



Environmental Charter School

Family Handbook

2026-2027

Patrick Dowd, CEO
Dr. Amanda Cribbs, Superintendent

ECS Primary School

309 Braddock Ave
Pittsburgh, PA 15221

ECS Middle School

5525 Colombo Street
Pittsburgh, PA 15206

ECS Intermediate School

829 Milton Street
Pittsburgh, PA 15218

ECS High School

1148 Chislett Street
Pittsburgh, PA 15206

Contact all offices and buildings at 412-247-7970
www.ecspgh.org

Our Mission and Vision

ECS Mission: The mission of the Environmental Charter School is to educate each student to high academic standards using innovative curricula that will foster knowledge, love of, and respect for the environment and preserve it for future generations. **We grow citizens.**

ECS Vision: Every ECS graduate will be an actively engaged citizen driving thoughtful change in the world around them.

Our Guiding Principles

Catalyst: As a charter school, we are innovators in public education. We are a passionate and progressive group of educators who work to develop individuals into global thinkers with diverse perspectives.

Character: We are dedicated to making the world a better place, socially and environmentally, for future generations. We engage students in character development through educational experiences that evaluate the impact of individual choices and that are born from collective discussion and the investigation of diverse perspectives.

Collaboration: We value collaboration with our community and recognize the power of systems thinking. We believe that respectful, transparent, and reflective dialogue among our constituents (students, families, faculty, neighbors, and regional partners) is necessary for elevating educational experiences for all learners.

Commitment: We are a dedicated community of passionate leaders who are committed to redefining ecological literacy. Our educational model endorses an interdisciplinary view of complex environmental systems.

Table of Contents:

(please note: headings linked for ease of navigation)

Our Mission and Vision	2
Our Guiding Principles	2
Address Changes	5
Alma & Alma Student Directory	5
Arrival and Dismissal Procedures	6
Athletics	6
Attendance	6
Tardies and Early Dismissals	8
Arrival Times by School	8
Excused Absence/Tardy/Early Dismissal	9
Unexcused Absences/Unexcused Tardiness	11
Family Trips	12
Birthdays	12
Code of Conduct	13
Custody/Court Orders	13
Dress Code	13
Electronic Devices	13
Emergency Management	14
Fire and Safety Drills	14
Enrollment	15
Re-Enrollment	15
Sibling Enrollment	15
Field Trips	16
Food Service Program	17
Payment Procedures	17
Food for All	17
Nut Policy	18
Health Services	18
Homework	18
Multi-Tiered System of Supports (MTSS)	19
Out of School Time Programs	20
Clubs	20
Parent Community Organization	20
Parent Right to Know	20
Payment for School Activities	21
Personal Items	21

Physical Education Policies	22
Recess/Activity Time	22
Report Cards	22
Searches	22
Smoking Policy	22
Standards Based Grading	22
Student Led Conferences & Peek Into Learning	22
Students with Disabilities	22
Telephone Procedures	23
Transportation	24
ECS Bus Transportation Guidelines	24
Bus and Bus Stop Code of Conduct	25
Progressive Discipline for Improper Conduct on the Bus	25
Transportation Changes Related to Dismissals	25
Volunteers and Visitors	26
Appendix A - Primary School	27
Appendix B - Intermediate School	32
Appendix C - Middle School	37
Appendix D - High School	46
Appendix E - Annual Notices & Policies	68

Address Changes

Maintaining an up-to-date address and telephone number record at the school office is vital. Home school districts (District of Residency) and ECS need to have accurate information, so if you have a change in address during the school year, notify the enrollment office at enrollment@ecspggh.org.

1. When emailing the enrollment department, please indicate if you are going to be moving within the same district or if your address change will result in a district change.
2. The enrollment office will send you the proper address change form.
3. Once you submit the address change form, please email enrollment@ecspggh.org to ensure that attention is given to your request.
4. If your address change results in a district change, you will need to contact the new school district and arrange for transportation.
5. It can take up to two weeks to arrange for transportation.

