before being allowed to enroll in classes. Admissions to a targeted enrichment program, as opposed to one or more independent classes, may have additional requirements and fees, which can be found in the program description or program guide.

Once registered, the student will be supplied with a username and password to access their courses.

### Quick Tips

1. Review of the EICA handbook policies, procedures and website
2. Set up your learning space and computer
  - Keep a space for school materials and supplies.
  - Make sure your “learning area” is in a quiet area free of distractions.
  - Create a weekly schedule and weekly learning expectations.
3. Meet with your virtual teacher. Your teacher will contact you by phone, email, or through the learning platform when you are placed on a course to make introductions and discuss course expectations for the school year.

### Parent and Guardian Account

EICA values parents and guardians as partners. From approving course requests to monitor progress, the Parent/Guardian Account allows parents to have a hands-on approach to their student's academic life at EICA.

With your Parent/Guardian Account, you will have:

- 24/7 online access to submitted and/or graded assignments and your child's grade book
- Monthly phone calls from teachers
- Monthly progress reports emailed to parent emails
- Regular email updates from teachers
- Access to teachers (8 a.m. to 8 p.m. daily, as well as weekend hours)

### Anti-Discrimination Provisions

EICA's admissions and enrollment policies related to anti-discrimination are in compliance with Section 1000.05, F.S.- Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required.

The statute prohibits discrimination on the basis of race, ethnicity, national origin, gender, disability or marital status against a student or employee. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Information relative to special accommodations, grievance procedures, and the designated responsible official for compliance with the Title VI, Title IX and Section 504 may be obtained by contacting EICA.

Section 1000.05 also referred to as the “Florida Educational Equity Act.” is provided below:

(2)(a) Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from

participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status.

All public K-20 education classes shall be available to all students without regard to race, ethnicity, national origin, gender, disability, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills.

Students may be separated by gender for a single-gender program as provided under s. 1002.311, for any portion of a class that deals with human reproduction, or during participation in bodily contact sports. For the purpose of this section, bodily contact sports include wrestling, boxing, rugby, ice hockey, football, basketball, and other sports in which the purpose or major activity involves bodily contact.

Guidance services, counseling services, and financial assistance services in the state public K-20 education system shall be available to students equally. Guidance and counseling services, materials, and promotional events shall stress access to academic and career opportunities for students without regard to race, ethnicity, national origin, gender, disability, or marital status.

## **Communication Requirements**

Correspondence between educators, guardians, and students is a vital piece of the EICA learning climate. All through each course, students and guardians are relied upon to discuss routinely with their educators. It is the student and parent's duty to return correspondence from the educator under any circumstance.

## **Emergencies**

In the event of an emergency (such as hazardous weather conditions), EICA will send all families a “must-read” message explaining the details of the emergency, especially if it will result in the closure of our main office. EICA will also record a voicemail announcing the office closure details and the availability, or lack of availability, of teachers and other school services. Please note that the Ebenezer International Christian Academy Ignitia Program and our teachers may be located in affected areas. EICA will take every measure to ensure that there is no disruption of learning in the event of an emergency.

## **Exams**

Ebenezer International Christian Academy has a multi-tiered security system to help ensure student authenticity for all exams and assignments.

### **Exam/Assignment Retake Policy**

Failed exams/assignments will not be retaken under any circumstances if the final course average is above 69. Students who wish to retake an exam are strongly encouraged to work with their teachers and academic advisors.

## **Assessments**

Student performance must be regularly assessed. Ebenezer International Christian Academy uses the following types of assessments to determine students' skill levels, to evaluate performance, develop educational plans, and to develop a permanent school record. *Assessments within the Curriculum*

As students progress through their courses, they will engage in several possible types of formal and informal evaluations.

Formal Assessments Include:

- Quick Checks—Brief online assessments that provide automatic feedback for students and teachers.
- Quizzes—Short online assessments that provide automatic feedback for students and teachers.
- Course Assessments—Written compositions, lab reports, short answer paragraphs, essays, book responses, and other assessments require teacher evaluation of the student’s work.
- Graded Discussions—Teacher-monitored “class discussions” in which students post thoughts, ideas, and reactions on a designated discussion board. The postings are required by specific assessment guidelines outlined in the curriculum and are evaluated by the teacher.
- Collaboration Projects— To foster 21st Century Skills and build real-world competencies, EICA courses contain opportunities for collaborative learning with peers. All students are encouraged to complete the Collaboration Assessments in their course(s).
- Tests – Module tests cover material from all lessons within a specific module. They are online assessments that contain various question types and are weighted more heavily than quizzes towards the student’s final grade.

