



Environmental Charter
Middle School

**Environmental Charter Middle School, Inglewood
PARENT/STUDENT HANDBOOK (Distance Learning Edition)**

2020-2021

(ECMS reserves the right to amend & revise policies)

ECMS-Inglewood

3600 West Imperial Highway

Inglewood, CA 90303

310-793-0157

<http://ecmsinglewood.org/>

Note: Throughout this document, references to policies related to Covid-19 and Distance Learning will be highlighted in gray.

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Environmental Charter Schools' Mission: ECS's **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.

Our Vision: ECS's **vision** is that our 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 communities.

ECS Vision for Distance Learning

*ECS has not wavered in our commitment to our mission. During this time, ECS will deliver a high-quality distance learning program that attends to students' social, emotional and intellectual needs. Now more than ever, our students must engage in conscious critical thinking with their teachers and classmates. We must provide rigorous, engaging, equitable instruction to all ECS students to help them make sense of the world right now. As we develop an ECS education online, we will ensure that our approach is **student-centered, collaborative, flexible, and sustainable**. When we reopen our campuses, ECS students, teachers, and staff will return ready for continued learning, teaching, and community-building.*

Although the Covid-19 pandemic requires that we observe strict social distancing, ECS remains a tight-knit community of students and adults across three unique school communities. Even during these unprecedented times, ECHS, ECMS-G, and ECMS-I are united by our shared mission and deep commitment to social justice. This document describes the way we will package critical elements of our program in order to deliver high quality distance learning across the ECS network. Regardless of one's physical proximity to campus, our students, families, and staff will recognize the hallmarks of an ECS education as described below.

Our Values: At Environmental Charter Schools, we value:

JUSTICE We examine bias, racism and prejudice. We deliver culturally responsive curriculum. We succeed when students' race and class cease to predict their level of achievement. -Pedro Noguera

COMMUNITY We care. We collaborate. We respect the rights and voices of our stakeholders.

CURIOSITY We question. We explore. We innovate.

SUSTAINABILITY We think globally and act locally. We adapt. We encourage systems thinking to create a sustainable future.

LEADERSHIP We listen. We think critically. We advocate. We shift public discourse. We are our own superheroes.

Student Learning Outcomes

1. All students will think critically and demonstrate academic proficiency.
2. All students will practice community responsibility and environmental stewardship.
3. All students will develop their own sense of purpose.
4. All students will make choices that improve their physical health and emotional well-being.
5. All students will communicate clearly and build healthy relationships.

What is a Charter School?

Charter schools are public schools that offer families an alternative to traditional public schools. There are many different kinds of charter schools reflecting a myriad of educational approaches. ECMS is a school of choice and not bound to any geographic area. Any child in the state of California is eligible to attend ECMS.

Educational Program

The ECMS educational program is designed to develop in students the skills, knowledge, and attitudes that prepare them for success in college preparatory courses in high school and to be effective stewards of their communities. The curriculum is an integrated approach that addresses rigorous academic concepts in an authentic, interdisciplinary manner. Students take specialty classes to support their academic, social, and physical development, including College Readiness, Games and Movement (physical education), Arts and Handwork, and Green Ambassadors, an environmental education and leadership sequence. Hands-on and environmental service learning projects empower students to utilize their skills and energy to help solve our community's most pressing environmental issues.

Administration

The ECMS Administrative Team consists of the Executive Director, Principal, Assistant Principal, Dean, Counselor, Office Manager, and Campus Engineer. They are supported by Environmental Charter Schools' staff; including a Director of Curriculum and Instruction and Director of Operations. They participate in the creation and implementation of the school's policies and procedures. They are responsible for the financial integrity of the school and collaboratively coordinate the work done by the parent body to support the school. The Administrative Team focuses on curriculum, assessment, professional development, special education, student support, and campus safety. The Office Manager and other office staff are responsible for the front office, all communications relating to daily attendance, the maintenance of student records, and student needs.

Faculty

ECMS teachers are active in all parts of the school's life, governance, and community-building events. In addition to the full-time faculty, ECMS hires specialty teachers to teach arts/handwork and games/movement. Communication between school and home is critical to student success. Parents are encouraged to contact their student's teachers regularly. Teachers can be reached by calling the main office, sending a note, or via email.

Board of Directors

The Board of Directors has final legal and fiduciary responsibility for all of the schools within the ECS network. It is comprised of business and education professionals, community members, and parents. It is the ultimate authority in financial and policy issues. To make informed decisions, the Board receives input and recommendations from the Administration. The Board is responsible for ensuring that the school's practices and educational outcomes are consistent with the approved charter petition. Board meetings are held regularly and are open to the public. All parents are invited to attend. Time and location of Board meetings are posted on the school's website and on the bulletin board outside the school's office.

Board Members

Anthony Jowid (President), Ken Deemer (Vice President/Treasurer), Dr. Denise Berger, Ed.D., (Secretary), Zena Fong, Jenina Ramirez, Dr. Hughie Barnes, Dr. Madhu Chatwani, Kennedy Hilario, LESD Representative.

Parent Participation: Site Council and PTA

The ECMS Site Council consists of two parents from each grade level. The Site Council members in the first year will be appointed by the administration and elected by the parents they represent every year thereafter. A member of the administration will attend Parent Council meetings and seek input on campus issues, clarify school policy and identify parent education needs. The Council elects a Governor who reports on parent activities to the ECS Board of Directors and works closely with the administration as a resource on calendaring and other issues that affect parent involvement activities. The Council's role is advisory and consultative. It has an important role in informing decision-making processes, but it cannot make decisions on behalf of the school. The PTA can include site council members, but can include as many parents as are interested. PTA members do not need to be elected to serve.

Family involvement is a key component of school success. At ECMS, parents participate in:

- Parent orientation program on the first day of school
- Helping with homework
- Reading the Monday Letter and other communication from school
- Reviewing and signing weekly progress reports
- Checking student's progress on PowerSchool
- Observing the school's programs and visiting classrooms, volunteering—including gardening, making props/sets for school plays, assisting in handwork class, chaperoning field trips, helping with fundraisers and fairs and participation in Parent Council.
- Attending benchmark presentations, fairs, parent-teacher conferences, and parent education events.

Parents/Guardians also support ECMS and their child by meeting the terms of the parent contract (see page xx) they sign when enrolling. In this contract parents promise to:

1. Ensure their student **attends school** on time every day and stays the entire school day as required by law.
2. Bring their student to school **dressed in accordance with our school dress code**, including outerwear and footwear.
3. Send their student to school with a backpack and **all the materials** needed for class each day.
4. Establish a **nightly homework routine** to provide a quiet place and regular time to do homework; sign Reading Logs each week; sign student's agenda and look at completed homework assignments as needed.
5. Check **Progress Reports** every single week; sign and return on Mondays; use PowerSchool to regularly check grades.
6. Read the **Friday Letter**.
7. Make an effort to attend **parent conferences and other parent meetings as needed including IEPs, SSTs or discipline-related parent shadows**.
8. Arrange for their student to be in **mandatory support classes** such as intervention and tutoring
9. **Support their student's health**. Ensure they get enough sleep. Do not send gum, candy, soda or other sugary junk food to school for lunches or celebrations; send student with reusable water bottle.
10. Follow **school policies and procedures described in the parent student handbook, including the discipline process and supporting the Tribes Agreements**.

