



Environmental Charter
Middle School

Environmental Charter Middle School - Inglewood
PARENT/STUDENT HANDBOOK
2026-2027

Please review the entire handbook.

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. Denise Berger, Ed.D., President
- Anthony Jowid, Vice President
- Zena Fong, Member
- Kennedy Hilario, Member
- Herb Sims, Member
- Mason Williams, Member
- Andrew Ellenbogen, Member
- Remco Waller, Member
- LESD Representative, Member (Rotating LESD Cabinet Official/Designee)

Required Annual Notifications

California law requires ECS to give families a set of annual notices at the beginning of each school year and to obtain a signed acknowledgment of receipt. Those notices are delivered in the Required Annual Notifications 2026-27 packet, which may be reviewed and signed electronically.

The notices provided in full in that packet, and the notices this handbook holds, are indexed in the packet itself, so the two documents can be read together without duplication.

Your signature on the separate Annual Acknowledgment of Receipt confirms receipt of both the annual notices and this handbook, including the discipline procedures, suicide prevention policy, and school safety information it contains. Paper copies of either document are available on request from the Main Office.

Parent Participation: PAC/ELPAC and PTA

ECMS participates in the 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.

Teacher And Paraprofessional Qualifications

On request, ECS will provide information about the professional qualifications of your student's teachers and paraprofessionals, including teacher licensing and state qualification criteria, grade and subject certifications, whether the teacher is teaching under an emergency or provisional credential, the teacher's degree major and any graduate certifications and field of discipline, and the qualifications of any paraprofessional providing services to your student. To request this information, contact Sarah Jamieson, Director of Human Resources at sarah_jamieson@ecsonline.org or 310-874-9441.

Your Rights to Information

Education Code 51101 gives you the right, within a reasonable period after making a request, to observe your student's classroom, to meet with your student's teachers and the principal, to volunteer time and resources, to be notified promptly if your student is absent without permission, to receive the results of your student's performance on standardized tests and information on school performance, to have a safe and supportive school environment, to examine the curriculum materials of your student's class, to be informed of your student's academic progress and whom to contact about it, to access your student's records, to receive information about the academic standards your student is expected to meet, to be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school, to receive information about and deny permission for psychological testing, to participate as a member of a parent advisory committee or school-site council, to question anything in your student's record you believe is inaccurate, misleading, or an invasion of privacy and receive a response, and to be notified as early in the school year as practicable if your student is identified as at risk of retention, along with your right to consult with the staff responsible and to appeal the decision. The complete list is provided in the Required Annual Notifications.

Curriculum Prospectus

ECMS-Inglewood compiles annually a prospectus of its curriculum, including the title, description, and instructional goals of every course offered, and makes it available for inspection on request from the Main Office.

Leave To Attend School Activities

Under Labor Code 230.8, an employer with 25 or more employees at the same location must allow a parent, guardian, stepparent, foster parent, grandparent, or person standing in loco parentis up to 40 hours of unpaid leave per year, not more than eight hours in any one month, to participate in school activities, with reasonable advance notice. The Main Office can provide written verification of a meeting if your employer requires it.

Board Meetings

The ECS Board of Directors conducts its business in open session, except where closed session is authorized by law. Agendas are posted at least 72 hours before a regular meeting at the school site and on the ECS website, and members of the public have the right to address the Board on any agenda item and on matters within its jurisdiction. Board agendas, minutes, and meeting schedules are available on the ECS website.

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.

ECMS-Inglewood has an ongoing obligation to identify, locate, and evaluate all students who may have a disability and need special education or related services, regardless of the severity of the disability. This obligation extends to students advancing from grade to grade, students experiencing homelessness, students in foster care, and students suspected of having a disability even if they are not failing academically.

A parent, guardian, teacher, or other service provider may make a written request for an assessment at any time. ECMS-Inglewood will respond in writing within 15 calendar days with either a proposed assessment plan or an explanation of why an assessment is not proposed. If you consent to an assessment, the school will complete it and hold an individualized education program meeting within 60 days of receiving your written consent, excluding school vacations of more than five days. Parents are required members of the IEP team, and a notice of parent rights and procedural safeguards is provided at every IEP meeting and on request. ECS is a member of the El Dorado Charter SELPA.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. A student who has a physical or mental impairment that substantially limits one or more major life activities is entitled to a free appropriate public education, which may include regular or special education and related aids and services. Parents have the right to notice, to examine relevant records, to an impartial hearing with the opportunity for participation by counsel, and to a review procedure. A student with a disability whose IEP provides for assistive technology is entitled to use that device or service, and where the IEP team determines continued access is necessary, a device may be used at home or in another setting outside school under a limited loan agreement.

To request an assessment or ask questions about special education or Section 504, contact Kayla McCarley, Special Education Coordinator, at kayla_mccarley@ecsonline.org or the main office at 310-793-0157.

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 48200 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

A student is classified as truant under Education Code 48260 after being absent from school without a valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination of the two. A student who is truant will receive the written notification required by Education Code 48260.5.

