



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

2024-2025

ECMS-Gardena
812 W 165th Place
Gardena, CA 90247
310-425-1605

<http://ecmsgardena.org/>

(ECMS reserves the right to amend & revise policies)

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Environmental Charter Schools’ Mission:

We reimagine public education in communities of color. We prepare all ECS students to become 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 Middle School Gardena, we value **preparation, responsiveness, collaboration** and **kindness**. We expect staff, students and families to uphold these values.

| Values | What do staff and faculty always do at ECMS Gardena? |
|-----------------------|----------------------------------------------------------------------------------------------------|
| Preparation | We always respect students enough to plan for each one of them to think critically. |
| Responsiveness | We always monitor progress and respond accordingly to meet the needs of all. |
| Collaboration | We always welcome thought partnership and feedback as a gift. |
| Kindness | We always believe in each other while bringing positivity and kindness in all of our interactions. |

| Values | What do students always do at ECMS Gardena? |
|-----------------------|-----------------------------------------------------------------------------------------------------------------|
| Preparation | We always respect our school community and ourselves by coming to class prepared to learn and think critically. |
| Responsiveness | We always pay attention to our progress and seek help when needed. |
| Collaboration | We always work together and value each other’s ideas and feedback. |
| Kindness | We always believe in each other and show positivity and kindness in all of our interactions. |

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.

Academic Priority for 2024-2025

Every Student Thinks Critically Every Day in Every Class.

What is Critical Thinking?

Critical thinking occurs when students carefully and thoughtfully examine ideas, problems, or information to gain a deeper understanding and make informed decisions. It involves guiding students to ask probing questions, consider different perspectives, and use evidence to support their reasoning.

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 designed in 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 Principal, Assistant Principal, Dean, Counselor, Social Worker, Office Manager, and Campus Engineer. They are supported by Environmental Charter Schools' staff; including the Superintendent, the Deputy Superintendent of instruction, the Director of Student Services, Instructional Specialists, and a Director of Compliance and 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, sending a message on 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

- Dr. Betsy Hamilton (President)
- Dr. Denise Berger, Ed.D. (Secretary)
- Anthony Jowid
- Zena Fong
- Jenina Ramirez
- Kennedy Hilario
- Dr. Madhu Chatwani
- Herbert Sims
- Mason Williams
- Andrew Ellenbogen
- 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.

PSPG

The Parent School Partnership Group PSPG can include site council members, but can include as many parents as are interested. PSPG members do not need to be elected to serve. The purpose of the PSPG is to ensure that our families have a voice in day to day happenings and the opportunity to contribute to the school and the experience of their children.

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 as requested
- Checking student's progress on PowerSchool
- Volunteering—including gardening, assisting in handwork class, chaperoning field trips, helping with fundraisers and fairs and participation in, School Site Council, Parent School Partnership Group, 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](#) 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 student led 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 my child with a reusable water bottle.**
10. Follow school policies and all procedures in the Parent-Student Handbook, including the discipline process; Support the Community Agreements.

Student Led Conferences

Parent/guardians and the student must attend two mandatory meetings with their student's advisory teacher each year, and one additional meeting if necessary. These meetings are student-led, but the teacher and family member should have an opportunity to contribute as well.

The student must attend the conference with their parent/guardian.

- The first meeting is at the end of Quarter 1. This meeting is to review academic and behavioral progress thus far. The student will share their strengths and growth areas.
- At the end of January the school hosts priority conferences for students who continue to struggle to meet basic academic or disciplinary expectations. These conferences are intended to help bring the school, the family and the student together to find solutions to ensure the child can be successful, contribute positively to the school environment, and reach their full potential. The student must be present in order for the meeting to take place.
- The final student led conference takes place at the beginning of quarter 4. These meetings are student-led, but the teacher and family member should have an opportunity to contribute as well. The student will share their strengths and growth areas.

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 should 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
- By request via phone call, email or TalkingPoints messages.

PowerSchool

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. We have a [PowersSchool introductory document](#) for families to review. If you have questions about PowerSchool or need a new password, please contact the front office.

- Our powerschool url is: echsonline.powerschool.com/public
- Our district code for the mobile app is: **WRBF**
 - [App Store Link](#)
 - [Google Play Link](#)

DeansList

DeansList is our behavior tracking platform. We believe that students either contribute to deduct from their learning community with their choices. DeansList allows us to track and monitor contributions and deductions to the school community. Doing this enables the school to be able to inform families and students that they are indeed making the right decisions regularly or whether or not students habitually deduct from the quality of the learning environment.

ECMS will send home weekly printed DeansList reports that will include current grades, attendance and a log of that week's contributions and deductions. A parent/guardian will be expected to review the report and guiding questions with their student and send back a signed copy of the report on a weekly basis. Reports will also be emailed digitally every week. More detailed grade and assignment information is only available on PowerSchool.

DeansList Family Portal:

<https://deanslist.me/login>

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 on social media, 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 to opt out.

Our 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 that are aligned with our core values:

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

Student Expectations:

- **Attentive Listening:** Students will arrive in class on time, prepared to learn, and will pay close attention when others are speaking.
- **Appreciations/No Put Downs:** Students will treat their schoolmates with kindness, both in the classroom and on the playground, using kind words and avoiding put-downs.
- **Right to Pass & Right to Participate:** Students will actively participate in classroom activities and share their ideas, but also understand they have the right to pass when they choose not to speak.
- **Mutual Respect:** Students will demonstrate respect by cooperating with all adults and peers at school, and will treat our school environment with care.
- **Mindfulness:** Students will be mindful of their actions and their impacts, contribute to creating a safe and supportive atmosphere at school, and ensure prompt delivery of communications between home and school.

By adhering to these Community Agreements, students help make our school a better place for everyone.

Student Success Team

To assist our staff in better identifying and meeting the needs of underachieving students, our school utilizes Multi Tiered Systems of Support. The Tiered Intervention process begins in the classroom with teachers' expectation that all students can and will 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 challenges, the 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 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, academic remediation, or for Special Education Assessment and/or other community based referrals. 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.