Please note these additional steps regarding transportation:

1. Once you notify the district, you will need to complete an address change form that will be sent through our SchoolMint portal. A new proof of residency document will be required. If you are changing districts, a new proof of residency, along with a birth certificate, will be required.
2. If your address change results in a change of school district, you will need to contact your new district as soon as possible. Transportation arrangements can take up to two weeks, so starting early is important. Under Pennsylvania charter school law, your district of residence is responsible for providing some type of transportation to ECS if you live within 10 miles of the school. Visit the [ECS Transportation page](#) for details about each district's transportation procedures, including helpful links and contact information to assist you in setting up transportation for your child.

Alma (Student Information System)

Alma is ECS's parent/guardian and student portal. The student information system helps families stay informed and on track with student learning. Alma provides access to the **school calendar, staff directory, attendance history, assignments, grades, report card, transcripts and more.**

Technical issues happen from time to time. If you or your student experience an issue when logging into Alma, please reach out to the ECS Technology Helpdesk at sis_support@ecspggh.org

Arrival and Dismissal Procedures

Arrival and dismissal procedures vary by school. Information on each can be found in the corresponding appendix at the back of this handbook.

Athletics

At ECS, the athletics program reflects ECS's dedication to the health and wellbeing of students. Athletics promotes fitness and overall health, but also provides students with an opportunity to collaborate, build relationships, and work towards a common goal.

For information on club sports, visit the Clubs section of the handbook.

ECS is a member of the Pennsylvania Interscholastic Athletic Association (PIAA) and competes in the Western Pennsylvania Interscholastic Athletic League (WPIAL). WPIAL was founded in 1906 in Allegheny County to create a fair-play environment in interscholastic athletic competitions by regulating and standardizing the rules at the middle, junior high, and high school levels. A statewide effort, the PIAA, was launched in 1914. WPIAL comprises 141 schools representing 10 counties. The WPIAL is one of 12 districts that make up the PIAA.

Competitive sports include basketball, cheerleading, girls' volleyball, and track and field. More information is available on the Athletics page of the ECS website.

Students must meet PIAA eligibility requirements to participate in athletics that include attendance (may not be absent from school for 20 or more school days in a semester) and grades (must pass at least four full-credit subjects, or the equivalent, as of each Friday during a grading period). Eligibility for the first grading period is based on a student's final grades for the preceding school year.

Attendance

Our goal at ECS is to grow citizens. We do this work both academically and by focusing on the character that we ask our students to exhibit through attendance and engagement in the learning process. Daily attendance is expected of every student unless otherwise excused. Students are to attend all classes and are to be in class on time and remain in class until dismissed by their instructor. Engagement becomes difficult when attendance is not consistent.

If a child is absent from school, families will be notified. Excuses can be submitted via electronic excuse form, written excuse, or a phone call within 3 days of returning from the absence. Please submit an excuse from a health care professional for any length of absence when health care is the reason for the absence within 3 days of returning from the absence.

Below are links to the excuse form for each school:

[26/27 Primary School Excuse Form](#)

[26/27 Intermediate School Excuse Form](#)

[26/27 Middle School Excuse Form](#)

[26/27 High School Excuse Form](#)

If a note is not received within three (3) days of returning from the absence, the absence remains unexcused. Up to three (3) consecutive absences can be excused by a parent. On the fourth (4) consecutive absence, an excuse from a health care professional is required within three (3) days of returning from the absence.

In accordance with Pennsylvania's truancy laws, ECS will take the following steps for unexcused absences:

At three (3) unexcused absences you will receive a letter indicating that your student is truant and you will be offered an opportunity to hold an Attendance Improvement Conference.

At six (6) unexcused absences you will receive a letter indicating that your student is habitually truant, and you will be required to participate in an Attendance Improvement Conference to create a Student Attendance Improvement Plan (SAIP). You will be contacted by the social worker by email to schedule this meeting. This meeting will include the social worker, an administrator, a teacher, parent/guardian, and your child if age appropriate. If you are not responsive to attempts to schedule this meeting, it will be held without your input and the SAIP will be sent to you via ECS's electronic document signing application DocHub for signature.

At 10 unexcused absences your student will be offered the opportunity to participate in an attendance improvement intervention through the school and/or be referred for attendance support through the Allegheny County Department of Human Services.

