

NOTE: Some policies in the ECHS Handbook will be adjusted for Distance Learning during the global pandemic. Please see ECHS Distance Learning Policies at the end of this document.



Environmental Charter
High School

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The mission of ECS is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

Our vision is that students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose and empowered to become quality stewards of their own communities.

STUDENT – PARENT/GUARDIAN HANDBOOK 2020-2021

The Board of Directors and/or the Executive Director reserve the right to amend this handbook. Parents/guardians will be given prompt notification if changes are made.

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ENVIRONMENTAL CHARTER SCHOOLS BOARD OF DIRECTORS

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- **Ken Deemer, Vice President/Treasurer**
- **Denise Berger, Ed.D., Secretary**
- **Zena Fong**
- **Jenina Ramirez**
- **Dr. Hughie Barnes**
- **Dr. Madhu Chatwani**
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INTRODUCTION

Welcome to Environmental Charter High School! You are part of an innovative and rigorous program designed to prepare you to meet your college and professional goals, and to be empowered in your role as a capable and quality steward of your community in pursuit of social justice. Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

ECHS is a college preparatory high school that is dedicated to cultivating conditions conducive to learning. Students are both challenged and supported to achieve at a high level in all of their courses. ECHS staff will work to tap into or help you discover your desire and determination to attend college and impact the world positively. The staff of ECHS will work hard *with* you to help you achieve your college and career goals.

ECHS implements five practices that may be different than some of your previous educational experiences.

- First, ECHS is a small learning community designed to foster productive and healthy relationships between you and your teachers, and you and your peers.
- Second, you will participate in an interdisciplinary academic learning environment, where you will make connections among various areas of study including language arts, social science, science, math, art, and the environment.
- Third, your teaching staff is supported in ensuring that your learning is engaging and relevant to you.
- Fourth, ECHS extends learning beyond the classroom walls and into the local environment. Throughout your high school career, you will take many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will deepen your classroom learning and provide you with real opportunities to practice what you learn in the classroom.
- Finally, you will work with ECHS partners to investigate environmental issues and take action to make a measurable improvement in your local community.

Your active participation in these activities will ultimately sharpen your critical thinking, problem solving, and verbal communication skills. Each of these practices is designed to help you make connections between your life and the lives of people in your community, nation, and world.

ECHS is a non-profit organization. It was chartered by the Lawndale Elementary School District (LESD) as an independent public high school and approved by the State Board of Education in February 2001 as state charter number 353. It is also a member of the El Dorado Special Education Local Plan Area (SELPA) and is accredited by the Western Association of Schools and Colleges.

This handbook provides the basic guidelines that help the school operate smoothly and will assist you in developing your own potential.

Section 1: ACADEMIC PROGRAM AND POLICIES

MISSION

The mission of ECS is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

VISION

That students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose and empowered to become quality stewards of their own communities.

Schoolwide Learner Outcomes

ECHS' Schoolwide Learner Outcomes for all students are:

- **Critical Reasoners:** Our students investigate, hypothesize, analyze, evaluate, self-reflect & synthesize.
- **Collaborative Communicators:** Our students are effective listeners, readers, writers & speakers across media of the 21st century.
- **Creative Contributors:** Our students are addressing & finding solutions to environmental, political, economic & cultural challenges in the local & global community.

Graduation Requirements

English (40 units)	<ul style="list-style-type: none">English 9English 10English 11English 12	Mathematics (40 units; must include an Algebra 1, Geometry, Algebra 2 equivalent)	<ul style="list-style-type: none">Integrated Math 1Integrated Math 2Integrated Math 3Accelerated Math 9Accelerated Math 10Honors Pre-CalculusPre-CalculusAP Calculus or Calculus
Lab Science (20 units)	<ul style="list-style-type: none">BiologyChemistryPhysicsAP Environmental Science	Language Other than English (20 units)	<ul style="list-style-type: none">Spanish 1 or 1 NativesSpanish 2 or 2 NativesSpanish 3, AP Spanish Language or AP Spanish LiteratureSpanish Literature & History Through Film
Social Science (30 units)	<ul style="list-style-type: none">World HistoryAP World HistoryUnited States History or AP United States HistoryGovernment/Economics	Visual & Performing Art (10 units)	<ul style="list-style-type: none">Art
College Preparatory Electives (20 units)	<ul style="list-style-type: none">Environmental ScienceEthnic StudiesGreen AmbassadorsAdditional Year of ScienceAdditional Year of MathAdditional Year of Foreign LanguageOther UC-Approved Elective (AP Class or Community College Class)Critical Reading, Writing & Communication for Social Change	Other Electives (59 units)	<ul style="list-style-type: none">AdvisoryAfter-school electivesCollege PrepPhysical EducationAdvanced ArtOther Electives
Additional Requirements:	<ul style="list-style-type: none">Application and Admission into a 4-Year UniversityComplete the SAT Multiple Subject Test (SAT 1) and/or ACTComplete and pass Senior Thesis Project (Consists of Research Paper, Civic Action & Presentation)80 Hours of Community Service	10 units = 1 year-long course * = Recommended Course	
Total Units Required = 239	Students must enroll in the most challenging course load available to them.		

GRADUATION POLICY

Environmental Charter High School will allow all currently enrolled students to participate in its graduation ceremonies if they have completed all of ECHS' graduation requirements by **3:20pm on Friday, June 5, 2020**

with the following exception:

Students who have graduation requirements that have been modified and documented in an approved Individual Education Plan (IEP) will be allowed to graduate provided all modified requirements have been met.

Students who have not met all of ECHS' graduation requirements will not be allowed to participate in Graduation ceremonies. Students must settle all debts, return books, calculators, and other ECHS property in order to receive their official diploma. Additionally, students who are likely to negatively disrupt the Graduation ceremony may be excluded from participation in the ceremony by the Principal; exclusion from the graduation ceremony may also be determined by the principal or designee. This decision may be appealed to the Executive Director. Any student not participating in the graduation ceremony shall receive his or her diploma upon completion of ECHS graduation requirements.

For 12th grade, students must pass the senior thesis argumentative research paper by the second submission date prior to winter break. Students who have not met this requirement will be enrolled in a tutoring program over winter break and in second semester. The paper is a graduation requirement. Students continue to work on the paper until it reaches proficiency on the rubric. However, students can pass semester 1 of English 12 without having passed the paper.

COUNSELING SERVICES

ECHS employs an Assistant Principal of student services, three counselors, a 504/intervention coordinator and counseling interns with whom students and families may see on an individual or group basis for social and/or emotional needs. Students, teachers or parents/guardians may refer students to the counselors. School counselors primarily handle academic and college counseling. Additionally, each student will be assigned a faculty advisor upon entry to ECHS. Advisors will help each student discover his/her goals and choose a learning path. See section on Advisory for more information.

In addition to your Advisor, ECHS works with several community-based marriage/family therapists, psychologists and clinical social workers. As needed, students may be recommended to seek care from an outside mental health agency depending on need. To receive these services, ECHS staff members and/or families can refer the student. Parents/guardians of students recommended to receive such services will be notified and written permission will be secured prior to the student receiving these services.

Suicide Prevention and Intervention

Suicide is a major cause of death among youth. Our staff is trained to recognize the risk factors and warning signs of suicide and our counseling office is ready to connect students and families to resources that can help youth in crisis.

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life threatening situation, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.

There is also a Crisis Text Line, which can be accessed by texting HOME to 741741.

Our suicide prevention policy is available in the office.

Field trips

DAY TIME FIELD TRIPS

Throughout the school year, the students will take many trips. These trips are a part of the ECHS' interdisciplinary curriculum and may include walking trips, trips by private or school vehicles, buses or public transportation. Participation is required as these are important learning experiences and part of the curriculum. Only excused absences are permitted.

Field Trip Forms are completed at the beginning of each year as part of the enrollment packet. For field trips that happen within a class period, teachers do not send home separate trip slips or call home for each individual field trip. Signing the form indicates you have granted your student permission to participate in advisory and classroom activities throughout the year. For field trips extending beyond a single-class period, a permission slip must be signed, even if the student is 18 years of age or older.

OVERNIGHT & GRADE-LEVEL FIELD TRIPS

At each grade level, students attend extended overnight field trips. These trips are dependent on annual availability of funding and on support from family donations.

- **9th GRADE: Catalina Island**
- **10th GRADE: Base Camping in Idyllwild**
- **11th GRADE: Backpacking in Joshua Tree**
- **12th GRADE: Backpacking in Yosemite**

Because

Additional release forms will be required for these trips. These trips are a mandatory and integrated part of the school curriculum. Exemptions to this rule must be requested by parents/guardians in writing and are subject to approval by the Principal under very special circumstances. Otherwise, students are expected to attend the trips, as they are part of the school's curriculum. The student attendance policy and procedures still apply for all students, including seniors during senior week.

Students who violate any school policy may receive an SRC, be recommended for suspension or expulsion depending on the type of violation, and may lose his/her privilege to participate in any future overnight field trips.

FIELD TRIP & EXTRA-CURRICULAR DONATION

ECHS students take many field trips each year and ECHS offers many after school extracurricular activities. To help fund these field trips and activities, ECHS requests that each family make a donation to the ECHS field trip fund. Each student is asked to donate \$100 to the fund. Donations may be made in several payments if needed.

ADVISORY

To address the special needs of each student, students attend an Advisory class. Advisors help each student discover his/her goals and learning path by providing academic guidance throughout the student's high school career. Each student's Advisor also serves as the primary link between the family and the school. All parents/guardians and students participate in student/parent/guardian/advisor meetings or conferences three times a year. Each student reviews their academic performance with this teacher. The advisor will also send home a progress report weekly, which must be signed by the parents/guardians and returned back to the advisory teacher as required by the advisory teacher. Please call or email your student's advisor if you have any academic questions. The advisory teachers also log their students' community service. Note: The only time a student would be reassigned to a different advisory is when that student is retained and re-assigned to the correct grade level.

COMMUNITY SERVICE

ECHS' vision statement says that ECHS graduates will be quality stewards of their community. A steward is a person who contributes and gives back to his/her community. To help students practice these skills, ECHS requires students to complete two community service hours per month, 20 per year and 80 to graduate. Students may not graduate without these community service hours. Community services hours can be earned in many ways. A calendar of volunteer opportunities often is published in the office, special events are announced in the bulletin, and students may find their own volunteer or service opportunities. Activities are sometimes available during breaks, lunch, after school and weekends. The following are the Community Service rules and requirements:

- Community service must positively impact the community, the school, the environment or a group of people.
- Community Service should take place outside of the school day and outside of your graded assignments (green teachers and student council, etc. don't count). In some cases community service can be done to benefit the school. For example, tending the garden, recycling program, tutoring other students.
- Community service must be done outside of the immediate family (no babysitting younger brother, etc.) and must be for organizations, not individual people. Seek non-profit, governmental or religious organizations that positively impact the community, the school, the environment or a group of people.
- Any community service conducted outside of the opportunities listed on the ECHS website or in the main office must be approved by the student's advisor teacher or an administrator. Students may gain this approval by filling out a Community Service Approval Form, available in the main office.
- It is encouraged that students take part in long term (several months) and various short-term community service opportunities.
- Community service may be done over the summer or other vacations.
- Community service hours are checked by the Advisory teacher of each student on a monthly basis.

ELECTIVES

ECHS offers a variety of electives each year including academic, athletic, and enrichment classes. The electives serve to further ECHS' vision of inspiring students to discover their own sense of purpose. Most 9th and 10th grade students take an assigned elective; for example, students will take College Prep and Ethnic Studies as 9th graders and Green Ambassadors as 10th graders. Many 11th and 12th grade students elect to take a variety of additional electives including after school electives, community college electives and/or an internship during his/her elective period.

Note: Community colleges offer a large selection of transferable courses including art, athletics, and academic courses. To enroll in a community college course not only must a student meet the community college requirements for enrollment, the student must receive recommendation from school administration to enroll in a community college class. The principal or his/her designee will consider the student's historical academic performance and current performance, behavior record, and attendance in making a determination as to whether to recommend the student for enrollment in a community college class. In addition to elective scheduling, students may petition the principal or his/her designee to exchange an ECHS course for a community college course if the student meets the requisites of eligibility as listed above. Exchange will be granted based on principal or counselor discretion.

By law, community colleges reserve the right to restrict K-12 enrollment based on any of the following: age, grade, academic preparation, seat availability or registration priority. Please check with the applicable community college for their specific concurrent enrollment policy. Generally, 9th and 10th grade students attempting to make up a deficient grade with a community college class will be denied.

The community college will grant college credit for completed coursework. It is within ECHS' discretion to grant high school credit for completed community college coursework. See section on IX Transfer Grades.

ACADEMIC POLICIES

I. ACADEMIC RIGOR IN SCHEDULING

Students are automatically scheduled into the most rigorous course load offered at ECHS, even when the minimum graduation requirements have been met. Allowable exceptions:

1. If a student's IEP has modified the student's graduation requirements or requires small group instruction;
2. If a student has met the minimum requirement with grades of C or better, he or she may petition the Principal to exchange an ECHS course exceeding the minimum requirements for a UC/CSU transferable course offered at a community college. This enables advanced students to pursue college-level courses in the disciplines not offered at ECHS.

II. RETENTION POLICY

FULL RETENTION: In order to be promoted to the next grade level, students must have at least the number of credits listed below at the end of each grade level:

- Freshman year: 50 credits
- Sophomore year: 120 credits
- Junior year: 180 credits

Students who fail to achieve the necessary number of credits will be retained. However, they do not have to repeat classes in which they have received passing grades.

NOT ON TRACK FOR GRADUATION: Students who have earned at least 1 F but do not meet the criteria for full retention will promote to the next grade, but will receive the status of "Not on Track for Graduation."

These students must repeat classes in which they have received a D or an F and should anticipate a “5th Year” of high school work. A 5th year may occur after senior year or could be potentially made up through a combination of night, summer and online courses in addition to their regular class load, subject to availability.

Please note: Students cannot be enrolled concurrently in two separate levels of math, and must pass three full years of math in order to graduate.

Either of these determinations may be appealed and overridden by the permission of the teachers involved, parent/guardian and principal.

If a student fails both semesters of one grade level of English, the student may be required to repeat the entire grade level.

III. MAKING UP CLASSES

If a student does not receive a C or better during any semester, he or she must repeat that class.

ECHS offers a limited number of summer school classes. If ECHS does not offer the classes a student needs to take, the student may need to enroll in summer school classes at his/her home school district prior to the home school district deadlines. ECHS Summer School registration occurs in the spring semester. It is the family’s responsibility to enroll their student in the needed classes.

Other options for making up classes may include accredited online courses, SCROC, community colleges, accredited community adult schools and high schools, or independent study at ECHS. Please check with your counselor or administrator before enrolling to be sure that the student is enrolling in appropriate courses that are UC-approved.

IV. STUDENTS OFF-TRACK IN FLOW CLASSES

If a student is unable to take a required class at ECHS due to “falling off-track” in a flow sequence class, they must enroll in an equivalent course at an accredited adult education school, accredited high school, community college, or an accredited on-line program, during the school year. When a student produces proof of registration in an equivalent course, the student may qualify to select an elective (when not deficient in other credits or courses and with Principal approval). A Student who does not complete the required class on the prescribed timeline may be retained and may jeopardize their enrollment status.

V. GRADING SCALE

ECHS does not give “D” grades. The grade scale is composed of A, B, C, and F. Some elective courses use a Pass/Fail or Pass/No Credit grade scale. Students with IEP-mandated accommodations of a D scale are the only exceptions to this policy.

ECHS uses a 1-4 proficiency scale to communicate students’ levels of achievement/performance. Scores are broken down below:

- Score 4 = Complex learning goal
- Score 3.5 = In addition to 3.0 performance, partial success at score 4.0 content
- Score 3 = Target learning goal
- Score 2.5 = No major errors or omissions regarding 2.0 content & partial success at 3.0 content
- Score 2 = Simpler learning goal
- Score 1.5 = Partial success at 2.0 content, & major errors or omissions regarding 3.0 content
- Score 1 = With help, partial success at 2.0 and 3.0 content
- Score 0 = Even with help, no success

VI. INCOMPLETE GRADES

A teacher may determine that a student shall have more time to complete required coursework due to an extended illness, death or illness in the family, or other reason deemed to be of an extenuating nature. The teacher may assign the student an Incomplete ("I"), with a deadline to make up the assigned work. Upon completion of the assigned work or by the deadline, the teacher will submit a grade change form to officially change the "I" to a letter grade. If a student does not complete the work by the deadline, they risk failing the class.

VII. INDEPENDENT STUDY

Some independent study courses may be available for students with extenuating circumstances. If there is an available course option, an ECHS student may complete an Independent Study Course at ECHS if all of the following criteria are met:

- The Independent Study contract is reviewed and signed by the student, teacher, parent/guardian, and Principal or designee. The signed contract will be submitted to the Principal or designee and Advisor to remain on file.
- The contract teacher must be a current ECHS faculty member credentialed in the subject area of the course in question.
- The student must complete work equivalent to the work that would normally be completed during the course of a term (semester = 17 weeks or approximately 78 hours per class).
- The contract must include a timeline for work to be completed, required assignments, and assessments. All work must be maintained in a folder and filed in the ECHS main office upon completion of the course work. The contract teacher will be responsible for submitting a grade change request along with the completed and graded coursework.
- The contract course must follow the course outline as submitted and approved by the ECHS administration and by the University of California.
- No independent studies exist for lab science courses due to lab requirements mandated by UC- approval.
- The grade earned in the Independent Study course will be noted on the student's transcript and a passing grade will fulfill the graduation requirement of having passed the relevant coursework.