Special Education Services

At ECMS, we are committed to reimagining public education through a model of inclusion, ensuring every student, regardless of their academic, physical, or social/emotional needs, receives the support they require to thrive. Aligned with our mission, we strive to create a learning environment that not only prepares all students to be critical thinkers but also fosters empowerment as they become stewards of their communities. This inclusive approach is integral to developing an educational experience where diversity is valued and all students have equitable opportunities for success.

Identifying and Supporting Diverse Learning Needs

As mandated by California state law, all charter schools, including ECMS, must identify and assist students who may face challenges that affect their school performance. To address this, ECMS employs dedicated education specialists who work closely with classroom teachers, paraeducators, and support providers. This collaborative approach ensures that special education services are seamlessly integrated into the daily curriculum and that all students benefit from tailored resource support. Additionally, we partner with the El Dorado SELPA to enhance our special education services.

Important Steps for Parents

If your child has previously received special education services or been served under a Section 504 Accommodation Plan at another school, it is crucial for parents to inform the school during the application process. Upon notification, our inclusion coordinator will reach out to discuss how we can continue supporting your child’s educational journey at ECMS.

Individualized Education Program (IEP)

Students with disabilities may qualify for special education services based on comprehensive assessments and multidisciplinary team recommendations. These services are tailored to meet the unique educational needs of each student through an Individualized Education Program (IEP). The IEP team, which includes parents, our on-site inclusion coordinator, classroom teachers, and administrative staff, collaboratively determines the appropriate offer of free appropriate public education (FAPE) which may include related services, supports, and/or accommodations. We offer a continuum of services to meet the needs of all students and these may range from accommodations and support within the general education setting to specialized services such as speech therapy or occupational therapy.

Special Education Evaluation Request

At Environmental Charter Middle School - Gardena, we are dedicated to ensuring that every student receives the individualized support they need to succeed academically and socially. Consistent with our mission to empower students and guided by both the Individuals with Disabilities Education Act (IDEA) and the California Education Code, we follow structured procedures to identify and evaluate students who may require special education services.

Initiating an Evaluation

Parent/Guardian Initiation: if you suspect that your child has a disability that may require special educational support, you have the right to request an evaluation at any time. To initiate this process, please submit a written request to our Inclusion Coordinator. Your request should include specific concerns and any relevant information that might support the need for an evaluation.

ECMS Response and Assessment Plan

Upon receiving your request for an evaluation, ECMS will review the information provided and respond with a Prior Written Notice within 15 calendar days, excluding major school breaks. This notice will detail our proposed actions regarding the evaluation of your child. It is important to note that while we aim to support every student's needs, there are instances where an evaluation may not be warranted based on the information available. If we propose not to conduct an evaluation, this decision, along with the reasons for it, will be clearly explained in the notice.

Should we proceed with the evaluation, it will be conducted in a non-discriminatory manner and in the language and mode of communication most appropriate for your child, ensuring that you are fully informed and actively involved at every step of the process. This approach is in strict adherence to both IDEA and the California Education Code, guaranteeing that all assessments are fair, comprehensive, and tailored to meet the specific needs of your child.

Parent/Guardian Consent:

Before the evaluation begins, your informed, written consent is required. Once provided, we will complete the evaluation within 60 days to determine your child's eligibility for special education services. The findings of this evaluation will be discussed with you during an IEP (Individualized Education Program) meeting, which includes you as a critical member of the multidisciplinary team making decisions about your child's education.

Understanding Your Rights:

As a parent or guardian, you are an integral part of your child's educational journey. You have the right to participate in all decision-making meetings regarding your child's special education program, including eligibility, assessment, and educational placement discussions.

If you require any assistance throughout this process or need further information about your rights and the procedures, please contact our Special Education Coordinator. We are here to support you and ensure that your child receives the education they deserve in a supportive, inclusive environment.

This process exemplifies our commitment to preparation, responsiveness, collaboration, and kindness, ensuring that all students have equal opportunities to succeed and are empowered to become quality stewards of their community.

Section 504 of the Rehabilitation Act of 1973

Under Section 504, a federal civil rights law, discrimination against individuals with disabilities in programs receiving federal financial assistance is prohibited. This law ensures that students with disabilities receive a Free and Appropriate Public Education (FAPE) that meets their needs as adequately as those of students without disabilities. For those not eligible for special education but who are recognized as disabled under Section 504, a specific plan is crafted. This 504 Plan outlines the accommodations, supplementary aids, or services provided to help the student access the general education curriculum effectively.

At ECMS, we are dedicated to fostering an inclusive environment where every student is prepared, responsive, collaborative, and treated with kindness—ensuring that all students feel empowered and supported in their educational pursuits.

Attendance

Every student is expected to attend school on a daily basis, unless there is a valid reason for 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.

ECS will make every effort to make contact and support students with excessive consecutive absences. After exhausting all attendance interventions, including sending letters home, making parent phone calls, holding parent meetings, and conducting home visits, ECS may withdraw the student if these efforts do not succeed in improving attendance. In such cases, ECS will recommend an educational program with the student's home district or a partnering school.

Students with unknown whereabouts may be withdrawn after all efforts to locate them have been exhausted. These efforts include sending letters home, making parent phone calls, holding parent

meetings, contacting emergency contacts, and conducting home visits to known addresses. Even after withdrawal, the school will continue to attempt contact with the student to prevent them from dropping out. Once the student is located, ECS will support their enrollment in an educational program where they can be successful.

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.

As a small school there may be times in which our team is supporting recess and lunch and may not be able to support with early pick up immediately. Please arrive with enough time to ensure that you will not be late for the child's medical or dental appointment if you are required to wait.

- **Tuesday-Friday 12:25-12:45 is a time in which we are not allowing students to be picked up early.**

We appreciate your understanding and ask that you pick up your child before or after that time.