Separately, ECMS-Inglewood records an unexcused absence for internal attendance purposes when a student misses 20 minutes or more of a class period without a valid excuse. This is the school's own attendance standard and is stricter than the state truancy standard. It governs class attendance records and eligibility for school activities. It does not change when a student is reported as truant or referred to SARB, which run on the 30-minute standard in Education Code 48260.

Chronically Absent: absent for 10% or more of the school days in the school year, for any reason. Students who are chronically absent will be referred to the School Attendance Review Team for intervention. A student is separately considered a chronic truant under Education Code 48263.6 when absent without a valid excuse for 10% or more of the school days in the school year.

Attendance Challenges Interventions

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

Excused Absences

California Education Code 48205 sets the absences that must be excused. An absence is excused when it is:

- Due to the student's illness, including an absence for the benefit of the student's mental or behavioral health;
- Due to quarantine under the direction of a county or city health officer;
- For the purpose of having medical, dental, optometrical, or chiropractic services rendered;
- For the purpose of attending the funeral services of, or grieving the death of, a member of the student's immediate family or a person the parent/guardian determines to be in such close association with the student as to be considered immediate family, limited to five days per incident;
- For the purpose of jury duty in the manner provided for by law;
- Due to the illness or medical appointment during school hours of a child for whom the student is the custodial parent, including an absence to care for a sick child, for which the school will not require a note from a doctor;
- For justifiable personal reasons, when the absence is requested in writing by the parent/guardian in advance and approved by the Principal or designee. Justifiable personal reasons include but are not limited to an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at a religious retreat, attendance at an employment conference, and attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization;
- For the purpose of serving as a member of a precinct board for an election;
- For the purpose of spending time with a member of the student's immediate family who is an active duty member of the uniformed services and who has been called to duty for, is on leave from, or has immediately returned from a deployment;
- For the purpose of attending the student's naturalization ceremony to become a United States citizen;
- For the purpose of participating in a cultural ceremony or event;
- For the purpose of participating in a civic or political event, provided the student notifies the school ahead of the absence. One full-day absence per school year is excused for this reason, and additional absences may be excused at the discretion of a school administrator;

- For the purpose of participating in military entrance processing;
- Following the death of a member of the student's immediate family, or of a person the parent/guardian determines to be in such close association with the student as to be considered immediate family, in order to (i) access services from a victim services organization or agency, (ii) access grief support services, or (iii) participate in safety planning or take other actions to increase the safety of the student or their immediate family, including temporary or permanent relocation. These absences are limited to three days per incident, and additional days may be excused at the discretion of a school administrator;
- Authorized at the discretion of a school administrator.

For purposes of this section, immediate family means the student's parent or guardian, brother or sister, grandparent, or any other relative living in the student's household. Attendance at religious retreats may not exceed one school day per semester. Under Education Code 46014, a student may also be released to participate in religious exercises or to receive religious instruction away from school, for not more than four days per school month.

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

- Field Trips
- Academic events
- School office appointments
- Suspension

UNEXCUSED ABSENCES include but are not limited to the following:

- Absence for a reason that does not appear in the excused absence list above
- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of twenty minutes or more
- Absence due to taking an early vacation or extending a vacation

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 Drug Policy

When a student must take medication at school, a parent/guardian must bring the medication to the office in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled along with the proper medical forms filled out (please see the main office for these forms). Students must report to the main office when the medication is to be dispensed.

A student may carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during the school day, on school-sponsored activities, and while under school supervision, if the school has on file a written statement from the student's physician or surgeon confirming that the student is able to self-administer the medication, and a written statement from the parent or guardian consenting to self-administration, providing a release for the school and its personnel to consult with the prescriber, and releasing the school and its personnel from civil liability. Please notify the Main Office if your student carries either medication. Other prescription medication may not be carried by a student and must be delivered to the Main Office as described above.

The parent or guardian of a student on a continuing medication regimen for a nonepisodic condition is required to inform the Main Office of the medication being taken, the current dosage, and the name of the supervising physician. With parent or guardian consent, school staff may communicate with the physician and may counsel school personnel about the possible effects of the medication.

Non-Prescription Drug Policy

ECMS-Inglewood employees may not distribute any non-prescription medication.

Tobacco Policy

All ECS campuses are tobacco-free pursuant to Health and Safety Code 104420 and 104495 and Education Code 48901. Prohibited products include cigarettes, cigars, smokeless tobacco, and electronic nicotine delivery systems such as e-cigarettes and vaping devices. The prohibition applies to students, staff, and visitors at all times in ECS buildings, on ECS grounds, in ECS vehicles, and at ECS-sponsored events, including events after regular school hours. Student violations are addressed under the discipline procedures in this handbook and may include a referral to cessation support. See also the Marijuana, Illicit Substances, Vaping and Alcohol Prevention and Prohibition Policy in this handbook. A copy of the policy is available in the Main Office.

