



**Environmental Charter Middle School - Gardena
PARENT/STUDENT HANDBOOK**

2022-2023

ECMS-Gardena
812 W 165thPlace
Gardena, CA 90247
310-425-1605
<http://ecmsGardena.org/>

(ECMS reserves the right to amend & revise policies)

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ECMS Gardena Administration, Faculty & Staff

| | | |
|----------------------------|---|----------------------------------|
| Dave Trejo | Principal | dave_trejo@ecsonline.org |
| Dr. Jessyka Ramirez-Holden | Assistant Principal of Instruction | jessyka_rholden@ecsonline.org |
| Tarviyal Royal | Dean of Student Culture | tarviya_royal@ecsonline.org |
| Korey Miller-Andrews | Counselor | korey_andrew@ecsonline.org |
| Alejandro Moreno | Social Worker | alejandro_moreno@ecsonline.org |
| | Coordinator of Special Education | |
| Yoli Monje | Coordinator of English Language Development | yoli_monje@ecsonline.org |
| Tiffany McGinnis | Instructional Coach, Math | tiffany_mcginnis@ecsonline.org |
| Britney Collins | Instructional Coach, English Language Arts | britney_collins@ecsonline.org |
| Sonali Vitha | 6 th Grade Math & Science | sonali_vitha@ecsonline.org |
| Dalma Avalos | 6 th Grade Math & Science | dalma_avalos@ecsonline.org |
| Kelley Wallin | 6 th Grade English & History | kelley_wallin@ecsonline.org |
| Ericka Brooks | 6 th Grade English & History | ericka_brooks@ecsonline.org |
| Karen Shum | 6 th Grade Education Specialist | karen_shum@ecsonline.org |
| Roselia Perez | Paraeducator | roselia_perez@ecsonline.org |
| Sarahi Martinez | 7 th Grade Science | sarahi_martinez@ecsonline.org |
| Ryan Valles | 7 th Grade Math | ryan_valles@ecsonline.org |
| Jordan Limon | 7 th Grade English & History | jordan_limon@ecsonline.org |
| Emily McMillan | 7 th Grade English & History | emily_mcmillan@ecsonline.org |
| Beronica Miranda | 7 th Grade Education Specialist | beronica_miranda@ecsonline.org |
| Jessica Perez | Paraeducator | jessica_perez@ecsonline.org |
| Kimberly Morales | Paraeducator | kimberly_morales@ecsonline.org |
| Gregory Lakey | 8 th Grade Math | gregory_lakey@ecsonline.org |
| Michelle Bradford | 8 th Grade History | michelle_bradford@ecsonline.org |
| Elizabeth De Dios | 8 th Grade English | elizabeth_dedios@ecsonline.org |
| Erik Elstad | 8 th Grade Science | erik_elstad@ecsonline.org |
| Kaasa Dennis | 8 th Grade Education Specialist | kaasa_dennis@ecsonline.org |
| Alejandra Camarena | Paraeducator | alejandra_camerena@ecsonline.org |
| De'Angelo Scruggs | Games & Movement Teacher | deangelo_scruggs@ecsonline.org |
| Sarah Burger | Handwork Teacher | sarah_burger@ecsonline.org |
| Tabitha Matthews | Green Ambassadors Teacher | tabby_matthews@ecsonline.org |
| JP Baetiong | College Readiness teacher | jp_baetiong@ecsonline.org |
| Rachel Gress | ELD Teacher | rachel_gress@ecsonline.org |
| Marisa Torres | Social Work Intern | |
| | Office Manager | |
| Dafne Martinez | Office Coordinator & Food Service Coordinator | dafne_martinez@ecsonline.org |
| Veronica Hernandez | Office Assistant & Special Education Clerk | veronica_hernandez@ecsonline.org |
| Diana Rodriguez | Parent/Community Liaison & Attendance Clerk | diana_rodriguez@ecsonline.org |
| JaRon Crawley | Resident Guest Instructor | jaron_crawley@ecsonline.org |
| Michael Salone | Interim Campus Engineer | michael_salone@ecsonline.org |
| Danielle Trinidad | Student Engagement Facilitator | danielle_trinidad@ecsonline.org |
| Edwin Paz | Facilities/Supervision | edwin_paz@ecsonline.org |
| Abraham Gallegos | Facilities | abraham_gallegos@ecsonline.org |
| Maria Villanueva | Food services | maria_villanueva@ecsonline.org |

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.

