



Environmental Charter
Middle School

Environmental Charter Middle School - Inglewood
PARENT/STUDENT HANDBOOK
2025-2026

Please review the entire handbook.
Please sign and return pages 29 - 34 to the front office.

ECMS-Inglewood
3600 West Imperial Highway
Inglewood, CA 90303
310-793-0157
<http://ecmsinglewood.org/>

(ECMS reserves the right to amend & revise policies)

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

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

ECS Vision

*ECS will deliver a high-quality and safe program that attends to students' social, emotional and intellectual needs. Now more than ever, our students must engage in conscious critical thinking with their teachers and classmates. We must provide rigorous, engaging, equitable instruction to all ECS students to help them make sense of the world right now. As we develop an ECS education for this new normal, we will ensure that our approach is **student-centered, collaborative, flexible, and sustainable**. As we reopen our campuses, ECS students, teachers, and staff will return ready for continued learning, teaching, and community-building.*

Our Values: At Environmental Charter Schools, we value

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

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

CURIOSITY We question. We explore. We innovate.

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

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

Student Learning Outcomes

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

What is a Charter School?

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

Educational Program

The ECMS educational program is designed to develop in students the skills, knowledge, and attitudes that prepare them for success in college preparatory courses in high school and to be effective stewards of their communities. The curriculum is an integrated approach that addresses rigorous academic concepts in an authentic, interdisciplinary manner. Students take specialty classes to support their academic, social, and physical development, including College Readiness, Games and Movement (physical education), Handwork (Art), 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 School Management Team** consists of the Superintendent, Principal, Assistant Principal, Dean, Counselor, Social Worker, Office Manager, and Campus Engineer. They are supported by Environmental Charter Schools' staff; including a Director of Curriculum and Instruction and Director of Operations. They participate in the creation and implementation of the school's policies and procedures. They are responsible for the financial integrity of the school and collaboratively coordinate the work done by the parent body to support the school. The Administrative Team focuses on curriculum, assessment, professional development, special education, student support, and campus safety. The Office Manager and other office staff are responsible for the front office, all communications relating to daily attendance, the maintenance of student records, and student needs.

Faculty

ECMS teachers are active in all parts of the school's life, governance, and community-building events. In addition to the full-time faculty, ECMS hires specialty teachers to teach arts/handwork and games/movement. Communication between school and home is critical to student success. Parents are encouraged to contact their student's teachers regularly. Teachers can be reached by calling the main office, sending a note, 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), Zena Fong (Vice President), Dr. Denise Berger, Ed.D., Anthony Jowid, Dr. Madhu Chatwani, Kennedy Hilario, Herb Sims, Mason Williams, Andrew Ellenbogen, Remco Waller, LESD Representative.

Parent Participation: PAC/ELPAC and PTA

ECMS participates in the ECS network-level Parent Advisory Committee (PAC) and, if required based on our English learner enrollment, the English Learner Parent Advisory Committee (ELPAC). These committees provide parents with the opportunity to review and give feedback on the school's goals, programs, and expenditures through the Local Control and Accountability Plan (LCAP) process. PAC and ELPAC representatives are recruited from each ECS school to ensure broad representation of our families. A member of the administration attends PAC/ELPAC meetings to share updates, gather input, and answer questions about campus and program needs. Both committees serve in an advisory role. They inform school and network decision-making but do not make binding decisions on behalf of the school. The PTA can include site council members, but can include as many parents as are interested. PTA members do not need to be elected to serve.