Additional Parent Expectations During Distance Learning:

1. Establish routines and expectations, including helping students wake up in time to be ready for their first class each day.
2. Define the physical space for your student's study needs.
3. Monitor communication from your student's teachers.
4. Begin and end each day with a check-in regarding how the student is feeling, doing, and responding to distance learning.
5. Take an active role in helping your student process their learning.

6. Establish times for quiet reflection.
7. Encourage physical activity and/or exercise.
8. Remain mindful of your student's stress or worry.
9. Monitor how much time your student is spending online.
10. Encourage socializing, but set rules around social media interactions.

Your child's classroom teacher may have specific recommendations for parent participation in addition to those listed above.

Parent/Student/Teacher Conferences:

Parent/guardians must attend two mandatory meetings with their student's advisor each year, and one additional meeting if necessary.

- The first meeting is at the beginning of the year to meet the student's advisor, outline grade-level expectations, and discuss any issues parent or teacher finds important.
- The second, and if necessary, third meetings are to meet with your child's teachers to review academic and behavioral progress, test scores, and other relevant information. Bilingual staff members will be available to assist teachers who need help with translation.

Communication

Communication with your child's teacher is very important. At the beginning of the year, teachers will notify you of the best ways to contact them.

- Parents must make arrangements with the teacher or the office to schedule any and all visits.
- **Parents may not arrive during the instructional day, before or after school to meet with teachers unless arrangements have been made in advance with the teacher.**
- Teachers are available via telephone, email, and by appointment.

School information is always available via:

- Flyers
- Bulletin board in office
- Notes sent home with the student
- Automated phone calls/texts

During Distance Learning communication will happen as follows:

1. The school website (www.ecmsinglewood.org) will contain relevant parent information.
2. Parents will receive information via text, email, and our Talking Points app.
3. We will email a **Friday Letter** each week to all students and parents. These can also be found on our website.

PowerSchool is our online student information system. Parents receive a PowerSchool password at the beginning of the school year. With it, they can access PowerSchool using any computer with an Internet connection. There is a computer in the front office parents may use for PowerSchool access. On Powerschool, parents can see their student's scores on assignments, review absences, and see missing schoolwork. If you have questions about PowerSchool or need a new password, please contact the front office.

Student Work & Images

Environmental Charter Middle School may use photographs of children's work to document the life and growth of our school. There may be occasions when photographs of children performing or learning are part of that documentation. Please be aware that images of your child or their work might be shared with the state or other schools as part of our effort to demonstrate the efficacy of our curriculum. If you do not wish for pictures of your child to be used, please contact the main office.

The Five Agreements—(Tribes) Community Agreements

The Tribes Learning Community program is designed to create a safe and supportive community for students. Teachers include Tribes activities in their lessons to ensure that students feel included and learn the skills they need to be successful members of a learning community. Parent support of our Tribes Agreements at home will help students avoid disciplinary problems.

Environmental Charter Middle School students are expected to follow the Five Tribes Agreements:

1. Attentive listening
2. Appreciations/No put downs
3. Right to Pass & Right to Participate
4. Mutual Respect
5. Mindfulness

In following the Five Community Agreements students will:

- Demonstrate respect for and cooperate with all adults at school.
- Treat schoolmates with respect, both in the classroom and on the playground.
- Be in class on time and prepared to do work.
- Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- Follow all school rules and behavior codes, including no fighting, threatening, bullying or put-downs.

- Accept responsibilities and consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Deliver all home-school communications promptly.
- Treat our school environment with respect.
- Participate in classroom activities.

Student Success Team

To assist our staff in better identifying and meeting the needs of underachieving students, our school utilizes a Response to Intervention process. The Tiered Intervention process begins in the classroom with teachers' expectation that all students shall succeed. ECMS teachers will use multiple assessment tools to monitor student progress and implement differentiated instruction to meet the needs of individual students.

If these adjustments are not sufficiently effective to resolve concerns, the core teachers will meet to evaluate student strengths and challenges and collaborate on possible strategies to support student success. The student's situation is re-evaluated at each subsequent core-team meeting and, if insufficient progress is made, a Student Success Team meeting is scheduled. Teachers, parents or administrators may schedule a Student Success Team (SST) meeting.

Student Success Teams are a formal way to address concerns administrators, teachers or parents have regarding a student. Student Success Teams can address social, academic or behavioral concerns. A Student Success Team consists of the classroom teacher, parents, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation). Depending on the child's age and the situation, the child may be a member of the Student Success Team.

During an SST meeting, participants explore the issue of concern, strategies used previously to address the issue and brainstorm future strategies. SST meetings can result in the creation of either a "Student Behavior Contract" or a "Student Success Plan." Both can include strategies to be implemented by teacher, administration, parent and/or student. The Student Success Plan describes strategies to be implemented to help the student improve in identified academic areas and, in some cases, includes a behavior contract. The Student Success Plan also includes goals and benchmarks for student achievement, time frames for progress, and follow-up meeting dates.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. The conclusion of the SST process may result in the referral for services through the provisions of a Section 504 Plan, services for English Language Learners, G.A.T.E., academic remediation, or for Special Education Assessment. ECMS will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

Student Success Team meeting request forms are available at the school office. Parents may request a Student Success Team meeting after having met with their classroom teacher and/or administrator regarding their concerns.

Students with Special Needs

As a public school within California, state law requires all charter schools to identify and assist students with academic, physical, or social/emotional issues that may impede their school performance. ECMS serves its special education students with an onsite special education teacher who collaborates with classroom teachers and provides resource support to students. We also receive support from the Southwest SELPA.

If your child has previously received special education and/or been served under a 504 Accommodation Plan at another school, it is the responsibility of the parent to notify the school that the student has an IEP or a 504 plan upon application. If you have indicated your child has an IEP or a 504 plan, our special education teacher will contact you to discuss continued services.

Students with disabilities may be eligible to receive special education services. These services are based on assessment and determined by an Individualized Education Program (IEP) team, which includes the parents, on-site special education coordinator, classroom teachers, and administration. Special education services are designed to meet the unique educational needs of students. Such services may include support, instruction and accommodations in the general education classroom, or other settings.

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the US Department of Education. Section 504 requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and or services that will be provided to assist the student in accessing the general education program.

Attendance

Every student is expected to attend school on a daily basis, unless there is a valid reason for his/her absence. Education Code 48400 states that each person between the ages of 6 and 18 years is subject to compulsory full-time education. Regular and prompt attendance is extremely important to every student's success in school. Students who have good attendance have higher grades, enjoy school more, and are much more appealing to prospective high schools. Additionally, missing school can make it difficult to make up classwork. If coming to school regularly is a concern please contact the front office immediately so strategies can be put in place to encourage regular attendance.

During distance learning attendance will be taken by the teacher at the beginning of every class period and monitored throughout the class period. Students are expected to be present throughout the entire class period. Additionally, assignments will be distributed, and teachers will monitor student participation during class.

Each morning, the office will contact the parents of students who are absent from their classes.