When a student reaches 10 or more unexcused absences, a citation may be filed with the District Magistrate.

Parental Excused Absences: Parents are allowed to excuse ten (10) days for the entire year, including days taken for family trips. After ten (10) cumulative excused absences, parents are required to submit an excuse from a health care professional for every subsequent absence. Failure to supply that excuse for absences beyond ten (10) days will result in an unexcused absence, and the unexcused absence procedures from above are followed.

Tardies and Early Dismissals

A student is considered tardy if they arrive between the school start time and the first 90 minutes of the school day. Based on the time of arrival, the office will determine whether the student's absence is a half or full day of school. An acceptable excuse must be submitted for the absence to be considered excused (approved list below).

Parents are allowed to excuse up to ten (10) tardies and ten (10) early dismissals per school year as long as it aligns with the approved excused list below. After ten (10) tardies or early dismissals, a physician's excuse must be provided. Physician's excuses can be provided for any tardy or early dismissal prior to the ten (10) approved parent excuses and will be considered excused.

Students may also receive early dismissals due to injury, illness, or other medical needs, as determined by the school nurse. These early dismissals are considered excused and will not count against the ten (10). These early dismissals are considered excused. Students who participate in their home school sports teams will be excused per procedure.

Early dismissals are accepted from the start of the day until 30 minutes prior to dismissal. If a parent or guardian requests for early dismissal within the last 30 minutes of the school day, they must wait until dismissal. Exceptions may be made for students participating in school-affiliated sports. Parents will need to come into the building to sign their student in or out for an excused tardy or excused early dismissal.

Failure to supply a physician's excuse for absences beyond ten (10) total absences will result in an unexcused tardy and/or early dismissal.

Arrival Times by School

School	On Time Arrival	Tardy	Half Day Absence	Full Day Absence
Primary	Arrival between 8:00-8:20 a.m.	Arrival between 8:21–9:50 a.m.	Arrival between 9:51–11:49 a.m.	Arrival after 11:50 a.m.
Intermediate	Arrival between 7:55-8:15 a.m.	Arrival between 8:16–9:45 a.m.	Arrival between 9:46–11:44 a.m.	Arrival after 11:45 a.m.
Middle School	Arrival between 8:05-8:25 a.m.	Arrival between 8:26–9:55 a.m.	Arrival between 9:56–11:54 p.m.	Arrival after 11:55 p.m.
High School	Arrival between 7:45-8:00 a.m.	Arrival between 8:01–9:30 a.m.	Arrival between 9:31–11:29 a.m.	Arrival after 11:30 a.m.

Excused Absence/Tardy/Early Dismissal

A list of excused absences is defined below:

REASON FOR ABSENCE	REQUIRED DOCUMENTATION AND TIMING OF DOCUMENTATION SUBMISSION
Parent/Guardian Excused Absence; Parent/Guardian Excused Early Dismissals; Parent/Guardian Excused Tardy Arrival	A student's parent/guardian may excuse up to ten (10) days of absences in a school year. These parental excused absences may include absences for family travel, vacations, post-secondary school visits, missing the bus, student illness for which a health care practitioner is not seen, and other reasons within the discretion of the parent/guardian. Notwithstanding the foregoing, any such parent/guardian excused absence for family travel and/or vacation exceeding three (3) consecutive school days must be approved in advance by the student's principal and requests for such approval must be submitted to the principal or a school administrator at least two (2) weeks in advance of the first day of the planned family travel/vacation. It is within the principal's discretion to deny such requests to excuse absences for family vacation/travel exceeding three (3) consecutive school days. For non-school-sponsored educational tours or trips, a written request from the student's parent/guardian must be submitted at least two (2) weeks in advance of the educational tour or trip to the principal or a school administrator. Approval by the Charter School is discretionary and approval is not guaranteed. All requests and approvals must be consistent with the State Board of Education regulations set forth in 22 Pa. Code § 11.26. In addition to excusing up to ten (10) days of absences, a student's parent/guardian may excuse up to ten (10) late arrivals to school by the student and up to ten (10) early dismissals of the student from school. Late arrivals and early dismissals are described in more detail in the Environmental Charter School Family Handbook.
Illness, Quarantine, Medical, Dental, or Mental Health Condition	A written excuse from the student's parent/guardian or medical appointment documentation stating the dates of absence and the general reason for the absence must be submitted within three (3) school days of the student's return to school from the absence. Documentation from the student's medical practitioner is required for any absence in excess of three (3) days and/or if the student has exceeded their ten (10) days of parental/guardian excused absences.
Professional Health Care or Therapy Services	A written excuse from a licensed practitioner of the healing arts shall be submitted within three (3) school days of the student's absence for professional health care or therapy services. One written excuse can be provided for a standing/regularly scheduled appointment for up to