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.

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.

Important Values-Aligned Student Experiences

At Environmental Charter Middle School - Gardena, it is important that our students experience the following:

Exceptional Student Achievement which reflects relentless effort and continuous improvement

Experiential Learning which is authentic, relevant, and active;

Empowered Learners who discover their own passion and purpose;

Collaborative Relationships among students, parents, teachers, and community members; Community Responsibility, beginning with the individual and extending to the classroom, campus, community, and world; and, Environmentally Sustainable Practices that utilize “systems thinking” and wisely manage resources for today and tomorrow

Educational Program

The ECMS-G 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, 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-G Administrative Team consists of the Chief Executive Officer, Principal, Assistant Principal, Dean, Counselor, Social Worker Office Manager, and Campus Engineer. They are supported by Environmental Charter Schools’ staff; including a Chief Academic Officer 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-G teachers are active in all parts of the school’s life, governance, and community-building events. 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, TalkingPoints 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)
- Dr. Denise Berger, Ed.D., (Secretary)
- Zena Fong
- Jenina Ramirez
- Dr. Madhu Chatwani
- Kennedy Hilario
- Rotating LESD Representative.

Family Participation

Site Council

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.

PTA

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.

Equity and Diversity Committee

The Equity and Diversity Committee (EDC) is a group of parent, teacher, staff, and administrator representatives who analyze school data looking for indicators of inequity. This year we are implementing a series of interventions to foster a “community of belonging” for Black/ African American students and families at ECMS-G.

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

- Parent orientation program
- Helping with homework
- Reading the Eagle Bulletin, Talking Points messages and other communication from school
- Reviewing and signing weekly progress reports
- Checking student's progress on PowerSchool
- Volunteering—including gardening, assisting in handwork class, chaperoning field trips, helping with fundraisers and fairs and participation in Parent Council, School Site Council and English Learner Advisory Committee.
- 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 and/or ELAC.
- Attending benchmark presentations, fairs, parent-teacher conferences, and parent education events.

Parents/Guardians also support ECMS-G and their child by meeting the terms of the family agreement (see page 36) they sign when enrolling. In this agreement families commit to:

1. Ensure my child attends school on time every day (unless they have an excused medical absence) and stays the entire school day.
2. Bring my child to school completely in school **dress code**, including outerwear and footwear.
3. Send my student to school with a backpack, agenda, binder, and all the materials needed for class each day (pens, pencils, highlighters, paper reading books, notebooks)
4. Establish a nightly homework and reading routine to provide a quiet place and regular time to do homework; Check student's agenda and Google Classroom for assigned work. Learn how to log into Google Classroom and use it if your child needs help. ECMSG can support you with this.
5. Review grades weekly online. Return signed grade reports when sent home by an advisory teacher. Learn how to view grades online. Contact teachers with concerns.
6. Read the weekly newsletter (Eagle Bulletin) and be familiar with school dates and events; Contact the school if you have any questions.
7. Attend 2 regular parent conferences and other parent meetings as needed; Communicate concerns through phone calls, emails, TalkingPoints, or scheduled meetings with teachers.
8. Arrange for my child to attend after school tutoring, if they need help or are missing work.
9. Support my child's health; Ensure they get enough sleep; not send gum, candy, soda, or other sugary or junk food to school for lunches or celebrations; **Send child with reusable water bottle.**
10. Follow school policies and all procedures in the Parent-Student Handbook, including the discipline process; Support the Community Agreements.

Parent/Guardian/Student/Teacher Conferences:

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

- 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, TalkingPoints app and by appointment.

School information is always available via:

- Flyers and notes sent home with the student
- Eagle Bulletin sent via email and text weekly
- Automated phone calls/texts and Talking Points messages

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—Community Agreements

The Learning Community program is designed to create a safe and supportive community for students. Teachers include community building 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 Community Agreements at home will help students avoid disciplinary problems.

Environmental Charter Middle School - Gardena students are expected to follow the Five Community 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 and behavioral expectations, including no fighting, threatening, bullying or put-downs.
- **Accept responsibility and consequences for their choices, as well as perform thoughtful repairs**
- 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 issues 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 El Dorado 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 coordinator 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, speech, occupational therapy 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/their 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 likely to be ready for college success. 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.

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 situations may be personally inconvenient but do not qualify as excused absences.