If your child is sick, please call the office as soon as possible in the morning.

Truancy

Students are truant when:

- Absent from school without a valid excuse for **three full days in one year**
- Absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year
- Any combination of the above

Students who are considered truant will be referred to the School Attendance Review Team for intervention.

The following excuses are not excused absences. Unexcused absences/truancy may include the following:

- Personal business
- Car problems
- No clean clothes
- Rain
- Walk out/demonstrations
- Personal travel

If your student has an excused absence or is tardy he or she must:

- Report to the office accompanied by a parent/guardian before going to the classroom if tardy
- Turn in a note upon return from an absence and sign in
- Obtain a pass to class or a tardy slip
- Return to class

Students with excessive tardies or absences will be notified and must adhere to the requirements of the school's tardy and/or attendance process. Students are also responsible for making up missed work with the individual teacher.

Early Pick Up

We discourage parents from picking students up early, but if your child must leave early, parents must go to the office and sign their child out. Parents may not go to the classroom to get their student.

We also encourage you to keep your Emergency Contact information current, so we can reach you when your child needs to go home. If we cannot reach you, then we will call the other emergency

contacts on your contact list. Students will only be released to people on the emergency card. *Repeated inability to reach parents and emergency contacts may result in referral to the Department of Children and Family Services.*

Medication/Health Services

ECMS's health services are offered in the Main Office. Although ECMS does not have a health specialist on staff, a trained staff member is available to provide basic assistance during school hours. Students needing health services during school hours should go to the main office, sign in, and wait for instruction or directions.

Prescription and Non-Prescription Drug Policy

When a student must take any medication at school, a parent or guardian must:

- Bring the prescription or non-prescription medication to the office in its original container with the student's name, physician's name and the name of the medication.
- Clearly label the dosage and time the medication is to be administered.
- Bring in proper medical forms filled out (please see the main office for these forms).
- Pick up medication at the end of each school year or when the illness is over.

Students must report to the main office when the medication is to be dispensed. Students may not carry prescription medication while at school, with the exception of asthma inhalers. Please notify office personnel if students are carrying inhalers.

Students may not carry non-prescription items including, but not limited to, cough drops, ibuprofen, acetaminophen, and/or allergy medicine.

Lunch and Snacks

If you are interested in applying for our Free and Reduced lunch program, applications are available in the main office. Lunch menus are posted monthly on the school's website.

Lunch is also available for purchase or as part of the National School Lunch Program.

Food Distribution During Distance Learning: Breakfast and lunch will be provided for all families twice a week with enough food for the entire school week on Mondays and Wednesdays between 9-11 in a drive-thru fashion. If you need more information about this program, please contact our front office at 310-793-0157.

Food Distribution During Distance Learning: Breakfast and lunch will be provided for all families twice a week with enough food for the entire school week on Mondays and Wednesdays between 9:00 a.m. - 11:00 a.m. in a drive-thru fashion. If you need more information about this program, please contact our front office at 310-793-0157.

Sack Lunches

Students may bring a lunch from home if desired. Students should bring a fork and a cloth napkin. Do not send sugary foods. **Gum, candy, and soda are not allowed.**

Students who are bringing a sack lunch should have:

- A healthy lunch including vegetables, fruit, and whole grains
- A plain, logo free reusable container or lunch box for their lunch
- A reusable water container – single use plastic bottles SHOULD NOT be brought

Due to the possibility of severe allergic reactions and a variety of other considerations, we request that children do not share food. If your student has a food allergy, please notify the main office and note it on the emergency card. If you order school lunch and your student has a food allergy you must bring documentation from your medical provider in order to receive an alternate meal.

Distance Learning Classroom Expectations:

- Establish daily routines for participating in distance learning (i.e. following your daily schedule and establish an 8:00 a.m. start to your day. Classes start at 8:30 every day)
- Regularly check your Google Classroom and other online platforms for teacher announcements and teacher feedback.
- Identify a comfortable, quiet space in your home to work effectively and successfully.
- Sit upright for online class wherever your quiet space is at home (not laying down on a bed or couch)
- Follow all Tribes/Community Agreements and all classroom norms and expectations.
- Communicate and behave with the same mutual respect and mindfulness you would use in any in-person classroom.
- Keep your video on, with your face visible, during on-line class time.
- Make sure anything visible in your background is respectful.
- Attend all class meetings via Zoom or Google Meets.
- Follow your daily and weekly class schedules and meet all attendance expectations.

Other Distance Learning Classroom Expectations:

- Complete assignments with integrity and academic honesty; do your best work.
- Complete and meet all due dates and classroom timelines.
- Communicate proactively with your teachers (i.e. if you can't complete an assignment on time or need additional support, email or message your teacher)
- Collaborate and support your ECMS classmates in their learning.
- Communicate with any other adults if you have needs outside of the classroom (i.e. food distribution, technology issues).

Technology

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

On-campus Dress Code

Dress code is plain, solid-colored polo shirts and plain pants or shorts. All clothing must fit comfortably, so it does not interfere with students' ability to jump, run, and climb.

- Shirt: *White, Navy Blue, Black, Lime Green, Teal*, polo or knitted style shirt with short or long sleeves. All shirts must have collars.
- Outerwear: Jackets, sweaters or sweatshirts must be solid colors and free of logos: *White, Navy Blue, Black, Lime Green, Teal*. Uniform must be visible under the outerwear.
- Bottom: Black, Gray, Khaki colored jeans, chinos, dress pants or skorts/shorts.
- Shoes: flat, comfortable, and closed-toed that allow for running. No wheeled shoes.

Dress Expectations During Distance Learning

While there is no specific dress code during distance learning, we expect students to be:

- Be fully dressed and prepared for online class.
- Face must be visible and not covered by any clothing.
- The wearing of hoods, hats and beanies is allowed for online class, **but these items must not cover your face.**
- Shirts and sweaters may have logos, but must be respectful and free of vulgar language

Other Rules and Regulations On Campus:

- Pants cannot fall below the waist, be baggy or sag, and may not contain designs
- No sweat pants or Dickies
- No blue jeans
- Black leggings may be worn only with shorts or skirts
- Skirts, shorts, and skorts must be knee length
- Belts: solid black, brown or blue, no adornment on belt or buckle
- Students should wear flat, comfortable, closed-toed shoes.
- Students not in uniform will not be permitted to attend field trips.
- No bandanas or 'do-rags'.
- The wearing of hoods, hats and beanies is forbidden inside the classroom.
- Plain sun hats are allowed on the playground.
- Perfumes, colognes, scented body sprays (for example, Axe or Body Shop), aerosol deodorant and scented lotions may not be brought to school. Students may apply them before coming to school, and, if they wish, use unscented deodorants or lotions at school.

Dress Code Compliance

If a child's clothing does not conform to the dress code, they will receive a warning and parents will receive a call. If non-compliance is repeated, a referral may be written

Enrollment Procedures

Admission to ECMS is open to any child who resides in California. Applications for admission will be available in January. Application information will be posted on our website. Siblings of ECMS students have a preference in enrollment. If more applications are received than seats are available, there will be a random public lottery held in mid-March.