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.*

Office Closed at Lunch Time 12:25-12:45 Tuesday-Friday as our staff will be supporting lunch supervision.

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.

Narcan administration: California Education Code EC) Section 49414.3 allows trained personnel at schools to provide emergency naloxone hydrochloride (Narcan), or another opioid antagonist, to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The law is in effect as of January 1, 2023.

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. 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 do not allow children to share or trade 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.

Water and Other Beverages

The only beverage that students should have throughout the day is water. During lunch students can drink juice or a low sugar beverage with their lunch. At all other times, water is the only beverage allowed on campus. We require students to bring reusable water bottles and have two filling stations available for them.

Food Deliveries

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.**

Snacks

Snacks are to be eaten at break and lunch times only. **Snacks from home are not to be eaten in class. Snacks are not to be shared with peers.** While we recognize that it is normal for students to want to share with their friends, there are many reasons why we do not allow students to share with their friends.

- Allergies
- Family dietary values
- Unsanitary practices

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 (Cell Phones)

All electronic devices (including all cell phones, air pods, and headphones) must be on silent and in backpacks during the school day. This includes during recess, lunch, breaks and in bathrooms. Students who have their electronics outside of their backpack during the school day will have them confiscated. Any student using their phone during the school day will have their phone confiscated. Refusal to turn in the phone will result in a parent/family meeting and a phone contract.

Consequences

First offense: Student picks phone up at the end of day from the office or Dean's office.

Second offense: Parent/ guardian picks phone up at the end of day from the office or Dean's office.

Third offense: Student turns phone into a locked storage daily for an agreed upon time period and will be required to complete 3 hours of community service.

Communication With Students During the Day

Students are expected to focus on the school day without distractions, including calls and/or messages from their family. If you have an urgent message for your child, please call or message the office. The office can then ask your student to check their phone without facing consequences, or can communicate the message directly to them.

If there is an emergency situation requiring the student to monitor their phone closely, please communicate with our main office.

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. The dress code is divided into 4 main categories:

1. **Shirt: Plain colored polo shirt** with a school logo, or a logo no bigger than 2 inches by 2 inches on one side of the chest area.
 - a. Any color is acceptable as long as it is a single color.
 - b. On days that students have Games and Movement class, they must bring a plain gray t-shirt with no logos to change into.**
2. **Pants/Shorts/Skirts:** chinos, jeans, dress pants, sweats, joggers or skorts/shorts.
 - a. Acceptable colors: brown, khaki, black, blue.**
 - b. On days that students have Games and Movement class, they must bring black sweats, joggers or shorts to change into.**
 - c. Pants cannot fall below the waist, be baggy or sag, and may not contain designs or tears of any kind.
 - d. Black leggings may be worn **only** with shorts or skirts. Leggings cannot be worn on

- their own.
- e. All shorts, skirts, and dresses must be no shorter than 2 inches above the knee when standing.
3. **Sweaters/Jackets:** Jackets, sweaters or sweatshirts must be solid colors and free of logos.
 - a. Students must wear their polo shirt beneath their jacket or sweater.
 - b. The wearing of hoods, hats and beanies is not allowed inside the classroom.**
 - c. No bandanas or 'do-rags'.
 4. **Shoes:** flat, comfortable, and closed-toed that allow for running.
 - a. On days that students have Games and Movement, students should wear athletic shoes
 - b. No wheeled shoes.

Other Rules and Regulations On Campus:

- **Students not in appropriate dress code will not be permitted to attend field trips.**
- Belts: solid black, brown or blue, no adornment on belt or buckle
- 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 deodorant sticks at school.

Dress Code Compliance

At ECMS we maintain a dress code policy designed to support a focused, respectful, and inclusive learning environment. Research indicates that a standardized dress code can significantly reduce peer pressure related to apparel choices, fostering a sense of equality and community among students. Implementing a dress code has also been linked to fewer disciplinary issues and reduced instances of bullying, as it sets clear, consistent expectations for all students. Additionally, adhering to a dress code prepares students for professional settings where similar rules often apply, promoting discipline and respect for guidelines that are crucial for future success. By upholding our dress code, ECMS commits to creating an environment that enhances school pride, supports academic focus, and ensures that all students feel part of our positive school community.

In the event that a student is out of dress code the following will take place.

1. Infraction will be logged in DeansList.
 - a. Students must put on a loaner article of clothing. **Failure to return the loaner item will result in the family being charged for the article of clothing.**
 - b. Students must turn in their phone if they have it as a reminder to return the loaner item at the end of the day.
 - c. Family will be notified of the infraction.
2. After 3 documented instances, there must be a parent meeting regarding dress code before the student returns to class.
 - a. Students who receive their 3rd dress code infraction will be required to complete 3 hours of community service.
3. If the Dean's office is unable to provide clothing and the dress wear is **NOT** revealing or highly inappropriate, students will attend classes as usual that day, but cannot return without a parent meeting.

4. If D-League is unable to provide clothing and the dress wear **IS** revealing or highly inappropriate, students will **NOT** attend classes until a family member brings in dress code compliant clothing.

Hoodies, hats, beanies in class.

1. Students are expected to take their hoodies, hats, and beanies off before entering class.
2. Students who forget, will be asked to remove the item from their head.
3. Students who refuse will be logged in DeansList and will receive communication home to their family.
4. Any student who refuses to remove the item from their head 3 or more times will no longer be allowed to bring the item to school. If the item was a hoodie, the student will be required to only bring in crewneck sweaters or jackets without hoods.

Enrollment Procedures

Admission to ECMS-G is open to any child who resides in California. Applications for admission will be available in October. 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 school will take the following steps 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 requests 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.

Restorative Practices

At ECMS, we focus on building a community where every member feels valued, understood, and connected. This commitment is why we embrace Restorative Practices, a proactive approach to discipline and community building that prioritizes repairing harm and restoring relationships rather than merely imposing punishment.