Unexcused absences/truancy may result from the following:

- Personal business
- Car problems
- Laundry issues
- Rain
- Walk out/demonstrations
- Personal travel

If your student has an excused absence or is tardy they 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

Families of students with excessive tardies or absences will be notified and must make arrangements to ensure they are adhering to the requirements of the school's tardy and/or attendance process. Students are also responsible for making up missed work with their individual teachers.

Early Pick Up

We discourage parents from picking students up early, but if a student 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.

Epi Pen administration: California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015, requires school districts to provide emergency epinephrine auto-injectors to trained personnel who have volunteered, and provides that trained personnel who have volunteered may use epinephrine auto-injectors to provide

emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.

Lunch and Snacks

Environmental Charter Middle School-Gardena will provide breakfast and lunch to every student. If you need more information about this program, please contact our front office. Lunch menus are posted monthly on the school's website.

Bringing Lunch from Home

Students may bring lunch from home if desired. 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.

Students are not allowed to receive food deliveries from anyone other than their family members. Students are not permitted to receive lunch from meal delivery services like Grubhub, Postmates or UberEats. Students are not permitted to have food delivered by their family members for friends. If a family chooses to bring their student lunch we ask that the food be healthy. Soda is not allowed on our campus and students are not able to share food with friends.

In order to be eligible for federal and state meal funding our school adopts healthy food policies and we appreciate your cooperation.

Technology

All students have Chromebooks available in the classroom for their use in class. If students would like to check out Chromebooks for home use, please see the front office.

Electronic Devices

All electronic devices (including all cell phones, air pods, and headphones) must be powered off and in backpacks during the school day. This includes during recess, lunch, breaks and in bathrooms. Students using phones during the school day will have them confiscated.

Consequences

First offense: Student picks phone up at the end of day

Second offense: Parent/ guardian picks phone up at the end of day

Third offense: Student turns phone into a locked storage daily for the agreed time period.

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

Other Rules and Regulations On Campus:

- Pants cannot fall below the waist, be baggy or sag, and may not contain designs
- 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
- Pants are solid brown, black, blue, gray, khaki
- 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 someone is **NOT** able to bring student appropriate clothing)

- 1.) Student will trade their inappropriate clothing **AND** electronic device or something valuable in order to borrow D-League's clothing. At the end of the day student's property is returned when D-League's property is returned. After 3 documented instances, there must be a parent meeting regarding uniform before student returns to class.
- 2.) If D-League is unable to provide clothing and the dress wear is **NOT** revealing, students will attend classes as usual that day, but cannot return without a parent meeting.
- 3.) If D-League is unable to provide clothing and the dress wear **IS** revealing, students will **NOT** attend classes and must be picked up as soon as possible, but cannot return without a parent meeting.

Enrollment Procedures

Admission to ECMS-G 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 current

ECMS-G 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-G's principal or designee.

Re-Enrollment Procedures

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

- Deadline for re-enrollment notification is in mid-February. This deadline will be posted in the Parent Newsletter
- Re-enrollment forms will be shared electronically and will be distributed via the student's advisory teacher if the circumstance requires it. The form can be found at the end of this handbook.
- If ECMS-G 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-G, 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-G 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).

ECMS must offer a retention consultation meeting within 30 days of the parent's request. The retention consultation meeting must offer: discussion of all learning recovery options, consideration of the student's academic data, discussion around the academic and social benefits/concerns of retention.

Charter schools must make a decision on retention request within 10 calendar days of the parent consultation meeting. Students who are retained must be offered specific supplemental interventions and supports* as outlined in the new law. There is no requirement that students be retained. Even if a student is not retained, they must be offered the same supplemental interventions and support. These students also must have access to credit recovery and to classes from the past semester in which they received either a 1 or a 0.

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 may 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-G supports student behavior through our social-emotional learning 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** "log entries," **including a phone call home**, the dean issues the student a disciplinary referral. For highly disruptive or unsafe behaviors, students may receive an **immediate referral**.

More serious school violations may result in immediate suspension or referral for expulsion. These include, but are not limited to:

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

Progression of Disciplinary Referrals

First Referral

- Student reflects on actions & meets with staff or student that was impacted
- Student may lose recess or the ability to attend certain 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.