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

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

Parents/Guardians also support ECMS and their child by meeting the terms of the parent contract (see page 32) they sign when enrolling and encouraging students to follow school policies and procedures described in the Parent/Student Handbook, including the discipline process and supporting the Community Agreements in this contract parents promise to:

1. Ensure their student **attends school on time by 8:00am** every day by establishing routines and expectations, in addition to monitoring their student's health each morning and keeping their student in school the entire school day as required by law.
 - Begin and end each day with a check-in regarding how the student is feeling
2. Bring their student to school **dressed in accordance with our school uniform dress code**, including outerwear and footwear.
3. Send their student to school with a backpack and **all the materials** needed for class each day.
4. Establish a **nightly homework routine** to provide a quiet place and time to do homework
 - Take an active role in helping your student process their learning.
 - Look at completed homework assignments as needed.
5. Check **Progress Reports** every week; sign and return the follow day
6. Use PowerSchool to regularly **check grades**.
7. Read the **weekly Parent Letter**.
8. Make an effort to attend **parent conferences and other parent meetings as needed including IEPs, SSTs or discipline-related parent shadows** and monitor communication from your student's teachers.
9. Arrange for their student to be in **mandatory support classes** such as intervention and tutoring.
10. **Support student's overall health.**
 - Ensure they get enough sleep.
 - Remain mindful of their student's stress or worry.
 - **Do not send gum, chips, candy, gatorade, soda or other sugary junk food to school for lunches or celebrations**
 - Send student with reusable water bottle.

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

Parent/Student/Teacher Conferences:

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

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

Communication

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

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

School information is always available via:

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

School communication will happen as follows:

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

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

Student Work & Images

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

The Five Agreements—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 students are expected to follow the Five Community Agreements:

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

In following the Five Community Agreements students will:

- Demonstrate respect for and cooperate with all adults at school.
- Treat schoolmates with respect, both in the classroom and on the playground.
- Be in class on time at 8:00am and prepared to do work.
- Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- Follow all school rules and behavior codes, including no fighting, play fighting, threatening, cyberbullying, bullying or put-downs.
- Accept responsibilities and consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Deliver all home-school communications promptly.
- Treat our school environment with respect.
- Participate in classroom activities.

Classroom Expectations:

- Communicate proactively with your teachers (i.e. if you can't complete an assignment on time or need additional support, email or message your teacher)
- Collaborate and support your ECMS classmates in their learning and safety.
- Communicate with any other adults if you have needs outside of the classroom (i.e. safety support, technology issues).

8th Grade 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 participate in the ceremony, students must complete the following requirements:

- 2.5 **Core** Grade Point Average Each Semester and overall 2.5 GPA
- Completion and participation in IBM's
- Completion of 10 hours (minimum) of Community Service with a Community Service Reflection Essay
- Fewer than 4 disciplinary referrals during their 8th grade school year
 - All referrals must be closed or on track to be closed.
- Have an attendance rate of 90% or higher.
- Applications submitted to at least 5 high schools
- Attendance in-person at high school fair with a parent or guardian

Student Success Team

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

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

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

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

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

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

Students with Special Needs

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

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

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

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

Attendance

Every student is expected to attend school on a daily basis by 8:00 am, unless there is a valid reason for his/her/their absence. Education Code 48400 states that each person between the ages of 6 and 18 years is subject to compulsory full-time education. Regular and prompt attendance is extremely important to every student's success in school. **Students who have good attendance have higher grades, enjoy school more, and are much more appealing to prospective high schools.**

Additionally, missing school can make it difficult to make up classwork. If coming to school regularly is a concern please contact the front office immediately so strategies can be put in place to encourage regular attendance.

ECS will make every effort to locate 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.

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

Each morning, the office will contact the parents of students who are absent from their classes. **If your child is sick, please call the office as soon as possible in the morning.**

Truancy

Students are truant when:

- Absent from school without a valid excuse
- 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

Chronically Truant Absent for more than 10% of the school year. Students who are considered Chronically Absent will be referred to the School Attendance Review Team for intervention.

Attendance Challenges Interventions

- Student/Counselor Meetings
- Action Plans
- Study Hall
- School Attendance Review Team Meeting
- Home Visits

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

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

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

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

Tardiness

Tardiness is disruptive to the learning process and negatively impacts the entire class, not just the child who is tardy. It is the policy of ECS campuses to have students arrive to class on time. Each student is expected to be in class each day, on time. Students who arrive after the tardy bell are considered late and must adhere to the requirements listed below. If you bring your child to school after the tardy bell, they must personally come to the front office for a tardy pass. The child will then be given a tardy pass to admit them into the classroom.