Definition

Restorative Practices are collaborative methods aimed at resolving conflicts and misconduct through inclusive dialogue and mutual agreement. The central goal of these practices is to acknowledge and repair the harm caused by one's actions, both to individuals and the community,

and to restore the relationships affected by such actions. At ECMS, our objective is to facilitate a learning process whereby the student not only understands the consequences of their actions but also actively modifies their behavior to prevent future negative interactions.

Key Components

- **Community Building Circles:** Regularly held meetings where students and teachers gather to express feelings, share experiences, and discuss community issues, reinforcing a foundation of mutual respect.
- **Conflict Resolution Circles:** These are convened when harm has been done. They provide a safe platform for all affected individuals to discuss the impact of the harm and express their feelings and needs. This process helps everyone involved to understand the full extent of the impact and work together to develop a plan to make amends and rebuild trust.
- **Mediation Sessions:** Facilitated discussions that aim to help conflicting parties reach a mutually satisfactory resolution, ensuring that the needs of all parties are addressed and that the plan for repair is agreed upon by everyone involved.
- **Reflection and Understanding:** Activities designed to help students reflect on the impact of their actions, understand the harm caused to the community or themselves. This includes guided reflections, educational sessions on the effects of specific behaviors, and opportunities to learn from affected parties about the personal and community impact of their actions.
- **Parent Involvement:** Parent collaboration is required to be successful in supporting students. ECMS requires in-person meetings for incidents that negatively impact the student, their classmates, the community and/or school/student safety. Parent involvement could result in parent meetings, parent support, parent shadows, parent workshops, and supporting their students with a project that gives back to the community.

Why Restorative Practices?

- **Promotes Responsibility and Repair:** Encourages students to take responsibility for their actions, understand the consequences, and actively participate in making amends.
- **Strengthens Community Ties:** Helps build stronger, supportive relationships within the school by fostering a deeper respect and understanding.
- **Prevents Future Conflicts:** Addresses underlying causes of behaviors and focuses on healing, reducing the likelihood of repeat incidents.
- **Supports Positive Growth:** Shifts focus from punishment to personal development and positive change, fostering an environment where students learn from their mistakes.
- **Inclusive and Fair Resolution:** Involves all affected parties in the decision-making process, leading to more effective and lasting solutions.

While restorative practices are prioritized, there may be elements of school discipline that align to traditional punitive practices as needed, or required by law.

Discipline Policy

The purpose of our discipline approach at ECMS is to foster a nurturing environment where all students can thrive. We aim to develop essential self-regulation skills in our students that will serve them throughout their lives. Our school supports student behavior through a comprehensive social-emotional learning program, counseling services, developmentally appropriate educational practices, and principles of restorative justice. Our discipline policy emphasizes understanding and addressing the underlying causes of behavior, repairing harm, and promoting meaningful personal growth.

At ECMS, we recognize that every student plays a vital role in shaping the atmosphere of our learning community. We categorize student actions as either positive contributions or negative deductions, reflecting their impact on our school environment. The Dean's List software tracks these contributions and deductions aligned to our core values to ensure that we can provide timely recognition for positive behaviors and address negative actions with appropriate support and accountability. This approach ensures that every student understands the importance of their role within the school community.

Serious School Violations

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

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

Referrals

Our discipline policy includes various interventions aligned with restorative practices, focusing on reflection, accountability, and building strong, respectful relationships. We categorize referrals into four types to ensure clarity and fairness:

Referrals

1. **Automatic Referrals:** These are for severe behaviors such as physical violence, threats, vandalism, endangering safety, theft, or possession of weapons or illegal substances. These behaviors may result in immediate suspension or referral for expulsion.
2. **Two Infraction Referrals:** Issued when a student commits a specific infraction for the second time after a pre-referral meeting. Examples include disrespectful behavior, minor physical altercations, cheating, classroom disruptions, and inappropriate language.
3. **Accumulation-Based Referrals:** These occur after a student accumulates multiple logged deductions for various minor infractions (negative deductions on DeansList) following a pre-referral meeting with the student and the parent/guardian.

4. **Non-Suspendable or Non-Expellable Referrals:** These address minor infractions such as cell phone use, dress code violations, and tardiness, which do not lead to suspension or expulsion.

Referral and Case Management Policy

Upon receiving a referral, students will enter into a case management process overseen by the Dean's office. Students will remain in open referral status until their behavior consistently reflects learning from the incident and **correction of behavior for four consecutive school weeks**, including completing any necessary repairs. During this period, the Dean's office will provide ongoing support and monitor the student's progress to ensure sustained improvement.

Referral Status

Referrals will be in 1 of 3 statuses at any given time.

- **Open-Initial:** Assigned when a student first receives a referral. The status lasts for four weeks, during which the student engages in initial interventions like written reflections, completing repairs, and attending meetings.
 - Suspendable and Expellable offenses leading to referrals are subject to a longer period of remaining open.
- **Open-Extended:** Assigned if the student's behavior does not improve within the initial period. This status continues until the student shows consistent positive behavior for an additional four weeks and completes any new required actions.
- **Closed:** Assigned once the student demonstrates consistent positive behavior for four consecutive weeks and completes any necessary actions. This status marks the successful completion of the referral process.

How do students earn referrals?

- **Automatic Referral**
 - Student commits a major infraction. (Suspendable)
- **2 Infraction Referral**
 - Student commits a semi-major infraction.
 - Student receives a pre-referral and participates in a family meeting with D-League.
 - Student commits another semi-major infraction after the pre-referral.
 - Student receives referral.
- **Accumulation Based**
 - At the end of every month, the top 15% of students with the most deductions in DeansList will receive pre-referrals.
 - Students will participate in a family meeting with D-League and agree to a maximum amount of deductions for the next month.
 - If the student earns less than the agreed amount of deductions, the student will not receive a referral.
 - If the student receives more than the agreed amount of deductions, the student will receive a referral.
- **Non Suspendable**

- Student commits 3 non-suspendable infractions like dress code violations, cell phone violations etc.
- Student receives a pre-referral and participates in a family meeting with D-League.
- Student commits another non-suspendable infraction after the pre-referral.
- Student receives referral.