- Student performs repair for their actions

Second Referral

- Student reflects on their actions
- Student & parent/guardian meet with Dean, Counselor, Assistant Principal or Principal in person
- Student may lose recess or the ability to attend certain school activities
- Student performs repair for their actions

Third Referral

- Student reflects on their actions
- Student & parents meet with Dean, Counselor, Assistant Principal or Principal
- Student may lose recess or the ability to attend certain school activities
- Student performs repair for their actions
- Parent/Guardian must spend a day at school “shadowing” their student
- Student is referred for counseling or other remediation
- Student may not participate in field trips without a parent chaperone
- Student performs repair for their actions

Fourth Referral

- Student reflects on their actions
- Student & parents meets with Principal
- Student may lose recess or the ability to attend certain school activities
- Student will receive a behavior chart/accountability report
- Student performs repair for their actions
- Family 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, including the possibility of losing the ability to participate in culmination
- 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 performs repair for their actions
- 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 performs repair for their actions

- Student may be referred for expulsion and administrative hearing

Referral Expungement

After 30 days of receiving a referral students may request a referral expungement pre-meeting with the Dean. In this meeting the Dean and the student will discuss the possible steps and additional repairs that a student may perform in order to have a referral expunged from their progressive track. After the Dean and the student draft a plan, a referral expungement hearing will be held with the family of the student, the Dean, any staff member involved and possibly students impacted by the original referral. In this hearing the student will present their plan and if approved by the dean and the relevant stakeholders the plan will be put into place. Upon completion of the plan the referral will be removed from the students progressive record. The disciplinary infraction will remain documented but the referral will be removed. These incidents and hearings will be handled on a case by case basis. Please reach out to our dean if you have any questions regarding this matter. **The referral expungement process must be initiated by a student.**

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

ECMS-G is a school that provides a safe space for all students and ensures that they are not subject to dehumanizing language or actions based on their race/ethnicity, gender and/or sexual orientation. Students who 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 meeting with Administrator
- Parent is notified
- Restorative process
- Log entry or referral
- Possible presentation to classmates or other groups

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 and implications of the language used
 2. Reflection that reveals what students have learned in this process
 3. Reflection that explicates what lessons students will apply in their own lives
- 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.
- Log entry or referral

3rd Incident + after:

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

Administration reserves the right to administer a referral or suspension 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 feel put down in any way. 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 ECMS office.

ECMS will not tolerate behavior, such as intimidation, harassment or bullying, that infringes on the safety and well being of any student. Acts of discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, are prohibited under this policy.

ECMS-G expects students and/or staff to immediately report incidents of bullying. 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.

- 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-G prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Cyber Bullying and Harassment

ECMS will ensure the learning environment is a safe space for all students. ECMS-G 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.

Students engaging in cyberbullying or the creation of social media accounts associated with the school without the explicit permission of the school may lose the privilege to bring any electronic devices to school.

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 it 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

Suspension and Expulsion procedures can have an extremely significant impact on both the student and the school. ECMS-G therefore adheres to the following guidelines:

Grounds for Suspension and Expulsion

ECMS-G'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.
- 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 CEO 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-G'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-G 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 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-G, 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-G 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-G 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

Pupil Fee Policy

ECMS Gardena 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 at the end of this handbook.

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.

Marijuana, Illicit Substances, Vaping and Alcohol Prevention and Prohibition Policy

Environmental Charter Schools does not tolerate the use, possession, or sale of marijuana, illicit substances, alcohol, or related paraphernalia by students, staff, or visitors during school hours on school campuses or outside of school hours at school-sponsored activities. School administrators will take immediate action to prevent, discourage, and eliminate the use or possession of any of these substances or related paraphernalia, including but not limited to a search of student backpack and personal belongings if there is reasonable suspicion that the student is in violation of this policy. In cooperation with community agencies in disciplining students in violation, school administrators may use prevention-education, direct intervention, suspension, or expulsion, on a case-by-case basis to keep the school drug and alcohol-free.

Environmental Charter Schools also prohibits the use of electronic nicotine delivery systems (ENDS), such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all ECS property and in ECS vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. If found on ECS property or during an ECS activity in the possession of a student, ENDS/vaping devices will be confiscated and disposed of.

Sexual Health and HIV Prevention Education Policy

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by ECS personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When ECS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of: a) The

date of the instruction, and b) The name of the organization or affiliation of each guest speaker.

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
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- 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 Sarah Jamieson 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. Jamieson or Dr. Geneva Matthews.

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 the 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, immigration status, or disability.

Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness 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-G 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.