Immunizations

California law requires students to be immunized against specified diseases before admission unless a valid medical exemption is on file. A student who is not properly immunized must be excluded from school, and the school will notify the parent or guardian, who then has two weeks to supply evidence either that the student has been properly immunized or that the student is exempt. Families will be referred to the student's usual source of medical care, or, if none exists, to the Los Angeles County Department of Public Health. A student experiencing homelessness, in foster care,

or otherwise entitled to immediate enrollment will be enrolled immediately and immunization records will be obtained in parallel; a missing immunization record will not delay enrollment for these students.

Emergency Medications

ECMS-Inglewood maintains emergency epinephrine auto-injectors and emergency naloxone hydrochloride, an opioid antagonist, on campus, and has trained volunteer personnel to administer them to a person believed to be experiencing anaphylaxis or an opioid overdose, whether or not the person has a known history. Epinephrine auto-injectors and naloxone are stored at the Main Office. Any person may administer either medication in good faith in an emergency without civil liability under California law. The Comprehensive School Safety Plan includes the school's procedures for responding to a suspected opioid overdose. Counterfeit pills sold outside a pharmacy may contain lethal doses of fentanyl, and we encourage families to discuss that risk with their students.

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.

Electronic Devices (Cell Phones)

All electronic devices (including all cell phones, air pods, and headphones) must be on silent and in backpacks in a closed compartment during the school day. This includes before school, 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.

Exceptions Required by Law (Ed. Code 48901.7)

There are four situations where your student may keep or use their smartphone, even when the rules above would otherwise say no:

- In an emergency, or when your student reasonably believes there is a threat of danger.
- When a teacher or administrator says it is okay for a specific purpose. Staff may set limits on how long the phone can be used and what it can be used for.
- When a licensed physician or surgeon says your student needs the phone for their health or well-being.
- When your student's individualized education program (IEP) requires it.

If your student needs a phone for a medical reason, please contact the school office so we have the documentation on file.

How This Policy Was Adopted and Reviewed

The Electronic Devices section of this handbook, along with the four exceptions listed above, is the smartphone policy under Education Code 48901.7. Students, families, and staff gave input as the policy was developed. The Board will review and update the policy at least once every five years.

In addition, students may not use any device to bully, cyberstalk, plagiarize, harass or intimidate anyone. All digital content accessed must be appropriate and aligned with schoolwide expectations of personal respect and decorum.

Consequences

1. **First offense:** Student picks phone up at the end of day from the office or Dean's office.
2. **Second offense:** Parent/ guardian picks phone up at the end of day from the office or Dean's office.
3. **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 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 be distributed via the student's advisory teacher if the circumstance allows. The form can be found at the end of this handbook.
- If ECMS does not receive notification of re-enrollment by the deadline, a student's space may be given away.
- Students who lose their space may apply for re-admission. Their application will be treated the same as any other applicant's.

Retention Policy

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

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

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

Student Safety

Drop off & Pick Up

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

Emergency Contact Information

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

Emergency Plan

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

Discipline Policy

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

Suspension and Expulsion Procedures

Suspension and expulsion can have an extremely significant impact on both the student and the school. ECMSI therefore adheres to the following guidelines.

Limits on Suspension

- **Other Means of Correction First:** Under Education Code section 48900.5, suspension may be imposed only when other means of correction have failed to bring about proper conduct. A student may be suspended on a first offense only where the Principal determines that the student violated subdivision (a), (b), (c), (d), or (e) of Education Code section 48900, or that the student's presence causes a danger to persons. Section 48900.5 lists the other means of correction, and that list expressly includes a conference with the family and the student, referral to a counselor, psychologist, social worker, or other support personnel, study or guidance teams that assess the behavior, participation in a restorative justice program, and a positive behavior support approach with tiered interventions during the school day on campus. The pre-referral contacts, family meetings, repairs, restorative processes, Restorative Days, and tiered supports described throughout this handbook are those means. ECMSI documents them as they happen, which is what allows a later suspension to be both fair and lawful.

- **Willful Defiance:** Under Education Code section 48900, subdivision (k), a student in grades six through eight may not be suspended for disrupting school activities or otherwise willfully defying the valid authority of school staff. That prohibition is currently in effect and is scheduled to become inoperative on 1 July 2029. Separately, and with no expiration date, those acts may not be grounds for a recommendation for expulsion at any grade level. A teacher retains the authority under Education Code section 48910 to suspend a student from that teacher's class for the remainder of the day and the following day, and ECMSI uses in-school interventions and restorative responses in place of school suspension.
- **Attendance:** Under Education Code section 48900, subdivision (w), a suspension or expulsion may not be imposed on a student based solely on the fact that the student is truant, tardy, or otherwise absent from school activities. Attendance concerns at ECMSI are addressed through the attendance process described earlier in this handbook, not through suspension.
- **Principal Approval:** Every suspension requires the approval of the Principal.

Grounds for Suspension and Expulsion

ECMSI's rules and procedures for suspension and expulsion are intended to afford students due process rights. The decision to recommend suspension or expulsion is at the discretion of the Principal or an administrative designee. A student may be suspended or expelled for any of the acts enumerated in this section where the act is related to a school activity of any kind. These acts may occur while on school grounds, while going to or coming from school, or during or while going to or coming from a school-sponsored activity.