Students who are tardy will be required to attend study hall on early dismissal days. They will also discuss their tardiness with the counseling team, and parent meetings may be held to address the issue. Students who are habitually tardy or absent may receive a formal warning and be referred to the Student Attendance Review Board (SARB) as outlined below.

The following are examples of excused tardies: Funeral Service, medical, dental, optometric or chiropractic appointments **(documentation must be provided)**

Students with ten or more unexcused tardies may lose the privilege to participate in activities such as field trips, graduations, and school wide activities.

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

Early Pick Up

We discourage parents from picking students up early, but if your child must leave early, parents must go to the office and sign their child out. Parents may not go to the classroom to get their student. **Please note that if students are repeatedly picked up early, we will schedule a meeting with the school leadership team** to discuss the issue and find solutions to minimize disruptions to your child's education.

We also encourage you to keep your Emergency Contact information current, so we can reach you when your child needs to go home. If we cannot reach you, then we will call the other emergency contacts on your contact list. Students will only be released to people on the emergency card. *Repeated inability to reach parents and emergency contacts may result in referral to the Department of Children and Family Services.*

Medication/Health Services

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

Prescription and Non-Prescription Drug Policy

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

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

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

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

Lunch and Snacks

Environmental Charter Middle School-Inglewood participates in Provision 2 for the National School Lunch Program and School Breakfast Program, providing breakfast and lunch to all students at no charge. The school breakfast and lunch that we serve follows U.S. Department of Agriculture guidelines for healthy school meals. If you need more information about this program, please contact our front office at 310-793-0157. **Please note that outside meals ordered for delivery to school are not allowed.**

Food Distribution: Environmental Charter Middle School-Inglewood will provide breakfast and lunch to every student. If you need more information about this program, please contact our front office at 310-793-0157.

Sack Lunches

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

Students who are bringing a sack lunch should have:

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

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

Technology - ECS 1-TO-1 STUDENT CHROMEBOOK PROGRAM

Program Purpose

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

Device Purpose

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

The policies, procedures, and information in this program apply to all Chromebooks issued to ECS students. Teachers may set additional requirements for Chromebook use in their classroom. See the full ECS 1-to-1 Student Chromebook Program at <https://tinyurl.com/3twkewtr> for details.

On-campus Dress Code

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

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

Other Rules and Regulations On Campus:

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

Dress Code Compliance

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

Enrollment Procedures

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

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

Re-Enrollment Procedures

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

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

Retention Policy

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

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

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

Student Safety

Drop off & Pick Up

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

Emergency Contact Information

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

Emergency Plan

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

Discipline Policy

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

ECMS Policies

The Five Agreements—Community Agreements

The Learning Community program is designed to create a safe and supportive community for students. Teachers include community 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 students are expected to follow the Five Community Agreements:

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

In following the Five Community Agreements students will:

- **Demonstrate respect for and cooperate with all adults.**
- Follow all school rules and behavior codes, including no threatening, bullying or cyberbullying or put-downs.
- Follow all health & safety protocols, including mask wearing, hand sanitizing and distancing whenever possible.
- Accept responsibilities and consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Treat our school environment with respect.

Pupil Fee Policy

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

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

Concerns or questions about fees should be brought to the school principal. The complete pupil fees policy is available in the school office. Unresolved concerns can be submitted to the 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 in the office.

Tobacco Free School Policy

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

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 is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. ECMS's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. ECMS assures that lack of English language skills will not be a barrier to admission or participation in ECMS programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. The complete Uniform Complaint Policy and Procedure is available in the main office.

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

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

Dispute Resolution

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

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

The final school-level appeal is the Principal. Conflicts not resolved at the school-level can be appealed to the Superintendent. 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.

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. Any student who must miss 3 or more consecutive days of school due to major illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel.