Independent Studies

The purpose of independent study is to provide an alternative education program and setting for students who are unable to participate in in-person instruction due to Covid-19 quarantine, major illness, or serious family emergency, with program entry limited by available school staff capacity.

Independent Study is:

- Designed to teach the knowledge and skills of the core curriculum
- Available to eligible students in grades 6-8
- An alternative to classroom instruction; not an alternative curriculum
- Operated under the guidelines established in a written agreement signed by student, supervising teacher, and parent
- Voluntary

Independent Study is for:

- Students whose health would be put at risk by in-person instruction
- Students who are able to work independently
- Families who are able to provide support and supervision for students’ independent learning

In 2022-23, ECS will offer **two** Independent Study options:

| | Short-Term Independent Study | Long-Term Independent Study |
|---------------------------|---|---|
| Who is eligible? | Any student who must miss five or more consecutive days of school due to Covid-19 quarantine, major illness, serious family emergency, with program entry limited by available school staff capacity. | Any student who has already completed the maximum 15 days of Short-Term Independent Study and must miss more consecutive days of school for the same approved reason in the initial course of Short-Term Independent Study. |
| What does it look like? | <ul style="list-style-type: none"> ● Student receives access to all coursework through Google Classroom ● Student completes coursework independently ● Student submits coursework weekly via Google Classroom ● Student contacts Instructional Coach with questions about coursework ● Student receives weekly feedback and grades via PowerSchool | Same as Short-Term Independent Study, plus additional features listed below: <ul style="list-style-type: none"> ● Weekly synchronous instruction for students in grades 6-8 ● Daily live attendance/well-being check-in for students in grade 6-8 |
| How long does it last? | Up to 15 total days of school throughout the school year | More than 15 total days of school throughout the school year |
| How do I enroll my child? | Contact the main office at your child's school to learn more and schedule an optional Independent Study Plan conference. Prior to enrollment in this program, parents/guardians have the right to request a student-parent-educator conference. | |

2022-2023 Memorandum - Safe Storage of Firearms

Dear ECS Families -

Providing students and staff with a safe learning environment remains one of our top priorities. We are all aware of gun violence in surrounding communities and across the nation. In a majority of these incidents, the minor gained access to a firearm from their residence or the residence of a relative. These tragic events could have been easily prevented by storing guns in a safe and secure manner, including keeping them locked up when not in use and separate from ammunition. As a result, on June 23, 2022 the ECS Board of Directors passed a [resolution supporting safe gun storage](#).

All gun owners must comply with the following regulations:

[Safe Storage of Handguns, Los Angeles Municipal Code section 55.21](#) - This City of Los Angeles statute makes it a crime to have a handgun within a residence, unless the firearm is stored in a locked container, or disabled with a trigger lock that is approved by the California Department of Justice.

[California Penal Code section 25100\(A\)](#) - This state statute makes it a crime to store a loaded gun on any premises under your control, knowing or reasonably knowing that a child is likely to gain access to the firearm. If a child accesses the weapon and injures either themselves or another person, you are liable.

In addition to local gun buyback programs, there are also many resources to help keep our children and schools safe, including:

CA Department of Justice Firearm Safety (<https://oag.ca.gov/firearms/tips>)

Safe Storage in California (<https://giffords.org/lawcenter/state-laws/safe-storage-in-california>)

Secure Gun Storage (<https://www.everytown.org/solutions/responsible-gun-storage>)

Please take some time to review this information and evaluate your own personal practices to ensure that your family is in compliance with California law. **Remember, gun owners may avoid criminal liability by storing their firearms in a locked container or secured with a locking device that renders the firearm inoperable.** Thank you for keeping our children and schools safe.

Sincerely,
Farnaz Golshani
CEO

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 Community and Restorative 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 CEO
- 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 CEO. 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.