## GRADUATION REQUIREMENTS

All graduation paths include opportunities for students to take rigorous academic courses designed to prepare students for their future educational and career choices.

Regardless of graduation program, all students must earn a cumulative GPA of 2.0 on a 4.0 scale and complete 24 credits.

Once students complete their graduation requirements, we can issue a high school diploma and transcripts. The students will need these documents as they progress in college or their career.

Our students must also remember that if they want to enter a college or university, they must take the standardized ACT or SAT exams and pass them with the score required by the University.

| Subject Area        | Course Requirements 24 Credits  |
|---------------------|---|
| English             | 4 credits   |
| Mathematics         | 4 credits, one of which must be Algebra 1 or equivalent and one of which must be Geometry or its equivalent                           |
| Science             | 3 credits, two of which must have a laboratory component and one of which must be Biology 1 or equivalent course or series of courses |
| Social Studies      | 1 credit of World History<br>1 credit of US History<br>.5 credit of US Government<br>.5 credit of Economics                           |
| Electives           | 10 credits  |
| Grade Point Average | <b>Minimum Cumulative Overall Unweighted GPA of 2.0 on 4.0 scale</b>  |

## GRADING SCALE AND GRADE WEIGHTS IN COURSES

All EICA courses follow the grading scale and grade weight categories reflected below.

### Grading Scale

| GRADE | LETTER VALUE | VERBAL INTERPRETATION       | GRADE POINT VALUES |
|-------|--------------|-----------------------------|--------------------|
| A     | 90 - 100 %   | Outstanding                 | 4                  |
| B     | 80 - 89 %    | Good                        | 3                  |
| C     | 70 - 79 %    | Satisfactory                | 2                  |
| D     | 60 - 69 %    | Minimal; Improvement Needed | 1                  |
| F     | 0 - 59%      | Unsatisfactory              | 0                  |
| I     | 0            | Incomplete                  | 0                  |

The academic grades in all courses are to be based on the student's degree of mastery of the instructional objectives and competencies for the course. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance such as coursework, supplemental projects, virtual tests, and other online assessments. Progress reports and report cards will serve as the primary means of communicating student progress and achievement of the standards for promotion.

### Grade Weights in Courses

Course grades are to be divided as follows:

Lesson completion - 10%

Quizzes/Projects - 30%

Assessments - 60%

### Plagiarism and Cheating

Plagiarism and cheating are acts of stealing and are types of fraud.

Plagiarism is taking someone else's words or ideas and using them or representing them as one's work. This includes not correctly citing the source of the words or ideas. When students use direct quotations, they must use quotation marks and cite the relevant sources. When students paraphrase material, quotation marks are not used, but the sources still must be cited. Students must also cite sources for any use of language, ideas, theories, data, figures, graphs, programs, electronic information, or illustrations.

Cheating is an act of breaking the rules of honest and original work. Cheating includes purchasing essays, copying another person's assignment, posting assignments online, asking for solutions, or paying someone to do one's work. It also includes sharing one's work with another person or organization by allowing them to copy all or part of one's paper.

### ***Unauthorized Access to Official Ebenezer International Christian Academy Materials***

Students may not take, attempt to take, or in any unauthorized manner gain access to, alter, or destroy any materials about the administration of the educational process (including exams, grade records, answer keys, etc.).

Unauthorized access includes sharing one's student username and/or password with another person or organization that is not authorized or enrolled as a student and is grounds for dismissal from the program.

***Misrepresentation, Falsification of Ebenezer International Christian Academy Records or Academic Work*** Students will not knowingly provide false information when completing Ebenezer International Christian Academy forms or applications (including admissions forms, enrollment agreements, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.