● .

| Referral Track | | | |
|-------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------|-----------------|
| Automatic Referral | 2 Infraction Referral | Accumulation Based | Non-Suspendable |
| Major infraction is committed. | Semi-Major Infraction 1 | Top 15% in deductions within a time period in a grade level.. (Month, quarter) | Infraction 1 |
| | Pre-Referral Meeting | Pre-Referral Meeting | Infraction 2 |
| | | | Infraction 3 |
| | Semi-Major Infraction 2 | Deductions beyond the approved limit. | Pre-referral |
| Referral | | | |
| Referral Status: Open-Initial for 4 weeks | | | |
| Referral Status: Closed after 4 weeks if all conditions of the referral were met. | | | |
| Referral Status: Open-Extended for as long as needed until 4 consecutive weeks of expected behavior. | | | |

Note on Repeated Behaviors

- If a student engages in the same non-suspendable/non-expellable behavior after a referral has been closed, the referral will immediately enter Open-Extended status.
- If the student engages in the same suspendable/non-expellable behavior after a referral has been closed, an additional referral will be assigned.

Our policy is designed to guide students toward understanding the impact of their actions, developing empathy, and making positive changes. Through restorative practices, we strive to create a community where every student feels valued, respected, and capable of growth.

| Potential Interventions | Potential Interventions for Repeated behavior or suspendable offenses |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Written Reflection <input type="checkbox"/> Student Meeting with Dean, Counselor, Assistant Principal, or Principal <input type="checkbox"/> Repair Assigned and Completed <input type="checkbox"/> In-School Intervention Day <input type="checkbox"/> Community Service <input type="checkbox"/> Reflection Time Assigned <input type="checkbox"/> Parent/Student Meeting with Dean, Assistant Principal, or Principal <input type="checkbox"/> Restorative Circles <input type="checkbox"/> Restorative Justice Project <input type="checkbox"/> Behavior Plan Development <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Counseling Sessions <input type="checkbox"/> Mentorship Program | <ul style="list-style-type: none"> <input type="checkbox"/> In-School Reflection Time <input type="checkbox"/> After-School Reflection Time <input type="checkbox"/> Weekend Reflection Time <input type="checkbox"/> Additional Community Service <input type="checkbox"/> Increased Check-Ins with Counselor, Dean or other administrator. <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Formal Behavior Contract <input type="checkbox"/> Peer Mediation Sessions <input type="checkbox"/> Family Counseling Referral <input type="checkbox"/> Additional Restorative Justice Project <input type="checkbox"/> Participation in Mentorship Program <input type="checkbox"/> Commitment to Enrollment in After-School Programming <input type="checkbox"/> Commitment to tutoring <input type="checkbox"/> Intensive Support Plan <input type="checkbox"/> School-Wide Service Project <input type="checkbox"/> Behavioral Intervention Team Meeting <input type="checkbox"/> Additional family meetings with teachers and school leadership <input type="checkbox"/> Parent/Guardian shadow days <input type="checkbox"/> Home visits <input type="checkbox"/> Outside Partner Programming (i.e. Boot Camp) <input type="checkbox"/> Loss of participation in 8th grade activities <input type="checkbox"/> Loss of culmination privileges <input type="checkbox"/> Suspension <input type="checkbox"/> Administrative Hearing <input type="checkbox"/> Expulsion |

Family Involvement in Student Discipline:

Family involvement is crucial when a student receives a referral and supports the student's journey back to making positive choices. We expect families to actively collaborate with the school and the Dean’s office while the referral is open.

Expectations for Family Involvement

- **Regular Progress Meetings**

- **Consistent Communication with the School:**
- **Engagement in School Initiatives:**
- **Active participation in school-led initiatives designed to support students' behavioral improvement.**

Examples of Increased Parent Involvement:

- **Attendance at Weekly Review Sessions:** Parents attend weekly sessions either in person or virtually to discuss their child's progress with school counselors or the Dean. These sessions help assess the effectiveness of current strategies and make necessary adjustments.
- **Participation in Parenting Workshops:** Schools often offer workshops that provide strategies for managing behavior and enhancing parental engagement at home. Attendance at these workshops can equip parents with the tools needed to better support their child.
- **Collaborative Planning with Educators:** Parents engage in planning sessions with educators to create personalized behavior improvement plans for their child. These plans include specific, measurable objectives that are regularly reviewed and updated.
- **Communication:** Regularly communicating via TalkingPoints, email, text or in person to respond to messages and to check in on how the student is doing. Reading all updates on student progress and school notices as posted. Prompt engagement with these communications ensures parents are always informed and ready to support their child.

Supporting Homework and School Assignments:

Parents take an active role in overseeing their child's homework and assignments, ensuring they are completed on time and to a high standard, reinforcing the high expectations we are holding the student to after their disciplinary infraction.

Partnership

Collaboration between families and the school is key to effectively redirecting student behavior. When families actively participate in the disciplinary process and maintain open lines of communication with the school, students receive consistent messages and support both at home and in school, significantly enhancing the likelihood of making lasting positive changes. This unified approach is fundamental in helping students navigate their way back to making constructive and thoughtful decisions.

Referral Expungement

After a referral has been in closed status for four weeks, students may request a pre-meeting for referral expungement with the Dean. This meeting outlines steps and additional actions the student

might undertake to have the referral expunged from their record. Following a successful hearing and completion of the agreed-upon plan, the referral will be removed from the student's record, although the disciplinary infraction will remain documented. This process is handled on a case-by-case basis, emphasizing individual responsibility and growth.

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.