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: _____

School-Family Agreement

| ECMS Gardena 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 dress code , 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, paper reading books, notebooks) |
| 4. Assign meaningful homework as needed and expect a minimum of 20 minutes of independent reading time every night Provide students with class time to write down their homework in their agendas and post assignments to google classroom. | 4. Establish a nightly homework & reading routine to provide a quiet place and regular time to do homework; Check student's agenda & google classroom for assigned work. Learn how to log into Google Classroom & use it if your child needs help. ECMSG can support you with this. |
| 5. Update standards grades weekly and post them online. Periodically print out grade reports and send them home for signature. | 5. Review grades weekly online. Return signed grade reports when sent home by an advisory teacher. Learn how to view grades online. Contact teachers with concerns. |
| 6. Send a weekly newsletter (Eagle Bulletin) digitally in English and Spanish through the TalkingPoint application on Sundays; via text message and email. Post it on the school website. Review announcements with students on Mondays. | 6. Read the weekly newsletter (Eagle Bulletin) 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 2 regular parent conferences and other parent meetings as needed; Communicate concerns through phone calls, emails, TalkingPoints, or scheduled meetings with teachers. |
| 8. Provide weekly tutoring with qualified staff. | 8. Arrange for my child to attend after school tutoring, if they need help or are missing work. |
| 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 or 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 Community Agreements. |

Student's Name _____ Parent/Guardian Signature _____

ECMS-G Schoolwide Expectations

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 _____

1. **Follow the [Community 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, including bullying, harassment, spreading rumors, derogatory racial slurs and any other dehumanizing language. Foul language (cursing) is not tolerated anywhere on campus.
3. **Follow all directions given by staff** the first time they are given.
4. **Students must be in school uniform at all times.** On “free dress days” or Spirit Weeks students should still wear appropriate clothing. This means no ripped jeans, no crop tops, tank tops, or strapless shirts. Sweats may be worn during Games and Movement only. Students arriving on campus without proper uniform will have to call home and if necessary, wear loaners.
5. **All electronic devices (including all cell phones, air pods, and headphones) must be powered off and in backpacks during the school day.** This includes during our after-school program, recess, lunch, breaks, and in bathrooms. Students using phones during the school day will have them confiscated.
6. **Students are responsible for keeping each classroom, the turf, and all parts of campus clean.** Please throw trash in appropriate trash cans and bins. Graffiti or any damage to school grounds or property will not be tolerated.
7. **Students should only eat in designated places.** Students may not have candy, gum, soda, junk food, or plastic bottles on campus.
8. **Students should walk quietly in all indoor spaces and outdoor hallways.** There should be no running or yelling through buildings or outdoor hallways.
9. **Students must have a pass to be out of classrooms.** Students may not be in any classroom or building, the parking lot, or any area on campus without adult supervision.
10. **Fighting or play fighting is not allowed on campus.** Students should refrain from touching one another. This includes hand-holding, excessive hugging, and play-touching.
11. **While playing outside, keep balls on the ground and do not do “high kicks” in any direction.** Students kicking high kicks will need to sit out of soccer or ball-related activities at the discretion of supervisors.
12. **Keep track of your belongings.** Touching other peoples’ belongings without permission will result in disciplinary action

ECMS-G 2022-2023 Bell Schedule

| 6th Grade Monday | | | 7th Grade Monday | | | 8th Grade Monday | | |
|------------------|-----------|---------------------|------------------|-----------|-------------------------------------|------------------|-----------|---------------------------|
| 8:00-8:55 | 55 | Core 1A | 8:00-8:55 | 55 | Empower/League/ Study Hall/Advisory | 8:00-8:55 | 55 | Core 1 |
| 8:55-8:57 | 2 | Passing Period | 8:55-8:57 | 2 | Passing Period | 8:55-8:57 | 2 | Passing Period |
| 8:57-9:52 | 55 | Core 2A | 8:57-9:52 | 55 | Core 1 | 8:57-9:52 | 55 | Core 2 |
| 9:52-10:07 | 15 | Recess | 9:52--9:54 | 2 | Passing Period | 9:52-9:54 | 2 | Passing Period |
| 10:07-10:09 | 2 | Passing Period | 9:54-10:49 | 55 | Core 2 | 9:54-10:49 | 55 | SEL/ Study Hall/ Advisory |
| 10:09-11:04 | 55 | Core 2B | 10:49-11:04 | 15 | Recess | 10:49-11:04 | 15 | Recess |
| 11:04-11:06 | 2 | Passing Period | 11:04-11:06 | 2 | Passing Period | 11:04-11:06 | 2 | Passing Period |
| 11:06-12:01 | 55 | Core 1B | 11:06-12:01 | 55 | Core 3 | 11:06-12:01 | 55 | Core 3 |
| 12:01-12:03 | 2 | Passing Period | 12:01-12:03 | 2 | Passing Period | 12:01-12:03 | 2 | Passing Period |
| 12:03-1:00 | 57 | Study Hall/Advisory | 12:03-1:00 | 57 | Core 4 | 12:03-1:00 | 57 | Core 4 |
| 1:00 | Dismissal | | 1:00 | Dismissal | | 1:00 | Dismissal | |