***Malicious/Intentional Misuse of Computer Facilities and/or Services***

Students are strictly prohibited from the malicious or intentional misuse of computer facilities and/or services. Violations of state and federal laws (including copyright violations, unauthorized access of systems, alteration/damage/destruction or attempted alteration/damage/destruction, use for profit, etc.) or Ebenezer International Christian Academy rules regarding computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) will result in immediate disciplinary action including and up to academic dismissal.

**Academic Integrity Policy**

Academic integrity is the hallmark of excellence and the foundation of education, which requires honesty in all coursework. Students are expected to submit their work for all assignments, present their work and ideas in all discussions, and adequately cite original authors and others when referring to sources used. Students must succeed in their classes and programs without violating the Academic Integrity Policy.

To preserve the integrity of Ebenezer International Christian Academy programs and maintain the high quality of education, the instructional team and administration must address any charge of violating the academic honesty policy. At each penalty level the case is reviewed by the Board. The due process procedures include a formal request for inquiry and research to prove or disprove the charge. A proven violation carries academic penalties. Students who violate the Academic Honesty Policy will receive a warning on a first offense, will be placed on probation for a second offense, and will be dismissed from the institution on a third offense. Students may appeal dismissal but may not appeal the warning or the probation. If an egregious violation occurs students may be immediately dismissed from their program. The Academic Board reserves the right to issue any penalty subject to the severity of the violation.

Ebenezer International Christian Academy has the right, at its discretion, to review any exams or assignments that have already been graded and to change the grade if plagiarism is found.

An Ebenezer International Christian Academy graduate who is later found after graduation to have plagiarized, including allowing a student to copy his/her paper, may have his/her diploma revoked as per the Revocation of Diploma Policy.

The result of the investigation may lead to the following disciplinary action that can include but is not limited to:

Warning

- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternate assignment

Probation

- Fail the assignment
- Dismissed from the course, suspended from the institution.

## Academic Honesty Violations

The following violation types deserve close attention because they summarize various violations of academic honesty. The list below is not exhaustive, but it captures the predominant violations. Students must honor the regulations to preserve the integrity of their grades and degrees.

## **Bullying and Harassment Policy**

It is the policy of the Ebenezer International Christian Academy that all its students and school employees have an educational setting that is safe, secure, and free from hazing, harassment and bullying of any kind.

The school will not tolerate hazing, bullying and harassment of any type. Conduct that constitutes bullying, hazing and harassment, as defined herein, is prohibited.

### ***Definitions***

The following definitions are intended to provide guidance in assessing whether a particular behavior is prohibited behavior.

They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular suspected behavior is prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

## **Cyberbullying**

This means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that one or more persons may access if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. It has the effect of substantially disrupting the orderly operation of a school.

## **Netiquette Guidelines for EICA High School Students**

Learner Description: This guide was created for EICA high school students to encourage meaningful and productive online communication between students and their teachers.

Netiquette means behaving appropriately and responsibly in online communications, which includes email, discussion boards, chat rooms and other informal means of communication. The words "appropriate" and "responsible" have very general meanings, thus varying interpretations of these words may exist. Unlike the boundaries we live in, the internet brings people together from many cultures, backgrounds and ethnicities. Furthermore, inappropriate behavior creates distractions and thus hinders learning, which is our ultimate objective. For these reasons, it is very important to establish a set of rules for communicating online to avoid confusion, frustration and conflict. Below are the guidelines you must follow in all online communications on this course.

### **Do Not Spam**

Online communications offer the ability to broadcast a message instantly to many people; thus, it is a popular way of communicating upcoming events, news and promotions. Although it may be convenient for some people, spamming in general is considered a bad practice. Spamming is unsolicited communication and is neither appropriate nor fair to those who did not express an interest in receiving such messages. It is opportunistic behavior that offers nothing to the academic foundation in which these online communications services are intended for. Please do not waste your time and other's time communicating anything that is not relevant to the content in which you are required to learn.

### **Student Conduct**

The school believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for School and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect and refuse to tolerate bullying or harassment.

- i. During any education program or activity conducted by a 9-12 educational institution.
- ii. During any school-related or school-sponsored program or activity.
- iii. Using data or computer software that is accessed through a computer, computer system, or computer network of a 9-12 education institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- iv Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school or school, if the bullying substantially interferes with or limits the victim's ability to participate in or

benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.

v. The above section (d) does not require a school to staff or monitor any non-school-related activity, function, or program.