After the 1st Incident the following may take place:

- Reflection Break and meeting with an Administrator.
- Legal Guardian is notified.
- Repair assigned and completed.
- Peer mediation and/or apology.
- Possible presentation to classmates or other groups.
- Automatic Referral or Pre-referral meeting (2 infraction referral).
- Open referral status with appropriate steps.

2nd Incident: In addition to the actions listed above-

- Student(s) will complete a 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 explains 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.
- Parent/Guardian meeting with student and a school leader must take place in person.
- Student may be required to make presentations to a class or classes or a group of stakeholders.
- Open-referral status with appropriate steps.

3rd Incident + after:

- Student will be placed in Open-Extended referral status.
- Student may not be allowed to attend field trips.
- Student may lose or have limited access to unstructured time.
- Student may be considered for suspension.
- Full day Parent/Guardian shadows will be required.

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.

Definition: "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 will lose the privilege to carry any electronic devices during the school day and/or afterschool programming.

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.
7. The usage of artificial intelligence to complete assignments where the assistance of artificial intelligence is not explicitly allowed.

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 considered for suspension from school or recommended for expulsion unless the Superintendent or Principal of the school in which the student is enrolled determines that the student 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 person 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.
- Other extreme behavior that compromises school/student safety.

Mandatory Grounds for Suspension/Expulsion

A student shall be suspended or expelled if the Superintendent 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.

Pre-Expulsion 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 a Pre-Expulsion Hearing to determine if ECS could provide additional support prior to expulsion or recommend the student for an expulsion hearing. The decision to recommend expulsion rests with the ECS Pre-Expulsion committee involving the administrators, the superintendent, and a home office representative.

Expulsion

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 determined to have brought a firearm to school.

| Expulsion Track | | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Accumulation Based | Open- Referral for Extended Period of Time | Severe Infraction |
| Student earns 5 referrals (Excluding non-suspendable referrals) | Student remains in Open-Extended referral status for longer than 90 days for a referral that compromises the safety of the school or students. | Student commits an expellable offense one time. |
| Administrative Hearing | | Pre-Expulsion Hearing |
| Student earns referral # 6 | Student remains in Open Extended referral status for longer than the time agreed to in the administrative hearing. | Expulsion Hearing |
| Pre-Expulsion Hearing and/or Expulsion Hearing | | |

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.

8th Grade Culmination Requirements

Every year on the day after the last day of school ECMS hosts a culmination ceremony for the invited 8th grade students and their families. This ceremony is a celebration in recognition of students who have successfully completed all 8th grade requirements. In order to be invited to the ceremony, students must complete the following requirements:

- Achieve a 2.5 GPA for the 8th grade school year
- Students must have no more than 4 referrals for the school year.
 - All referrals must be closed or on track to be closed.
- 5 hours of community service
 - Reflection assignment must be completed
- 3 High School Applications
 - If a student has a sibling currently enrolled in High School and the student will be attending that school, the student need only submit proof of application and enrollment for that school.
- Attend the High School Night Event that ECMS Hosts in October.
- Have an attendance rate of 90% or higher.

Students will regularly review their progress towards completing the requirements in their advisory class. During student led conferences, students will share current progress with their families. Students not on track to meet culmination requirements will need to create an action plan in preparation for their Q4 student led conference. This action plan will be the anchor for their appeal process.

Students that do not meet culmination requirements will be required to go through an appeal process. During this appeal process students will be required to submit a reflection, communicate progress on their action plan and may be required to present to a panel of teachers, school leaders and their family.

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 Superintendent 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 Study

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.

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 who must miss five or more consecutive days of school due to **major illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel**
- Students who are able to work independently
- Families who are able to provide support and supervision for students’ independent learning

In 2024-25, ECS will offer **two** Independent Study options:

| | Short-Term Independent Study | Long-Term Independent Study |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who is eligible? | Any student who must miss 5 or more consecutive days of school due to major illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel. | Any student who has already completed the maximum 14 days of Short-Term Independent Study and must miss more consecutive days of school for the same reason approved in the initial Short-Term Independent Study Agreement. |
| 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 classroom teacher | Same as Short-Term Independent Study, plus additional features listed below: <ul style="list-style-type: none"> ● Weekly synchronous instruction for students in grades 6-12 ● Daily live attendance/well-being check-in for students in grade 6-8 |

| | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| | with questions about coursework <ul style="list-style-type: none"> ● Student receives weekly grades via PowerSchool | |
| How long does it last? | Up to 14 total days of school throughout the school year | 15 or more total days of school throughout the school year |
| How do I enroll my child? | Contact the main office to learn more and to optionally schedule an Independent Study Plan conference. Prior to enrollment in this program, parents/guardians have the right to request a student-parent-educator conference. | |

2024-2025 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 at ECMS. 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 a staff member, 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 school leaders 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 a member of the Superintendent's office.
- If parents have conflicts with other parents, they should speak with a school leader. 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 Superintendent's office.

The final school-level appeal is the Principal. Conflicts not resolved at the school-level can be appealed to the Superintendent's office. 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 Superintendent'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 the student's agenda & google classroom for assigned work. Learn how to log into Google Classroom & use it if your child needs help. ECMS-G 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 student led 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 student led 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 my child with a 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. |
| 11. Partner with families using Restorative Practices if students struggle to meet expectations academically and/or behaviorally. | 11. Commit to making time to come on campus to meet with the school, or shadow my child if they are struggling to meet academic or behavioral expectations. |

ECMS-G Schoolwide Expectations 2024-2025

Follow the Community Agreements:

- **Attentive Listening** – Paying close attention to one another’s expressions of opinions, ideas, and feelings; to check for understanding; and to let others know that they have been heard.
- **Mutual Respect** – To affirm the value and uniqueness of each person; to recognize and appreciate the individual and cultural differences; and offer feedback that encourages growth.
- **No Put Downs/Appreciations** – Treat others kindly; to state appreciation for unique qualities, gifts, skills, and contributions; to avoid negative remarks, name calling, hurtful gestures and behaviors.
- **Right to Pass/Right to Participate** – The right to choose when and to what extent one will participate on a personal level of sharing. If an individual chooses to pass on sharing personal information, it does not mean that they are not active and thoughtful overver.
- **Mindfulness:** Paying attention in a particular way - on purpose, in the present moment and without judgment.