A student shall not be considered for suspension or recommended for expulsion unless the Principal 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 another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless the student had obtained written permission to possess the item from a certificated school employee, concurred in by the Principal or the Principal's designee.
- 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, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished another substance represented as such.
- 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 product containing tobacco or nicotine, including cigarettes, cigars, clove cigarettes, electronic cigarettes, vaporizers, smokeless tobacco, snuff, and chew packets. This does not prohibit a student's use or possession of their own 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 section 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 student who is a complaining witness or a witness in a school disciplinary proceeding, for the purpose of preventing that student from being a witness or retaliating against that student 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, meaning any severe or pervasive physical or verbal act or conduct, including communications made in writing or by electronic act.
- Aided or abetted the infliction or attempted infliction of physical injury to another person. This ground supports 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 personnel or students.
- Made terrorist threats against school officials or school property.
- Engaged in other extreme behavior that compromises school or student safety.

Mandatory Grounds for Suspension and Expulsion

A student shall be suspended and recommended for expulsion where the Principal determines that the student committed one of the following acts at school or at a school activity off school grounds:

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

Procedures and Due Process

Informal Conference

When a situation arises that calls for suspension, an informal conference is conducted by administrative staff and includes the student and the student's Parent/Guardian. In an emergency, where a clear and present danger exists that threatens the health and safety of students or school personnel, a student may be suspended without a conference. Where that happens, the Parent/Guardian is notified of the suspension and a conference is held as soon thereafter as reasonably possible.

Notice to Parents and Guardians

At the time a suspension is recommended, a member of the administrative staff makes reasonable attempts to contact the Parent/Guardian immediately by telephone. Where the Parent/Guardian cannot be reached immediately, staff continue to follow up throughout the day or attempt contact

in person. A written notification is sent home promptly. The written notice details the incident, specifically identifies the offense committed as required by Education Code section 48900.8, and states the recommended dates of suspension. It requests a conference where one has not already been held.

At the informal conference, and as required by Education Code section 48911, the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, is informed of the evidence, and is given the opportunity to present their own account.

Length of Suspension

The maximum number of days of suspension for a single incident is five consecutive school days, unless the administration and the Parent/Guardian agree to a longer term or the circumstances set out in the expulsion procedure apply. For suspensions exceeding five days, a second conference is scheduled with the Parent/Guardian upon completion of the fifth day 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 the Parent/Guardian participate in a post-suspension conference with administration.

Education While Suspended

ECMSI makes all reasonable arrangements to provide the student with classroom materials and current assignments to be completed at home during the suspension.

Administrative Hearing

An Administrative Hearing is convened in either of two circumstances: upon a suspension that may lead to a recommendation by the Principal or designee for expulsion, or upon a fifth referral in the Automatic or Two-Infraction categories involving harm. Convening an Administrative Hearing is not a recommendation for expulsion and does not presume one. Its purpose is to determine whether the conditions stated under Grounds for Suspension and Expulsion are met, and it reviews the complete record of what ECMSI has already attempted, including pre-referral contacts, Restorative Days, repairs completed and verified, family conferences, and any supports provided under an Individualized Education Program or a Section 504 plan. The student and the student's Parent/Guardian or representative are invited. Where the hearing follows a suspension, it also determines whether the suspension should be extended pending an expulsion hearing. The hearing may conclude with no recommendation, with additional supports and a revised plan, or with a recommendation to proceed to a Pre-Expulsion Hearing.

Pre-Expulsion Hearing

Upon a suspension that may lead to a recommendation by the Principal or designee for expulsion, the student and the student's Parent/Guardian or representative are invited to a Pre-Expulsion Hearing to determine whether ECS could provide additional support prior to expulsion, or whether to recommend the student for an expulsion hearing. The decision to recommend expulsion rests with the ECS Pre-Expulsion Committee, which includes administrators, the Superintendent, and a home office representative.

Expulsion

The decision to recommend expulsion is at the discretion of the Principal or an administrative designee. The final recommendation for expulsion rests with the Expulsion Hearing Committee, a fair and impartial panel of staff representatives assigned by ECS leadership who were not involved in the incident. An ECS Board member may be invited to serve on the Committee; to avoid a conflict of interest, that member may not vote on the expulsion decision and must be recused from the Board's subsequent consideration of expulsion ratification. A minimum of three Committee members must be present for the hearing to proceed. The Committee's determination is made in the form of written findings of fact and a written recommendation.

The ECS Board of Directors must vote in closed session at its next regularly scheduled meeting to either ratify or reject the expulsion decision, agendized using non-identifying references to the student. If the Committee does not recommend expulsion, or the Board does not ratify it, the student is immediately returned to their previous educational program with a reentry plan and the date the student will return to class.

A student may be recommended for expulsion where either of the following conditions exists:

- Repeated violations have persisted 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.

Discretionary expulsion is reserved for repeated and severe infractions that intentionally cause physical or mental harm. Students are not expelled for willful defiance.

Federal law requires that a school expel, for a period of not less than one year except on a case-by-case basis, any student determined to have brought a firearm to school.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing is held within 30 days after administrative staff determine that the student committed an act subject to expulsion, and is presided over by the Expulsion Hearing Committee.