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, 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

ECMS-I 2025-2026 Bell Schedule

Monday			Tuesday & Friday		
7:55	8:00	Warning Bell	7:55	8:00	Warning Bell
8:00	8:41	Advisory	8:00	8:30	Advisory
8:41	8:45	passing (4 mins)	8:30	8:34	passing (4 mins)
8:45	9:43	Period 1 (58 mins)	8:34	9:29	Period 1 (55 mins)
9:43	9:47	passing (4 mins)	9:29	9:33	passing (4 mins)
9:47	10:45	Period 2 (58 mins)	9:33	10:28	Period 2 (55 mins)
10:45	11:00	RECESS (15 mins)	10:28	10:43	RECESS (15 mins)
11:00	11:04	passing (4 mins)	10:43	10:47	passing (4 mins)
11:04	12:02	Period 3 (58 mins)	10:47	11:42	Period 3 (55 mins)
12:02	12:06	passing (4 mins)	11:42	11:46	passing (4 mins)
12:06	1:04	Period 4 (58 mins)	11:46	12:41	Period 4 (55 mins)
1:04	1:10	LUNCH PICK-UP (6 min)	12:41	1:16	LUNCH (35 mins)
			1:16	1:20	passing (4 mins)
			1:20	2:15	Period 5 (55 mins)
			2:15	2:19	passing (4 mins)
			2:19	3:14	Period 6 (55 mins)
Minimum Days		Grade 6-8			
7:55	8:00	Warning Bell			
8:00	8:10	Advisory			
8:10	8:14	passing			
8:14	9:09	The 1st Period			
9:09	9:13	passing			
9:13	10:08	The 2nd Period			
10:08	10:23	RECESS			
10:23	10:27	passing			
10:27	11:22	The 3rd Period			
11:22	11:26	passing			
11:26	12:21	The 4th Period			
12:21	12:30	LUNCH TO GO			

Bell Schedule (IZONE - After School Program):

Regular Day		Monday,	Tuesday, Wednesday, Thursday & Friday	Minimum Day	
Regular School Day	Advisory	8:00 - 8:41	8:00 - 8:30	Minimum School Day	Advisory 8:00-8:10
	Period 1	8:45-9:43	8:34-9:29		Period 1 8:14-9:09
	Period 2	9:47-10:45	9:33-10:28		Period 2 9:13-10:08
	RECESS	10:45-11:00	10:28-10:43		Recess 10:08-10:23
	Period 3	11:04-12:02	10:47-11:42		Period 3 10:27-11:22
	Period 4	12:06-1:04	11:46-12:41		Period 4 11:26-12:21
	LUNCH PICK UP/LUNCH	1:04-1:10	12:41-1:16		LUNCH TO GO 12:21-12:30
			Period 5 1:20-2:15	IZONE (After School Program)	Sign-In 12:30 - 12:45
			Period 6 2:19-3:14		Supper 12:45-1:15
			Pick up 3:14		Fitness 1:15-1:45
IZONE After School Program	Sign-In	1:04-1:30	3:14-3:24		Pick-Up 3:45-4:00
	Supper	1:30-2:00	3:24-3:44		
	Fitness	2:00-2:30	3:44-4:04		
	Enrichment	2:30-3:30	4:04-5:04		
	Homework	3:30-4:30	5:04-6:04		
	Team Building	4:30-5:30	SIGN OUT 6:04-6:14		
	Sign Out	5:30-6:00			