Our values:

- **Preparation** – We always respect our school community and ourselves by coming to class prepared to learn and think critically.
- **Responsiveness** – We always pay attention to our progress and seek help when needed.
- **Collaboration** – We always work together and value each other’s ideas and feedback.
- **Kindness** – We always believe in each other and show positivity and kindness in all our interactions.

Treat all community members with respect. At ECMS, we believe everyone deserves respect. We do not accept disrespectful behavior, including bullying, harassment, spreading rumors, derogatory racial slurs, and any other dehumanizing language. Foul language (cursing) is not allowed anywhere on campus.

Follow all expectations and directions given by staff the first time they are given.

Students must be in full dress code at all times with the exception of school appropriate clothing for "Free Dress or Spirit Days." This means no ripped jeans, no crop tops, tank tops, short shorts/skirts or strapless shirts. No hoods or hats are to be worn inside the classroom at any time.

All electronic devices (including all cell phones, air pods, and headphones) must be on silent (without vibration) and in backpacks while on campus. This includes during our after school program, recess, lunch, breaks, and in bathrooms.

Students are responsible for keeping each classroom, the turf, and all parts of campus clean. Graffiti or any damage to school grounds or property will result in automatic referrals and families may be billed for costs.

Students should only eat in a designated places. Students may not have candy, gum, soda, junk food, or "one time use plastic bottles" on campus.

Students should walk quietly in all indoor spaces and outdoor hallways. There should be no running or yelling through buildings or outdoor hallways.

Students must have a pass to be out of classrooms and may not be in any area on campus without adult supervision.

Fighting or play fighting is not allowed on campus. Students should refrain from touching one another. This includes hand-holding, excessive hugging etc.

Keep track of your own belongings. Students should not touch other peoples’ belongings without permission.

Students are never permitted to carry any illegal items like weapons, drugs or alcohol.

Parent/Guardians are expected to sign a one page document of agreements at the start of the year. This document should be signed in person with our Dean's team.

ECMS-G 2024-2025 Bell Schedule

| 6th Grade Monday | | | 7th Grade Monday | | | 8th Grade Monday | | |
|------------------|----|----------------|------------------|----|----------------|------------------|----|----------------|
| 8:00-8:55 | 55 | Core Class | 8:00-8:55 | 55 | Advisory | 8:00-8:55 | 55 | Core Class |
| 8:55-8:58 | 3 | Passing Period | 8:55-8:58 | 3 | Passing Period | 8:55-8:58 | 3 | Passing Period |
| 8:58-9:52 | 54 | Core Class | 8:58-9:53 | 55 | Core Class | 8:58-9:52 | 54 | Core Class |
| 9:52-10:07 | 15 | Recess | 9:53-9:56 | 3 | Passing Period | 9:52-9:55 | 3 | Passing Period |
| 10:07-10:10 | 3 | Passing Period | 9:56-10:50 | 54 | Core Class | 9:55-10:50 | 55 | Advisory |
| 10:10-11:05 | 55 | Core Class | 10:50-11:05 | 15 | Recess | 10:50-11:05 | 15 | Recess |
| 11:05-11:08 | 3 | Passing Period | 11:05-11:08 | 3 | Passing Period | 11:05-11:08 | 3 | Passing Period |
| 11:08-12:02 | 54 | Core Class | 11:08-12:03 | 55 | Core Class | 11:08-12:02 | 54 | Core Class |
| 12:02-12:05 | 3 | Passing Period | 12:03-12:06 | 3 | Passing Period | 12:02-12:05 | 3 | Passing Period |
| 12:05-1:00 | 55 | Advisory | 12:06-1:00 | 54 | Core Class | 12:05-1:00 | 55 | Core Class |
| 1:00 | | Dismissal | 1:00 | | Dismissal | 1:00 | | Dismissal |

| 6th Grade Tues-Fri | | | 7th Grade Tues-Fri | | | 8th Grade Tues-Fri | | |
|--------------------|-----|----------------|--------------------|-----|-----------------|--------------------|-----|----------------|
| 8:00-9:58 | 118 | Core Class | 8:00 - 8:42 | 42 | G40 or Advisory | 8:00 - 8:42 | 42 | Advisory |
| 9:58 - 10:13 | 15 | Recess | 8:42 - 8:45 | 3 | Passing Period | 8:42 - 8:45 | 3 | Passing Period |
| 10:13 - 10:16 | 3 | Passing Period | 8:45 - 10:14 | 89 | Specialty | 8:45 - 10:45 | 120 | Core Class |
| 10:16 - 10:59 | 43 | G40 | 10:14 - 10:29 | 15 | Recess | 10:45 - 11:00 | 15 | Recess |
| 10:59 - 11:02 | 3 | Passing Period | 10:29 - 10:32 | 3 | Passing Period | 11:00 - 11:03 | 3 | Passing Period |
| 11:02 - 12:01 | 59 | Core Class | 10:32 - 12:32 | 120 | Core Class | 11:03 - 12:32 | 89 | Specialty |
| 12:01 - 12:41 | 40 | Lunch | 12:32 - 1:12 | 40 | Lunch | 12:32 - 1:12 | 40 | Lunch |
| 12:41 - 12:44 | 3 | Passing Period | 1:12 - 1:15 | 3 | Passing Period | 1:12 - 1:15 | 3 | Passing Period |
| 12:44 - 1:43 | 59 | Core Class | 1:15 - 3:15 | 120 | Core Class | 1:15 - 3:15 | 120 | Core Class |
| 1:43 - 1:46 | 3 | Passing Period | | | | | | |
| 1:46 - 3:15 | 89 | Specialty | | | | | | |