Written notice of the hearing is forwarded to the student and the Parent/Guardian at least 10 calendar days before the date of the hearing. This notice includes:

- The date, time, and place of the hearing.
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- A copy of the ECMSI disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the Parent/Guardian to appear in person at the hearing.
- The right to review all evidence and question witnesses.
- A statement of the student and Parent/Guardian due process rights.
- The right to be represented by an attorney.
- The right to bring witnesses, written statements, and written documents.

- Notice of the obligation to inform any new district in which the student seeks to enroll of the student's status with ECMSI.

Record of Hearing

A record of the hearing is made and may be maintained by any means, including electronic recording, so 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 where it is the kind of evidence on which reasonable persons rely in the conduct of serious affairs. A recommendation to expel must be supported by substantial evidence that the student committed one of the acts listed under Grounds for Suspension and Expulsion.

Written Notice to Expel

Following ratification by the ECS Board of Directors of the Expulsion Hearing Committee's decision to expel, the Principal or designee sends written notice of the decision to the student and the Parent/Guardian. This notice includes:

- The specific offense committed by the student, from among the acts listed under Grounds for Suspension and Expulsion.
- Notice of the right to appeal the expulsion. Expulsion appeals are brought to the ECS Board of Directors.
- Notice of the obligation to inform any new district in which the student seeks to enroll of the student's status with ECMSI.
- A rehabilitation plan for the student.

The Principal or designee also sends written notice of the decision to expel to the student's district of residence and to the Los Angeles County Office of Education, including the student's name, the specific offense committed, and the rehabilitation plan.

Expulsion Appeal and Board Review

If a student is expelled, the student or the student's Parent/Guardian may, within ten (10) calendar days following the written notice to expel, file a written appeal requesting that the ECS Board of Directors reconsider the expulsion determination. The Board will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable, and will consider all information and evidence contained in the record from the expulsion hearing. Any Board member who served on the Expulsion Hearing Committee will not participate in the Board's hearing, deliberations, or vote on the appeal. The Board will inform the Parent/Guardian and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

Rehabilitation

Students who are expelled from ECMSI are given a rehabilitation plan upon expulsion, developed by the Expulsion Hearing Committee at the time of the expulsion order. The plan may include periodic

review and assessment at the time of review for readmission. It includes a date, not later than one year from the date of expulsion, when the student may reapply for readmission.

Alternative Educational Programs for Expelled Students

Where a decision is made to expel a student, ECMSI works cooperatively with the student's district of residence and county to assist with the educational placement of the expelled student. As permitted by law, ECMSI communicates any incident of violent or serious behavior to the district or school to which the student matriculates.

Readmission

The decision to readmit a previously expelled student is at the sole discretion of the Expulsion Hearing Committee designated by the Board of Directors, based on the student having met the requirements and goals of the rehabilitation plan. Readmission is also contingent on the capacity of ECMSI at the time the student seeks readmission.

Notice to Teachers

ECMS-Inglewood notifies teachers of each student who has engaged in, or is reasonably suspected to have engaged in, any of the acts listed in Education Code 49079 and the corresponding enumerated offenses set forth in Grounds for Suspension and Expulsion.

Periodic Review

The ECS Board of Directors, or a committee appointed by the Board, holds an annual review of suspension and expulsion. During the review, the Board or its committee makes 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, ECMSI complies with the discipline procedures set forth in the Individuals with Disabilities Education Act. ECMSI follows the components of a student's Individualized Education Program in matters of student discipline, and notifies the El Dorado Charter SELPA and coordinates the procedures in this policy with regard to the discipline of any student with a disability where an alternative placement is under consideration.

Where removals from the regular placement approach a cumulative total of 10 school days in a school year, ECMSI convenes the student's team to determine whether a manifestation determination is required. A manifestation determination is required before any change of placement.

A Restorative Day is designed so that it does not constitute a removal. The student continues to be involved in and make progress in the general education curriculum, continues to receive the instruction and services specified in their plan, and continues to participate with their classmates to the same extent their placement provides. Where any of those three conditions cannot be met on a given day, the day is not assigned.

Discipline of Students With Section 504 Plans

Students with Section 504 plans are afforded the following protections. As a student's cumulative removals approach a total of 10 days, the Student Success Team meets to hold a re-evaluation. The purpose of that meeting is to determine whether the student's conduct was caused by their disabling condition and whether the student's current educational placement is appropriate. Where the Section 504 plan and placement are appropriate, and it is determined that the behavior was not a result of the student's disabling condition, the school may proceed in the same manner as it would with students who do not have a disability.

The Inclusion Coordinator is notified before a Restorative Day, a change of placement, or a suspension is finalized or communicated to the family for any student with an Individualized Education Program or a Section 504 plan.

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 are trained to recognize the risk factors and warning signs of suicide and will refer out to our counseling department. Our counseling department staff are trained to assess for suicidal ideation to determine the risk levels and provide mental health support. All students that demonstrate signs of suicide/self-harm will be assessed for suicidal ideation, parents will be informed of the suicide assessment, the risk levels, the mental health support ECS provides, and next steps.