VIII. COURSE CREDIT FOR STUDENT DIRECTED STUDIES

ECHS will award course credit for students who successfully complete an unpaid/paid, supervised internship or field study if the following protocol is followed:

- Student completes an ECHS approved internship or field study, or the student submits a written proposal to the Internship Coordinator/Assistant Principal of Student Services/Administrator that outlines the educational objectives of the internship or study, examples of the activities to be performed, demonstration of how the project will lead to competency of at least two SLOs, the duration of the internship or study, the culminating project, the name and contact information of supervisor, and the proposed number of units to be awarded.
- Note that ECHS works with a variety of partners to offer students a variety of internships. Internships could include opportunities with local business, non-profits and government agencies. In the past ECHS students have completed internships with organizations like The Nature Conservancy, Heal the Bay, Mattel, Academy of Business Leadership, the City of Lawndale, Surf Academy, Northrop Grumman, SeaLab, ECHS, and many more.
- To determine the course credits of the directed studies, the following guidelines should be used: 15– 29 total hours = 1 unit; 30–44 total hours = 2 units; 45-59 total hours = 3 units; 60-74 total hours = 4 units; 75-89 = 5 units; 90-104 total hours = 6 units; 105-119 total hours = 7 units; 120–134 total hours = 8 units; 135-149 = 9 units; 150 or more total hours = 10 units.
- The Internship Coordinator will provide a written approval of the proposal or provide feedback about the reasons for the proposal not being approved. The student may re-submit the proposal once after making any necessary revisions.
- Upon completion of the internship, the student will submit the culminating project to the Internship Coordinator/Assistant Principal of Student Services/Administrator , as outlined in the proposal and written verification of the total number of hours completed, signed by the approved supervisor. Examples of

culminating projects include: an oral presentation to be delivered to students or staff, a reflective essay, service project to benefit the sponsoring organization, or a visual reflection of the experience (video, website, informational brochure, etc.).

- The Internship Coordinator/Dean of Student Services/Administrator will verify that all requirements have been met and will submit a grade request form to the main office to be entered on Power School. The credit will count as elective credit, unless otherwise agreed to in the proposal.

IX. TRANSFER GRADES

Completed coursework from other schools will be accepted for credit at ECHS if the following criteria are met:

- The course meets equivalent standards of the ECHS course. (UC-approved courses can only be made up by equivalent UC-approved courses.)
- The student must provide ECHS with an official transcript before credit will be awarded.
- If the student intends to take ECHS required classes at a community college, the course must be approved by an ECHS administrator prior to enrollment to ensure the equivalency of the college class. See section J regarding electives.
- If a student transfers from another school mid-semester, his or her transfer grades for courses currently in progress will be factored into the equivalent ECHS courses, as the ECHS instructor deems appropriate.
- ECHS may assign partial credit for courses in progress at the previous school that are not offered at ECHS.
- Similarly, ECHS may award partial credit for courses that a student enrolls in mid-semester in which the student was not previously enrolled at the previous school. This will be at the discretion of the Principal or designee. The ECS Board of Directors will hear all appeals.
- Transfer grades will be added to the student's transcript but will not replace the grades previously earned.

X. EL REDESIGNATION POLICY

An English Learner (EL) is defined as a student whose first language was one other than English OR who uses a language other than English at home AND who has not previously been identified as "Initially Fluent English Proficient (I-FEP)" or "Redesignated Fluent English Proficient (R-FEP)". Each English Learner who meets the established multiple redesignation criteria is reclassified as fluent English Proficient (R-FEP). ECHS will form a redesignation committee comprised of teachers and an administrator to review evidence that students who are eligible for redesignation have met the school's criteria for redesignation. All ELD students will receive appropriate ELL services within the mainstream curriculum

XI. 12th GRADE FREEDOM POLICY

As students demonstrate their ability to achieve academic success, they can earn additional freedoms.

- Seniors with a 3.2 cumulative GPA at the beginning of their 12th grade year are eligible for free dress every day.
- Additionally, seniors with a 3.5 cumulative GPA at the beginning of their senior year may be issued an off-campus pass (for lunch) provided the rules to secure the off campus pass are followed.
- Honors seniors who have taken the most rigorous course schedule available to them and have maxed out ECHS course offerings may be eligible to receive off-campus privileges during 1st or 7th period.

Parents/guardians must sign an off campus policy contract and/or free-dress contract in the front office in front of the school Principal or designee.

However, students who start the year with an SRC will not be allowed additional freedoms. Should a student receive an SRC at any time during their 12th grade year, these additional freedoms will be revoked immediately.

Students who are tardy or absent totaling 10% or more days of excused or unexcused absence from school or who fall below the cumulative GPA requirement at semester will have their pass revoked immediately and, if necessary, will be scheduled into a 1st or 7th period class.

If ECHS receives one complaint from any of the community neighbors about student's behavior, the pass(es) will be revoked. If students with these privileges disrupt the learning environment at ECHS, the pass(es) will be revoked.

To receive a pass, the student must have a valid school id, and must check with ECHS security before leaving campus to show both ID and pass.

To earn or maintain freedoms, student must have:

- Attended ECHS for one complete school year
- Satisfactory attendance (see above)
- Demonstrated GPA requirement
- Must wear his/her student ID with the relevant sticker displayed.

Administration has full discretion to disallow these freedoms after review of a student record. An SRC will result in the revocation of a student's freedoms. For more information regarding this, see section 2. Administrative Procedures: D. Off Campus Passes.

XII. HONORS POLICY

ECHS recognizes academic achievement for students throughout their high school careers. Students who earn GPAs of 3.5 or higher in that semester's coursework and have no Fs during that time are recognized as qualifying for the High Honor Roll. Students who earn GPAs of 3.0-3.49 in that semester's coursework and have no Fs during that time are recognized as qualifying for the Honor Roll. GPAs do not round up, i.e. a 2.99 does not round up to a 3.0.

Graduating students who earn particular GPAs at the end of their high school program shall be recognized with honors based on specific cumulative weighted GPA ranges.

- Cumulative GPA 3.0 – 3.49: Honors Graduate (stoll)
- Cumulative GPA 3.5 or higher: High Honors Graduate (sash)

Academic honors recognition will also be given to graduating students who have had an honors or high honors distinctions all eight semesters of their high school career (medal).

XIII. ADD/DROP POLICY

ECHS believes that all students can achieve at the highest levels. All ECHS students are required to take the most rigorous course schedule available to them. However, we understand that sometimes schedule changes need to happen to best serve students and address their academic needs.

All schedule change requests must be submitted in the front office by:

- **3:20pm on Friday, August 21, 2020 for semester 1**
- **3:20pm on Friday, February 12, 2021 for semester 2**

Schedule change requests are not guaranteed.

Any schedule changes moving to/from an advanced-level course, i.e., native Spanish to/from non-native Spanish, AP to/from non-AP, etc., must be requested by:

- **3:20pm on Friday, October 2, 2020.**

Schedule change requests are not guaranteed.

XIV. POWERSCHOOL

Parents/guardians may follow their student's progress more closely by checking the student's attendance, homework, grades, test scores online 24 hours a day through PowerSchool on the internet. PowerSchool helps parents/guardians track their student's progress. If there is internet access at home or at work, parents/guardians can view their student's attendance, grades, assignments, progress towards graduation and behavior in all of his/her classes at any time. Parents/guardians also may email teachers directly from PowerSchool. They also may come into ECHS' computer lab or office to receive a printout. Additionally, copies of PowerSchool Progress Reports are sent home regularly by advisors for parents/guardians to view, sign and return to school the next day. Students and families can also request a copy from their advisor or other staff members if needed.

To access student's information on the internet, you will need the following information:

1. The website location: <https://echsonline.powerschool.com/public/home.html>
2. Parent/Guardian Username
3. Parent/Guardian Password

This information is distributed to parents/guardians on the first day of school by advisors. It is also available in person in the main office.

XV. CONTACTING PARENTS/GUARDIANS BY TELEPHONE

ECHS encourages its staff members call home throughout the semester to inform parents/guardians of school events and to discuss specific issues regarding individual students. The school also uses an automated system to call when a student is marked absent or tardy or to remind parents/guardians of schedule changes, holidays, or other important announcements. Parents/guardians should make sure to provide the office with the phone number that is best for receiving such calls. When possible, it is suggested that parents/guardians use their cell phones. Should a parent/guardian wish to change this contact number during the school year, please provide the office with the change in writing.

XVI. CONTACTING TEACHERS BY EMAIL

All teachers and staff members have email accounts where they can be easily contacted. Parents/guardians students can refer to the staff roster,, click on the teacher's name on the student's web page in Power School, or refer to the Our Team tab on the ECHS website (<http://echslawndale.org/>). Parents/guardians can also contact teachers by leaving a message with the main office. Parents/guardians can request a conference with their student's teachers by contacting them directly or by requesting a meeting through the student's advisor. Teachers/staff have at least 48 hours to respond to student/parent/guardian communications/requests.

XVII. PROGRESS REPORTS & PARENT/GUARDIAN CONFERENCES

Advisors provide each student with a regular progress report. The progress report must be signed by a parent/guardian or and returned to the advisor the next advisory period. Official progress reports are distributed at parent/guardian + advisor conferences held at the mid-point in each semester.

XVIII. PARENT PARTICIPATION

ECHS encourages parent/guardian participation. Parents/guardians are encouraged to take part in meetings, field-trips or by volunteering their time for campus events. There are several important meetings for parent/guardian participation:

1. Parent/guardian Workshops
2. Board Meetings
3. Parent/guardian Conferences
4. Back to School Night
5. Intersession Community Forum (last Friday of Intersession term)

6. Teacher Appreciation Week
7. Financial Literacy Workshops
8. Health & Wellness Workshops
9. School Site Council (SSC) and English Learner Advisory Committee (ELAC)
- o The Environmental Charter High School Site Council carries out the following duties:
 - Obtain recommendations for, and review of, the proposed Single Plan for School Achievement, hereinafter SPSA, from school advisory committees if any.
 - Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
 - Recommend the SPSA and expenditures to the governing board for approval
 - Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
 - Make modifications to the SPSA whenever the need arises
 - Submit the modified SPSA for governing board approval whenever a material change (as defined in ECS board policy) is made in planned activities or related expenditures.
 - Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
 - Carry out all other duties assigned to the SSC/ELAC by the ECS board and by state law.

Parents/guardians are also encouraged to attend their student's classes or to volunteer at school or school events. Contact the main office or your student's teachers for ideas.

Section 2: ADMINISTRATIVE PROCEDURES

EMERGENCY DRILLS

Emergency drills, such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with staff members who in turn teach them to students.

If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. In most cases, if at break, lunchtime, or at the end of the day, students are to report to their next regularly scheduled class or if after school to the safest location. If an emergency occurs when not on ECHS' campus, students are to report to their supervising personnel. Supervising personnel will call the ECHS campus to report problems.

If the emergency extends beyond the end of the school day, students will not be released until it has been determined that it is safe to do so. Before students are released, parents/guardians must sign them out in the Main Office. Students will not be released to anyone not listed on their emergency contact list. No phone call exceptions will be made.

MESSAGES AND DELIVERIES TO STUDENTS

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, ECHS staff will only deliver urgent messages to students during class time. **ECHS staff will not disrupt instructional minutes to deliver food to students.** Parents/guardians must make contact with the main office to permit students to receive food deliveries. Any food deliveries to students that occur after the lunch period can be picked up during the next passing period or after school. Students will not be permitted to open/eat delivered food during class time. Deliveries for students that have not been confirmed by office staff will not be delivered to students. Food deliveries are not to be shared with other students unless those student's parent or guardian has also contacted office staff. The school reserves the right to modify this policy as it deems appropriate. ECHS provides a National School Lunch Program compliant meal every day and students are encouraged to eat the food provided to them.

Parents are asked to minimize the frequency of food deliveries and this privilege is subject to revocation if student discipline is an issue.

SIGN OUT PROCESS

Students may be signed out of class/school with their parent/guardian's permission and only if a parent/guardian/emergency contact comes to the school with a valid ID to sign out the student. No students will be permitted to leave campus without a parent/guardian/emergency contact present to pick them up. Students will **not** be released from class/campus by a written note or parent/guardian phone call--no exceptions. We encourage families to make appointments outside of school hours whenever possible, as missing class hours can affect student learning and their grades (Please see Section 3: Attendance). Students should not be signed out early for parental convenience or student preference.

OFF-CAMPUS PASSES

Students will only be permitted to leave campus if they have a valid pass. (Please see Section 1, L: Academic Policies, XI 12th Grade Freedom Policy). When lunchtime activities are planned, off-campus lunch is prohibited. ECHS is not liable for students once they leave campus. To receive a pass, the student must have a valid school ID card, check into the office to receive an off campus pass for the day he/she wants to go off campus, and show the off-campus pass and ID card to the safety officer when leaving campus. If ECHS receives a complaint from any of the school's community neighbors about ECHS students' behavior, the pass will be revoked. Students who are tardy to their class after lunch or ditch the remainder of the day will have their pass revoked immediately. Students and parents/guardians have signed a receipt stating they have read and will abide by the student handbook and ECHS contract.

ECS 1-TO-1 STUDENT CHROMEBOOK PROGRAM

Program Purpose

The purpose of the ECS 1-to-1 Student Chromebook Program is to provide access to distance learning and to help students develop 21st century skills. Providing every student access to a computer and the internet ensures they can fully participate in distance learning and helps students develop technological skills they will need for the future.

Device Purpose

ECS is supplying middle and high school students with a Chromebook device. This device is property of ECS. The supplied instructional device's function will be to provide each student access to required educational materials needed for each student to be successful. The Chromebook allows student access to Google Apps for Education, teleconferencing, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or business use, and may not be shared with household members for their use.

The policies, procedures, and information in this program apply to all Chromebooks issued to ECS students. Teachers may set additional requirements for Chromebook use in their classroom. See the full ECS 1-to-1 Student Chromebook Program at <https://tinyurl.com/y5j6mbnq> for details.

DISTANCE LEARNING TECH SUPPORT

For tech assistance on Chromebook questions, common WiFi troubleshooting, Gmail notifications, email filters/organization, and help with distance learning software, parents and students can contact tech support in 3 ways:

1. Office hours: Our ECS Help Desk team will hold "open office hours" for parents and students on Mondays from 2pm-4pm and Fridays from 10am-12pm. Join the Office Hours here: <https://meet.google.com/mbh-cjab-fzq>
2. Email: All students and parents can email helpdesk@ecsonline.org
3. Text or leave a voicemail for ECS Help Desk at (424) 272-1050

PERSONAL ELECTRONIC EQUIPMENT

Due to the nature of living in the 21st century, ECHS allows students to bring certain electronics to school, including cell phones, tablets and other devices. However, we strongly discourage the student from bringing these items to campus and they may only be used before or after school or during lunch. They must be put away and powered off during class time. Students who do not follow these rules will have their devices or other equipment confiscated. Only a parent/guardian may collect any item confiscated from a student. Students will be solely responsible for bringing these items to school and must watch their belongings carefully. In addition to electronics, students should not bring personal effects of value to campus including jewelry and cash. **ECHS is not responsible for any loss of personal effects and will not investigate any such loss.** See Discipline policy for inappropriate behavior as it applies to personal effects. Students engaging in cyber bullying, inappropriate social media posts, sharing unsolicited inappropriate content digitally, including but not limited to email, text messaging service or Airplay, may be asked to check their electronic devices in at the beginning of the day with the main office, especially if the inappropriate online behavior has occurred or is occurring during school time.

TECHNOLOGY AND INTERNET USAGE

ECHS offers computers in the classrooms for student-use on school-related assignments. Students may not use the computers in the office or request to have documents printed from the computers in the office. Similarly, students may not use computers unsupervised and they may not use the computers for personal use not related to school assignments. The computer lab is available for parents/guardians and students to use daily during lunch and after school. All students are expected to adhere to guidelines. If a student breaks any of these rules, the student will not be allowed to continue to use the computer network.

ECHS provides students with computer systems to support instruction and research. Access to these computer systems is a privilege and ECHS may revoke this privilege and/or take other disciplinary action against any individual who fails to comply with the ECHS Computer Usage Policy below. This policy may be amended.

Users must carefully read the Computer Usage Policy and be certain that they understand it before using a computer system provided by ECHS. Please contact the Executive Director or designee with any questions. Your use of Resources (defined below) signifies that you have read the Computer Usage Policy and agree to follow it.

Violations of the Computer Usage Policy may result in:

- i. Suspension or revocation of your access privileges,
- ii. Disciplinary action as described in the Student Code of Conduct and Disciplinary Procedures,
- iii. Disciplinary procedures of ECHS under the relevant policies for students, and/or
- iv. Civil or criminal prosecution under federal and/or state law. Penalties under such laws include fines, orders of restitution, and imprisonment.