| 6th Grade Tues-Fri | | | 7th Grade Tues-Fri | | | 8th Grade Tues-Fri | | |
|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|----|----------------|
| 8:00-10:00 | 120 | Core Class 1 | 8:00-9:29 | 89 | Specialty | 8:00-8:59 | 59 | Core Block 1A |
| 10:00-10:15 | 15 | Recess | 9:29-9:31 | 2 | Passing Period | | 2 | Passing Period |
| 10:15-10:17 | 2 | Passing Period | 9:31-10:30 | 59 | Core 1A | 9:01-10:00 | 59 | Core Block 1B |
| 10:17-11:16 | 59 | Core Block 2A | 10:30-10:45 | 15 | Recess | 10:00-10:15 | 15 | Recess |
| 11:16-11:56 | 40 | Lunch | 10:45-10:47 | 2 | Passing Period | | 2 | Passing Period |
| 11:56-11:58 | 2 | Passing Period | 10:47-11:46 | 59 | Core 2A | 10:17-11:02 | 45 | Advisory |
| 11:58-12:57 | 59 | Core Block 2B | 11:46-11:48 | 2 | Passing Period | | 2 | Passing Period |
| 12:57-12:59 | 2 | Passing Period | 11:48-12:47 | 59 | Core 3B | 11:04-12:33 | 89 | Specialty |
| 12:59-1:44 | 45 | Advisory | 12:47-1:27 | 40 | Lunch | | 2 | Passing Period |
| 1:44-1:46 | 2 | Passing Period | 1:27-1:29 | 2 | Passing Period | 12:33-1:13 | 40 | Lunch |
| 1:46-3:15 | 89 | Specialty | 1:29-2:28 | 59 | Core 4B | 1:13-1:15 | 2 | Passing Period |
| 3:15 | Dismissal | | 2:28-2:30 | 2 | Passing Period | 1:15-2:14 | 59 | Core Block 2A |
| | | | 2:30-3:15 | 45 | Advisory | 2:14-2:16 | 2 | Passing Period |
| | | | 3:15 | Dismissal | | 2:16-3:15 | 59 | Core Block 2B |

ECMS-G 2022-2023 Minimum Day Schedule

| 6th Grade Minimum Day | | | 7th Grade Minimum Day | | | 8th Grade Minimum Day | | |
|-----------------------|-----------|----------------|-----------------------|-----------|----------------|-----------------------|-----------|-------------------|
| 8:00-9:15 | 75 | Core A | 8:00-9:00 | 60 | Specialty | 8:00-9:20 | 80 | Core A |
| 9:15-9:20 | 5 | Passing Period | 9:00-9:05 | 5 | Passing Period | 9:20-9:35 | 15 | Recess |
| 9:20-10:00 | 40 | Core B | 9:00-10:20 | 80 | Core A | 9:35-9:40 | 5 | Passing Period |
| 10:00-10:15 | 15 | Recess | 10:20-10:35 | 15 | Recess | 9:40-10:40 | 60 | Specialty |
| 10:15-10:20 | 5 | Passing Period | 10:35-10:40 | 5 | Passing Period | 10:40-10:45 | 5 | Passing Period |
| 10:20-11:00 | 40 | Core B | 10:40-12:00 | 80 | Core B | 10:45-12:05 | 80 | Core B w/Advisory |
| 11:00-11:05 | 5 | Passing Period | 12:00-12:05 | 5 | Passing Period | 12:05-12:30 | 25 | Advisory |
| 11:05-12:00 | 60 | Specialty | 12:05-12:30 | 25 | Advisory | 12:30 | Dismissal | |
| 12:00-12:05 | 5 | Passing Period | 12:30 | Dismissal | | | | |
| 12:05-12:30 | 25 | Advisory | | | | | | |
| 12:30 | Dismissal | | | | | | | |