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life threatening situation, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771. The 988 Suicide and Crisis Lifeline is available 24 hours a day by calling or texting 988. There is also a Crisis Text Line, which can be accessed by texting HOME to 741741. Our [suicide prevention policy](#) is available in the office.

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:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
- Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
- Be informed whether the comprehensive sexual health or HIV prevention education will be taught by ECS personnel or outside consultants.
- 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.
- 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.

ECMS-Inglewood will provide written notice at least 14 days before comprehensive sexual health or HIV prevention education begins, stating the dates of instruction and whether the instruction will be delivered by school personnel or outside consultants. A student will not be subject to any disciplinary action, academic penalty, or other sanction if a parent or guardian declines to permit participation, and an alternative educational activity will be made available.

Human Trafficking Prevention

California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking. This information may

be provided as part of health education, safety instruction, or other school-based programs, and is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit young people, develop strategies to seek help from trusted adults, and access support resources.

Students and families are encouraged to report concerns about trafficking, exploitation, or any unsafe situation to school staff, and to local law enforcement or child welfare agencies if there is immediate danger. The National Human Trafficking Hotline is available 24 hours a day at 1-888-373-7888, by texting HELP or INFO to 233733, or at humantraffickinghotline.org. Reports may be made confidentially.

Menstrual Products

ECMS-Inglewood provides free and accessible menstrual products in all women's restrooms, all all-gender restrooms, and at least one men's restroom. A notice is posted in a prominent and conspicuous location in every restroom where these products are required to be stocked, giving the name, email address, and telephone number of the staff member responsible for maintaining the supply.

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.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act gives parents and guardians the right to inspect and review their student's education records, to request amendment of a record they believe is inaccurate or misleading, to consent to disclosures of personally identifiable information except as authorized by law, and to file a complaint with the U.S. Department of Education. To inspect records or request an amendment, contact Sarah Jamieson, Custodian of Records, sarah_jamieson@ecsonline.org, 310-874-9441.

Directory Information. ECS designates the following categories as directory information: the student's name, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and degrees, honors, and awards received. Directory information does NOT include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin, and ECS will not release that information without written parental consent or a court order. Directory information may be released to recipients such as school-affiliated organizations, yearbook and event program publishers, and postsecondary institutions.

- You may refuse the release of your student's directory information by completing the opt-out in the acknowledgment section of the Required Annual Notifications 2026-27. The opt-out must be returned within 30 calendar days of receipt of that notice. The directory information of a student identified as a homeless child or youth will not be released without express written consent, except that it may be disclosed, as authorized by ECS policy, to facilitate a free eye examination by a

nonprofit provider or a free oral health assessment hosted at school, unless you provide written notice that you do not consent.

Uniform Complaint Procedure

ECMS-Inglewood's (ECMS-Inglewood) policy is to comply with applicable federal and state laws and regulations. ECMS-Inglewood is the local educational agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. ECMS-Inglewood 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:

- Accommodations for pregnant and parenting students
- After-school programs
- Career technical and technical education and training programs
- Consolidated categorical aid programs
- Course periods without educational content
- Education of students in foster care, students experiencing homelessness, former juvenile court students now enrolled in a school district, and students from military families
- English learner programs
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Physical education instructional minutes
- Pupil fees
- Reasonable accommodations to a lactating student
- School safety plans
- Tobacco-use prevention education

The same complaint procedure may also be used to file complaints against ECMS-Inglewood 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 the ECMS-Inglewood Principal.

The sixty (60) day timeline for an investigation and ECMS-Inglewood response will begin when the complaint is received. The review will conclude within sixty (60) calendar days from date of receipt of complaint, unless the complainant agrees in writing to extend the time. If the complainant disagrees with ECMS-Inglewood's decision, they have 30 calendar days from the date of the LEA Investigation Report 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-Inglewood's decision provided to them.

ECMS-Inglewood 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-Inglewood 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.

Chartering Authority. ECMS-Inglewood is a public charter school authorized by the Los Angeles County Board of Education. Information about the authorizer is available from the Los Angeles County Office of Education Charter School Office at (562) 803-8438 and at www.lacoe.edu.

Charter School Complaint. Separate from the Uniform Complaint Procedures, a complaint may be filed if you believe the school has discouraged enrollment or encouraged disenrollment on the basis of low academic achievement, economic disadvantage, English proficiency, ethnicity, foster youth status, homelessness, nationality, neglected or delinquent status, race, sexual orientation, disability, sex, gender, gender identity, gender expression, religion, or immigration status, or has requested or required records to be submitted before enrollment. The Charter School Complaint form is available in the Main Office and on the school website, and may be submitted to the school or directly to the Los Angeles County Board of Education. This notice is also provided to anyone inquiring about enrollment, before any enrollment lottery, and before any disenrollment.

Additional Remedies and Postings. You may pursue available civil law remedies, including injunctions and restraining orders, outside these complaint procedures. For discrimination complaints arising under state law, you must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies, and that waiting period does not apply to injunctive relief. Information about the CDE appeal process is available at www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp. This policy is posted at the school site in a place available for public viewing and on the school website at all times the school is operational, and postings are updated within 30 days of any revision.