Whether a particular action or incident constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances. The physical location or time of access to a computer-related incident cannot be raised as a defense in any disciplinary action.

## **Consequences**

School Employees --Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined by School policies, procedures, and agreements. Additionally, egregious harassment by certified educators may result in a sanction against an educator's state-issued certificate. (See State Board of Education Rule 6B- 1.006, FAC., the Principles of Professional Conduct of the Education Profession in Florida.) Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Students -- Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

A student who commits an act of hazing as defined above upon another person who is a member of or an applicant to any student organization commits a felony of the third degree, punishable as provided in s. 775.082 or s. 775.083, if the person knew or should have known the act would result in serious bodily injury or death of such other person and the hazing results in serious bodily injury or death of such other person.

(b)(4) As a condition of any sentence imposed under paragraph (a), subsection (2), or subsection (3), the court:

1. Shall order the defendant to attend and complete a 4-hour hazing education course and may also impose a condition of drug or alcohol probation.
2. The defendant may be required to apologize to the students and victims at the school publicly.
3. The defendant may be required to participate in a school-sponsored anti-hazing campaign to raise awareness of what constitutes hazing and the penalties for hazing.

## **Visitors/Volunteers**

Consequences and appropriate remedial action for a visitor or volunteer found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

## **Retaliation**

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, hazing, dating violence, or any other prohibited behavior will not be tolerated independent of whether a complaint is substantiated. Such retaliation should be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. As indicated above, retaliation and intentionally false reports may result in disciplinary action.

This policy shall not be interpreted as infringing upon students' First Amendment rights (i.e., to prohibit a reasoned and civil exchange of opinions or debate conducted at appropriate times and places during the school day and is protected by State or Federal law).

## **Complaints**

At school, the principal/instructional leader or the principal/instructional leader's designee is responsible for receiving complaints alleging violations of this policy. All school employees must report alleged violations of this policy to the principal/instructional leader or the principal/instructional leader's designee. All other school community members, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may violate this policy anonymously or in person to the principal/instructional leader or principal/instructional leader's designee.

### *Procedures*

At EICA, the Procedures for Investigating Bullying, Hazing and/or Harassment include:

- The principal/instructional leader or designee selects a designee(s) employed by the school and trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser, hazer, or bully) or victim.
- Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately and separately and are confidential. Everyone (victim, alleged perpetrator, and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together.
- The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of incident(s), including nature of the behavior, the context in which the alleged incident(s) occurred, etc.
  - How often does the conduct occur?
  - Whether there were past incidents or past continuing patterns of behavior.
  - The relationship between the parties involved.
  - The parties' characteristics (i.e., grade, age, etc.).
  - The identity and number of individuals who participated in bullying or harassing behavior.
  - Where the alleged incident(s) occurred.
  - Whether the conduct adversely affected the student's education or educational environment.
  - Whether the alleged victim felt or perceived an imbalance of power because of the reported incident and
  - The date, time, and method by which the parents/legal guardians of all parties involved were contacted.
  - Whether a particular action or incident constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances and includes:
    - Recommended remedial steps necessary to stop bullying, hazing and/or harassing behavior; and
    - A written final report to the principal/instructional leader.

The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying, hazing and/or harassment, and the investigation procedures that follow. A principal/instructional leader or designee will assign a designee(s) that is trained in investigative procedures to initiate an investigation of whether an act of bullying, hazing or harassment is within the scope of the school. The trained designee(s) will provide a report on results of investigation with recommendations for the

principal/instructional leader to decide if an act of bullying, hazing or harassment falls within the scope of the school.

- If it is within scope of school, move to Procedures for Investigating Bullying, Hazing and/or Harassment.
- If it is outside scope of School, and determined a criminal act, refer to appropriate law enforcement. All acts of hazing in grades 9-12 as defined in the definitions section must be referred to local law enforcement.
- All victims and perpetrators of hazing, as defined in the definitions section above, must be referred to as a certified school counselor.
- Each incidence of hazing will be reported to the FDOE via the school's Safety and Discipline Report.
- If it is outside scope of School, and determined not to be a criminal act, inform parents/legal guardians of all students involved.