DRESS CODE SHIRT COLORS



WHITE



LIME GREEN



NAVY BLUE



BLACK



TEAL

Dress Code Key Points

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

Khaki, black or grey jeans allowed, No torn pants

Students must come to school in uniform daily

Polos/Sweaters must be solid and in uniform color

Appropriate logos on sweaters, or the ECMS logo

Sweaters must be school colors

Shoes need to be closed-toe

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

COLORES DE CAMISA DE VESTUARIO



BLANCO



VERDE LIMA



AZUL MARINO



NEGRO



VERDE AZULADO

PUNTOS DE VESTUARIO

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

Jeans caqui, negros o gris estan bien, que no esten rotos

Estudiantes necesitan tener uniforme diario

Polos/Sudadera necesitan ser sólidas con el color de uniforme

Logos apropiados en polos y sudaderas, o el logo de ECMS

Zapatos necesitan ser cerrados

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

Name: _____ Advisory: _____

Date: _____

**ENVIRONMENTAL CHARTER SCHOOLS
STUDENT ACCEPTABLE USE POLICY**

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

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

The Internet links computer networks around the world and provides access to a wide variety of computer and information resources. However, it is important for the users to recognize that the Internet also contains sites that have materials that are objectionable, adult-oriented or otherwise inappropriate. All users, parents, and guardians are advised that communications on the Internet cannot be completely monitored by ECS. By participating in the use of the Internet, students may gain access to information and communications, which they or their parents/guardians may find inappropriate, offensive, or controversial. While ECS will do everything in its power to ensure 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. **Chromebook Hardware Damage and Student Responsibility:** Students are responsible for the care and appropriate use of school-issued Chromebooks. Any intentional damage, negligence, or misuse resulting in hardware damage (e.g., cracked screens, broken hinges, liquid damage) will result in the student and their parent/guardian being held financially accountable. ECS staff will determine, based on an inspection, whether damage was due to intentional actions or neglect.
2. **Chromebook Replacement Cost:** Effective immediately, the replacement cost for a lost, stolen (due to negligence), or irreparably damaged Chromebook is set at \$350, in alignment with current market costs. This fee may be waived or reduced based on demonstrated financial hardship, but only upon formal request and review by the school's leadership team. Payment plans may be arranged.
3. **Chromebook and System Account Security:** Students must never share, steal, or attempt to access any ECS Chromebook login, email, or academic system account belonging to another student or staff member. Sharing passwords or accessing another person's account—whether with or without their consent—is strictly prohibited. These actions will be considered serious breaches of school policy and may result in suspension, technology access revocation, and referral to school administration for further disciplinary consequences.
4. **Use of Artificial Intelligence (AI) Tools:** The use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Google Gemini, Claude, etc.) is strictly limited to academic purposes explicitly authorized by the student's teacher. Permitted uses may include research, data analysis, idea generation, or editing—as directed in writing or verbally by a teacher. Using AI to complete assignments without approval or to misrepresent one's work is considered a violation of the Academic Honesty Policy.
5. **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.

6. **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.
7. **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.
8. **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.
9. **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.
10. **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.
11. **Prohibited Manipulation of School Software and System Settings:** Students are strictly prohibited from attempting to access, modify, disable, or bypass any ECS software, device configuration, security settings, content filters, or administrative controls installed on school-issued Chromebooks or within ECS-managed platforms. This includes using proxy sites, VPNs, or unauthorized tools to evade restrictions. Violations will be treated as serious disciplinary infractions and may result in loss of technology privileges, device confiscation, and further disciplinary action as outlined in ECS's Acceptable Use Policy and student discipline code.
12. **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.
13. **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
14. **Limitation of Liability:** Environmental Charter Schools (ECS) is not responsible for any direct or indirect damages resulting from the use of ECS-owned devices, networks, or digital tools. This includes data loss, service interruptions, file corruption, or delays in communication, even if caused by ECS maintenance or system errors. All use of ECS technology is at the student's own risk. ECS makes no guarantees regarding system reliability or data security

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 to 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-Parent Agreement 2025-2026

ECMS will:	Parents or Guardians will:
1. Provide a safe learning environment; Ensure students are engaged in activities that inspire them, equip them to succeed in a college preparatory high school and empower them to be stewards of their community.	1. Ensure my child attends school on time by 8:00 am every day (unless they have an excused medical absence) and stays the entire school day.