ECHS Computer Usage Policy

1. Users may not tamper with ECHS computers, computer systems, networks, facilities, equipment, software, files, documentation, accounts, or information associated with any of them (collectively, "Resources"). This Computer Usage Policy regulates the direct and indirect use of Resources both on-campus and off-campus.
2. All potential Users may use resources so long as they qualify and comply with the Computer Usage Policy. Non- Users are not permitted access to resources.
3. Unauthorized attempts to gain access to resources or any account not belonging to you, as a User, on any ECHS system or any other system is not permitted. Assisting others in gaining unauthorized access to such Resources or accounts, including your own account, is not permitted.
4. Users may not access or copy directories, programs, files, data, or documents (including music and video) which do not belong to you unless you have permission from the account holder, copyright holder or owner to do so and permission is received in writing signed by the Principal or Designee.
5. Except with prior explicit written permission from the Principal or Designee, Resources must not be used for commercial purposes or monetary gain.
6. ECHS, the damaged party or the appropriate legal authority reserves the right to hold you financially, civilly or criminally liable if, through negligence or deliberate action, resources are compromised in any way by you or someone

- using resources.
7. Downloading music, video, movie or other copyrighted material from public networks or peer computers is strictly forbidden unless it is specifically approved in writing and signed by the Principal or Designee.
 8. In the event you are assigned a password for access to Resources, you are prohibited from disclosing your password to any individuals, except to the Principal or Designee. Users must safeguard your account and its contents, and will be responsible for any misuse. Users may not search for, access, copy, or use passwords belonging to other people.
 9. Use of software applications/programs or Internet sites that penetrate firewalls or attempt to bypass secured files (such as those that are password protected) or crack or hack user accounts is strictly forbidden unless approved and/or overseen by Principal or Designee. In such case, permission must be in writing and signed by Principal or Designee.
 10. An account owner (User/Person) may not lend or transfer his/her account(s) to another User/Person.
 11. Each account owner is responsible for all computing activities involving that account, and will be held liable for any misuse of that account.
 12. Users may not use resources to misrepresent himself/herself as another individual ("spoofing"). If you are a victim of such misrepresentation, you must immediately upon discovery of the incident report the incident to the Principal or Designee.
 13. No User may use, or attempt to use, any computer accounts other than his/her own assigned account. The negligence or naiveté of another User/Person in revealing an account name and password does not confer authorization to use the account.
 14. Users must have written permission from the Principal or Designee to remove or copy any Resource owned or licensed by ECHS. Users may not copy any software or document unless you are licensed by the software licensor to do so, or unless the software or document is from the ECHS public domain library. Users may not remove Resources from their designated places without permission of the Principal or Designee.
 15. Users may not use resources to send, forward, or otherwise disseminate nuisance messages. Nuisance messages include, without limitation, messages sent to a recipient who has previously notified you that messages of a particular type from you will constitute a nuisance.
 16. Users may not use Resources to access obscene, graphic, pornographic or offensive material.
 17. Users may not use Resources in such a way as to create or constitute, in the sole determination of the Principal or Designee, an unacceptable burden on Resources. Nonexclusive examples of such unacceptable burdens include mail bombing, creating an excessive number of sessions, registering custom (non-ECHS) domain names, and creating unnecessarily large files.
 18. Users must comply with all applicable Principal or Designee technical policies. If you have questions regarding such policies, please contact the Principal or Designee.
 19. Users may not use resources in connection with activities prohibited by any applicable ECHS policy or by any applicable laws, ordinances, rules, regulations, or orders of any public authority having jurisdiction including, without limitation, those concerning: trademark, copyright, and other intellectual property, unauthorized use of a person's image, civil rights, commerce, computer usage, conspiracy, telecommunications, defamation, forgery, obscenity, and privacy (collectively, "Laws").
 20. E-mail and other computer files (collectively, "Files") can never be considered fully private, particularly in light of
 - (i) The open nature of the Internet and related technology and
 - (ii) the ease with which Files may be accessed, copied, and distributed. Users are advised to avoid sending messages by e-mail and storing information in computer files that are of a confidential or extremely personal nature (including, but not limited to credit card or social security numbers).
 21. Users must comply with the ECHS Software Policy and all other applicable policies related to resources.
 22. Any exception to the access policies stated in this Policy must be approved in writing and signed by the Principal or Designee.
 23. As ECHS understands the sensitive nature of the information stored in its databases or on its network ("Information"), ECHS has a written confidentiality policy providing protection of such Information. Every effort is used to protect the Information and ECHS does not allow access or use of the Information except in cases where it is specifically required by law. Any attempt by a User to gain access to the Information or to change, manipulate, or otherwise damage its integrity will be prosecuted to the full extent allowed by law. Additionally, each User by using Resources explicitly understands that the Information is confidential and as such disseminating it outside ECHS for any reason is expressly prohibited.

ACCEPTABLE USE & EMAIL POLICY

Environmental Charter Schools believes in the strong educational values of providing electronic services to students to enhance learning and exchange information. Our goal in providing these services is to promote educational excellence in the school facilitating resource sharing, innovation, and communication.

The purpose of this policy is to ensure that those using the technology provided by Environmental Charter Schools will do so in accordance with the mission and educational goals of ECS.

The Internet links computer networks around the world and provides access to a wide variety of computer and Information resources. However, it is important for the users to recognize that the Internet also contains sites that have materials that are objectionable, adult-oriented or otherwise inappropriate. All users, parents/guardians, and s are advised that communications on the Internet cannot be completely monitored by ECS. By participating in the use of the Internet, students may gain access to information and communications, which they or their parents/guardians/s may find inappropriate, offensive, or controversial. While ECS will do everything in its power to insure that this does not happen, parents/guardians/s need to be aware of this risk when they allow their students to participate in the use of the Internet. The user is responsible for his/her own actions while accessing material on the Internet, and may not access, download, or print from inappropriate sites. The following are our agreements about the use of technology at Environmental Charter Schools.

Terms of Agreement

Prior to gaining Internet access on Environmental Charter Schools computer networks, students and their parents/guardians/s must sign a copy of the Student Acceptable Use Agreement.

1. **Vandalism/Hacking:** Students will not use their Environmental Charter Schools access or other Internet access to interfere with or disrupt network users, services, Environmental Charter Schools data or data of another student, or equipment, either locally or off campus.
2. **Unauthorized Entry:** Students will not access or try to make unauthorized entry to any machine accessible via the network or on remote networks. If a student notices a security problem, the student must notify school personnel immediately.
3. **Inappropriate Messages:** Students will not use their Environmental Charter Schools access to transmit threatening, obscene or harassing materials, including chain-letters, solicitations, inappropriate photos, or broadcast messages via our network or email system.
4. **Inappropriate Material:** The Internet contains certain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Students will not use their Environmental Charter Schools access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.
5. **School Personnel:** Students should not post to websites or blogs, images, photos or video of employees of Environmental Charter Schools. This includes the creation of fan pages or groups on social networking sites.
6. **Private Use:** Students will not provide their Environmental Charter Schools access or password or share another student's password with any other student or non-student. Students may not use another individual's account or log onto the Internet as anyone else.
7. **Personal Privacy:** Students will not communicate their address, phone number or other personal information to any person or company on the Internet or through email.
8. **Unauthorized Programs or Computers:** Students may not use, copy, delete, or install any program on a school computer or save any executable program without the permission of school personnel. Students may not use personal laptop computers without prior permission from the Director of Operations.
9. **Copyright:** Students are not to post to websites or blogs any photos or logos that are the property (intellectual property) of Environmental Charter Schools. Students must comply with all copyright laws

10. **Lost and Damages:** Environmental Charter Schools will not be responsible for any damages (consequential, incidental or otherwise), which a student may suffer arising from access to or use of the ECS's computers and computer network, including damages arising as a result of the actions of the ECS. These damages include loss of data and delayed, lost or damaged electronic correspondence or files due to system or service provider interruptions and system shutdowns for emergency or routine maintenance of the system. Use or conveyance of information via ECS computer technology is at the user's own risk.

Any unauthorized technology used for the purpose of bypassing security systems, including Internet filtering is not permitted. This included the use of SSH, proxy-bypass software, remote desktop sessions, anonymizing websites/software and other technologies.

Any costs, charges, liabilities or damage by misuse of the computers are the individual student's responsibility. Any consequences of service interruption or privacy violation, will lead to disciplinary action. Such action can include suspension and/or expulsion.

GOOGLE APPS FOR EDUCATION & STUDENT EMAIL POLICY

This year your ECS will provide student access to Google Apps for Education. Apps for Education includes web based programs providing email, word processing, spreadsheet, presentation, conferencing, calendaring and collaboration tools for ECS students and teachers. This service is available through an agreement between Google and ECS.

Apps for Education runs on an Internet domain purchased and owned by ECS and is intended for educational use only. This policy describes the responsibilities of the school, students and parents/guardians in using Apps for Education on the school domain.

Child Internet Protection Act (CIPA)

ECS is required by CIPA to have technology measures and policies in place--which protect students from harmful materials including obscene and pornographic materials. This means student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

--CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

--COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtm>

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents/guardians rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc.) but parents/guardians may request the school not disclose this information. Use the check box at the end of this form if you prefer not to disclose your student's information.

- The School will not publish confidential education records (grades, student ID #, etc.) for public viewing on the Internet.
- The School may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents/guardians may request photos, names and general directory information about their children not be published.

- Parents/guardians have the right at any time to investigate the contents of their student's email account and Apps for Education files.
- --FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

ECS Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents/guardians are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Email is considered an official method of communication. Official email communications are intended to meet the academic and administrative needs of ECS. All student Electronic Mail (email) accounts are property of the Environmental Charter Schools.

The student will be removed from the system after graduation, leaving ECS, or for infractions outlined below.

- The primary purpose of the student electronic mail system is for students to communicate with school staff, outside resources related school assignments, and fellow students to collaborate on school activities. Account user names and passwords will be provided to parents/guardians so those parents/guardians can monitor the account and communicate with teachers. Use of the ECS's email system is a privilege.
- Use of the email system will align with the school's code of conduct and the code will be used for discipline purposes. Students are responsible for messages sent from their accounts. Students should not share their passwords.
- The email system shall not be used to create any offensive or disruptive messages. Such messages include, but are not limited to, sexual innuendos, racial slurs, gender-specific comments, or comments that offensively address someone's age, sexual orientation, religious beliefs, political beliefs, national origin, disability or chain letters.
- Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students should not forward chain letters, jokes, or graphics files.
- Students will not send personal information about themselves or others, including but not limited to, home or school address, phone or credit card numbers or other personally identifiable information.
- Electronic mail sent or received is not confidential. ECS reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.
- Students cannot deliberately alter or attempt to conceal their true return email address, or the origination location of the message.
- System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to the school district's operation.
- Students are prohibited from upload, download, transmit to another computer, print a hard copy or any way infringe upon the exclusive rights of reproduction, distribution, adaptation, public performance and public display of an on-line or off-line copyrighted work.
- Users are expected to delete all unwanted email from their Trash and Sent folders on a regular basis.
- The email system cannot be used to operate a personal business. The account may be revoked if used inappropriately.
- When issues arise, school administrators will deal directly with the student and/or parents/guardians/s. improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.

INSTRUCTIONAL MATERIALS

ECHS uses a variety of resources for research. Therefore, students may not necessarily be assigned a textbook for every

class. When books are assigned, they will be checked out by each subject area teacher. Students are responsible for the textbooks that are issued to them. Charges will be applied for books that are lost or damaged. The school is not responsible for stolen, lost, or damaged books. Report lost books immediately. If books cannot be replaced by students, a replacement fee will be charged and must be paid by the end of the year. Withdrawing or transferring students must have returned all school materials, books, and equipment before transferring out of school. Fines may be paid by cash or by money order. Personal checks will not be accepted.

ECHS literature is selected from the California Department of Education's approved reading list. Literature texts are available in our school library, at other local libraries, or through purchase at a bookstore or online. Although the literature can be borrowed from the library, many students prefer to purchase their own text so they can interact with the material and keep the book for future learning and posterity. Accordingly, teachers will provide plentiful notice for families to obtain books in the preferred manner. Three weeks prior to a unit, the teacher will send home a letter with a description of the text, timeline for purchase, and any other relevant information. The letter will have a tear-off or response section for parents/guardians/s to ensure communication regarding book needs.

Where a teacher is choosing material that may be considered controversial, he or she will send a note home to parents/guardians prior to using the proposed material describing the controversial material, highlighting controversial topics, and, if applicable, referencing the California Department of Education's web page that identifies the literature as "State Approved". The note will include a tear off for parents/guardians to select from the following options: a) to have their student read/watch the material in class, b) to have the student watch/read the material at home with a parent/guardian or c) to elect alternative materials to support the same instructional objectives. Requests for alternatives will be considered on a case-by-case basis.

Pupil Fee Policy

Environmental Charter High School students are not required to pay any fees, deposits, or other charges for their participation in an educational activity which is an integral part of Environmental Charter High School's educational program, including curricular and extracurricular activities. Students are responsible for the replacement cost of books or materials that are loaned to them, if they are damaged or not returned. When the ECS Board approves fees that are authorized by law (Education Code 49011), they shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions.

Fundraising can help develop students' sense of social responsibility and bring valuable resources to our school. However, students will not be barred from an event or activity because they did not participate in fundraising and donations are always voluntary.

Concerns or questions about fees should be brought to the principal. The complete pupil fees policy is available in the Environmental Charter High School office. Unresolved concerns can be submitted to the Executive Director and/or submitted through the Uniform Complaint Procedure.

VISITORS

Parents/guardians/s of current students are welcome to visit ECHS. All visitors must sign in at the Main office immediately upon arrival to campus and receive a visitor badge. Visitors should not disrupt learning or school staff's ability to perform their duties.

Students may not have friends, siblings, or other relatives visit them at school at any time unless otherwise approved by Principal or designee.

Prospective students who would like to visit ECHS may only do so if accompanied by a parents/guardians or on a scheduled tour accompanied by a school administrator or designee.

CHANGE OF CONTACT INFORMATION

Parents/guardians will be asked at the beginning of each school year to provide ECHS with current contact and emergency information. If contact information changes during the school year (including all telephone numbers), it is the

responsibility of the parent/guardian to provide the main office with this new information in person. ECHS cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/guardian.

COMPLAINT PROCEDURES

ECHS attempts to establish an open and caring environment. In the event that a concern occurs, students and parents/guardians are welcome to contact a teacher, Advisor or administrator. Most concerns can be resolved by meeting with staff. We encourage all stakeholders to reach out to school administration or fill out an incident form if or when an administrator is not available. Incident Forms are available online for all stakeholders by going to <http://tinyurl.com/ECHSincident>. However, in the event that the filing of a formal complaint is desired, please review our Uniform Complaint Procedures listed in this handbook. Uniform Complaint Procedures are available in the main office.

STUDENT SUPERVISION

Supervision is provided for ECHS sponsored programs, activities, and instruction only. Unless otherwise noted for a specific ECHS sponsored program or activity, hours of supervision at ECHS begins 30 minutes before school begins and ends 30 minutes after school ends.

To ensure the safety of each ECHS student, it is important that each student does not arrive before his/her appropriate start time and that he/she leaves promptly at the conclusion of his/her school day. Any students who linger on campus will be sent home unless involved in specific after-school programming or tutoring. Finally, should any student create a disturbance by lingering before or after school, ECHS will take disciplinary action.

ECHS has employed school safety officers to help ensure that the ECHS campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from School Safety Officers.

LUNCH

Lunch break is approximately 40 minutes long. Students may bring lunch or purchase lunch from the school's food service provider. If you are interested in applying for our Free and Reduced Lunch program, applications are available in the Main Office. Please note that soda is not allowed on campus.

Throughout the school year, ECHS provides healthy food options daily for breakfast and lunch. Students are also welcome to bring their own lunches from home. Occasionally, different programs and classes host potlucks or lunches. Students are not required to participate in these events and assume their own risk should they participate and/or share food with other students.

Students are not allowed to sell any form of food or drink at any time on campus unless they have received prior approval from school administration. Failure to adhere to this policy will result in disciplinary action.

HEALTH SERVICES

ECHS' health services are offered in the main office. Although ECHS does not have a health specialist on staff, a trained staff member is available to provide basic assistance during school hours.

Procedures: Any student in need of health services during class time must obtain a pass from their teacher to leave the classroom. A student must then report directly to the main office where a staff member will determine the student's needs and take appropriate action.

Prescription Drug Policy: When a student must take medication at school, a parent/guardian must bring the medication to the office in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled along with the proper medical forms filled out (please see the main office for these forms). Students must report to the main office when the medication is to be dispensed. **Students may not carry prescription medication while at school. Exceptions to this policy, such as emergency medication, must be**

approved by administration.

Non-Prescription Drug Policy: ECHS employees may not distribute any non-prescription medication.

TOBACCO POLICY

Rationale

Environmental Charter Schools recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property and at school-sponsored activities. Research conclusively proves that:

- Tobacco use is the single most preventable cause of death in the United States;
- Regular use of tobacco is ultimately harmful to every user's health, directly causing cancer, respiratory and cardiovascular diseases, adverse pregnancy outcomes, and premature death;
- Second-hand smoke is a threat to the personal health of everyone, especially persons with asthma and other respiratory problems;
- Nicotine is a powerfully addictive substance;
- Tobacco use most often begins during childhood or adolescence;
- The younger a person starts using tobacco, the more likely he or she will be a heavy user as an adult;
- Many young tobacco users will die an early, preventable death because of their decision to use tobacco.
- Use of tobacco interferes with students' attendance and learning;
- Smoking is a fire safety issue for schools.