	one school year of such appointments. A new excuse is required yearly.
Death or Serious Illness of an Immediate Family Member	A written excuse from the student's parent/guardian identifying the reason for the absence, the relationship to the immediate family member and dates of the absence must be submitted within three (3) school days of the student's return to school from the absence. Upon written request to the student's parent/guardian, the Charter School may require that additional verification for extended absences or repeated absences related to the death or serious illness of immediate family members be provided. Serious illness shall include, for example, critical illnesses or injuries requiring intensive care level treatment in a hospital, life-threatening health emergencies requiring emergency medical treatment in a hospital and terminal illnesses requiring end of life care. Serious illnesses do not include routine illnesses (for example, colds and influenza, without complications), outpatient care/healthcare appointments, hospitalizations for non-critical/ non life-threatening illnesses or injuries, ongoing illnesses or injuries requiring long-term care in a health care or skilled nursing facility and general "family issues" without medical urgency. Immediate family members shall include individuals with a close familial relationship to the student, including a parent, guardian, person in parental relation, sibling, child, spouse, or grandparent as well as step-relatives, foster relationships, or any individual residing in the same household with the student, whose relationship to the student is of such significance that the death or serious illness of that individual constitutes an urgent reason for the student's absence.
Religious Observance	For observance of religious holidays, advance written notice from the student's parent/guardian identifying the religious holiday must be provided to the Charter School. If advance notice cannot be given, documentation from the student's parent/guardian must be submitted within three (3) school days of the student's return from the absence. For attendance at religious instruction classes, a written request must be submitted by the student's parent in advance of the absence for religious instruction. Absences for attendance at religious instruction classes shall be limited to not more than thirty-six (36) hours of absence from school during each school year.
Participation in Projects Sponsored Under the Pennsylvania Agricultural Fair Act	A written request from the student's parent/guardian providing the nature of the project sponsored under the Pennsylvania Agricultural Fair Act and the date(s) and time(s) of the student's absence must be submitted to the principal or a school administrator at least two (2) weeks in advance of the absence. Approval for absences associated with participation in projects sponsored under the Pennsylvania Agricultural Fair Act shall not be granted to students who have more

	than 10 days of excused absences and/or 6 days of unexcused absences.
Musical Performance in Conjunction with a National Veterans' Organization for an Event or Funeral	Prior to the absence, the student must provide a signed excuse from the National Veterans' Organization specifying the date, time, and location of the event or funeral.
Health-Related Dismissal by Charter School Personnel	If a student is dismissed during school hours by a certified school nurse, registered nurse, licensed practical nurse or a Charter School administrator or designee, no documentation is required to be submitted to the Charter School and the absence is automatically excused.
Chronic Health Conditions	The Charter School shall follow the Department of Education's guidelines with respect to absences necessitated by a student's chronic health condition.
Out of School Suspension	All out of school suspensions shall automatically be excused absences.

*School-affiliated sporting practices or games will be counted as an excused absence. Unaffiliated sports, practices, events, etc. will require a parental excuse to be provided.

Unexcused Absences/Unexcused Tardiness

1. No parent contact (through a written/email excuse, or submission of excuse form) with the Charter School regarding the absence.
2. Lack of proper immunizations or *waiver after the first day*.
3. Absence due to loss of bus privileges.
4. Family trips that were not pre-approved or for which approval was not granted.
5. All absences are treated as unexcused until the Charter School receives a written excuse explaining the reason(s) for an absence. Parents/guardians must submit an excuse within three (3) days of returning from the absence.
6. Other reasons not noted in the Excused Absence list above.