The decision to admit a pupil previously expelled from another school district or charter school shall be at the sole discretion of ECMS's principal or designee.

Re-Enrollment Procedures

Each spring, enrolled students will need to notify ECMS of their intent to return the following year.

- Deadline for re-enrollment notification is the first Monday in February. This deadline will be posted in the Monday Letter.

- Re-enrollment forms will be shared via schoolmint and will be distributed via the student's advisory teacher if the circumstance allows. The form can be found at the end of this handbook.
- If ECMS does not receive notification of re-enrollment by the deadline, a student's space may be given away.
- Students who lose their space may apply for re-admission. Their application will be treated the same as any other applicant's.

Retention Policy

Upon enrollment at ECMS, students whose previous year's Reading and Math state test scores are far below proficiency and/or students who score more than three years below grade level on the NWEA Measures of Academic Progress (ECMS's diagnostic assessment), will be identified as at risk of retention. The following will take place for those identified as at risk of retention:

- Parents will be promptly informed of the student's academic standing.
- Student will be admitted to the SST process for academic support.
- An academic plan will be developed with the teachers, parents, and student.
- The student will receive supplemental support services such as: one-to-one instruction by the classroom teacher and/or aide, computer programmed learning tutorial to address specific individual needs, after school mathematics and/or literacy lab, or a small-group class within the school day (in lieu of a specialty class).
- Student success will be regularly monitored with recommendations.

ECMS does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Each student will be assessed individually according to his/her total needs. The promotion and retention of special education students will be determined according to their Individualized Education Plan (IEP).

Student Safety

Drop off & Pick Up

Staff supervises the yard during pick-up and drop-off. Supervision at the end of the day is not available after pick up time, unless students are enrolled in the after school program or participating in tutoring. The Police and/or Department of Child and Family Services will be contacted if a child is not picked up by the close of the after school program.

Emergency Contact Information

Please be sure that your emergency contact information is up to date. The office uses this information whenever a child is ill, injured or needs to go home for any reason.

Emergency Plan

The school has an emergency plan in place and works to inform parents when emergencies occur. Please request a copy of our emergency plan if you have questions.

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. ECMS supports student behavior through our Tribes social emotional program, counseling services, developmentally appropriate

educational program and Restorative Justice practices.

ECMS's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral. When a student receives a disciplinary referral they meet with the principal, dean, 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 rules, 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 **four** interventions, **including a phone call home**, teachers issue students a disciplinary referral.

For highly disruptive or unsafe behaviors, students can receive an **immediate referral**. 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.

Progression of Disciplinary Referrals

First Referral

- Student reflects on actions & meets with staff or student that was impacted
- Student loses recess or school activities
- Student meets with Dean, Counselor, Assistant Principal, or Principal
- The Dean, Counselor, Assistant Principal, or Principal calls parents to inform them of the situation.

Second Referral

- Student reflects on his/her/their actions
- Student & parents meet with Counselor, Assistant Principal or Principal in person
- Student loses recess or school activities (at least 2 day)
- Student performs repair for his/her actions

Third Referral

- Student reflects on his/her/their actions
- Student & parents meet with Dean, Counselor, Assistant Principal or Principal
- Student loses recess or school activities
- Student performs repair for his/her actions
- Parent must spend a day at school "shadowing" their student
- Student is referred for counseling or other remediation
- Student may not participate an upcoming field trip without a parent chaperone
- Parent and student recommended to visit student's resident school in case of expulsion

Fourth Referral

- Student reflects on his/her/their actions
- Student & parents meets with Principal
- Student loses recess or school activities
- Student will receive a behavior chart/ accountability report
- Student must perform an act of service/big repair project to make up for the impact of his/her actions on his/her community
- Parent and student recommended to visit student's resident school in case of expulsion
- Student may lose fieldtrip privileges for the semester
- 8th grade students may not participate in end-of-year activities
- Student may be suspended

Fifth Referral

- Student reflects on his/her/their actions
- Student & parents meet with Principal
- Parent must spend a day at school "shadowing" their student
- Student loses recess or school activities
- Student must perform an act of service/big repair project to make up for the impact of his/her actions on his/her community
- Student is referred for counseling or other remediation
- 8th grade students may not participate in culmination ceremony
- Student & parents sign a probationary contract, which if violated will result in referral for expulsion
- Student may be suspended

Sixth Referral

- Student is suspended
- Student is referred for expulsion

Dehumanizing Language or Actions Targeting Race/Ethnicity, Gender, & Sexual Orientation

ECMS 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.

Bullying and Harassment

Here at ECMS, our mission is to foster student growth and development by creating a safe space for students to learn academically and socially. Bullying, Cyber Bullying, or any other form of harassment of students and staff will not be tolerated. "Bullying" means any severe or continuing physical or verbal act or conduct, including communications made in writing or electronically, directed toward one or more students that are likely to frighten students, interfere with their participation in school or put down in any way.

Distance Learning Cyber Bullying and Harassment

ECMS will continue to foster student growth and development while on distance learning. ECMS will ensure the distance learning environment is a safe space for all students. ECMS and teachers will build community and trust using Restorative Practices and our Community Agreements. We ask for parents and families to work in partnership to help prevent and address any Cyberbullying.

Cyberbullying is bullying that takes place online over digital devices. Examples of cyberbullying include hateful or mean texts, social media posts intended to spread rumors, embarrassing or fake images, or inappropriate or threatening direct messages.

Academic Honesty/Cheating

It is our expectation that students take responsibility for their learning and experience the pride that accompanies academic achievement. This ensures a positive learning environment that

emphasizes intellectual integrity. Plagiarism/cheating impedes a student's academic progress and compromises the trust between teacher and student, which is fundamental to the learning process. Cheating/plagiarism will lead to disciplinary action.

Cheating and/or plagiarism includes but is not limited to:

1. Receiving or providing information during a test or for a test given in an earlier period.
2. Using material on tests when the teacher has not given permission to do so.
3. Violating the teacher's testing rules and procedures.
4. Using somebody else's writing (word for word—or almost word for word) and using it as your own (plagiarism) or using somebody else's ideas and saying they are your own and not giving credit. This includes downloading text from websites and using them as your own work.
5. Using or copying another student's assignment to turn in as your own work.
6. Allowing other students to use your work on assignments with the exception of specific group, lab, or collaborative projects.

Suspension/Expulsion Procedures

Since the Suspension/Expulsion procedures can have an extremely significant impact on both the student and the school, ECMS adheres to the following guidelines:

Grounds for Suspension and Expulsion

ECMS's rules and procedures for suspension and expulsion are intended to afford students due process rights. The decision to recommend suspension or expulsion of a student will be at the discretion of the Administrator or the administrative designees. A student may be suspended or expelled for any of the acts that are enumerated in this section and that are related to school activities of any kind. These acts may occur:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

A pupil shall not be suspended from school or recommended for expulsion unless the Executive Director or Principal of the school in which the pupil is enrolled determines that the pupil has:

- Recklessly caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any object of this type, the people had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal, or the designee of the Principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code (commencing with §11053), an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or

otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Recklessly caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, e-cigarettes, vaporizers, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing.
- Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils.
- Made terrorist threats against school officials and or school property.