2. Monitor student attendance and engagement to ensure an appropriate, active, learning-focused environment.	2. Define the physical space for my student's study needs.
3. Teach students study skills such as organization, note-taking, and time management and provide resources for each course.	3. Monitor communication from my student's teachers.
4. Assign 1 hour of meaningful homework each night (30 from English/History and 30 minutes from Math/Science) plus 100 minutes of independent reading each week (recommended 20 minutes per night); Provide students with class time to write down their homework in their agendas.	4. Begin and end each day with a check-in regarding how my student is feeling, doing, and responding each school day. Establish a nightly homework routine to provide a quiet place and regular time to do homework.
5. Update standards grades weekly and distribute information regarding grades.	5. Check Progress Reports every Tuesday and contact teachers with concerns. Sign and return on Wednesdays.
6. Send a Parent Letter via TalkingPoints every week in English and Spanish; post letter on school website Tuesday afternoon; review Parent Letter announcements with students.	6. Read the Parent Letter and be familiar with school dates and events; contact the school if you have any questions. Establish times for quiet reflection and work time ; check student's agenda and look at completed homework assignments as needed.
7. Arrange parent conferences at least a week in advance, work with parent work schedules, and respond promptly to emails, phone calls and/or text messages. Be available to schedule meetings with parents as needed.	7. Attend parent conferences and other parent meetings as needed; communicate concerns through phone calls, emails, text messages or scheduled meetings with teachers; attend virtual meetings if needed.
8. Provide intervention, tutoring, remediation and enrichment classes with qualified teachers; Each core teacher has 60 minutes of intervention per week.	8. Arrange for my child to participate in intervention or counseling, if needed based on academic or behavior needs.
9. Provide healthy routines ideas at home, teach students about healthy eating habits and provide time for exercise in Specialty classes; Encourage students to participate in daily routines of self-reflection.	9. Support my child's health ; Ensure they get enough sleep and physical activity; attend socialization events when provided; avoid gum, coffee, candy, soda, or other sugary junk food for meals. Send student with reusable water bottle.
10. Provide opportunities to explain policies; provide opportunities for parents to participate in the development of school policies and programs.	10. Follow school policies and all procedures in the Parent-Student Handbook, including the discipline process; support the Community Agreements.

Student's Name _____ Parent/Guardian Signature _____

ECMS-Inglewood School-Wide Rules

1. Follow the Community Agreements:
 - a. Attentive Listening
 - b. Mutual Respect
 - c. No Put Downs/Appreciations
 - d. Right to Pass/Right to Participate
 - e. Mindfulness
2. Treat all community members with respect. At ECMS, we believe everyone deserves respect, which means that we do not tolerate any disrespectful behavior on campus, including bullying, harassment, spreading rumors, not complying with staff directions etc. **Fighting or play fighting is strictly forbidden on campus**
3. **Follow all rules and directions given by all adults on campus and all rules in the handbook.**
4. **Students must be in appropriate school uniform at all times on campus and field trips.**
5. Students are responsible for keeping each classroom, the courtyard, and all parts of campus clean. No spitting or littering. Put all equipment away immediately after use.
6. Students may not have **candy, chips, gum, soda, gatorade, coffee, junk food, or plastic bottles** on campus.
7. All electronic devices (cell phones, electronic watches, airpods, etc.) must be powered off and out of sight on campus during school hours.
8. **Students must have a pass to be out of their classrooms. Students may not be in any classroom, the parking lot, or any area on campus without adult supervision.**
9. Keep track of your belongings. Touching other peoples' belongings without permission will result in disciplinary action.
10. **Students must be on time to school and class.** If tardy or absent, students are required to attend Study Hall or other interventions to check in with designated staff members, make up missed work, and address tardiness.

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

Advisory _____ Date _____

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

Environmental Charter Middle School - Ingleswood School Wide Calendar (2025-2026)