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

2026-2027 Memorandum - Safe Storage of Firearms

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 can be 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 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.

California also prohibits any person from possessing a firearm on, or within 1,000 feet of, the grounds of a public or private school, with limited exceptions for law enforcement, active or honorably retired peace officers, members of the military, and armored vehicle guards acting within the scope of their duties, and for an unloaded firearm kept in a locked container or the locked trunk of a motor vehicle. This notice is provided pursuant to Education Code 48986.

Non-Discrimination Statement

ECMS-Inglewood is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. ECMS-Inglewood'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 or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or any other characteristic identified in Education Code 220 or Penal Code 422.55; 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-Inglewood assures that lack of English language skills will not be a barrier to admission or participation in ECMS-Inglewood programs.

Inquiries and complaints regarding discrimination, harassment, intimidation, or bullying may be directed to Sarah Jamieson, Director of Human Resources, Title IX Coordinator and UCP Compliance Officer at sarah_jamieson@ecsonline.org or 310-874-9441.

Inquiries regarding disability discrimination may be directed to Section 504 Coordinator Kayla McCarley at kayla_mccarley@ecsonline.org or to the main office at 310-793-0157.

This statement is posted on the ECMS-Inglewood website and in the school's administrative office.

Instructional Materials, Curriculum, And Freedom From Discriminatory Bias

ECMS-Inglewood is committed to a learning environment free from discrimination and bias. All instructional materials, textbooks, supplemental materials, and teacher-led instruction must be factually accurate, aligned to state content standards, and free from content that promotes discrimination against any person or group. This includes protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics, as well as bias based on any characteristic protected by Education Code 220.

No teacher may give instruction, and no school-sponsored activity may be conducted, that reflects adversely on a person or group because of a protected characteristic, or that promotes a discriminatory bias. Instructional material found to be discriminatory or factually inaccurate regarding a protected group will be removed from current and future course offerings.

Filing a Complaint. If you believe your student has experienced discrimination, or that instructional materials or instruction violate these standards, you may file a complaint under the Uniform Complaint Procedures described in this section. You have the right to submit evidence supporting the allegation. ECS will investigate and issue a written decision within 60 calendar days of receiving the complaint. Corrective action may be taken without any showing that a member of a protected group was present or was directly harmed. If you disagree with the decision, or if ECS does not meet that timeline, you may appeal to the California Department of Education within 30 calendar days from the date of the LEA Investigation Report.

To report a concern or ask questions, contact Sarah Jamieson, Director of Human Resources and UCP Compliance Officer, at sarah_jamieson@ecsonline.org or 310-874-9441.

Safe Place to Learn Act

California's Safe Place to Learn Act requires ECMS-Inglewood to work continuously to reduce discrimination, harassment, violence, intimidation, and bullying, and to strengthen the connections between students and supportive adults at school.

ECS has adopted the Harassment, Intimidation, Discrimination and Bullying Policy, board approved April 2026, which prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other

characteristic identified in Education Code 220 or Penal Code 422.55, or association with a person or group with one or more of these actual or perceived characteristics. The policy applies to all acts related to school activity or school attendance.

Staff Duty to Intervene: A school employee who witnesses an act of discrimination, harassment, intimidation, or bullying is required to intervene when it is safe to do so.

How to Report: A student, parent, or guardian may report an incident to any staff member, to the Principal, or by filing a complaint under the Uniform Complaint Procedures described in this handbook. A complaint may be filed confidentially, and ECMS-Inglewood prohibits retaliation against anyone who reports an incident or participates in an investigation. ECS will investigate and issue a written decision within 60 calendar days.

Where This Information Is Posted: The policy, the process for filing a complaint, and the contact information for the staff member responsible for receiving complaints are posted in the main office and in other prominent locations at the school, and are available on the ECMS-Inglewood website. Printed copies are available at no cost from the Main Office.

The staff member responsible for receiving complaints is Sarah Jamieson, Director of Human Resources, Title IX Coordinator and UCP Compliance Officer, at sarah_jamieson@ecsonline.org or 310-874-9441.

Anti-Harassment And Bullying Policy

ECMS-Inglewood prohibits discrimination, harassment, intimidation, and bullying of any student based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 220 or Penal Code 422.55, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance.

Bullying means severe or pervasive physical or verbal conduct, including communication made in writing or by electronic act, directed toward a student that has or can reasonably be predicted to have the effect of placing the student in fear of harm to themselves or their property, causing a substantially detrimental effect on the student's physical or mental health, or substantially interfering with the student's academic performance or ability to participate in or benefit from school services, activities, or privileges. Bullying includes cyberbullying, such as messages, posts, images, or recordings transmitted electronically, and includes creating a false or impersonating online profile.