Mandatory Grounds for Suspension/Expulsion

A student may be suspended or expelled if the Executive Director or Principal determines that a student committed one of the following acts at school or at a school activity off school grounds:

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

Procedures for Suspension and/or Expulsion and Rights of Students Ensuring Due Process

Informal Conference

When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the administrative staff and will include the student and the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be held as soon thereafter as reasonably possible.

Notice to Parents/Guardians

At the time a suspension is recommended, a member of the administrative staff or designated personnel will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent in person (for example, when the parent picks the student up from school). In addition, a written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

Length of Suspension

The maximum number of days of suspension for a single incident is five (5) consecutive school days unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days. Upon return from suspension and before returning to class, the student and parent must participate in a post-suspension conference with administration.

Provisions for Students' Education While Suspended

ECMS will make all reasonable arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the 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 guardian or representative will be invited to an administrative hearing to determine if the suspension for the pupil should be extended pending an expulsion hearing.

Expulsion Hearing

The decision to recommend expulsion of a student will be at the discretion of the Principal or the administrative designees. The decision to expel rests with the ECS Board appointed Expulsion Committee. Students may be recommended for expulsion if either of the following conditions exist:

- Repeated violations persist and other means of correction have been unsuccessful in bringing about an improvement in behavior.
- The severity of the violation is such that the presence of the student poses a continuing threat to the health and safety of the student or others.
- Possessing, selling or furnishing a firearm.
- It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis) any student who is determine to have brought a firearm to school.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the administrative staff determines that the student committed an act subject to expulsion. The hearing will be presided over by a fair and impartial panel of representatives assigned by the ECS Board of Directors.

Written notice of the hearing will be forwarded to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice will include:

- a) The date, time and place of the hearing.
- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) A copy of ECMS-I's disciplinary rules that relate to the alleged violation.
- d) The opportunity for the student or the student's parent to appear in person at the hearing.
- e) Parent's right to review all evidence and question witnesses.
- f) Parent and student due process rights.
- g) Parent has a right to be represented by an attorney.
- h) Parent has a right to bring witness, written statements, and/or written documents.
- i) Notice of the student or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with ECMS.

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.

Written Notice to Expel

The Principal or designee, following a decision of the ECS Board Expulsion Committee to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- a) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension and Expulsion”
- b) Notice of the right to appeal the expulsion. Expulsion appeals shall be brought to the ECS Board of Directors
- c) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the ECMS
- d) Rehabilitation Plan for student

The ECMS Principal or Designee shall send written notice of the decision to expel to the student’s district of residence and the Los Angeles 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

Rehabilitation

Pupils who are expelled from ECMS shall be given a rehabilitation plan upon expulsion as developed by the ECS Board-appointed Expulsion Committee at the time of the expulsion order, which order may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ECMS for readmission.

Alternative Educational Programs for Expelled Students

If a decision is made to expel a student from ECMS, the school will work cooperatively with the student’s district of residence (Student Discipline Proceedings Unit for former LAUSD students) and/or county to assist with the educational placement of the expelled student. As permitted by law, ECMS will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

Readmission

The decision to readmit a previously expelled pupil shall be at the sole discretion of the Board of Directors’ designated expulsion panel and based upon the pupil having met the requirements and goals of the rehabilitation plan. The pupil’s readmission is also contingent upon the capacity of ECMS-I at the time the pupil seeks readmission.

Suspension and Expulsion Periodic Review

The ECS Board of Directors or a committee appointed by the Board will hold an annual review of the Suspension and Expulsion. During the review, the Board of Directors and/or a committee appointed by the Board will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

Discipline of Students with Disabilities

In the case of students with disabilities, ECMS will comply with the discipline procedures as set forth in the Individuals with Disabilities Education Act (IDEA). For students who receive special

education services, the maximum number of suspension days cannot exceed a total of 10 school days in a school year. ECMS will follow IEP components in terms of student discipline. ECMS will work with the Special Education Program Coordinator within the Local District Office that serves its geographical area if it is determined that an alternative placement is in order.

Discipline of Students with 504 Plans

Students with Section 504 Plans will be afforded the following protections: As the 504 student's cumulative suspensions approach a total of 10 days, the Student Success Team must meet to hold a re-evaluation meeting. The purpose of this meeting is to determine whether the misconduct of the student is caused by the student's disabling condition and whether the student's current educational placement is appropriate. If the student's Section 504 Plan and placement are appropriate, and if it is determined that the behavior is not the result of the student's disabling condition, the school may proceed in the same manner as it would with non-disabled students.

ECMS Policies

Anti-Bullying Policy

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.

ECMS Inglewood will not tolerate 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: 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 school office.

ECMS Inglewood 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.

Per the Tribes/Community Agreements, students are expected to treat others with respect. Violations of these 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.
- ECMS Inglewood prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Behavioral Expectations during Distance Learning

While our school is in Distance Learning, the same behavioral expectations regarding student conduct, bullying, cyberbullying or academic honesty, will continue to be in effect. In addition, the following expectations relate to our expectations for students' behavior in an online setting and virtual classrooms.

The Five Agreements—(Tribes) Community Agreements

The Tribes Learning Community program is designed to create a safe and supportive community for students. Teachers include Tribes activities in their lessons to ensure that students feel included and learn the skills they need to be successful members of a learning community. Parent support of our Tribes Agreements at home will help students avoid disciplinary problems.

Environmental Charter Middle School students are expected to follow the Five Tribes Agreements:

1. Attentive listening
2. Appreciations/No put downs
3. Right to Pass & Right to Participate
4. Mutual Respect
5. Mindfulness

In following the Five Community Agreements students will:

- Demonstrate respect for and cooperate with all adults, online.
- Treat schoolmates with respect, both in the virtual classroom and on Google Classroom.
- Follow all school rules and behavior codes, including no threatening, bullying or cyberbullying or put-downs.
- Accept responsibilities and consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Treat our distance learning school environment with respect.
- Participate in classroom activities.

Pupil Fee Policy

ECMS Inglewood students are not required to pay any fees, deposits, or other charges for their participation in any educational activity which is an integral part of our 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 school principal. The complete pupil fees policy is available in the school office. Unresolved concerns can be submitted to the Executive Director and/or submitted through the Uniform Complaint Procedure.

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.

Our suicide prevention policy is available in the office.

Tobacco Free School Policy

Environmental Charter Schools have a 100% tobacco free school policy. This policy prohibits all tobacco use by everyone, everywhere on campus, at all times – including school events after regular school hours. This policy also prohibits students from bringing tobacco products on campus. A copy of the new policy is available in the office.

Abuse Reporting Policy

ECMS employees are required by law to report any suspected child abuse to the Department of Children and Family Services for investigation. (Tel: 1-800-540-4000). These reports are confidential and staff cannot provide any specific information regarding reports to parents. Complaints filed by parents will be referred to local law enforcement for investigation.