Prevention programs in schools are most effective when supplemented by strong tobacco-free policies and when they are a part of broader school, community, and state efforts to reduce youth smoking. In light of this information, and to be consistent with school curriculum and federal and state law, it is the intent of Environmental Charter Schools to establish a tobacco-free environment.

Tobacco Use Prohibited

No person is permitted to use tobacco in any way at any time, including non-school hours, on school property, grounds or at any school-sponsored event or activity off campus. ECS tobacco-free policy prohibits the use of tobacco products any time in ECS owned or leased buildings, on ECS property, and in ECS vehicles.

Tobacco Education

Instruction to discourage the use any type of document of tobacco shall be included in the health education provided for all school pupils taught by the classroom teacher or by teachers certified to teach health education.

Instruction shall also be an integral part of a required health education at the junior and senior high levels and taught by teachers certified to teach health education. Related courses in secondary school curriculum shall be taught in a manner supportive of health education regarding tobacco. Staff responsible for teaching tobacco-use prevention shall have adequate training and participate in ongoing professional development activities to effectively deliver the education program as planned.

Tobacco Possession

No student is permitted to possess tobacco of any kind on school property, grounds, or at school-sponsored event or activity off campus.

Tobacco Distribution

Distribution or sale of tobacco, chewing tobacco, tobacco products, including any smoking device is prohibited on school property, grounds, and at any school-sponsored event or activity off campus.

Tobacco Promotion

Tobacco advertising is prohibited on school property, grounds, at any school-sponsored event or activity off campus, and in all school-sponsored publications. The school will request tobacco-free editions of all publications in school libraries. Students are prohibited from wearing or having in their possession tobacco promotional items, including clothing, bags, lighters, and other personal articles on school property, grounds, or at any school-sponsored event or activity off campus.

School acceptance of gifts, funding, or parent/guardian/classroom educational materials from the tobacco industry is prohibited.

Tobacco Cessation

Referrals and access to community resources and programs to help students and staff overcome tobacco addiction shall be provided to staff and students. School counselors, health services, or community agencies are encouraged to establish voluntary tobacco-use cessation programs at school. Signs directed specifically for discouraging smoking among teens will be posted as well as age-appropriate materials distributed to students. Signs shall include, "Tobacco Use is Prohibited."

Notice

Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy, including all building entrances, grounds, and vehicles. Signs shall include "No Smoking" or the international "No Smoking" symbol, which consists of a pictorial representation of a burning cigarette enclosed in a circle with a bar across it.

In addition, Tobacco Use is Prohibited signs specifically prohibiting tobacco-use will be posted.

The Environmental Charter Schools shall also notify students, parents/guardians, staff, contractors and other school visitors annually of the tobacco-free policy in written materials including, but not limited, to handbooks, manuals, contracts, newspapers, and newsletters.

Enforcement

Enforcement of this policy shall be equitable and consistent, in accordance with the Tobacco-Free School Policy Enforcement Procedures, student behavior code, and employee personnel policies.

Student violations of this policy will lead to disciplinary action up to and including suspension from school. Student participation in a tobacco cessation program and/or tobacco education class may be allowed as an alternative to discipline. Parents/guardians will be notified of violations involving their child and subsequent action taken by the school.

Employee violations of this policy will lead to disciplinary action in accordance with personnel policies and may include verbal warning and/or written reprimand.

Any visitor who violated the tobacco-use prohibited policy will be asked to refrain. If they fail to abide by this request, they will be asked to leave charter property. If they still fail to abide by this second enforcement, the local law enforcement agency will be contacted to remove the person from charter property.

Violations by others will result in appropriate sanctions as determined and imposed by the Principal or Board.

Administrative Rules

The Director of Operations will develop administrative regulations as necessary to implement this policy, including provisions for notification of the school's policy; disciplinary consequences; and procedures for filing and handling complaints about violations of the school's policy.

The Director of Operations shall ensure that the school's tobacco-use prevention program, policies, curricula, training and cessation programs are evaluated at regular intervals. The input of students, staff, parents/guardians and others from the community will be encouraged.

This policy shall be in force at all times.

LIBRARY POLICY

Library Reservation

To reserve the library and/or computer lab for a class visit or for a meeting, event or other non-library use, please make requests two weeks prior to the scheduled activity. Event Request Forms are located in the office and need to be submitted two weeks in advance to school administration.

Library Policy

LIBRARY CARD: Students must have a student ID in order to check out a book. The student ID acts as a library card; there is no separate library card issued.

LIBRARY LOANS: Student checkout limit is five books at any one time. The checkout period is two weeks. Books may be renewed if there is no waiting list (student ID required for renewal). Students may reserve materials by making a request at the circulation desk.

OVERDUE BOOKS: Overdue books are to be returned in the book drop of the circulation desk like any other book. A late fee of .10 cents per day will be charged to the student's account. Students with overdue books are blocked from checking out more materials until their record is cleared.

LOST/DAMAGED BOOKS: Any materials lost or damaged beyond repair must be paid for at replacement cost plus a \$5 processing fee. If lost materials are found and returned in good condition, a refund will be given. Patron with outstanding debt on lost or damaged book will have borrowing privileges suspended until debt is paid. Borrowers should not lend books to others, as they will be responsible for payment if the book is lost.

Reference books may not be borrowed.

Technology

DVD

- DVDs are only available to ECHS staff to checkout. Maximum check out time for one set of DVDs or three individual DVDs is 1 week.
- Any DVDs lost or damaged beyond repair must be paid for at replacement cost
- DVDs may not be checked out by students. Students are welcome to watch DVDs in the library

Computers

- Computers and other technology can be reserved for 30-minute increments with the Librarian. Students are expected to follow the Computer Use Policy established by ECHS. Scheduled classes have priority use of the computers.
- Playing games, visiting chat rooms and using instant messenger are never allowed; email for purposes other than school is prohibited.
- Usage of social media must be related to school assignments or civic action projects
- One computer at all times will be designated for library catalog and database use only.

Printing

Students may print 3-4 pages of class assignments and research materials. If students need to print long files, they must first ask Librarian for permission.

Donation

Donated items will be accepted by Environmental Charter High School with the understanding that they may or may not be added to the collection. Donated books and equipment become ECHS property and are subject to library policy. The library cannot make appraisals on donated items; however, if the donor wishes to take a tax deduction, a letter will be provided which lists the number of books or items donated.

PATRON BEHAVIOR AND LIBRARY USAGE

We ask for your cooperation in maintaining an atmosphere that is conducive to study. Persons using the library for purposes other than those for which the library was established may be asked to leave.

The following prohibited activities, conduct, and conditions are for the protection and comfort of library visitors and staff:

1. Eating, drinking, and chewing gum (no consumables)
2. Mutilating and/or stealing library materials or other library property
3. Talking in a loud or abusive voice, engaging in other disruptive conduct, and profanity and/or abusive language
4. Interfering with another person's use of the library or with the library personnel's performance of their duties
5. Littering
6. Tampering with computers: this includes trying to discover passwords or otherwise attempting to get inside the system as well as removing equipment. Please refer to ECHS' computer policy

Disruptive students will be sent out of the library. Continual disruptions will result in loss of library privileges.

Uniform Complaint Policy and Procedures (UCP)

Environmental Charter High School's (ECHS) policy is to comply with applicable federal and state laws and regulations. ECHS is the local educational agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. ECHS will seek to resolve complaints pertaining to compliance in accordance with state law, Title 5, California Code of Regulations.

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and failure to comply with laws relating to pupil fees and the Local Control and Accountability Plan (LCAP).

ECS educational programs covered by the UCP include:

- After School Education and Safety
- Child Nutrition

- Foster and Homeless Youth Services
- No Child Left Behind Act (2001) programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education
- Special Education

The same complaint procedure may also be used to file complaints against ECHS which allege unlawful discrimination under the following federal laws: the Americans with Disabilities Act (ADA) or Section 504 (discrimination based on mental or physical disability); age; ancestry; ethnic group identification; religion; Title VI (discrimination based on race, color or national origin), and Title IX (discrimination based on sex, sexual orientation) or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Discrimination complaints must be filed within six months from the date the alleged discrimination occurred or the date when knowledge of the facts of the alleged discrimination was first obtained. To file a complaint at an Environmental Charter School, contact the office for a UCP form. Fill the form in and fax or mail it to Marcela Pak at the address on the form. Any person with a disability or who is unable to prepare a written complaint can receive assistance from Ms. Pak or the ECHS Principal.

The sixty (60) day timeline for an investigation and ECHS response will begin when the complaint is received. The review will conclude within sixty (60) calendar days from date of receipt of complaint, unless the complainant agrees in writing to extend the time. If the complainant disagrees with ECHS' decision, they have fifteen (15) days after receipt of the decision to file an appeal with the California Department of Education. The appeal must be in writing and include a copy of the original complaint, as well as a copy of ECHS' decision provided to them.

ECHS acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

ECHS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The complete Uniform Complaint Policy and Procedure is available in the main office.

Section 3: ATTENDANCE

A student's success at ECHS has a direct correlation with consistent and punctual attendance in class and school related events. A student with good attendance records achieves higher grades, enjoys school more, is more successful in their pursuit of higher education, and is more employable after leaving school.

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is ECHS policy that students attend class regularly; that work missed because of school related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent/guardian be minimized or avoided whenever possible. Excessive absences and/or tardiness can be reason to dismiss a student from ECHS. Attendance also impacts ECHS' ability to provide its students with an outstanding educational program. When students are absent, ECHS' state funding is reduced.

PROCEDURE FOR CLEARING ABSENCES

When a student returns to school after being absent, he or she must provide the main office with an excuse note

within three (3) days. Office staff will mark the absence accordingly. Absences that are not cleared within 3 days of the student's return to school will be considered an unexcused absence. Absences longer than 3 days due to illness require a doctor's note to excuse the absence. A student may not participate in any after-school extracurricular activity if he/she is absent from school on the day of the activity.

EXCUSED ABSENCES

These absences are recognized by the state as legal excused absences. Excused absences include but are not limited to:

- Student is personally ill, and his/her attendance in school would endanger his/her health or the health of others;
- Serious illness in the student's immediate family necessitates absence; death of family member necessitates absence,
- Special/recognized religious holiday observed by student's faith.
- Appearance in court

SCHOOL-EXCUSED ABSENCES include but are not limited to the following:

- Field Trips
- Academic Events
- School Office Appointments
- Suspension

UNEXCUSED ABSENCES include but are not limited to the following:

- Student missing 20 minutes or more of class for a reason that is not an excused absence
- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of twenty minutes or more
- Absence due to taking an early vacation or extending a vacation

MAKING UP MISSED ASSIGNMENTS

Students must make up their assignments, tests, and quizzes when absent within the time period set by the teacher. Students should always try to get his/her assignment(s) from their classmates while they are absent to prevent them from falling behind. Upon the first day of his/her return to school, it is the student's responsibility to check in with the teacher about missed work and due dates. Teachers will set their own class policies for returning work when absent, and may have a no late work policy. Additionally, missing due dates will result in zeros.

A student who will be absent for three consecutive school days may get his/her assignments by calling the Main Office or emailing the teacher directly through PowerSchool. When requesting assignments, please keep the following in mind:

- 1) Upon a request for missed work, teachers will submit the assignment to the student office within 24 hours of the request.
- 2) Please do not request assignments for students who have been or will be absent fewer than three consecutive school days.

LONG-TERM ABSENCE

The ECHS approach to learning works best when each student attends every day. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components of the ECHS program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the main office with an estimate of how long the student will be

absent. Periodic updates would be appreciated. ECHS faculty and staff will work on a case-by-case basis with parents/guardians to help keep an extended-absent student from falling behind. A student must obtain a long-term absence study contract from administration, their counselor, and their teachers if leaving ECHS for an extended period. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond ECHS to attain proficiency.

EXCESSIVE ABSENCES AND TRUANCIES

Truancies and ECHS' program are not compatible. When a student chooses to attend ECHS, it is assumed that they will not miss classes or activities. Truancy is defined as an unexcused absence without a written excuse from parent /guardian or ECHS staff member. Even excused absences affect a student's learning and academic success. As a result, the following is ECHS' absence policy:

1. If at the end of a semester, a student has missed 10% of the school year or more (excused or unexcused absences), a student will not receive credit for the class(es). This loss of credit may be appealed at the end of the semester. If the grade in the class would otherwise be a passing grade **and** if the parents/guardians and student feel that there are extenuating circumstances that should result in an exception to this policy, please provide a written request for an appeals hearing by the last day of the following semester. If an appeal is granted, the student **and** parent/guardian must both attend the hearing. The panel may consist of the Principal (or designee), Counselors, ECHS faculty and/or Discipline Committee. Students should be prepared to demonstrate proof of the extenuating circumstances, good attendance outside of the extenuating circumstances and completion of work missed both while absent and in class. **Please note: if the final grade in the class is an F, a hearing will not be granted, and the failing grade will stand. The appeals process is only for students whose grades would otherwise be passing.**

Students with excessive absences, tardies and truancies will be referred to the School Attendance Review Team (SART) or Discipline Committee or Student Attendance Review Board (SARB). Prior to referring to SARB, student and their parents/guardians will receive three written notices outlining ECHS attendance policy, the consequences that will result if excessive absences, tardies and truancies continue and the impending referral to SARB if attendance continues to be an issue. After three notices, ECHS will hold a pre-SARB meeting outlining the steps that will occur after referral to SARB.

PARENT NOTIFICATION

Upon each hour of class missed, the parent/guardian will be notified by ECHS' automated telephone system. Parent/guardian will be notified if a student has accumulated 10 hours of excused absences or 5 hours of unexcused absences in any class and that the student is in danger of receiving an automatic 'F' in the class (es) where the absences have occurred.

TARDINESS

Students must arrive on time for all classes and activities. Unexcused tardies occur if the student is not in their seat when the class starts or arrives any time after a class/activity has begun without an excuse from an ECHS staff member. A tardy of greater than 20 minutes is considered truancy. **Three tardies = one absence.** Unforeseen circumstances and family situations may cause occasional lateness. In those cases, a student should bring a written excuse note to the main office.

DETENTION

Students who are truant and/or excessively tardy may be assigned detention. Detentions may take place before school, after school, at lunch or on Saturdays. Students may be required to contribute community service as a part of their detention assignment.

EXTRA-CURRICULAR ACTIVITIES

ECHS STUDENT LEADERSHIP

The student leadership core is an important key to what happens at ECHS. Students, with the help of faculty, plan and carry out the many activities and events, which make ECHS a great school. There are many opportunities for students to become involved. The purpose of Student Leadership is to promote positive student morale and to plan, fund, and sponsor events throughout the year. A student can participate in a variety of roles on Student Council. He/she can run for positions such as executive or other class officer positions. A student also may enroll in the Student Leadership elective (if available).

DANCES & SCHOOL SPONSORED EVENTS

Dress for most school-sponsored social events is regular social attire. Formal attire is required for specified dances. Any special attire will be announced prior to the dance. Any student who is not dressed appropriately will not be allowed into the dance. Please contact office staff if students need any assistance in obtaining formal or professional attire.

Students will be asked to present their ECHS ID Card to enter school-sponsored events. Student must remain inside or within specified areas once they have arrived. Once a student leaves the event, the student cannot return. Parents/guardians are expected to pick up their student immediately following the end of the event. Parents/guardians are also invited to help chaperone school events such as dances and parties. Students are expected to follow school rules at all school-sponsored events.

SPORTS TEAMS

ECHS is a member of the CIF and competes officially against other schools in athletics. The sports in which ECHS will field a team will depend on student and staff interest. Each student who participates on an ECHS team must meet CIF's rules for academic eligibility, which requires a minimum grade point average of 2.0. Additionally, each student must meet behavioral requirements and must be present at school on game days in order to compete. Students who receive a borrowed ECHS sports uniform must return the uniform in the same condition at the completion of the season. Failure to return uniforms will result in a fee to recoup the cost of the uniform.

CLUBS

ECHS has a variety of clubs or electives and adds new ones each year in response to students' interests. Clubs and electives are an excellent way for students to explore interests and build resumes for internships, jobs, college admissions and financial aid opportunities.

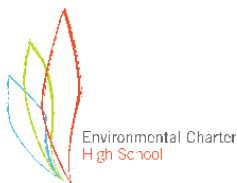
YEARBOOK

Each year, the Yearbook Staff is charged with the responsibility of documenting student life at ECHS. Through pictures and language, the student yearbook characterizes the year in review and is available for all ECHS students to purchase. Yearbook is a student activity run for and by ECHS students under the supervision of a faculty advisor. To become a member of the Yearbook staff, students should enroll in the Yearbook elective.