The principal/instructional leader, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying, hazing or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal/instructional leader, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states "...a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing. Intervention Protocol, a school referral procedure, will establish a protocol for intervening when bullying or harassment is suspected or when a bullying or harassment incident is reported. The procedure shall include:

A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).

A referral process to provide professional assistance or services that includes:

- A process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
- Suppose a formal discipline report or formal complaint is made. In that case, the principal/instructional leader or designee must refer the student(s) to the school intervention team to determine counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- A school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
  - Counseling and support to address the needs of the victims of bullying or harassment.
  - Research-based counseling/interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management); and/or

- Research-based counseling/interventions include assistance and support provided to parents/legal guardians if necessary or appropriate.

If a bullying or harassment incident occurs, it will be reported with either the bullying or harassment code. If bullying or harassment results in any of the following incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled bullying related.

**Those incidents are:**

- Alcohol
- Arson
- Battery
- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol
- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco
- Vandalism
- Weapons Possession
- Other Major (Other major incidents that do not fit within the other definitions)

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

The principal/instructional leader or designee shall by telephone and/or in writing report the occurrence of any incident of bullying, hazing or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

At the beginning of each school year, a designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of students at the school's student safety and violence prevention policy. The school shall provide notice to students and staff of this policy through appropriate references in the code of student conduct and employee handbooks, and/or through other reasonable means.

**Acceptable Use Policy**

Internet access is required for all EICA students, but access must be used responsibly, safely, efficiently, ethically, and legally. With expanded access to electronic information, the availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuse, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use.

**Please review the following netiquette rules and EICA expectations** carefully:

**-Students are responsible for good behavior** on the EICA network, just like in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language.

-We take the **integrity and authenticity of student work** very seriously at EICA. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. EICA instructors do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses.

**-Security is a high priority**, especially when the system involves many users. If you identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.

**-Email.** Never say anything via email you wouldn't mind seeing on the school bulletin board or in the local newspaper.

**-Beware of emails from anyone, particularly adults you don't know**, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher or other Ebenezer International Christian Academy employee of any message you receive that is inappropriate or makes you feel uncomfortable. Emails with your online classmates should be course related. It is prohibited to send unsolicited non-academic emails to your online classmates.

**Email addresses that use profanity or may be construed as offensive shall not be permitted for EICA correspondence.** EICA administration reserves the right to determine if student e-mail addresses are inappropriate. When necessary, students will be asked to use an alternative email address or may be refused participation in EICA courses.

**Protect your password.** Keep it secret from anyone except your parents.

**Inappropriate Texting/Messaging:** Photographs or videos sent via computer, cell phone, or any other electronic device that depict nudity or any other inappropriate content are prohibited (f.s. 847.001 Sexting) line costs, or usage fees for connectivity to the Internet.

**Dress Code:** When attending any meeting or student gathering affiliated with EICA, clothing that exposes underwear or body parts in an indecent or vulgar manner or disrupts the orderly learning environment is not permitted.

Ebenezer International Christian Academy assumes no responsibility for phone charges, line costs, or usage fees for connectivity to the Internet.

**Ebenezer International Christian Academy administrators will cooperate fully with local, state, or federal officials** in any investigation related to any illegal activities conducted through Internet access. If there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and an opportunity to present an explanation. Any student or parent/guardian violations may result in removal from EICA course(s) and other disciplinary or legal action.

## **Student Code of Conduct**

The Code of Conduct is posted on the EICA website. Please review the Code of Conduct.

## Computer Requirements, Specifications

A virtual school requires technology to promote and support student learning. All school participants, including parents or legal guardians, students, and staff, will use the Ebenezer International Christian Academy Student Information System and Learning Management System and the Internet to communicate and share information.

Hardware and software requirements for accessing the systems are below. Please ensure that your device meets the requirements.