Federal and State Laws Affecting Family Educational Rights and Privacy (FERPA)

The privacy of school records is protected by federal and state laws, which cover nearly every type of pupil. School employees and district officials, who have a legitimate educational interest, have a right to access pupil record information without the consent of the parent or student. Other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order or by statute. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Some student

records such as discipline, special education or psychology records may be maintained in local district or central district offices. Parents have the right to file complaints regarding District procedures affecting rights of privacy with California State Department of Education and/or the Family Educational Rights and Privacy Act Office, Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, DC 20201

Uniform Complaint Procedure

Environmental Charter Middle School's (ECMS) policy is to comply with applicable federal and state laws and regulations. ECMS is the local educational agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. ECMS 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 ECMS 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 Paez 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 Dr. Bernstein-Yamashiro.

The sixty (60) day timeline for an investigation and ECMS response will begin when the complaint is received. The review will conclude within 60 calendar days from date of receipt of complaint, unless the complainant agrees in writing to extend the time.

If the complainant disagrees with ECMS's decision, they have fifteen 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 ECMS's decision provided to them.

ECMS 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.

ECMS 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.

Non-Discrimination Statement

Environmental Charter Middle School does not discriminate on the basis of race, ethnicity, gender, religion, gender identity, gender expression, or disability.

Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of six and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in a emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live "doubled up" e.g., with another family, due to loss of housing caused by financial difficulty
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school in which the student was last enrolled or the school of residence. ECMS will help provide transportation as appropriate, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school if feasible.

ECMS will enroll homeless students without school or immunization records and help homeless families find resources.

If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision. For further information please contact our counselor at 310-793-0157.

Dispute Resolution

Members of the school community should first attempt to resolve any conflict with the person or persons directly involved or affected by the issue.

- **Students:** If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms through role-playing and/or discussions. Students may choose to walk away from a situation, share how they feel without continuing to find consensus, or use active listening and problem-solving strategies to reach a consensus among each other. Learning and practicing these skills and strategies is a part of ECMS's Tribes program. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict, they will be expected to ask a teacher or staff member for assistance in resolving the conflict. If the teacher or staff member is unable to resolve the conflict, the counselor will facilitate a dispute resolution process.
- **Parents:** If a parent has a conflict with their student's teacher, the parent should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. If the conflict is not resolved, they should contact administration for assistance.
 - If parents have concerns about student conflicts or discipline, they should speak with the administrator handling the issue. If conflicts are not resolved, contact the Principal for assistance. If the conflict involves the Principal, parents will request a dispute resolution process with the Executive Director.
 - If parents have conflicts with other parents, they should speak with an administrator. If conflicts are not resolved, contact the Principal for assistance. If the conflict involves the Principal, parents will request a dispute resolution process through the Executive Director.

The final school-level appeal is the Principal. Conflicts not resolved at the school-level can be appealed to the Executive Director. The final level of appeal is the school's Board of Trustees. The party initiating the appeal must submit a written request for Board of Trustees review to the board chair within (5) five business days of the Executive Director's final decision. The Board of Trustees will hear the appeal at the next scheduled regular meeting, unless the board chair

determines that the urgency of the issues necessitates that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

2020-2021 Distance Learning Master Schedule

ECMS Inglewood 6th Grade

	Mon	Tues	Wed	Thurs	Fri
8:30-9:00 (30)	Advisory	Advisory	Advisory	Advisory	Advisory
9:05-10:20 (75)	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	Independent Learning Time + Intervention
10:20-10:45	Break	Break	Break	Break	Break
10:45-12 (75)	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	Independent Learning Time + Intervention
12-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:45 (60)	Independent Learning Time + Intervention	Specialty	Specialty	Specialty	Specialty
2:00-3:00 (60)	Independent Learning Time + Intervention	Intervention	Intervention	Early Out Teacher Professional Development	Intervention

ECMS Inglewood 7th Grade

	Mon	Tues	Wed	Thurs	Fri
8:30-9:00 (30)	Advisory	Advisory	Advisory	Advisory	Advisory
9:05-10:20 (75)	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	Independent Learning Time + Intervention
10:20-10:45	Break	Break	Break	Break	Break
10:45-11:45 (60)	Independent Learning Time + Intervention	Specialty	Specialty	Specialty	Specialty
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:45 (75)	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	English/History or Math/Science	Independent Learning Time + Intervention
2:00-3:00	Independent Learning Time + Intervention	Intervention	Intervention	Early out Teacher professional development	Intervention

ECMS Inglewood 8th Grade

Monday		Tues-Thus	Tuesday	Weds	Thurs	Friday	
8:30-9:00 (30)	Advisory	8:30-9:00 (30)	Advisory	Advisory	Advisory	8:30-9:00 (30)	Advisory
9:05-10:35 (90)	English History Math Science	9:05-10:05 (60)	Specialty	Specialty	Specialty	9:05-10:05 (60)	Specialty
		10:05-10:15	Break	Break	Break	10:05-10:15	Break
		10:15-11:45 (90)	English History Math Science	English History Math Science	English History Math Science	10:15-11:45 (90)	Independent Learning Time + Intervention
10:35-11:00	Break	11:45-12:30	Lunch	Lunch	Lunch	11:45-12:30	Lunch
11:00-12:30 (90)	English History Math Science	12:30-2 (90)	English History Math Science	English History Math Science	English History Math Science	12:30 -2 (90)	Independent Learning Time + Intervention
12:30-1:30	Lunch	2:00-3:00	Intervention	Intervention	2:00 Early out Teacher Professional Development	2-4	Intervention MESA
1:30-3:00	Intervention						

ECMS Inglewood (Distance Learning) Period Schedules 6th

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00
Period 2/3	9:05-10:20	9:05-10:20	9:05-10:20	9:05-10:20	9:05-10:20
break	10:20-10:45	10:20-10:45	10:20-10:45	10:20-10:45	10:20-10:45
Period 4/5	10:45-12	10:45-12	10:45-12	10:45-12	10:45-12
Lunch	12-12:45	12-12:45	12-12:45	12-12:45	12-12:45
Period 6	12:45-1:45	12:45-1:45	12:45-1:45	12:45-1:45	12:45-1:45
Intervention	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00

7th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00
Period 2/3	9:05-10:20	9:05-10:20	9:05-10:20	9:05-10:20	9:05-10:20
break	10:20-10:45	10:20-10:45	10:20-10:45	10:20-10:45	10:20-10:45
Period 4	10:45-11:45	10:45-11:45	10:45-11:45	10:45-11:45	10:45-11:45
Lunch	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:45
Period 5/6	12:45-2:00	12:45-2:00	12:45-2:00	12:45-2:00	12:45-2:00
Intervention	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00

ECMS Inglewood (Distance Learning) Period Schedules 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00	8:30-9:00
Period 2	9:05-10:35	9:05-10:05	9:05-10:05	9:05-10:05	9:05-10:05
Break	10:35-11:00	10:05-10:15	10:05-10:15	10:05-10:15	10:05-10:15
Period 3	11:00-12:30	10:15-11:45	10:15-11:45	10:15-11:45	10:15-11:45
Lunch	12:30-1:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30
Period 4	1:30-3:00	12:30-2:00	12:30-2:00	12:30-2:00	12:30-2:00
Intervention		2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00

ECMS Inglewood (Distance Learning) Minimum Day Schedule

Period 1	8:00-8:30
Period 2	8:30-9:30
Break	9:30-9:45
Period 3	9:45-10:45
Break	10:45-11:00
Period 4	11:00-12:00