AFTER-SCHOOL PROGRAM

ECHS offers an after school program that is designed to enhance the rigor of the school, build community, and add to the activity offerings of the school. The program is made up of various opportunities that include remediation classes, advanced classes, clubs, and sports. Some of these courses are for-credit courses. Enrollment is free of charge and open to all students. All rules that apply to the regular school day also apply to students participating in the after school program. The Site Coordinator for after-school programming at ECHS, Stephanie Villegas, can be

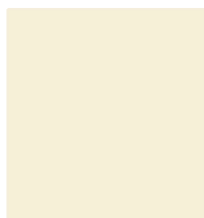
DRESS CODE POLICY



DRESS CODE SHIRT COLORS



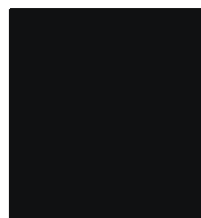
WHITE



STONE



NAVY BLUE



BLACK



CHARCOAL



EMERALD



EGGPLANT



LIME GREEN



TEAL



RASPBERRY



ELECTRIC
BLUE

Dress code is to be worn by all students. If you have trouble obtaining an ECHS dress code shirt, please contact the office for assistance immediately.

All dress code apparel must be neat and clean. Violations to the dress code will result in school disciplinary action. The school dress code policy will accommodate students' religious expression.

If a student is out of dress code, parents/guardians will be asked to bring the student a change of clothes or the student will be given a "loaner shirt" for the day. Please be advised we do not have "loaner pants".

Dress code shirts and approved gear with ECHS logo can be purchased at:

Cactus Threads Embroidery Co.

Ph. 310-542-1336

<http://companycasuals.com/echs/start.jsp>

Shirt (ECHS logo is part of dress code for polo shirts)

- Short sleeved collared, polo-style shirt
- Polo shirts can be one of the following colors: Stone, Navy Blue, Black, White, Charcoal, Emerald, Eggplant, Lime Green, Teal, Raspberry, or Electric Blue . Refer to above color palette.

Undershirts

- Must be an official dress code color listed above

Other shirts

- Team jerseys can be worn by athletes on game day only
- Clubs participants, athletes, and other activity participants may wear their "club" shirts on Fridays only
- College shirts are allowed on Fridays

Pants <ul style="list-style-type: none"> • Black, khaki-colored chinos, dress pants, or BLACK jeans only (no shade of gray, no dark blue, no ripped jeans, no faded jeans) • Pants should be worn securely around the waist with a belt through all the loops • Cannot fall below the waist, be baggy or sag, and may not contain designs • No sweat pants, yoga pants, leggings or “jeggings” are permitted
Outerwear <ul style="list-style-type: none"> • Jackets, sweaters or sweatshirts must be the solid colors of the dress code • The dress code must be visible under the outerwear • Jackets or sweaters with hoods are acceptable; however hoods cannot be worn during school hours • Non-ECHS logos must be smaller than a quarter
Belt <ul style="list-style-type: none"> • One color: solid black, brown or blue • No adornment on belt or buckle
Hats <ul style="list-style-type: none"> • Students are allowed to wear ECHS baseball caps or caps/beanies with official ECHS logo • Any other hat or other head covering of any kind shall not be worn, unless for religious purposes, or if permission is granted by an ECHS staff member
Shoes <ul style="list-style-type: none"> • Any kind of shoe is acceptable
Field Trips <ul style="list-style-type: none"> • Students must be in dress code unless directed by a teacher to wear professional dress <ul style="list-style-type: none"> ◦ Professional dress is subject to teacher/administrator approval • Students not in dress code will not be permitted to attend field trips, unless otherwise noted by school staff

Section 4: DISCIPLINE POLICY

The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. ECHS supports student behavior through our Tribes social emotional program, counseling services, advisory, and developmentally appropriate educational program.

ECHS’s progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral (SRC). When a student receives a disciplinary referral they meet with the principal, assistant principal or counselor and reflect on their actions, take a cooling-off period, and receive help in resolving ongoing issues. School activities and privileges may be revoked as a consequence with any referral. When a student violates classroom norms, teachers use interventions, such as verbal reminders, moving a student’s seat, one on one after class conversations, or a phone call home. After documenting three interventions, **including making contact with a parent/guardian**, teachers issue students a recommendation for a referral or Student Responsibility Contract (SRC).

For highly disruptive or unsafe behaviors, students can receive an **immediate referral (SRC)**. More serious school violations, include, but are not limited to:

- Physical violence
- Threatening others
- Vandalism
- Jeopardizing the safety of others
- Theft any other illegal or dangerous activities

These violations may result in immediate suspension or referral for expulsion.

In the interest of ensuring success, students are expected to:

1. Attend school
2. Be on time
3. Be responsible

4. Respect themselves and others

Policy for Academic Honesty

All ECHS students are expected to think for themselves and do their own work. There is a beautiful and satisfactory process made by your own body and your own brain that will lead you to different worlds, thoughts, ideas and things; they'll be your own discoveries, creations even if, by chance, someone else did find them before you. Academic dishonesty is the "ineffective" shortcut that will prevent you from experiencing, in a sense, your own life.

These types of academic dishonesty:

- **Cheating:** Attempting to use or using unauthorized material or information as study aids in any academic exercise. Visually or verbally receiving or giving information during tests, quizzes & examinations when not specifically allowed by the instructor are also forms of unauthorized assistance & are defined as cheating.
- **Counterfeit Work:** Includes work turned in as one's own that was created, researched, or produced by someone else, turning in a report of another's research, submitting a paper researched or written by someone else, having someone else take a test, submitting joint projects as solely one's own &/or sharing one's own work with another student are all forms of counterfeit work and are unacceptable.
- **Falsification of Academic Records:** Knowingly & improperly changing grades on transcripts, grade sheets, electronic data sheets, related documents, academic reports, tests & projects is an act of academic dishonesty.
- **Falsification of Data or Creation of False Data:** Considered an act of academic dishonesty in research or experimental procedures. For example, misrepresenting the results of the action research for your senior thesis is falsifying data.
- **Plagiarism:** Plagiarism is passing off another person's work as one's own by taking and presenting as one's own the ideas, research, writings, creations, or interventions of another--whether the source is a student or a professional in some field. *Plagiarism is theft*--using words and ideas of another person as if they were one's own. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises. Exact copying should be enclosed in quotation marks & be appropriately documented in the footnotes or endnotes that indicate the source of the quotation. Paraphrasing, when the basic sentence structure, phraseology, & unique language remain the same, is also plagiarism. When in doubt about these matters, it is the student's responsibility to seek guidance from the instructor of the course. Paraphrasing without acknowledgement of authorship is also plagiarism & is as serious a violation as an unacknowledged quotation.
- **Theft:** Communicating all or any part of tests or answer sheets, specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, & theft of completed tests constitutes academic dishonesty.
- **Unauthorized Reuse of Work:** Turning in the same work to more than one class without consent of the instructors involved constitutes academic dishonesty.

All of the above examples of academic dishonesty interfere with the learning process. Failure to adhere to standards of academic integrity can result in:

- The denial of class privileges
- A parent/guardian conference
- Referral to an administrator & SRCs
- A student-teacher contract
- Suspension from class or from school
- Permanent removal from a class with a grade of Fail

Violation	Procedure	Resulting Penalty
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First Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports of academic dishonesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	<ul style="list-style-type: none"> • Student receives an SRC • The student will earn an F (0) for the work in question until a corrected version of the assignment is submitted. Corrected work must be submitted within three days of the date of the violation. The grade on the assignment may be marked down two letter grades. • A conference will be held with the student, an administrator & the teacher of the course where the offense occurred. • Parent(s)/guardian(s) will be notified of the plagiarism, cheating &/or academic theft.
Second Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports the academic honesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	<ul style="list-style-type: none"> • Student receives another SRC • The student will earn an F (0) for the work in question until a corrected version of the assignment is submitted. Corrected work must be submitted within three days of the date of the violation. The grade on the assignment may be marked down two letter grades. • Parent(s)/guardian(s) will be notified of the plagiarism, cheating and/or academic theft; a mandatory parent/guardian conference with the student, teacher, and Assistant Principal of Student Services will be required for re-entry into the course.
Third Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports the academic honesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	<ul style="list-style-type: none"> • Student receives another SRC and will be subject to the school's discipline policy for the receipt of 3 or more SRCs. • The student will earn an F (0) for the work in question & will not be able to resubmit corrected work for credit. • The administrator &/or Principal will process the student's in-school suspension as warranted. • Student privileges will be revoked for the semester, i.e., a senior would not be able to walk in the graduation ceremony. • Parent(s)/guardian(s) will be notified of the plagiarism, cheating and/or academic theft, the suspension and the automatic "F" given for the assignment or semester*. A required parent/guardian conference will be held with student, teacher & school administrator before the student may return to class after the in-school suspension <p><i>* If a student has more than two offenses in the same course, the student will receive an automatic fail for that course.</i></p>

STUDENT RESPONSIBILITY CONTRACT (SRC)

The SRC process begins when a student exhibits inappropriate school behavior in or outside of the classroom.



SRC #1: The first time a student is given an SRC, he or she will work with school administrator or counselor to create a plan that involves strategies to change the student's behavior before returning to the classroom. Other disciplinary action may be assigned as deemed appropriate by a school administrator. The parent/guardian will be contacted and notified by phone or other means, and the SRC process will be explained. If the SRC is accompanied by a suspension, see the rules for suspension/expulsion.

SRC #2: The second time a student is given an SRC, parent/guardian and student will need to meet with a—school administrator or counselor. Disciplinary action may be assigned as deemed appropriate by a school administrator or principal. If the SRC is accompanied by a suspension, see the rules for suspension/expulsion.

SRC #3: The third time a student is given an SRC, parent/guardian and student will conference with a school administrator or counselor and parent/guardian must shadow student prior to his/her return to class. Disciplinary action may be assigned as deemed appropriate by a school administrator. If the SRC is accompanied by a suspension, see the rules for suspension/expulsion.

SRC #4: The fourth time a student is given an SRC, parent/guardian and student will conference with the school administrator or designee. The student may receive an in-house or at-home suspension, and parents/guardians must shadow the student for one day prior to the student's returning to class. The school administrator or designee may create a behavior contract with the student. The contract may include but is not limited to tutoring, counseling, community service, parent/guardian attendance in class, probation, suspension, and expulsion. Should the student breach his or her contract, the student may be recommended for expulsion.

SRC #5: Expulsion hearing with the ECS Board-appointed committee

ANTI-HARASSMENT AND BULLYING POLICY

As required by Title IX and Section 504, Environmental Charter High School does not discriminate on the basis of race, ethnicity, gender, religion, gender identity, gender expression, or disability.

A healthy, positive school environment helps students learn and develop; preventing and responding effectively to bullying are therefore fundamental to achieving our mission and vision. Per the Tribes Agreements, students are expected to treat others with respect. Environmental Charter High school prohibits discriminatory harassment and bullying of students on the basis of sex, race/color/national origin, and disability. Violations of the Tribes Agreements or school expectations may result in disciplinary action.

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students can rely on staff to promptly investigate each complaint of bullying
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the counselor.
- Environmental Charter High School prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Environmental Charter High School will not tolerate behavior, such as intimidation, harassment or bullying, that infringes on the safety and well being of any student. Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes, but is not limited to: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Bullying can occur via electronic communication or social media. Our full bullying policy is available in the Environmental Charter High School office.

Environmental Charter High School expects students and/or staff to immediately report incidents of bullying to the principal or designee. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Please see Section of Parent/Guardian Student Handbook for Uniform Complaint Procedures

DEHUMANIZING LANGUAGE OR ACTIONS TARGETING RACE/ETHNICITY, GENDER, & SEXUAL ORIENTATION

ECHS is a school that will provide a safe space for all students and will ensure that they are not subject to dehumanizing language or actions based on their race/ethnicity, gender and/or sexual orientation. Students who to make others feel less than or unsafe through the use of dehumanizing language that targets, race/ethnicity, gender and/or sexual orientation are subject to disciplinary action.

1st Incident:

Reflection Break, and conversation with Administrator (Intervention)
Parent is notified
Restorative process
Intervention

2nd Incident:

In addition to the actions listed above

Student(s) will complete a 2-page writing assignment which will include the following:

- 1)History & significance of the language used
- 2)Implications of the language used
- 3)Reflection: What did you learn through this process? What lessons will you apply in your life?

*The letter must be signed by a parent or guardian.

*Students will have 1 week to complete the writing assignment.

*Writing Assignment will be turned into administration / counselors and a follow-up conversation will occur

Student may be required to make presentations to a class or classes or a group of stakeholders.

3rd Incident + after:

Student(s) receive a Referral and a parent conference is held.

Administration reserves the right to administer a referral after any incident involving dehumanizing language or actions based on their judgment of the severity of the harm, as well as the intention behind the usage of the language or the actions that took place.

GROUNDS FOR SUSPENSION & EXPULSION

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at ECHS or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

- i. Breached an ECHS Contract (attached hereto)
- ii. Inflicted physical injury
- iii. Possessed dangerous objects
- iv. Possessed drugs or alcohol (policy determines which offense)
- v. Sold look alike substance representing drugs or alcohol
- vi. Committed robbery/extortion
- vii. Caused damage to property‡
- viii. Committed theft or received stolen property
- ix. Used tobacco (policy determines which offense)
- x. Committed obscenity/profanity/vulgarity
- xi. Possessed or sold drug paraphernalia

- xii. Disrupted school activities
- xiii. Possessed imitation firearm
- xiv. Committed sexual harassment
- xv. Harassed, threatened or intimidated a student witness
- xvi. Sold prescription drug Soma
- xvii. Committed hazing
- xviii. Engaged in an act of bullying, including electronic bullying, as defined by Education Code Section 48900(r)
- xix. Caused or participated in hate violence as defined in Education Code Section §48900.3
- xx. Engaged in harassment against staff or students
- xxi. Made terroristic threats against school property or staff
- xxii. Violated ECHS policies as outlined in the student handbook
- xxiii. Disrupted school activities or otherwise willfully defied the valid authority

Alternatives to suspension or expulsion may be used with students who are truant, tardy, or otherwise absent from assigned school activities.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, an ECHS employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference may be omitted if the ECHS Principal or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

No penalties may be imposed on a pupil for failure of the pupil’s parent/guardian or to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent/guardian or at the conference.

TIME LIMITS FOR SUSPENSION & EXPULSION

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

ADMINISTRATIVE HEARING

Upon a suspension that may lead to a recommendation by the Principal or Designee for expulsion, the pupil and the pupil’s or representative will be invited to an administrative hearing to determine if the suspension for the pupil should be extended pending an expulsion hearing. Determination will be made by the ECHS Principal or Designee upon either of the following findings:

- 1) The pupil’s presence is disruptive to the education process; or
- 2) The pupil poses a threat or danger to others.

Upon this determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

EXPULSIONS

The Principal or Designee may recommend expulsion of any student found to have committed an expellable

offense(s) listed above in the “Grounds for Suspension and Expulsion.” The student may then be expelled after a hearing held by an ECS Board-appointed committee.

The ECS Board-appointed committee may expel a student upon the findings and recommendations of the Principal or Designee that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The ECS Board-appointed committee must expel a student that has been found committing any of the following acts:

- 1) Possessing, selling or furnishing a firearm
- 2) Brandishing a knife at another person
- 3) Selling a controlled substance
- 4) Committing or attempting to commit sexual assault or committing sexual battery
- 5) Possession of an explosive

Any student recommended for an expulsion is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the ECHS Principal or Designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the ECS Board-appointed committee. The hearing shall be held in closed session unless the pupil requests a public hearing in writing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3) A copy of ECHS disciplinary rules that relate to the alleged violation;
- 4) Notification of the student’s or parent’s/guardian’s obligation to provide information about the student’s status in ECHS to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Principal or designee to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the Principal or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code

Section 48900, a complaining witness shall have the right to have his or her testimony heard in a closed session, as determined by the Principal or designee would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

The Board of Directors will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The Board may make a decision to expel or to expel and suspend the expulsion if the student meets criteria for suspended expulsions. The criteria for suspended expulsions include:

- Second semester Senior
- On track to graduate (i.e. enough credits to date; passing grades in current classes; on track with portfolio, community service and senior thesis; has passed the CAHSEE)
- Accepted to a 4-year college

If a student receives a suspended expulsion they will be expelled, but the Board will suspend the expulsion to allow the student to continue their courses from home through independent study at ECHS under predetermined conditions.

Written Notice to Expel: The Principal or designee, following a decision of the Board-appointed committee to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension and Expulsion”
- 2) Notice of the right to appeal the expulsion. Expulsion appeals shall be brought to the Los Angeles County Board of Education or if the LA County Board of Education will not hear such appeals, student may appeal to the ECS Board of Directors.
- 3) Notice of the student or parent’s/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the ECHS
- 4) Rehabilitation Plan

The ECHS Principal or Designee shall send written notice of the decision to expel to the Student’s district of residence and the County Office of Education (LACOE). This notice shall include the following:

- a) The student’s name
- b) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension or Expulsion.”
- c) Rehabilitation Plan

Disciplinary Records: ECHS shall maintain records of all suspensions and expulsions of ECHS pupils. Such records shall be made available for review upon request.

Expelled Pupils/Alternative Education: Expulsion, for purposes of this policy is defined as disenrollment from ECHS. Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within their school district of residence. Placement at a county school may be required by the home school.

Reporting Student Offenses to Law Enforcement: ECHS Principal or Designee may report to law enforcement authorities’ pupil offenses as outlined above.