### Supported Browsers:

- Google Chrome (latest 2 versions)
- Mozilla Firefox (latest 2 versions)
- Apple Safari (latest 2 versions)
- Microsoft Edge (latest 2 versions)
- Microsoft Internet Explorer (latest version) Screen size: Minimum width of 1024px

### Browser Plug-ins

- Stoneware webPass
- Sun Java 8.91 JRE or higher
- Flash 9.0 or higher
- Shockwave (Operating System Dependant)
- Acrobat Reader DC 2015.017.20050 or higher

### PC Requirements

- 500 MHz minimum CPU, higher recommended
- Minimum of 10 gigabytes free HDD space
- Broadband connection is strongly recommended
- Windows XP, 7, 8, 10
- Microsoft Office, Open Office or Google docs
- 1024 MB Ram
- Display setting 1024x768 resolution
- Students need a method to save work to a portable medium (Zip, CD, USB)
- Audio: Sound card with speakers, microphone or headset

### Macintosh Requirements

- Power Mac G3 (350 MHz)
- OSX
- Microsoft Office, Open Office or Google Docs
- Students need a method to save work to a portable medium (Zip, CD, USB)
- 1024 MB Ram
- Minimum of 10 gigabytes free HDD space
- A broadband connection is strongly recommended
- Audio: Speakers and microphone or headset

## Accessing Unofficial EICA Transcript

- Log in to your account
- Click on the Student Grade Book and “Print Unofficial Transcript.” Or contact our office

for more information at 305-792-8242

*The transcript includes:*

- Courses taken with EICA
- Number of credits earned
- Grade received
- GPA

## Official EICA Transcript

Students may request an Official Cumulative EICA Transcript at any time. For information on how, visit

[https://eica.edutino.com/index.php?login/transcripts\\_request](https://eica.edutino.com/index.php?login/transcripts_request)

Or call the main office Monday- Friday 10:00am to 6:00pm at 305-792-8242

## Requests for Official Transcripts Procedure Fees

- \$25.00 cost for transcripts requests for currently enrolled student to home address
- \$25.00 for each transcript request for a student currently enrolled in another institution such as a college or agency, Vo-Tech, etc.
- \$25.00 cost for each transcript requested other than those covered above.

## EICA Contact Information

EICA Main Number:

**Phone:** 305-792-8242

**Fax:** 786-391-2158

**Email:** [info@eicaschool.com](mailto:info@eicaschool.com)

Please note that under Florida law, e-mail addresses are public records. Do not send electronic mail to this entity if you do not want your e-mail address released in response to a public records request. Instead, contact this office by phone or by writing.

**Social Media:**

**Facebook:**

<https://www.facebook.com/eicaschool.com>

**Twitter:** <https://twitter.com/EicaSchool>

**Instagram:** <https://www.instagram.com/eicaschool/>

After creating an account on this site, you will be able to submit a help ticket.

## **Help Desk Information**

If you have technical problems of any sort, EICA provides a great resource to help solve many IT issues for our students.

Having trouble logging in to Ignitia? Call EICA at 305-792-8242 to request/reset your username or password.

Our Technical Support Help Center is available to help 24 hours a day, seven days a week:

**ONLINE:** Visit <https://ebenezericafl.ignitiaschools.com/owsoo/help> to access Technical Support



**EICA**

**PARENT ACKNOWLEDGMENT FORM**

We have read the Ebenezer International Christian Academy Student/Parent Handbook and understand and agree to cooperate with all the policies contained herein.

I understand the importance of this Handbook and agree to adhere to the policies and regulations of the Student/Parent Handbook. I understand that failure to follow school regulations and policies will jeopardize student eligibility to register for the following academic year and may result in dismissal from this virtual program.

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Parent or Guardian's Name)

\_\_\_\_\_  
(Parent or Guardian's Signature)

\_\_\_\_\_  
(Date)

**DIRECTIONS:** Please print, date and sign this form and email it to the registrar.



**EICA**

**Grievance Complaint Documentation Record**

Name of Complainant: \_\_\_\_\_

Date of Action which is Subject of Complaint: \_\_\_\_\_

Name of Employee(if applicable): \_\_\_\_\_

Description of Action /EICAPolicy Causing Complaint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

I. Description of Steps Taken to Resolve Complaint and Outcome:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Grievance Officer

\_\_\_\_\_  
Date

II. Complainant (circle one): Accepts Officer’s resolution or Wishes to appeal resolution.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

III. If appealed, add decision of the Hearing Committee on separate page.

IV. Reviewed by: \_\_\_\_\_

Signature

\_\_\_\_\_  
Date