Bell Schedule (non-Covid, in person schedule):

Regular Day

Minimum Day

		Monday	Tues-Friday			Tues-Friday
Regular School Day	Period 1	8:00 - 9:00	8:00-9:00	Minimum School Day	Period 1	8:00-9:00
	Period 2	9:00 - 10:00	9:05-10:05		Period 2	9:05-10:05
	Recess	10:00 - 10:20	10:05-10:20		Recess	10:05-10:20
	Period 3	10:25 - 11:25	10:25-11:25		Period 3	10:25-11:25
	Period 4	11:25 - 12:25	11:30-12:30		Period 4	11:30-12:30
	Lunch	12:25 - 1:05	12:30-1:05		Lunch	12:30-12:35
	Advisory	1:10-1:45	1:15-2:15	IZONE (After School Program)	Sign-In	12:35 - 12:45
	Period 5	Dismissal or	2:20 – 3:20		Period 7	12:45-2:35
Period 6	IZONE	3:25-3:40	Supper		2:35 - 2:50	
IZONE After School Program	Sign-In	1:45- 1:55	3:40-3:50		Period 8	2:50-4:35
	Supper	1:55 - 2:15	3:50- 4:05	Snack/Pick-Up	4:35 – 5:00	
	Period 7&8	2:15 – 5:00	4:05-6:35			
	Snack/Pick-Up	4:35- 5:00	6:25- 6:40			

DRESS CODE SHIRT COLORS



WHITE



LIME GREEN



NAVY BLUE



BLACK



TEAL

Dress Code Key Points

Pants must be khaki, black or gray (no jeans or jeggings)

Students must come to school in uniform daily

Shirts/Sweaters must be solid and in uniform color

No logos on shirts/sweaters larger than a quarter unless the ECMS logo

Shoes need to be closed-toe

Students will receive disciplinary action for not following the dress code!

COLORES DE CAMISA DE VESTUARIO



BLANCO



VERDE LIMA



AZUL MARINO



NEGRO



VERDE AZULADO

PUNTOS DE VESTUARIO

Pantalones necesitan ser caqui, negro o gris (no de mezclilla o medias)

Estudiantes necesitan tener uniforme diario

Camisas/Sudadera necesitan ser solidas con el color de uniforme

No logos en camisas/sudaderas, solamente el logo de ECMS

Zapatos necesitan ser cerrados

¡Estudiantes recibirán acción de disciplina si no siguen las reglas de vestuario!

Name: _____

Advisory: _____

Date: _____

ENVIRONMENTAL CHARTER SCHOOLS **Student Acceptable Use 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, and guardians 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 may find inappropriate, offensive, or controversial. While ECS will do everything in its power to insure that this does not happen, parents/guardians 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 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. **Loss 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.

Acceptable Use Policy

Student: I have read and agree to follow the ECS Acceptable Use Policy. I understand that any violation of the procedures may result in the loss of technology privileges for the remainder of the year. Additional consequences may be determined and carried out by the administration.

Student Signature: _____

Date: _____

Parent/Guardian: I have read the ECS Acceptable Use Policy. I understand the access is for educational purposes, and the ECS system has taken precautions to eliminate controversial material from being viewed by users. However, I recognize that it is impossible to restrict access to all controversial materials. I will not hold ECS, or any staff member, responsible for materials acquired over the Internet. I hereby give permission for my child to be given the privilege of Internet access.

Parent/Guardian Signature: _____

Date: _____

Name: _____

Advisory: _____

Date: _____

Google Apps for Education and Student Emails Policy

This year your ECS will provide students 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 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 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 rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc.) but parents 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. --FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

- 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 may request photos, names and general directory information about their children not be published.
- Parents have the right at any time to investigate the contents of their student's email account and Apps for Education files.

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 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 so those parents 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. 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.

Student: I have read and agree to follow ECS Electronic Mail Policy. I understand that any violation of the procedures may result in the loss of technology privileges for the remainder of the year. Additional consequences may be determined and carried out by the administration.

Student Signature: _____

Date: _____

Parent/Guardian: I have read the ECS Electronic Mail Policy. I understand the access is for educational purposes, and the ECS system has taken precautions to blocking inappropriate contents from students. However, I recognize that it is impossible to restrict access to all inappropriate materials. I will not hold ECS, or any staff member, responsible for materials acquired through email. I hereby give permission for my child to be given the privilege of email access.

Parent/Guardian Signature: _____

Date: _____

Distance Learning School-Parent Contract 2020-2021

ECMS will:	Parents or Guardians will:
1. Provide a safe virtual learning environment; Ensure students are engaged in activities that inspire them, equip them to succeed in a college preparatory high school and empower them to be stewards of their community.	1. Ensure my child attends school on time every day (unless they have an excused medical absence) and stays the entire school day.
2. Monitor student attendance and engagement to ensure an appropriate, active, learning-focused environment.	2. Define the physical space for my student's study needs.
3. Teach students study skills such as organization, note-taking, and time management and provide resources for each course.	3. Monitor communication from my student's teachers.
4. Assign 1 hour of meaningful homework each night (30 from English/History and 30 minutes from Math/Science) plus 100 minutes of independent reading each week (recommended 20 minutes per night); Provide students with class time to write down their homework in their agendas.	4. Begin and end each day with a check-in regarding how my student is feeling, doing, and responding to distance learning.
5. Update standards grades weekly and update the Weekly Overview; Distribute information regarding grades.	5. Check the Weekly Overview every Monday and contact teachers with concerns.
6. Send a Parent Letter via Talking Points App. every week in English and Spanish; post letter on school website Monday afternoon; review Parent Letter announcements with students.	6. Establish times for quiet reflection and work time ; Check student's schedule and look at completed homework assignments as needed.
7. Arrange parent conferences at least a week in advance, work with parent work schedules, and respond promptly to emails, phone calls and/or text messages. Be available to schedule virtual meetings with parents as needed.	7. Attend parent conferences and other parent meetings as needed; Communicate concerns through phone calls, emails, text messages or scheduled meetings with teachers; Attend virtual meetings if needed.
8. Provide intervention, tutoring, remediation and enrichment classes with qualified teachers; Each core teacher tutors at least one hour per week after school.	8. Arrange for my child to participate in intervention, tutoring or counseling, if needed.
9. Provide healthy routines ideas at home, teach students about healthy eating habits and provide time for exercise in Specialty classes; Encourage students to participate in daily routines of self-reflection.	9. Support my child's health ; Ensure they get enough sleep and physical activity; attend socialization events when provided; avoid candy, soda, or other sugary junk food for meals.
10. Provide opportunities to explain policies; Provide opportunities for parents to participate in the development of school policies and programs.	10. Follow school policies and all procedures in the Parent-Student Handbook, including the discipline process; Support the Tribes/Community Agreements.