Rehabilitation Plans/Readmission: Any student who is expelled from ECHS shall be given a rehabilitation plan upon expulsion as recommended by the Principal or Designee and approved by the ECS Board-appointed committee at the time of the expulsion order. This may include, but not be limited to, academic progress review, maintaining a clean disciplinary or attendance record, periodic review, and/or assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the pupil may re- apply to ECHS for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be at the sole discretion of the ECHS Principal or Designee who will determine whether the pupil has

successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the enrollment capacity of ECHS at the time the pupil seeks readmission. If re-admission is denied, the pupil may appeal the decision to the ECS Board-appointed committee.

Section 5: TRANSPORTATION AND PARKING

SKATEBOARDS, SCOOTERS AND BIKES

Students may ride a skateboard, scooter or bike to school. Upon arriving to campus, students must store their skateboard, scooter and/or bike in designated storage areas. Students may not ride their skateboard, scooter or bike during the school day. Skateboards, scooters and bikes rode during the school day will be confiscated. Only the parent/guardian may retrieve the confiscated item. ECHS is not responsible for any loss of equipment.

STUDENT PARKING

No student may park on the school campus. Exceptions to this may be requested from the school administrator. Students may not park on the streets adjacent to the school and will be ticketed if they do so.

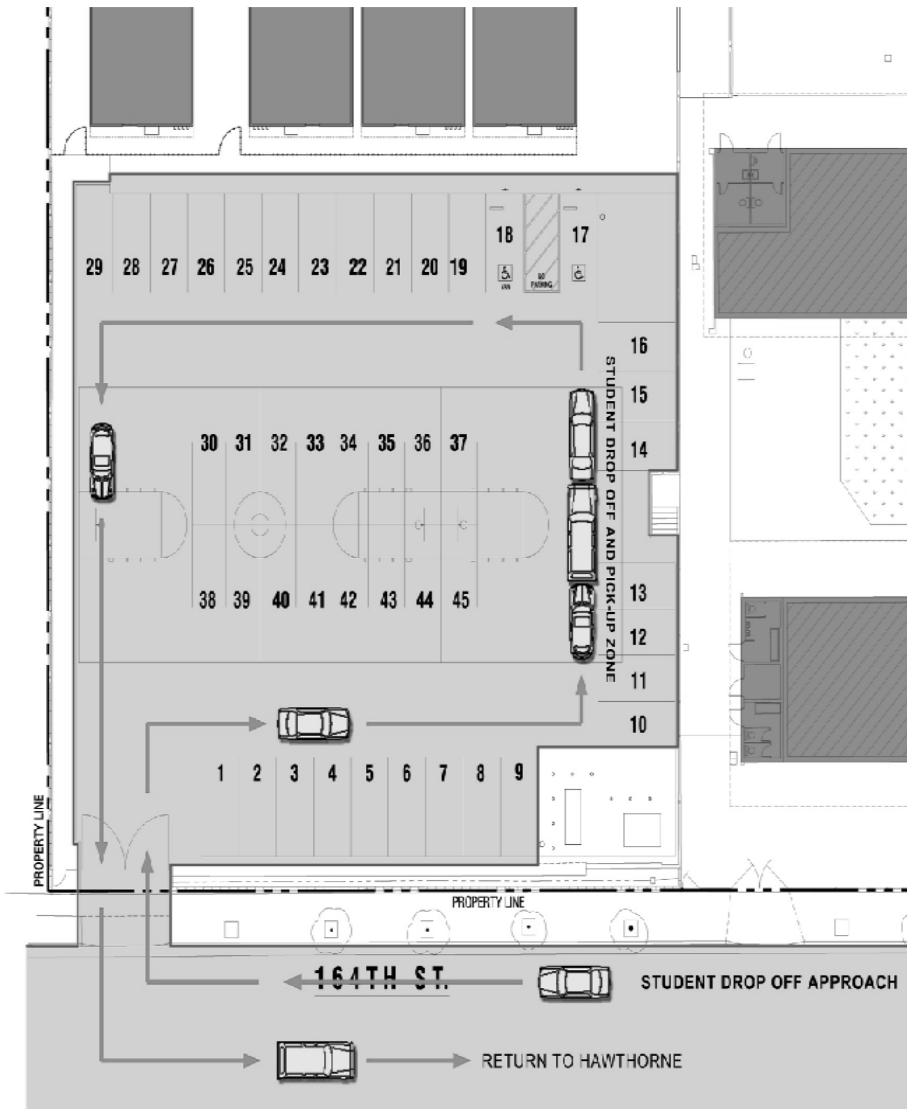
MAP OF ECHS CAMPUS

ECHS campus is located at 16315 Grevillea Ave. Lawndale, CA. If arriving to ECHS by vehicle please use the entrance to the drop-off zone along 164th Street or 163rd Street.

****DO NOT STOP IN THE INTERSECTIONS or drop students off in areas that are not designated drop off zones.**

Once a student arrives on campus, he/she must report directly to their class.

Please see diagram below for drop-off procedures:



Section 6: CALENDAR

Purple= Conferences—Parent/Guardian+Student must be in Attendance ; **Red**= Minimum Days; **Green**: Vacation **Blue**: Student-Free Days

Month	Mon	Tue	Wed	Thu	Fri	Qtr	ECHS 2020-21 Academic Calendar		
							ECHS Event		Local District Event 20-21
July	29	30	1	2	3	Summer			
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30	31		7/27-7/31: Summer Bridge; MDTP Math Placement		
August	3	4	5	6	7	Q1 (8 wks)	8/5-8/7 New Teacher PD		
	10	11	12	13	14		8/10-8/21 Summer PD		8/18 LAUSD First Day of School
	17	18	19	20	21				
	24	25	26	27	28		8/24 ECS First Day of School; 8/24 Advisory Family Conferences; 8/28 Monday Schedule		8/24 IUSD First Day of School 8/26 LESD First Day of School
	31	1	2	3	4		8/31-9/4: NWEA (for select 9-11th graders)		9/4 LAUSD Pupil Free Day
September	7	8	9	10	11	Q1 (8 wks)	9/7 Labor Day (Holiday); 9/11: Monday Schedule		9/7 IUSD/LAUSD/LESD Labor Day Holiday
	14	15	16	17	18		9/18: Teacher PD (Student-Free Day)	9/18 Rosh Hashanah	
	21	22	23	24	25				
	28	29	30	1	2		9/28-10/8: Window for Informational Text IAB Administration in ELA 9-11th	9/28 Yom Kippur	
	5	6	7	8	9				9/28 LAUSD Pupil Free Day
October	12	13	14	15	16	Q2 (8 wks)	10/14: PSAT + SAT (for select 10-12th graders); 10/16 Teacher PD (Student-Free Day)- IAB Analysis	10/12 Indigenous People's Day	10/12 IUSD Pupil Free Day 10/16 LESD Conferences (Pupil Free)
	19	20	21	22	23		10/23: Advisory Family Conferences		
	26	27	28	29	30				
	2	3	4	5	6			11/3 Election Day	
	9	10	11	12	13		11/11 Veterans Day (Holiday); 11/13: Wednesday Schedule		11/11 IUSD/LAUSD/LESD Veteran's Day
November	16	17	18	19	20		11/20: Progress Reports		11/20 IUSD Pupil Free

							Distributed		Day (MS)
	23	24	25	26	27		11/23-11/24 Teacher PD (Student-Free Days)	11/25-11/27 Thanksgiving (Holiday) 11/26-11/27 ECS 12 Month Employee	11/23-25 LAUSD/IUSD/LESD Student-Free
December	30	1	2	3	4				
	7	8	9	10	11			12/11: Progress Reports Returned	
	14	15	16	17	18		12/18 Last Day of Semester 1		
	21	22	23	24	25	Winter Break	12/19-1/8 ECS Winter Break 12/19-1/3 ECS 12 Month Employee Break		12/19 - 1/08 LAUSD Winter Break
	28	29	30	31	1				12/19 - 1/3 IUSD/LESD Winter Break
January	4	5	6	7	8			1/6 ECS Cabinet Retreat	
	11	12	13	14	15	Q3 (11 wks)	1/11-1/12 Teacher PD (Student-Free Day); 1/11 Semester 1 Grades Due		1/15 IUSD Pupil Free (HS)
	18	19	20	21	22		1/18 MLK's Birthday (Holiday); 1/22: Monday Schedule		1/18 LAUSD/IUSD/LESD MLK - Holiday
	25	26	27	28	29				1/29 LEED Conferences (Pupil Free)
February	1	2	3	4	5				2/5 IUSD Pupil Free Day
	8	9	10	11	12		2/12: Teacher PD (Student-Free Day)		2/8 LEED Lincoln Day 2/12 IUSD Lincoln Day
	15	16	17	18	19		2/15 President's Day (Holiday); 2/19: Monday Schedule		2/15 IUSD/LAUSD/LESD President's Day
	22	23	24	25	26				
March	1	2	3	4	5		3/1-3/12: Window for Math IAB Administration		
	8	9	10	11	12				
	15	16	17	18	19		3/19: Advisory Conferences		
	22	23	24	25	26		3/26 Cesar Chavez (observed)		3/26 LAUSD/IUSD Cesar Chavez
April	29	30	31	1	2		3/27-4/4 ECS Spring Break	4/4 Easter	3/27-4/04 IUSD/LAUSD/LESD Spring Break
	5	6	7	8	9	Q4 (11 wks)	4/5 Teacher PD (Student-Free Day)- IAB Analysis; 5/9: Monday Schedule		

	12	13	14	15	16				
	19	20	21	22	23		3/19-3/23: ELPAC (tentative)		
	26	27	28	29	30				
May	3	4	5	6	7		5/7 Teacher PD (Student-Free Day)	5/7: Progress Reports Distributed; 5/3-5/7 Teacher Appreciation Week	
	10	11	12	13	14		5/3-5/14: AP Testing (tentative)		
	17	18	19	20	21		5/17-5/21: SBAC + CAST Testing (tentative)		
	24	25	26	27	28		5/28 Senior Grades due (if in DL; 6/4 if in person)		5/31 IUSD/LAUSD/LESD Memorial Day
June	31	1	2	3	4		5/31 Memorial Day (Holiday); 6/4: Monday Schedule	6/4: Progress Reports Returned	
	7	8	9	10	11		6/1-6/11: Authentic Math Assessment (9th grade + Math 1 Repeaters)		6/10 LAUSD Last Day 6/11 IUSD/LESD Last Day
	14	15	16	17	18		6/17 ECS Last Day of School	6/18 Teacher PD (Student-Free Day); 6/22: Semester 2 Grades Due	
	21	22	23	24	25		6/21-6/25 ECS Cabinet Retreat	6/22 Graduation	
	28	29	30	1	2				
						Summer			

Section 7: BELL SCHEDULE

2020-2021 ECHS Bell Schedule

Monday: Even Blocks - Early Dismissal				Friday: All Periods	
Period 2	8:00 AM - 9:35 AM			Period 1	8:00 AM - 8:55 AM
Passing	9:35 AM - 9:40 AM			Passing	8:55 AM - 9:00 AM
Period 4	9:40 AM - 11:15 AM			Period 2	9:00 AM - 9:50 AM
Lunch	11:15 AM - 12:00 PM			Break	9:50 AM - 10:05 AM
Passing	12:00 PM - 12:05 PM			Passing	10:05 AM - 10:10 AM
Period 6	12:05 PM - 1:40 PM			Period 3	10:10 AM - 11:00 AM
				Passing	11:00 AM - 11:05 AM
Tuesday / Thursday: Odd Block				Period 4	11:05 AM - 11:55 AM
Period 1	8:00 AM - 9:35 AM			Lunch	11:55 AM - 12:35 PM
Passing	9:35 AM - 9:40 AM			Passing	12:35 PM - 12:40 PM
Period 3	9:40 AM - 11:15 AM			Period 5	12:40 PM - 1:30 PM
Lunch	11:15 AM - 12:00 PM			Passing	1:30 PM - 1:35 PM
Passing	12:00 PM - 12:05 PM			Period 6	1:35 PM - 2:25 PM
Period 5	12:05 PM - 1:40 PM			Passing	2:25 PM - 2:30 PM
Passing	1:40 PM - 1:45 PM			Period 7	2:30 PM - 3:20 PM
Period 7	1:45 PM - 3:20 PM			Minimum Day All Classes	
Wednesday: Even Blocks + Advisory				Passing	8:33 AM - 8:38 AM
Period 2	8:00 AM - 9:35 AM			Period 2	8:38 AM - 9:11 AM
Passing	9:35 AM - 9:40 AM			Passing	9:11 AM - 9:16 AM
Period 4	9:40 AM - 11:15 AM			Period 3	9:16 AM - 9:49 AM
Lunch	11:15 AM - 12:00 PM			Passing	9:49 AM - 9:54 AM
Passing	12:00 PM - 12:05 PM			Period 4	9:54 AM - 10:27 AM
Period 6	12:05 PM - 1:40 PM			Passing	10:27 AM - 10:32 AM
Passing	1:40 PM - 1:45 PM			Period 5	10:32 AM - 11:05 AM
Advisory	1:45 PM - 3:20 PM			Passing	11:05 AM - 11:10 AM
				Period 6	11:10 AM - 11:43 AM
				Passing	11:43 AM - 11:48 AM
				Period 7	11:48 AM - 12:27 PM

ECHS DISTANCE LEARNING POLICIES

[Also See ECS Distance Learning Commitments for Org-Wide Policies](#)

[ECHS Schoolwide Teaching, Learning, and Support Expectations During School Closure](#)

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- G. [Advisory Guidelines](#)
- H. [Academic Honesty](#)
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- J. [Teacher Evaluation → Coming Soon!](#)

TEACHING AND LEARNING INSTRUCTIONAL EXPECTATIONS (everything in pink is updated)

STARTING MONDAY, APRIL 20th

What are the **Overall Expectations** during this time ?

- ECHS will have a “dismissal,” which means the campus will be closed to all non-ECS employees
- All staff will be available during regular business hours via phone and email
 - Please have cell phones on (and not on silent)
 - Please check email regularly
- Teachers will:
 - Receive regular compensation via current payment method (direct deposit, mailed check etc.) and health benefits → make sure your address is updated in paycom
 - Provide weekly instruction, assignments, and feedback to students via online platforms (more on this below)
 - Virtually attend PD weekly. This will include All-Staff PD, Grade-level team meetings, and department meetings. Coaching will also still be available (more on this below)
 - Provide office hours virtually (more below)
 - **Facilitate synchronous advisory session weekly (more below)**
 - **Follow the policies outlined in the [ECS Distance Learning Handbook](#)**

Teaching and Learning Instructional Expectations- Lesson Planning + Delivery

➤ **Instruction + Delivery**

- ❑ **Teachers will create learning activities not to exceed 1.5hr screen time per course per week; AP Teachers will create learning activities not to exceed 3hr per course per week**
 - ❑ **Screen Time is from the moment the student accesses your class assignment(s) to the moment they submit. It includes, and is not limited to, the following:**
 - **Watching lectures: synchronous or asynchronous**
 - **Reading texts**
 - **Note-taking**
 - **Research**
 - **Assignment / Task Completion**
 - ❑ **Teacher’s voice must be in video presenting content – this is the only chance your students will have to hear from you each week**
- ❑ **Learning activities will be posted and student work will be collected according to the schedule on the [ECHS LIVE CLASS SCHEDULE](#)**
 - **Learning activities can be live classes, video lesson(s), posted assignments, etc.**
- ❑ **Office hours will be held at teacher’s discretion, as reflected in LIVE schedule.** Post these times in your google classroom. During this time you should be available online for students to check in with you (via google hangout or zoom).

➤ **Feedback to Students**

- ❑ Teachers should update grades **once every two weeks** in powerschool gradebook; **this grade should be tied to a learning target, not work habits**
- ❑ All students receive feedback on at least 1 learning activity per week
- ❑ Feedback should be familiar in format and scope to what was in practice before the school disruption
 - If digital learning platforms supply immediate accuracy reports to students and families, teachers should still provide qualitative feedback
- ❑ **For more information on grading see the Grading Policy in the [Distance Learning Handbook](#)**

Communication to Students and Families

➤ Advisory

- ❑ Teachers will facilitate 30-minute synchronous (live) advisory sessions weekly (Wednesday between 2pm-3pm)
 - It is the teacher's decision to facilitate 1 whole group or 2 smaller groups during this time
- ❑ For more information on advisory guidelines see the Advisory Guidelines in the [Distance Learning Handbook](#)

➤ Family Communication

- ❑ Weekly [Grade Level Team](#) newsletter/announcement with general updates, expectations, and clarity for students and their families → this could be on the main page of your google classroom, in an email to students, or [shared via advisory announcements](#)
 - Err on the side of overcommunication since distance learning provides less interaction and interfacing between staff and other students
- ❑ [Daily Student Work Expectations](#)
 - Based on the [live schedule](#) students screen time is kept at 3 hrs per day; AP students screen time is kept at 4 hrs per day

Teacher Development and Supports

➤ Weekly PD

- ❑ 1x week (2 hr) scheduled and facilitated by administration

➤ Team Meetings

- ❑ 1x week (45 min for GLT + Department) scheduled and facilitated by department chairs + grade level team leaders.
 - ❑ Student Support Services (SSS) such as counselors, SPED, ELD, 504, will attend these meetings as needed. Be sure to invite SSS to meetings via google calendar
 - ❑ Admin will also join some of these meetings; please share admin on all meetings via google calendar as well
 - ❑ [GLT Meetings should focus on student engagement + student experience](#)
 - ❑ [Dept Meetings should focus on alignment + sharing best practices re: planning, literacy, and assessment](#)

➤ Student Centered Coaching

- ❑ [Instructional Coaches will continue to support through Student-Centered Coaching](#)
- ❑ [Teachers and Coaches will collaborate to focus on co-planning and/or student work analysis](#)
- ❑ [COMING SOON: More information on coaching schedules and supports](#)
- ❑ Instructional Coach assignments are below. Coaches should be shared on teachers' google classrooms.