Family Trips

We encourage you to plan family vacations around the [school calendar](#). ECS students may be excused from school to participate in family trips with principal approval. ECS families wishing to travel during the school year must submit a written request to the principal for approval a minimum of 2 weeks prior to the travel dates.

No trip absences shall be approved during the first two weeks of school unless there are extenuating circumstances.

The principal must receive a parent's/guardian's written request (hard copy or email) at least two (2) weeks prior to the travel dates for it to be considered for approval. Parents/guardians will be informed, in writing, when the dates are approved or the reason(s) for the request being denied.

The following will be considered when deciding whether to approve a trip:

- The length of the trip – up to 10 days per year is considered for approval. These days do count against the 10 allotted parent excused absences.
- The number of absences and late arrivals accumulated prior to the scheduled trip.
- Student's academic performance.
- ECS's standardized testing schedule.

These approved trip days DO count against the 10 parental excused days for the school year.

It is the responsibility of the parent/guardian to contact the student's teacher(s) a minimum of one week in advance of travel to request assignments that will be missed. All work must be submitted to the teacher(s) upon returning to ECS. Requests for approval will not be accepted after the travel dates. Unapproved trip dates will be considered unexcused absences.

Birthdays

ECS recognizes birthdays are an important part of childhood years. ECS also prioritizes student safety and follows our wellness policy and agreements with the National School Lunch Program (NSLP). Therefore, ECS does not accept outside food, trinkets or gifts for classroom celebrations. Instead, you can use a QR code to donate funds. The QR code will be provided on the food services page of the ECS website. The Food Service Department will use these donations to purchase approved items for celebrations. This new process keeps all students safe and while still allowing the ECS community to celebrate special occasions together.

Code of Conduct

The Board of Trustees of The Environmental Charter School is committed to creating a safe and positive learning environment wherein students recognize their rights and responsibilities, as well as those of other students, teachers, parents, administrators, and members of the school community. The new [ECS Code of Conduct](#) was approved by the Board of Trustees in May of 2026 and directs student behavior in school.

The purpose of the ECS Student Code of Conduct is to define the rights and responsibilities of student and parent/guardian members of the school community, the standards for acceptable conduct of students, and the consequences for failure to meet those standards. The ECS Code of Student Conduct supports the creation of an environment where expected behaviors are taught and positively reinforced, and where student interventions match the actions. ECS also employs a system of positive behavior support and interventions. With both the code of conduct and the PBIS system, ECS seeks to provide a safe environment in which students can learn.

Custody/Court Orders

Providing custody agreements to schools helps enhance the student's security and well-being, allows ECS to maintain clear communication with the correct guardians, and ensures the school's compliance with legal custodial arrangements. Please email or give a copy of your custody agreement to your child's office manager. If a custody agreement is changed, please make sure to update it with the school.

For questions pertaining to custody records, please contact building principals.

Dress Code

Dress Code guidelines vary by school. Information on each can be found in the corresponding appendix at the back of this handbook.

ECS Learning Devices

ECS provides developmentally appropriate learning devices during the school day. While families take temporary possession, the device remains the property of ECS and must be returned upon request or when the student separates from the school. Students are expected to follow the ECS Code of Conduct and Acceptable Use Policy when using school technology.

Families in grades 6 - 12 are responsible for reasonable care of the device. If ECS determines that loss or damage was due to negligence, parents/guardians may be charged for repair or replacement. ECS offers optional device insurance covering one instance of accidental damage; families may opt out and assume full financial responsibility for repairs.

Personal Electronic Devices

Electronic devices are permitted at school, but students are not permitted to use their personal devices during the school day without staff permission. Electronic devices include, but are not limited to, cellular phones, smartwatches, tablets, smart glasses, and audio headphones.