<p style="text-align: center;">AUGUST</p> <ul style="list-style-type: none"> 8/18 First Day of School+First Day of Izone 8/25 - 8/29 Fall NWEA Testing 	<p style="text-align: center;">JANUARY</p> <ul style="list-style-type: none"> 1/5 & 1/6 Teacher PD (<u>No School</u>: Student-Free Day) 1/7 First Day of Semester 2 1/19 MLK's Birthday (<u>No School</u>: Holiday) 1/30 Priority Parent Conference (<u>Minimum Day</u>: Dismissal 12:20 pm)
<p style="text-align: center;">SEPTEMBER</p> <ul style="list-style-type: none"> 9/1 Labor Day (<u>No School</u>: Holiday) 9/11 Back to School Night (<u>Minimum Day</u>: Dismissal: 12:20 pm) 9/12 Teacher PD (<u>No School</u>: Student- Free Day) 9/16 Student & Staff Picture Day 9/24-9/26 6th Grade Camping (Running Springs) 9/24-9/26 8th Grade Camping (Idyllwild Pines) 	<p style="text-align: center;">FEBRUARY</p> <ul style="list-style-type: none"> 2/12 School Winter Dance 4:30 - 6pm 2/13 Teacher PD (<u>No School</u>: Student-Free Day) 2/16 President's Day (<u>No School</u>: Holiday) 2/17-2/27 CPT Window
<p style="text-align: center;">OCTOBER</p> <ul style="list-style-type: none"> 10/1-10/3 7th Grade Camping (Ojai) 10/3 Teacher PD (Co-Planning) <u>Minimum Day</u>: Dismissal: 12:20 pm 10/13 Teacher PD (<u>No School</u>: Student- Free Day) 10/24 School Fall Dance 4:30 - 6pm 10/30 Parent Conferences (<u>Minimum Day</u>: Dismissal: 12:20 pm) 10/31 Parent Conference (<u>No School</u>: Student- Free Day) 	<p style="text-align: center;">MARCH</p> <ul style="list-style-type: none"> 3/2-3/5 IUE Week 3/6 Teacher PD (<u>No School</u>: Student-Free Day) 3/10-3/20 ELPAC Speaking Exam 3/27 Cesar Chavez Day (<u>No School</u>: Holiday) 3/30-4/3 ECS Spring Break
<p style="text-align: center;">NOVEMBER</p> <ul style="list-style-type: none"> 11/11 Veterans Day (<u>No School</u>: Holiday) 11/24 - 11/28: Thanksgiving Break (<u>No School</u>) 	<p style="text-align: center;">APRIL</p> <ul style="list-style-type: none"> 4/6 Teacher PD (<u>No School</u>: Student-Free Day) 4/8-4/24 ELPAC Listening, Reading & Writing Exams 4/17 Priority Parent Conference (<u>Minimum Day</u>: Dismissal 12:20 pm) 4/30 Parent Open House (<u>Minimum Day</u>: School's ends at 12:20pm) - <i>tentative</i>
<p style="text-align: center;">DECEMBER</p> <ul style="list-style-type: none"> 12/12 Last Day Semester 1 (<u>Minimum Day</u>: Dismissal: 12:20 pm) 12/15-1/2 ECS Winter Break 	<p style="text-align: center;">MAY</p> <ul style="list-style-type: none"> 5/22 <u>Minimum Day</u>: Dismissal: 12:20 pm 5/25 Memorial Day (No School: Holiday) 5/11 - 6/5 Standardized Testing Window

<p>Holidays (No School/ Campus is Closed)</p> <table> <tr> <td>Labor Day</td> <td>MLK's Birthday</td> </tr> <tr> <td>Veteran's Day</td> <td>President's Day</td> </tr> <tr> <td>Thanksgiving</td> <td>Cesar Chavez</td> </tr> <tr> <td>Christmas</td> <td>Memorial Day</td> </tr> <tr> <td>New Years</td> <td>Juneteenth</td> </tr> </table>	Labor Day	MLK's Birthday	Veteran's Day	President's Day	Thanksgiving	Cesar Chavez	Christmas	Memorial Day	New Years	Juneteenth	<p>JUNE</p> <ul style="list-style-type: none"> • 6/5 School Spring Dance 4:30 - 6pm • 6/11 ECS Last Day of School (<u>Minimum Day</u>: Dismissal; 12:20pm) • 6/12 8th Grade Culmination - <i>tentative</i> • 6/19 Juneteenth
Labor Day	MLK's Birthday										
Veteran's Day	President's Day										
Thanksgiving	Cesar Chavez										
Christmas	Memorial Day										
New Years	Juneteenth										

Monday Schedule: First Bell Rings at 7:55am. School Ends at 1:04pm

Tuesday - Friday Schedule: First Bell Rings at 7:55am. School Ends at 3:14pm

**** All Events with asterisks are subject to change due to extenuating circumstances**