Student's Name _____ Parent/Guardian Signature _____

Regular School-Parent Contract 2020-2021

ECMS will:	Parents or Guardians will:
1. Provide a clean, safe campus; Ensure students are engaged in activities that inspire them, equip them to succeed in a college preparatory high school and empower them to be stewards of their community.	1. Ensure my child attends school on time every day (unless they have an excused medical absence) and stays the entire school day.
2. Monitor student dress to ensure an appropriate, active, learning-focused environment.	2. Bring my child to school completely in school uniform , including outerwear and footwear.
3. Teach students study skills such as organization, note-taking, and time management and provide materials lists for each course.	3. Send my student to school with a backpack, agenda, binder, and all the materials needed for class each day (pens, pencils, highlighters, reading books, flash drive, handouts).
4. Assign 1 hour of meaningful homework each night (30 from English/History and 30 minutes from Math/Science) plus 100 minutes of independent reading each week (recommended 20 minutes per night); Provide students with class time to write down their homework in their agendas.	4. Establish a nightly homework routine to provide a quiet place and regular time to do homework; Sign Reading Logs each week; Check student's agenda and look at completed homework assignments as needed.
5. Update standards grades weekly and post them online; Distribute printed Progress Reports every single Monday in Advisory.	5. Check Progress Reports every single Monday evening; Sign and return on Mondays; Learn how to check grades online; Contact teachers with concerns.
6. Send home a Monday Letter from Advisory every week in English and Spanish; post letter on school website Monday afternoon; read Monday letter announcements with students.	6. Read the Monday Letter and be familiar with school dates and events; Contact the school if you have any questions.
7. Arrange parent conferences at least a week in advance, work with parent work schedules, and respond promptly to emails and phone calls. Be available to schedule meetings with parents as needed.	7. Attend 3 regular parent conferences and other parent meetings as needed; Communicate concerns through phone calls, emails, or scheduled meetings with teachers; Attend SSTs and "shadow" if needed.
8. Provide tutoring, remediation and enrichment classes with qualified teachers; Each core teacher tutors at least one hour per week after school.	8. Arrange for my child to be in support classes , such as Literacy and Math Lab, tutoring, or other 7th period courses, if needed.
9. Provide healthy food and snacks, teach students about healthy eating habits and provide time for exercise in classes and at recesses; Encourage students to drink from reusable water bottles in class.	9. Support my child's health ; Ensure they get enough sleep; Not send gum, candy, soda, or other sugary junk food to school for lunches or celebrations; Send child with reusable water bottle.
10. Provide opportunities to explain policies; Provide opportunities for parents to participate in the development of school policies and programs.	10. Follow school policies and all procedures in the Parent-Student Handbook, including the discipline process; Support the Tribes Agreements.

Student's Name _____ Parent/Guardian Signature _____

ECMS-Inglewood School-Wide Rules

1. Follow the Tribes Agreements:
 - a. Attentive Listening
 - b. Mutual Respect
 - c. No Put Downs/Appreciations
 - d. Right to Pass/Right to Participate
 - e. Mindfulness
2. Treat all community members with respect. At ECMS, we believe everyone deserves respect, which means that we do not tolerate any disrespectful behavior on campus, including bullying, harassment, spreading rumors, etc.
3. Follow all rules and directions given by all adults on campus and all rules in the handbook.
4. Students must be in appropriate school uniform at all times on campus and field trips.
5. Students are responsible for keeping each classroom, the courtyard, and all parts of campus clean. No spitting or littering.
6. Students may not have candy, gum, soda, junk food, or plastic bottles on campus.
7. All electronic devices (cell phones, electronic watches, etc.) must be powered off and out of sight on campus during school hours.
8. Students must have a pass to be out of their classrooms. Students may not be in any classroom, the parking lot, or any area on campus with adult supervision.
9. Inside the green gate, everyone must walk, use quiet voices, take off hats and hoods, carry balls, and refrain from throwing objects. Fighting or play fighting is strictly forbidden on campus.
10. Keep track of your belongings. Touching other peoples' belongings without permission will result in disciplinary action.

I have read and understand the above rules. Please sign and return with your student.

Advisory _____ Date _____

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

ENVIRONMENTAL CHARTER MIDDLE SCHOOL INGLEWOOD

Re-Enrollment Information 2020-2021.

Please note this form is required to re-enroll at ECMS.

Solicitud De Re-Inscripción para año escolar 2021-2022

Este formulario es obligatorio para matricularse en ECMS para el próximo año escolar.

<u>STUDENT INFORMATION / INFORMACION DEL ESTUDIANTE</u>			
Student Name: _____		Grade in 2020-21 _____	
Nombre de Estudiante	First/Primer	Middle/Segundo	Last/apellido
Home Address: _____		Apartment/Apartamento _____	
Domicilio:	Address/Numero y calle		
City/Ciudad	State/Estado	Zip/Código Postal	
Home Telephone: _____		Parent Cell#: _____	
Teléfono de casa		Telefono Celular	
<input type="checkbox"/> Yes my student will be returning to ECMS for the 2020-21 school year. <input type="checkbox"/> Si mi estudiante va a regresar a ECMS para el año escolar de 2020-21.			
<input type="checkbox"/> No my student will not be returning to ECMS for the 2020-21. <input type="checkbox"/> My student will be attending _____. <input type="checkbox"/> No mi estudiante no va a regresar a ECMS para año escolar 2020-21. <input type="checkbox"/> Mi estudiante va asistir a: _____			
Parent Name/ Nombre de Padre: _____			
Parent Signature/ Firma de Padre _____		Date/Fecha _____	

If you fail to return this form by the due date your space may be given away to another student. If you are not planning to re-enroll your student please notify ECMS as soon as possible so that we can make an offer to another student on the waiting list.

Si usted no regresa esta forma antes de la fecha indicada el espacio de su hijo(a) será asignado a otro estudiante. Si usted no está planeando que su hijo(a) asista a ECMS favor comuniquese con nosotros lo más pronto posible para poder darle la oportunidad a otro estudiante en la lista de espera.

Academic Calendar

Month	Important Dates	Activity
August	Monday 8/24	First day of school
September	Monday 9/7	Labor Day, No School
October	Thursday, 10/1 Friday, 10/2 Friday, 10/16	Minimum Day, Parent Conferences No School, Parent Conferences No School, Teacher Professional Development
November	Wednesday, 11/11 Mon/Tues, 11/23-24 Weds-Fri, 11/25-26	No School, Veterans Day No School, Teacher Professional Development No School, Thanksgiving Holiday
December	Monday, 12/21- Friday, 1/8	No School, Winter Holiday
January	Monday, 1/11 Monday, 1/18 Friday, 1/29	No School, Teacher Professional Development No School, MLK Holiday Minimum Day, Priority Parent Conferences
February	Friday, 2/12 Monday, 2/15	No School, Teacher Professional Development No School, Presidents Day
March	Monday, 3/8 Friday, 3/26 Monday, 3/29-Friday 4/2	No School, Teacher Professional Development No School, Cesar Chavez Day No School, Spring Break
April	Monday, 4/5 Thursday, 4/15 Friday, 4/16 Monday 4/23	No School, Teacher Professional Development Minimum Day, Parent Conferences No School, Parent Conferences No School, Teacher Professional Development
May	Friday, 5/21 Monday, 5/31	Minimum Day No School, Memorial Day
June	Thursday, 6/17	Minimum Day, Last Day of School



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 ECS 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.