- All electronic devices, except for digital readers, should be turned off and put away during the school day. Depending on the school, devices will be stored in a locker or in the main office.
- ECS assumes no responsibility for lost, damaged, or stolen electronic devices. If parent/guardians or students are uncomfortable with storing their devices in their lockers or the main office, students should opt to leave their phone at home.
- Violation of these guidelines may **result in confiscation of the student's property by ECS staff**. Staff will call home to inform the parent/guardian and the device will be returned to that parent/guardian. If a student is consistently caught on their device in a school where they are required to put it in their locker, they may be required to turn it into the main office upon arrival instead.
- Video, photo, and/or audio recordings are prohibited on school grounds as it is a violation of our discipline policy and student code of conduct.
- The use of an electronic device to harass or demean another person is a serious matter and any resulting disruptions to the school day will be addressed as such.

For more information please check the [Acceptable Use Policy](#).

Emergency Management

ECS aims to use a multidisciplinary approach to develop, review, and support a comprehensive [Emergency Operations Plan \(EOP\)](#) with the intent to protect the health, welfare and safety of students and staff; promote a safe and healthy learning environment; safeguard against threat; and address barriers to learning.

To meet those goals, ECS has established Crisis Management teams and Threat Assessment teams, which consists of building administrators, nurses, social workers, counselors, teachers, the safety and security coordinator, the office managers and others. These teams are responsible for providing responsive leadership and structures for the school community during all levels of crisis and postvention. The teams also provide, facilitate, and/or coordinate the necessary crisis management training for the school community and act as liaisons between ECS and local experts in the field of crisis management.

ECS has adopted the [Standard Response Protocol](#) for use in the event a response is needed to an internal or external threat or crisis. The protocol was developed by the I Love You Guy's Foundation and is a best practice protocol that has been adopted by districts across the United States, including Pittsburgh Public Schools.

Fire and Safety Drills

Periodic fire drills and safety drills are held as required by the state as part of the school safety routine. They are vital exercises designed to prepare students and staff for an emergency. The objective of these drills is to practice tasks like clearing the building quickly, sheltering in place, or other necessary procedures. Drills are also intended to ensure that everyone is prepared for any eventuality.

Please note, purposefully setting off a fire alarm when there is no fire is a criminal offense. Violators will be prosecuted by law and are subject to disciplinary consequences up to and including expulsion.

If visitors approach the building during one of our emergency drills, access to the building will be restricted. The ECS Crisis Management Team recognizes the importance of safety for all students, staff, and visitors. Please be mindful that visitors may encounter restricted access to buildings to ensure the safety of our students and faculty at any time.

In the event of a true emergency, parents/guardians will be notified of any changes in dismissal plans or locations via email and your preferred emergency method selected in Alma (phone call or text).

Enrollment

Re-Enrollment

Every student who is currently enrolled at ECS must complete an intent to return form each year. Completion of this process secures your child(ren)'s seat at ECS next year, and allows ECS to plan for available openings for incoming students.

If parents or guardians share legal custody and disagree regarding a student's enrollment, withdrawal, or re-enrollment at ECS, the school will maintain the student's current enrollment status until the parents reach an agreement or provide a court order directing the school otherwise. ECS does not mediate custody disputes between parents.

Sibling Enrollment

Open enrollment for the next school year begins in October and ends in January. The lottery takes place on a designated day posted on the ECS website, usually in February.

Parents/guardians must complete an online application ([through SchoolMint](#)) for any sibling that is currently NOT enrolled at ECS.

New kindergarten students must be five (5) years of age by their district of residence's age eligibility of the school year in which they are enrolling. For example, Pittsburgh Public School requirement is five (5) years old by September 30, while Woodland Hills School District and Penn Hills School District is five (5) years old by September 1. Please check with your district of residency for more information about eligibility dates for kindergarten.

Sibling preference does not guarantee a space in any grade. According to our lottery policy, a sibling is defined as one of two or more individuals having at least one common parent/guardian. Review our [Lottery and Enrollment policy here](#).

Field Trips

Field trips at ECS are designed to supplement the instructional program and provide a unique learning experience for children. Though additional costs are often associated with these trips, if a student qualifies for free or reduced lunch, such fees may be reduced or waived.

When a fee is associated with a trip, it is ECS's policy to accept payments from parents/guardians in the form of an online credit card or bank payment. Families will receive payment instructions that explain how to process an online payment at the time the field trip information is shared.