Monique Evans	Natasha Burrell
Sanabria Diaz Freed Gross Johnson Lopez	Barclay Davis Fuentes, J Gonzalez Hua Hulbert

Lau Richmond McCurry Reyes Rivera Solomita Vi	Lakey Pell Orozco Quinto Rollino Badulak Gower
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ABSENCES AND MISSED OR LATE WORK

During this time ECHS understands that students are facing challenges that may prevent them from completing their work or completing it on time. ECHS teachers and staff are committed to supporting students' needs and providing accommodations whenever possible.

We also recognize that students may not be able to log in if they are sick or have other responsibilities to tend to.

Asynchronous learning is being provided in the hopes that students will have flexibility in when assignments are completed, and ECHS teachers have also worked diligently to curate content and learning activities on Google Classroom and other online platforms that are available to students 24 hours a day 7 days a week. Additionally, ECHS supports, including live tutoring/office hours, social-emotional support from counselors, and technology assistance, will be available during distance learning.

If a student is unable to participate in online coursework, students will be expected to make up their assignments, tests, and quizzes within the time period set by the teacher. Students can review their google classrooms and weekly assignments to prevent them from falling behind. ECHS asks that parents/guardians continue to notify the front office when a student will be "absent" from online learning. Upon the student's return, it is the student's responsibility to check in about missed work and due dates. Teachers will set their own class policies for returning work when absent. **Teachers cannot have No Late Work policies during distance learning.** Additionally, missing due dates may result in an Incomplete or No Credit.

LONG-TERM ABSENCE

Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the main office with an estimate of how long the student will be absent. Periodic updates would be appreciated. ECHS faculty and staff will work on a case-by-case basis with parents/guardians to help keep an extended-absent student from falling behind. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond ECHS to attain proficiency.

GRADING POLICY

CONTEXT:

(Some language adopted by CA Department of Education [FAQs on Grading and Graduation Requirements](#))

Over the course of the last several weeks, ECHS has begun to develop and implement distance learning for students. While our physical school site is closed, learning is continuing through alternative platforms. Many parents and students have had questions about how students will be graded for interrupted courses being completed through distance learning, whether courses can be graded as pass or credit instead of assigned letter grades, and the impact of those decisions on college admissions and high school graduation requirements.

The following policy provides guidance for grades, grading, and graduation requirements. It is anticipated that this guidance may be updated as further information becomes available. ECHS administration, in conjunction with teachers, has made these decisions by weighing ECHS policies with the lens of equity and with the primary goal of first, doing no harm to students. Further, the distance learning grading policy ECHS is adopting in the short term (April-June 2020) may or may not differ from a plan that is created for the longer term.

Below you will find the existing Grades, Grading, and Graduation Requirement Policies. There will also be changes noted in Blue, which reflect changes made for Distance Learning

Assessment and Grading at Environmental Charter High School

Principles & Practices (Adopted in 15-16 school year- revised to reflect new mission)

Definitions of Terms

Assessment: *The process of discovering a student's knowledge, abilities, and performance in a particular area of the curriculum.*

Assessment can be done prior to, or in the process of, a unit of learning so as to inform the teaching and learning process (formative), or at the end of the unit so as to determine what was accomplished (summative).

Assessments can be open-ended (designed so as to discover whatever knowledge, attitudes, and abilities are there), criterion-referenced (designed so as to discover whether a student has specific, pre-described knowledge, attitudes and abilities), or both.

Grading: *The assignment of a numerical rating to a student's actions, knowledge, performance, and/or abilities. Grades may be assigned during the course of a unit of instruction in order to help students and teachers estimate the probable success a student will have in achieving the*

unit's objectives (formative), and at the end of the unit of instruction as a measure of that success (summative).

Credit: *Receiving credit for a course means that it counts on the student's transcript towards their high school graduation requirements and requisites relating to college admissions.*

Learning Target: *The ultimate goals for student achievement in a course and throughout a department, derived from state standards and student learner outcomes (SLOs). These learning targets are scope-and-sequenced throughout each department and are the key requirements that are critical for student success. These critical learning targets are the knowledge, attitudes, or abilities that all teachers must teach and all students must learn prior to leaving their current grade or class. Once mastered, these targets should give a student the ability to use reasoning and thinking skills to learn and understand other curricular objectives.*

Strand/Objective: *The specific and measurable indicators or measures of student performance that are embedded within each learning target.*

Purpose & Principles

What is most important about ECHS assessment and grading principles and practices is that they should align with the school's mission:

Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world

In support of this mission, ECHS chooses to adopt these principles to govern its grading and assessment practices:

1. Assessment and grading practices should, as their primary purpose, provide for the student and other stakeholders a clear measure of the student's performance on required state standards, specific subject learning targets, and ECS SLOs.

Discussion: Traditionally, educators have tended to consider that the purpose of grading is to inform students of the degree to which they have achieved academic performance objectives. However, when students depend on grades to tell them whether or not they have learned something, they are to that degree abdicating their own responsibility for their learning. The result is the opposite of empowerment.

When grades are transparently based on objective assessments, and those assessments are transparent enough for students to assess themselves, then the grade that a student earns tells them what he already knows: the degree of responsibility that he has chosen to accept for their own learning.

2. Assessment should measure understandings, skills, and performance against clear and objective criteria, not against "norms".

Discussion: It is practically impossible for a student to self-assess against norms, since that would require them to assess not only their own learning but also that of all the other students in the class or group. Thus, assessment against norms decreases individual responsibility for learning.

When grades are based on norm-referenced assessment, it is by definition impossible for more than a fraction of students to be judged “excellent”, or, on the other hand, to be judged to have failed.

3. Students learn and can demonstrate learning in different modes; therefore, assessment should take many forms, and should be as authentic as possible.

Discussion: Life does not measure knowledge, attitudes, or ability through multiple choice, true-false, or even short-answer exams, and there’s no evidence that those modes of assessment by themselves will reveal whether or not an individual can and will use what he’s learned to set and achieve personal goals or to improve their environment. What we want to determine is what the student understands, cares about, and can do; measuring such things requires a multidimensional approach.

4. Assessment results and grades should provide useful feedback to all stakeholders, primarily to students, as to student progress. In particular, grades should be transparently based on objective assessments, and stakeholders should be able to see and understand how grades are determined and how credit is assigned.

Discussion: The sharing of assessment results in a form that can be understood by all stakeholders makes it possible to engage all stakeholders as resources to improve the likelihood of success.

5. Receiving credit for a course should mean that a student has learned and can demonstrate the important knowledge and skills of a course and is ready for the next in the sequence. Conversely, all students who have learned the important knowledge and skills of a course and are ready for the next course in the sequence should receive credit.

Discussion: Passing students who have not achieved the levels of knowledge and ability that are pre-requisite to the next course in a sequence does a disservice to the student (who will be in over their head). Requiring a student to re-take a course when they have met the proficiency requirements of that course, in terms of the knowledge and abilities acquired (by whatever means and through whatever ups and downs), wastes time and resources.

Grades and Grading

Note: For students with disabilities, any changes to learning strategies or grading policies will, as appropriate, be done in conjunction with the student’s Individualized Education Program to ensure that the changes respond to their learning needs.

Practices

(From [ECHS Grading Policy](#) (Distance Learning changes are in blue))

In alignment with these principles and the ECS mission, Environmental Charter High School identifies these best practices in grading and assessment:

1. Whether or not a student gets credit for a course should depend only on their performance on required state standards, specific subject learning targets, and ECS SLOs. Homework and class participation can be an important way of letting students and other stakeholders know whether they are likely to pass or fail in demonstrating required state standards, specific subject learning targets, and ECS SLOs. But in the final analysis, the weight of the assessment of required state standards, specific subject learning targets, and ECS SLOs should determine pass/fail status regardless of the student's performance on homework, class participation, and/or effort.

In the vernacular this means: No more than 20% of the grade can be a work habits category. At least 80% of the grade must be based on student performance on learning targets (based on the CA state standards and/or ECS SLOs).

2. We understand learning does not just happen at a particular day and time for all students. Students should be allowed multiple opportunities to demonstrate proficiency on the required state standards, specific subject learning targets, and/or ECS SLOs (as determined by the assignment). Through multiple assessment opportunities, students can strengthen their knowledge base as they continue to hone specific knowledge, attitudes, or abilities.
3. In each course, assessment and grading criteria that reflect the above practices and principles should be made known to students, parents and other stakeholders in the form of a written document that describes those criteria clearly and in student-friendly language.
4. Students should have opportunities and tools (e.g., rubrics, self-quizzes) that allow and encourage them to formatively self-assess against those criteria.

To provide as much consistency and continuity as possible during distance learning, feedback will be familiar in format and scope (to the extent possible) to what was in practice before the school disruption; therefore, ECHS Teachers will continue using a variety of feedback mechanisms, including rubrics and proficiency scales (see below for more info) to communicate levels of understanding and performance to students.

GRADES

ECHS does not give "D" grades. The grade scale is composed of A, B, C, and F. Some elective courses use a Pass/Fail or Pass/No Credit grade scale. Students with IEP-mandated accommodations of a D scale are the only exceptions to this policy.

During distance learning, the grade scale will be modified to include A, B, C, CR (Credit), NC

(No Credit), or I (Incomplete)*. Students will not receive Fs during distance learning. **At the end of the semester, students will receive a Credit (≥70%) or No Credit (<70%) OR be able to accept their final letter grade**; a student can petition at a later date to switch their decision, they can choose to do so prior to October 1st of the student's senior year. This is ECHS' effort to adapt to the difficulty of transitioning to distance learning and hold students harmless for their Spring grades while also recognizing that their grades are inevitably part of their GPA as well as the college application and college acceptance processes. More information available in [Joint K-12 Higher Ed Statement - Coronavirus Response \(CA Dept of Education\)](#).

**Incomplete: (See Incomplete Process Guidelines) A student who receives an Incomplete will be supported by the teacher in order to complete the requirements... An Incomplete will turn into a No Credit if student does not fulfill the course requirements ← placeholder language- not final*

GRADING SCALE

ECHS uses a 1-4 proficiency scale to communicate students' levels of achievement/performance. Scores are broken down below:

- Score 4 = Complex learning goal
- Score 3.5 = In addition to 3.0 performance, partial success at score 4.0 content
- Score 3 = Target learning goal
- Score 2.5 = No major errors or omissions regarding 2.0 content & partial success at 3.0 content
- Score 2 = Simpler learning goal
- Score 1.5 = Partial success at 2.0 content, & major errors or omissions regarding 3.0 content
- Score 1 = With help, partial success at 2.0 and 3.0 content
- Score 0 = Even with help, no success

FEEDBACK

Quantitative: ECHS teachers will input at least one grade tied to a learning target every two weeks into Powerschool.

Qualitative: ECHS teachers will provide feedback on at least 1 learning task per week.

INCOMPLETE GRADES

A teacher may determine that a student shall have more time to complete required coursework due to an extended illness, death or illness in the family, or other reasons deemed to be of an extenuating nature. The teacher may assign the student an Incomplete ("I"), with a deadline to make up the assigned work. **It is assumed that completion and/or passage of the assigned work would enable the student to receive credit for the course.** Upon completion of the assigned work or by the deadline, the teacher will submit a grade change form to officially change the "I" to a letter grade **or Credit or No Credit**. If a student does not complete the work by the deadline, they will receive the grade that they would have earned without that work, in most cases a No Credit. **No Credit marks on transcripts will not be calculated into a student's GPA.**

Questions for teachers to consider; additional questions will be developed in breakout department meetings on 4/24

- ☐ How will this impact a student in the current year?
- ☐ How will this impact a student next year? For their graduation?
- ☐ When will I support my students with incompletes?
- ☐ How do I decide who receives an incomplete?
- ☐ How many incompletes am I able to give?

Please see below for PowerSchool Gradebook implications:

Powerschool implications:

Assignments		
Score	Percentage	Grade populated in Powerschool Quick Lookup
0 - zero	0%	I
*Note: zeros should only be assigned in work habit assignments. Grades attached to learning targets should be graded using 1-4 score codes		
INC - incomplete	0% (calculated into overall course %)	INC
*Note: INC must be created as a score code in Powerschool Gradebook. If teachers have an existing INC code, create new code that matches these criteria		
1-4 Proficiency Score	Varies	Proficiency Code
Blank + missing comment	Exempt (not calculated into overall course %)	(blank)
*missing comment is important because otherwise, it's not clear if the assignment has been accounted for. This can eventually be turned into EX (exempt), INC, or zero so the student knows it was accounted for, but it doesn't impact their overall grade.		
Overall/Final Grade		
Grade	Typical percentage	Receive Course Credit?
Credit	≥70%	Yes
No Credit	<70%	No
A	≥90%	Yes
B	≥80%	Yes
C	≥70%	Yes
F	No F's will be assigned during Distance Learning	

GRADUATION REQUIREMENTS

ECHS Traditional Graduation Requirements:

1. A-G Completion
2. Complete and pass Senior Thesis Project (Consists of Research Paper, Civic Action & Presentation)
3. Application and Admission into a 4-Year University
4. Complete the SAT Multiple Subject Test (SAT 1) and/or ACT
5. 80 Hours of Community Service

Distance Learning Graduation Requirements:

1. A-G Completion**
2. Complete and pass Senior Thesis Project (Consists of Research Paper, Civic Action & Presentation) NOTE: These assignments and grading processes have been modified to accommodate students during distance learning
- ~~3. Application and Admission into a 4-Year University~~
- ~~4. Complete the SAT Multiple Subject Test (SAT 1) and/or ACT~~
- ~~5. 80 Hours of Community Service~~

ACADEMIC RIGOR IN SCHEDULING

Students are automatically scheduled into the most rigorous course load offered at ECHS, even when the minimum graduation requirements have been met. Allowable exceptions:

- If a student's IEP has modified the student's graduation requirements or requires small group instruction;
- If a student has met the minimum requirement with grades of C or better, he or she may petition the Principal to exchange an ECHS course exceeding the minimum requirements for a UC/CSU transferable course offered at a community college. This enables advanced students to pursue college-level courses in the disciplines not offered at ECHS.

**ECHS has graduation requirements that exceed the minimum CA high school graduation requirements. During distance learning, seniors with extenuating circumstances will have the ability to request to opt-out of ECHS' A-G Completion Graduation Requirement, which exceeds the CA minimum high school graduation requirements, and graduate with a traditional California High School Diploma. More information on A-G completion vs. CA High School Minimum Requirements [HERE](#).

NOTE: This means students would be able to receive a high school diploma, but **they would no longer have the requirements to attend a 4-year university immediately after high school.** Students **and their parent(s)/guardian(s)** will be required to petition the Principal and/or the ECS Board of Directors prior to approval.

Environmental Charter High School will allow all currently enrolled students to participate in its graduation ceremonies if they have completed all of ECHS' graduation requirements by **3:20pm on Friday, June 12, 2020**

with the following exception:

Students who have graduation requirements that have been modified and documented in an approved Individual Education Plan (IEP) will be allowed to graduate provided all modified requirements have been met.

Students who have not met all of ECHS' graduation requirements will not be allowed to participate in Graduation ceremonies. Students must settle all debts, return books, calculators, and other ECHS property in order to receive their official diploma. Additionally, students who are likely to negatively disrupt the Graduation ceremony may be excluded from participation in the ceremony by the Principal; exclusion from the graduation ceremony may also be determined by the principal or designee. This decision may be appealed to the Executive Director. Any student not participating in the graduation ceremony shall receive his or her diploma upon completion of ECHS graduation requirements.

For 12th grade, students must pass the senior thesis argumentative research paper by the second submission date prior to winter break. Students who have not met this requirement will be enrolled in a tutoring program over winter break and in second semester. The paper is a graduation requirement. Students continue to work on the paper until it reaches proficiency on the rubric. However, students can pass semester 1 of English 12 without having passed the paper.

ADVISORY GUIDELINES

- Advisory will meet for 30-minutes every Wednesday between 2pm-3pm, based on advisory teacher scheduling
- The objectives for holding advisory are the following:
 - Community-building. This is an unstructured, non-academic virtual time for students and teachers.
 - Relationship-building. This will promote and grow your teacher + student relationship.
 - Announcements + Updates. This provides a space for schoolwide/grade-level announcements and streamlined communication. This is critical for the end of the school year and to support our return to campus.
- Community Service
 - For 9th-11th grade students community service hours will be waived for Spring semester. This means that students will need 10 fewer hours of community service per semester of distance learning.
 - For 12th grade students community service hours will be waived as a graduation requirement during distance learning.
- Grading
 - Our traditional advisory grading policy is:
 - Critical Reasoner: 25% (grade reflections)
 - Collaborative Communicator: 25% (Parent Conferences/Progress Reports)
 - Creative Contributor: 50%(Community Service)
 - Revised grading policy will be coming soon!