If a school employee witnesses an act of discrimination, harassment, intimidation, or bullying, the employee is required to intervene when it is safe to do so. A student or parent may report an incident to any staff member, to the Principal, or by filing a complaint under the Uniform Complaint Procedures described in this handbook. A complaint may be filed confidentially, and ECMS-Inglewood prohibits retaliation against anyone who reports an incident or participates in an investigation. The ECS Harassment, Intimidation, Discrimination and Bullying Policy, board approved April 2026, and the ECS Title IX Policy Prohibiting Discrimination Based on Sex, board approved April

2026, govern and are available in the Main Office and on the school website, together with the materials used to train Title IX personnel.

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

ECMS-I 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.

Student And Family Privacy Rights And Immigration Enforcement

Every student has the right to a free public education regardless of immigration status or religious beliefs. ECS has adopted the Student and Family Privacy Rights Policy, board approved April 2026, aligned with the California Attorney General's model policies.

ECS will not release student or family information to third parties for immigration enforcement purposes, except as required by law or a court order. ECS staff will not grant immigration enforcement officers access to a campus or to student records without a valid, signed judicial warrant or subpoena and review by the Superintendent or designee. No student will be interviewed or removed from a campus without lawful justification and parent notification where the law permits.

If immigration enforcement activity occurs at or near the ECMS-Inglewood campus, the school will promptly notify parents and guardians, teachers, administrators, and school personnel, to the extent permitted by law and consistent with student and staff safety. The ECMS-Inglewood Comprehensive School Safety Plan includes the procedures the school follows in that event.

Required immigration-related information, including the California Attorney General's guides Know Your Educational Rights and Promoting a Safe and Secure Learning Environment for All, is posted in the school's administrative office and on the ECMS-Inglewood and ECS websites in all languages provided by the Attorney General.

We encourage every family to keep emergency contact information current and to identify a trusted adult who can care for your student if a parent is detained. To ask questions about these protections or about what information ECS maintains, contact Sarah Jamieson, Custodian of Records, at sarah_jamieson@ecsonline.org or 310-874-9441.

Educational Rights Of Students In Foster Care And Students Experiencing Homelessness

Students in foster care and students experiencing homelessness have specific rights under state and federal law. A student experiencing homelessness includes a student who lacks a fixed, regular, and adequate nighttime residence, including a student sharing housing due to loss of housing or economic hardship, living in a motel, hotel, shelter, car, park, or campground, or who is an unaccompanied youth.

These students have the right to immediate enrollment, even without the records, proof of residency, immunization records, or other documents normally required, and to attend class while the school obtains those records. A student experiencing homelessness has the right to remain in the school of origin for the duration of the homelessness and through the end of the academic year in which permanent housing is obtained. A student in foster care has the right to remain in the school of origin for the duration of the court's jurisdiction and, if that jurisdiction ends during high school, through graduation. ECMS-Inglewood will transfer records within two business days of a request from a new school.

If you disagree with a decision about school selection or enrollment, you have the right to dispute it. The ECMS-Inglewood Homeless (McKinney-Vento) Liaison and Foster Youth Liaison is Pamela Joya (pamela_joya@ecsonline.org). A Housing Questionnaire accompanies the Required Annual Notifications; returning it helps the school identify students who may be eligible for these protections.

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. It is available to any student who must miss school due to verified illness, a mental health diagnosis impairing success in school, a serious family emergency, or required extended travel. There is no minimum number of consecutive days required to request short-term independent study.

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 school due to **verified illness, a mental health diagnosis impairing success in school, a 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 2026-27, ECS will offer **two** Independent Study options:

	Short-Term Independent Study	Long-Term Independent Study
Who is eligible?	Any student who must miss school due to verified illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel.	Any student who has already completed the maximum 15 days of Short-Term Independent Study and must miss more consecutive days of school for the same 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 via Google Classroom • Student contacts Supervising Teacher with questions about coursework • Student receives grades via PowerSchool 	Same as Short-Term Independent Study, plus additional features listed below: <ul style="list-style-type: none"> • Weekly synchronous instruction for students in grades 6-12 • Daily live attendance/well-being check-in for students in grade 6-8
How long does it last?	Up to 15 total days of school throughout the school year	16 or more total days of school throughout the school year
How do I	Contact the main office to learn more and to optionally schedule an Independent	

enroll my child?	Study Plan conference. Prior to enrollment in this program, parents/guardians have the right to request a student-parent-educator conference.
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Independent study is voluntary and is an optional instructional strategy. No student may be required to participate. Short-term independent study covers 15 school days or fewer; the written master agreement may be signed at any time during the school year. Long-term independent study covers 16 school days or more; the written agreement must be signed before long-term independent study begins. Every agreement states the expectations of the student, the parent or guardian, and the supervising certificated teacher. A student with an individualized education program may participate in independent study only if the IEP specifically provides for it, and a student with a disability will receive the services and accommodations needed for equitable access. A student participating in independent study retains the same rights and access to school services as a student enrolled in in-person instruction. ECMS-Inglewood will return a student to in-person instruction within five instructional days of a written request from the parent or guardian. The Independent Study Master Agreement is a separate document requiring its own signature.

ECMS-I 2026-2027 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!

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

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.

School-Parent Agreement 2026-2027

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.

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.