ECMS-G 2024-2025 Minimum Day Schedule

| 6th Grade Minimum Day | | |
|-----------------------|----|----------------|
| 8:00-9:18 | 78 | Core |
| 9:18-9:21 | 3 | Passing Period |
| 9:21-10:01 | 40 | Core |
| 10:01-10:16 | 15 | Recess |
| 10:16-10:19 | 3 | Passing Period |
| 10:19-10:59 | 40 | Core |
| 10:59-11:02 | 3 | Passing Period |
| 11:02-12:02 | 60 | Specialty |
| 12:02-12:05 | 3 | Passing Period |
| 12:05-12:30 | 25 | Advisory |
| 12:30 | | Dismissal |

| 7th Grade Minimum Day | | |
|-----------------------|----|----------------|
| 8:00-9:00 | 60 | Specialty |
| 9:00-9:43 | 3 | Passing Period |
| 9:03-10:23 | 80 | Core |
| 10:23-10:38 | 15 | Recess |
| 10:38-10:41 | 3 | Passing Period |
| 10:41-12:01 | 80 | Core |
| 12:01-12:04 | 3 | Passing Period |
| 12:04-12:30 | 26 | Advisory |
| 12:30 | | Dismissal |

| 8th Grade Minimum Day | | |
|-----------------------|----|----------------|
| 8:00-9:20 | 80 | Core |
| 9:20-9:35 | 15 | Recess |
| 9:35-9:38 | 3 | Passing Period |
| 9:38-10:38 | 60 | Specialty |
| 10:38-10:41 | 3 | Passing Period |
| 10:41-12:01 | 80 | Core |
| 12:01-12:04 | 3 | Passing Period |
| 12:04-12:30 | 26 | Advisory |
| 12:30 | | Dismissal |

ECMS-GARDENA 24-25 ACADEMIC CALENDAR

8/19- First Day of School

| AUGUST 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| FEBRUARY 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

2/14- Student Free Day
2/17- President's Day (Holiday)

9/2- Labor Day (Holiday)
9/12- Back to School Night
9/13- Minimum Day

| SEPTEMBER 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MARCH 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

3/7- Student Free Day
3/24- Student Free Day
3/31- Cesar Chavez Day (observed)

10/4- Minimum Day
10/14- Student-Free Day
10/24- Parent Conferences (Minimum Day)
10/25- Parent Conferences (Student-Free Day)

| OCTOBER 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| APRIL 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

4/10- Parent Conferences (Minimum Day)
4/11- Parent Conferences (Student-Free Day)
4/14-4/18- Spring Break

11/11- Veterans Day (Holiday)
11/25-11/29- Thanksgiving Break

| NOVEMBER 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

5/9- Minimum Day
5/23- Minimum Day
5/26- Memorial Day (Holiday)

12/13- Last Day of Semester 1 (Minimum Day)
12/16- 1/3 Winter Break

| DECEMBER 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

6/12- Last day of school (Minimum Day)

1/1- 1/3 Winter Break
1/6- Student Free Day
1/7- Student Free Day
1/20 MLK's Birthday (Holiday)
1/31- Priority Parent Conferences (Minimum Day)

| JANUARY 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JULY 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

ECMS-GARDENA 2024-2025 CALENDAR

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>August</p> <ul style="list-style-type: none"> ● 8/19 - First Day of School | <p>January</p> <ul style="list-style-type: none"> ● 1/1-1/3 - Winter Break ● 1/6 - Student Free Day ● 1/7 - Teacher PD (Student-Free Day) ● 1/20- MLK's Birthday (Holiday) ● 1/31- Priority Parent Conference (Minimum Day) |
| <p>September</p> <ul style="list-style-type: none"> ● 9/2 - Labor Day (No School) ● 9/12 - Back to School Night ● 9/13 - Minimum Day | <p>February</p> <ul style="list-style-type: none"> ● 2/14- Teacher PD (Student-Free Day) ● 2/17- President's Day (No School) |
| <p>October</p> <ul style="list-style-type: none"> ● 10/4 - Minimum Day ● 10/14 - Teacher PD (Student-Free Day) ● 10/24 - Parent Conferences (Minimum Day) ● 10/25- Parent Conferences (No School) | <p>March</p> <ul style="list-style-type: none"> ● 3/7 - Student-Free Day ● 3/24 - 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) ● 11/25-11/29 - Thanksgiving Break (No School) | <p>April</p> <ul style="list-style-type: none"> ● 4/10 - Parent Conferences (Minimum Day) ● 4/11 - Parent Conferences (No School) ● 4/14-4/18- Spring Break |
| <p>December</p> <ul style="list-style-type: none"> ● 12/13 - Minimum Day ● 12/16-1/3 - Winter Break | <p>May</p> <ul style="list-style-type: none"> ● 5/9 - Minimum Day ● 5/23 - Minimum Day ● 5/26 - Memorial Day (No School) |
| <p>Holidays (No School)</p> <ul style="list-style-type: none"> ● Labor Day ● Veteran's Day ● MLK's Birthday ● President's Day ● Cesar Chavez ● Memorial Day ● Thanksgiving ● Christmas ● New Years | <p>June</p> <ul style="list-style-type: none"> ● 6/12- Last Day of School (Minimum Day) |



ENVIRONMENTAL CHARTER MIDDLE SCHOOL GARDENA

Re-Enrollment Application Academic Year 2024-25

We are excited to announce that the re-enrollment period for the upcoming school year will begin in December 2024. To streamline the process, we will be utilizing a Google survey, which will be sent to all parents. This survey will allow you to complete the re-enrollment process quickly and efficiently.

The survey will be distributed through our communication app, TalkingPoints. Please ensure you have the app installed and notifications enabled so you do not miss this important communication.

Thank you for your cooperation, and we look forward to another wonderful year together!

If you have any questions or need assistance, please do not hesitate to contact the school office.

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 Superintendent 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 Superintendent 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.