POLICY FOR ACADEMIC HONESTY

ECHS Original Handbook Language: *All ECHS students are expected to think for themselves and do their own work. There is a beautiful and satisfactory process made by your own body and your own brain that will lead you to different worlds, thoughts, ideas and things; they'll be your own discoveries, creations even if, by chance, someone else did find them before you. Academic dishonesty is the "ineffective" shortcut that will prevent you from experiencing, in a sense, your own life.*

During distance learning, we understand that copying and shortcuts are readily available to students in a way that no one can realistically or feasibly monitor. All ECHS students are expected to think for themselves and do their own work while participating in distance learning, and teachers will assume that work submitted belongs to the individual submitting it until there is evidence that that's not true.

For the 2020-2021 school year, ECHS will take the following actions in cases of academic dishonesty in an effort to: (1) support students in understanding the importance of academic honesty, (2) ensure students understand the policy for a smooth transition to Fall 2020, and (3) to not further disengage students during this time with punitive measures.

If the student(s)' work exhibits academic dishonesty **it is up to teacher discretion to take the following actions:**

- Communication via email and/or phone call to student(s) by teacher
 - Check in with student, share your concern + rationale for academic honesty policy during school year, provide support
- Provide opportunity for student(s) to make-up assignment
- If academic dishonesty persists, communication via email and/or phone call to guardian(s) by teacher can be considered, as a means of supporting the student(s)

Rationale for Policy in ECHS Student Handbook: Students who do not adhere to the academic dishonesty policy normally receive an SRC and move through ECHS' progressive discipline plan. This allows administration a space to discuss the importance of academic honesty as this may be reported to certain colleges and universities, which can impact 12th grade students. This policy is also in place, so teachers can hold students accountable for their behavior in the hopes that they will be active, not passive, participants in their own learning.

The following types of academic dishonesty interfere with the learning process and come straight from the ECHS Student Handbook:

- **Cheating:** Attempting to use or using unauthorized material or information as study aids in any academic exercise. Visually or verbally receiving or giving information during tests, quizzes & examinations when not specifically allowed by the instructor are also forms of unauthorized assistance & are defined as cheating.
- **Counterfeit Work:** Includes work turned in as one's own that was created,

researched, or produced by someone else, turning in a report of another's research, submitting a paper researched or written by someone else, having someone else take a test, submitting joint projects as solely one's own &/or sharing one's own work with another student are all forms of counterfeit work and are unacceptable.

- **Falsification of Academic Records:** Knowingly & improperly changing grades on transcripts, grade sheets, electronic data sheets, related documents, academic reports, tests & projects is an act of academic dishonesty.
- **Falsification of Data or Creation of False Data:** Considered an act of academic dishonesty in research or experimental procedures. For example, misrepresenting the results of the action research for your senior thesis is falsifying data.
- **Plagiarism:** Plagiarism is passing off another person's work as one's own by taking and presenting as one's own the ideas, research, writings, creations, or interventions of another--whether the source is a student or a professional in some field. *Plagiarism is theft*--using words and ideas of another person as if they were one's own. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises. Exact copying should be enclosed in quotation marks & be appropriately documented in the footnotes or endnotes that indicate the source of the quotation. Paraphrasing, when the basic sentence structure, phraseology, & unique language remain the same, is also plagiarism. When in doubt about these matters, it is the student's responsibility to seek guidance from the instructor of the course. Paraphrasing without acknowledgement of authorship is also plagiarism & is as serious a violation as an unacknowledged quotation.
- **Theft:** Communicating all or any part of tests or answer sheets, specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, & theft of completed tests constitutes academic dishonesty.
- **Unauthorized Reuse of Work:** Turning in the same work to more than one class without consent of the instructors involved constitutes academic dishonesty.

SUBSTITUTE GUIDELINES - video tutorial coming soon!

Teachers should create a **1-week** student schedule, linked with assignments so if they go out sick, student learning can continue. An example template is linked [here](#).

Sub Plans are due April 24th. SUBMIT THEM TO THIS FOLDER.

In the case of any absence, teacher will enter sick day(s) in Paycom.

For a planned absence , teacher must post work for students in advance and let their coach and administration know of the upcoming absence.	For an unplanned absence (ie: sickness), teacher will notify Administration and enter time off in paycom.
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In the event that a teacher cannot create and/or post their lessons,

- Administration will work with Instructional Coaches (Evans, Burrell, Diaz) to do the following:
 - Assign a point-person to the course(s)
 - Post message to google classroom so students are aware
 - “Dear students, _____ will be out for a few days. Please check back on _____ for assignments and updates. Any questions can be sent to _____. Thank you so much. ”
 - Post message to google classroom so students are aware of what to expect
- *If possible*, teacher will send over bullet points with Learning Targets and Student Objectives that should be covered in lessons during absence; this will help teacher/coach/admin in creating content during teacher’s absence.
- Based on the conditions of the absence, admin + teacher (when possible)+ point person will choose from the following options*:
 - A. Short Term Absence (5 days or less)
 - Option 1: Post message to inform students that class is postponed for 1 week; teacher continues lessons upon return
 - Option 2: Sub plans created by teacher can be utilized (if admin + coach has capacity in short term)
 - B. Mid Term Absence (6-10 days):
 - Option 1: Sub plans created by teacher can be utilized
 - Option 2: Instructional Coach creates content and posts to classroom
 - i. Coach checks in with department to gather ideas for plans
 - C. Long Term Absence (11 days or more):
 - Option 1: Instructional Coach creates content and posts to classroom
 - i. Coach checks in with department to gather ideas for plans
 - Option 2: Pair teacher with a colleague and a para who can step in for them

- Hourly stipend available for this support

*Options may vary based on the # of teachers on a grade-level team. For example, if only 1 teacher on a grade-level team is out sick, the team may decide to postpone class for a week. If 3 or more teachers on a grade-level team are out sick, the team might choose not to postpone classes so that student structure and learning continue with more consistency

For teachers who want to **take a day off** but do not want to get behind on work, a sub can help with one or more of the following;

	(1) Grading of Assignments	(2) Giving Student Feedback on Assignment	(3) Sub in for Synchronous Teaching	(4) Office Hours to explain previous pre recorded lesson
(Before Day off) Teacher Prepares	<p>Teacher shares and explains rubric to subbing teacher.</p> <p>Teacher explains how to enter/share the grades in Google Classroom (or other platform), or on paper copy.</p>	<p>Teacher shares assignment with sub and gives examples of feedback they would like to give to student.</p> <p>Teacher also explains how feedback is shared (via google classroom, email, etc).</p>	<p>Teacher modifies lesson to make it appropriate for sub.</p> <p>Teacher shares lesson with sub given them some time to prepare.</p> <p>Teacher shares platform that students have access to for the synchronous lessons.</p>	<p>Teacher provides access to the recorded lessons to sub at least a day prior to office hours.</p>
Substitute Completes (During Teachers day off)	<p>Substitute steps in during teacher's day off to complete grading and enter grades using teacher instruction.</p>	<p>Substitute steps in during teacher's day off to give students feedback on assignment.</p>	<p>Substitute logs into the platform and completes lessons with students.</p>	<p>Sub can ask the teacher clarifying questions prior to the day off.</p> <p>Sub completes office hours at scheduled hours.</p>

Students (During Teachers day off)	n/a	Students receive feedback that same day.	Students participate in class with substitute teacher at the regularly scheduled time.	Students attend office hours as scheduled.
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If teachers have other tasks they complete on work days that are not reflected here please feel free to share with admin as other options.

For **longer absences**, teachers can ask for a sub that will complete all tasks for teacher.

	All Tasks
(Before Day off) Teacher Prepares	Teacher must provide sub with the learning targets and materials that help them create the lessons and assignments.
Substitut e Comple tes (During Teachers day off)	Substitute keeps up with teacher schedule as posted for students. Substitute grades and gives feedback as scheduled.
Students (During Teachers day off)	Students views recorded lessons and complete substitute assignments



COVID-19 Addendum to ECS Parent/Student Handbook 2020-2021

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Welcome back!

As we return to school during uncertain times, we understand that families are concerned about safety. We want everyone to be assured that we are taking every precaution to ensure our campus is safe. We are following all federal, state, and county health orders and safety guidelines. We have implemented practices such as health screenings and social distancing physical layouts to keep our campuses safe and healthy. As public health orders and guidance are updated in the months ahead, we will revise and resend this addendum to you.

What we are doing:

- All employees, students and visitors entering our campus will be screened for COVID-19 symptoms and possible exposure.
- Common areas and frequently touched surfaces are being cleaned daily.
- Cleaning supplies will be available, and employees are encouraged to clean and disinfect spaces throughout the workday.
- Hand sanitizer is provided throughout the school site.
- Posters are displayed with reminders on how to prevent the spread of germs.
- Classroom layouts and seating arrangements are revised to allow for social distancing.
- Meeting rooms and other communal areas have reduced seating and capacity limits.
- Clear plastic shields have been placed in high traffic areas for protection.
- Employee travel remains restricted to essential travel only.

What you can do:

- Stay home and keep your child home if you are sick
- Pick up your child promptly if they become sick. Leave campus promptly if you become sick.
- Maintain social distancing practices.
- Wash your hands frequently or use hand sanitizer.
- Cover your nose and mouth when sneezing or coughing.
- Avoid touching your face.
- Wear a face covering (a mask or cloth face-covering that covers your mouth and nose)
- Replace handshakes with head nods and waves.
- Avoid using other people's phones, desks, offices or other tools and equipment, when possible.
- Follow all company policies and practices.
- Be kind. Understand that this is a stressful time for everyone, and an extra bit of kindness right now can go a long way.

It is critical that students do not report to school while they are experiencing respiratory symptoms, such as

- Fever 100.4 or greater,
- Cough,

- Shortness of breath or difficulty breathing,
- Muscle or body aches (not attributed to regular exercise,
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose,
- Nausea or vomiting,
- Diarrhea,
- Rash (in a child under 18).

Currently, the Centers for Disease Control and Prevention recommends that students remain at home until they are free of fever for 24 hours without the use of fever-reducing medications, the student's symptoms have improved and at least ten (10) days have passed since the symptoms first appeared.

Many times, with the best of intentions, students report to school even though they feel ill. Students who report to school ill will be sent home in accordance with these health guidelines.

Is Asking About Symptoms Permitted?

During a pandemic, we may need to ask students who are absent if they are experiencing symptoms of the COVID-19, the Equal Employment Opportunity Commission said in its guidance. The school must maintain all information about an illness as a confidential medical record in compliance with the Americans with Disability Act (ADA). All questions about illness should be limited to COVID-19 symptoms.

Confidentiality of Medical Information

Our policy is to treat any medical information as a confidential medical record. Disclosure of medical information is limited circumstances when:

- the information is necessary to provide accommodations per a 504 plan or IEP,
- the information is needed for first aid and safety personnel to support student well-being

and/or the law requires us to disclose the information to the law requires us to disclose the information to government officials.

Campus Visitor Policy

As a preventative measure, visitors to the school are limited to essential workers and essential services such as grab & go school meals pickup. Parents are encouraged to conduct business with school personnel remotely when possible. However, there will be times when visitors need to be at the site and the following protocols will be enforced:

- Visits are by appointment only.
- Visitors must pre-register in a visitor log that includes their name, phone number and email address.

- Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor or has minor students), their information is captured in the visitor log.
- Visitors arriving at the school with non-enrolled children (e.g., younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if two years of age or older and not at risk due to a respiratory condition.
- Movement of visitors is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms and public restrooms, to the extent feasible.
- Visitors must wear cloth face coverings at all times while in the school.
- Visitors are encouraged to bring water bottles that can be used at water refilling stations. (Please note: water fountains will be closed to minimize COVID-19 exposure.)

Physical Distancing Policy

All approved persons coming onto campus must comply with the following physical distancing measures:

- All persons on campus must stay six feet from one another.
- “Distancing Dots” will be placed on the ground areas where people form lines.
- Physical barriers will be installed in the front office and other areas where face-to-face interaction with the public occurs.
- Routes will be designated for coming onto campus and leaving campus and for bathroom use to support physical distancing requirements.
- The number of people allowed on campus will fluctuate based on LADPH Public Health Orders to ensure physical distancing requirements are met.
- Students and visiting adults will not be allowed to gather in groups.

COVID-19 Guest-Screening Procedures

As a precautionary measure to reduce the spread of COVID-19, students, visitors and staff are screened before entering the school. Visitors, employees and students should report to the screening location upon arrival at campus and prior to entering any other areas of campus.

Screening includes a check-in concerning fever, cough, shortness of breath and other COVID-19 related symptoms the person may be experiencing as a precautionary measure to reduce the spread of COVID-19.

Each person will be screened privately by their site-designated screener using a touchless forehead / temporal artery thermometer. A person's temperature and answers to respiratory symptom questions will be documented, and the record will be maintained as a private medical record.

Anyone who has a fever at or above 100.4 degrees Fahrenheit or who is experiencing two (2) or more symptoms will be sent home. The individual who was sent home should monitor their symptoms and contact their health care provider if concerned about the symptoms.

A student sent home can return to campus when:

- They have had no fever for at least 24 hours without taking medication to reduce fever during that time; AND
- Any respiratory symptoms (cough and shortness of breath) have improved; AND
- At least ten (10) days have passed since the symptoms began.

A student may return to campus earlier if a doctor confirms the cause of the student's fever or other symptoms is not COVID-19 and provides a written release for the student to return.

A student who experiences fever and/or respiratory symptoms while home should not report to school. Instead, the parent/guardian should contact the front office for further direction.

Exposure Control Plan as of July 1, 2020

If an employee, student or visitor notifies Environmental Charter Schools that they have tested positive for COVID-19 or have a suspected case of COVID-19, the following process will be conducted by Human Resources:

- Send the person home, ensuring they avoid touching doors during exit and have them contact their health care provider. Ensure the individual has safe transport home.
- Close off any areas used for prolonged periods of time by the sick individual.
- Wait 24 hours before cleaning and disinfecting these areas to minimize potential for others being exposed to respiratory droplets.
- Office Manager will track every reported student illness and follow up with the student and their parent/guardian regarding any suspected COVID-19 infections.
- Principal or Designee to report every student who recently reported an illness to Human Resources and ask the parent/guardian to contact Human Resources after speaking to a healthcare provider as to whether the student's symptoms are suspect of COVID-19 or an unrelated health condition (parent does not need to divulge other health conditions). Human Resources to document and follow up with any suspected COVID-19 infections.
- If COVID-19 is suspected or confirmed, ECS will perform contact tracing, working with the employee/student/visitor to identify who they have been in close contact with at school since they developed symptoms. As defined by Los Angeles Department of Public Health, close contact is within six feet for 15 minutes or exposed to cough or secretions.
 - Los Angeles County Department of Public Health (LADPH) defines a "suspected" case as a person is considered to be diagnosed with or likely to have COVID-19 if they:
 - a) Received a positive lab test for COVID-19 and/or

- b) Were informed by a physician that they are likely to have COVID-19 and/or
 - c) Have symptoms that are consistent with COVID-19 (i.e., fever, cough, or shortness of breath).
- Notify the employees, students or visitors who were in close contact, maintaining confidentiality, and ask all to self-isolate as warranted for 14 days after exposure.
 - Follow CDC guidelines to clean and disinfect the area
 - Follow any OSHA required reporting

Returning Sick Employee, Student or Visitor to Facilities

Confirmed or suspected COVID-19 with illness:

- Must stay at home and self-isolate for at least 10 days after their test or since symptoms first appeared plus at least 3 days (72 hours) have passed since recovery.
- No fever for minimum of 24 hours without medications
- Respiratory symptoms have improved

Confirmed COVID-19 with no illness:

- Must stay home and self-isolate for at least 10 days since date of first positive test
- They have not developed symptoms since the first positive test

Options Other Than Doctor's Notes

During and immediately after a pandemic outbreak, doctors and other health care professionals may be too busy to provide return to school documentation.

If this occurs, new approaches may be necessary, such as reliance on local clinics to provide a form, a stamp or an e-mail certifying that an individual does not have COVID-19.

Potential Office Closures

While we do not foresee the need to close any of our school offices at this time, we will communicate with all community members should things change.

Face Covering Policy

The health and safety of our community is our highest priority. In accordance with Los Angeles County Public Health requirements, anyone entering campus is required to wear a mask or cloth face-covering that covers their mouth and nose at all times, whether indoors or outdoors. Anyone who comes to campus will be provided a face covering if they do not bring one.

*Please note the following exceptions:

- Anyone whose health or safety is put at risk by wearing a mask or cloth face-covering are not required to do so.

- Anyone on campus who wishes to eat or drink may remove their mask to do so, provided they are situated six feet away from others, perform the necessary hand hygiene and replace the mask when they are done.

Please continue to practice social distancing even when wearing a mask.

Pandemic Related Harassment

Harassment will not be accepted in any form, such as but not limited to, harassment through emails, social media, or video conferences. The same anti-harassment policies, found in the Student/Parent Handbook, apply equally to everyone in our community who are on or away from the campus.