ECMS G Academic Calendar

| | |
|---|--|
| <p>August</p> <ul style="list-style-type: none"> ● 8/22 - First Day of School | <p>January</p> <ul style="list-style-type: none"> ● 1/2- 1/6 - Winter Break ● 1/9 - Student Free Day ● 1/16 - MLK's Bday (No School) ● 1/27 - Minimum Day (Priority Parent Conferences) |
| <p>September</p> <ul style="list-style-type: none"> ● 9/5 - Labor Day (No School) ● 9/16 - Teacher PD (Student Free Day) | <p>February</p> <ul style="list-style-type: none"> ● 2/17 - Teacher PD (Student Free Day) ● 2/20 - President's Day (No School) |
| <p>October</p> <ul style="list-style-type: none"> ● 10/5 - Minimum Day ● 10/10 - Teacher PD (Student Free Day) ● 10/27 - Minimum Day (Parent Conferences) ● 10/28 - No School (Student free day. Parent Conferences) | <p>March</p> <ul style="list-style-type: none"> ● 3/1 - Minimum Day ● 3/17 - Teacher PD (Student Free Day) ● 3/31 - Cesar Chavez Day (No School) |
| <p>November</p> <ul style="list-style-type: none"> ● 11/11 - Veterans Day (No School) ● 11/21-11/25 - Thanksgiving Break | <p>April</p> <ul style="list-style-type: none"> ● 4/3-4/7 - Spring Break ● 4/10 - Teacher PD (Student Free Day) ● 4/20 - Minimum Day (Parent Conferences) ● 4/21 - No School (Student Free Day. Parent Conferences) |
| <p>December</p> <ul style="list-style-type: none"> ● 12/16 - Minimum Day ● 12/19 - 1/6 Winter Break | <p>May</p> <ul style="list-style-type: none"> ● 5/3 - Minimum Day ● 5/19-Minimum Day ● 5/29-Memorial Day (No School) |
| <p>Holidays (No School)</p> <ul style="list-style-type: none"> ● Labor Day ● Veterans Day ● Thanksgiving Break ● Winter Break ● MLK's Birthday ● President's Day ● Cesar Chavez Day ● Memorial Day | <p>June</p> <ul style="list-style-type: none"> ● 6/15 - Last Day of School (Minimum Day) |

ENVIRONMENTAL CHARTER MIDDLE SCHOOL GARDENA

Re-Enrollment Application Academic Year 2023-24

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

Solicitud de Re-inscripción para año escolar 2023-24

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

STUDENT INFORMATION/ INFORMACIÓN DEL ESTUDIANTE

Student Name: _____ Current Grade: _____

Nombre del Estudiante: First/ Primer Middle/Segundo Last/Apellido Grado Actual:

Home Address: _____

Domicilio: Street Number and Name / Numero y Calle Apartment/Apartamento

City/ Ciudad State/Estado Zip/ Código Postal

Home Phone: _____ Parent Cell: _____

Telefono de casa: *Telefono Celular:*

- Yes my Student will be returning to ECMS for the 2023-24 school year.
- Si mi estudiante va a regresar a ECMS para el año escolar de 2023-24.
- No my student will not be returning to ECMS for the 2023-24 school year.
My student will be attending: _____
- No mi estudiante no va a regresar a ECMS para el año escolar de 2023-24.
Mi estudiante va asistir a: _____

Parent Name/ Nombre de Padre: _____

Parent Signature/ Firma de Padre: _____ Date/Fecha: _____

ENVIRONMENTAL CHARTER SCHOOLS SUICIDE PREVENTION POLICY

The Governing Board of Environmental Charter Schools (ECS) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The policy has been developed in consultation with ECS and community stakeholders, ECS-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

ECS's programs shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information that describes ECS's social-emotional development programming, the severity of the youth suicide problem, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the discretion of the Principal or Board of Directors, under the direction of a school Counselor and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stress or loss, family instability, and other factors
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
4. School and community resources and services
5. School procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide
6. Materials approved by ECS for training shall include how to identify appropriate mental health services, both at the ECS site and within the larger community, and when and how to refer youth and their families to those services.

7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the principal and school counselor. The principal or designee shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

When a suicide attempt or threat is reported, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred
 - b. Securing Psychological Evaluation Team (PET), law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the counselor, advisor, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. After a referral is made, the school shall verify with the parent/guardian that the follow up treatment has been accessed. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, principal or designee shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, the school may contact the Department of Child and Family Services.
6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on an ECS school campus, the Principal or designee shall follow the crisis intervention procedures contained in school's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school

counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

ECS Employees Acting Within Scope

Schools shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging an ECS school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Instruction

1. Instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in instructional curriculum, suicide prevention instruction shall be designed to help students:
2. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.