At the beginning of each school year, parents/guardians will complete a general field trip permission form giving permission for their child to participate in field trips throughout the school year. The form will provide families with an overview of the types of field trips students may participate in, as well as information about transportation, medical/nursing needs, lunches, and other relevant considerations. Individual permission slips will no longer be sent home before each field trip. When a field trip is scheduled, families will receive information about the specific trip, including the destination, date, transportation, lunch arrangements, costs, and other relevant details. The annual permission form must be completed for a student to participate in field trips during the school year.

If a student is late on a field trip day and misses the transportation, they forfeit their place on that trip. If there are other classes in the building, the student will remain at school and be assigned to a class for the day. No refunds will be given for students missing a field trip due to tardiness, absence, or behavior. There may be exceptions to this policy in the case of extended overnight field trips.

Field trips are a privilege and students who have not exhibited acceptable behavior at ECS may not be granted school permission to attend a field trip. These situations will be handled on a case-by-case basis and will be communicated to the parent/guardian.

Any parent/guardian that chaperones a field trip or accompanies their child/children on a field trip **must have volunteer clearances submitted through the [volunteer portal](#)**.

Please be advised that the ECS Discipline Policy and the [ECS Code of Conduct](#) applies to all student actions while on a field trip whether on Charter School property, on transportation, or away from the Charter School property.

Food Service Program

ECS' lunch and breakfast program is an extension of the school's environmentally themed curriculum. The goal of the food service program is to provide a healthy, delicious, and sustainable (both agricultural and economic) meal within the guidelines of the National School Lunch Program. The ECS food services program follows all federal regulations and guidelines. The school lunch menu is posted on the [food service page](#) of the ECS website.

ECS is a Community Eligibility Provision (CEP) school. Accordingly, each student is entitled to one free breakfast and one free lunch daily, and no applications for free or reduced lunch will be collected. There is a charge for a la carte and second meals.

Payment Procedures

A breakfast and lunch account (School Café Account) is created for each student upon enrollment. While breakfast and lunch are provided free of charge, parents/guardians are encouraged to start the year with a balance of \$20 in their student's account to purchase a la carte items and second meals. New families will receive an email message in mid-August about how to access/create their account.

To find your student's ID, please log on to Alma.

The screenshot displays the Alma system interface for ECS Middle School. On the left is a navigation sidebar with links for Home, Directory, Calendar, and Harmony. The main content area is divided into two columns: 'My Information' and 'My Students'.

My Information: This section shows details for Harriet Hawk (FAKE ACCT). It includes fields for NAME, PREFERRED, PHONE (with work and mobile numbers), EMAIL, and ADDRESSES (5525 Columbo St, Pittsburgh, Pennsylvania 15206, United States). Each field has a 'click to edit' link.

My Students: This section shows details for Harmony Hawk (FAKE ACCT), 7th Grade. It includes fields for NAME, PREFERRED, PHONE, EMAIL, and ADDRESSES. The ADDRESSES field is expanded, showing the SCHOOL ID (12345678), DISTRICT ID (12345678), and STATE ID. A green arrow points to the SCHOOL ID field.

Associated Contact: This section shows 'None Found'.

Emergency Contacts: This section shows 'None Found'.

Students in grades K–2 are provided with a snack daily. There is no cost for snacks.

- ECS will not offer vending machines or any competitive foods for sale during school hours. (Food delivery is prohibited.)
- ECS will not offer vending machines or any competitive foods for sale, except for limited fundraisers that have been approved by the principal and as permitted by the PA Department of Education.

Food for All

ECS will not deny any student a breakfast or lunch, for any reason. Healthy food and good nutrition are core tenants of the ECS program, and we recognize access to healthy food as a foundational part of supporting the whole child.

If a child forgets a lunch at home, they will be provided with an ECS school lunch.

Food cannot be delivered to students during the school day by food delivery establishments, including but not limited to Uber Eats, DoorDash or GrubHub. Only parents/guardians and contacts listed in our student information system (Alma) can deliver food to students during the school day. This is to better ensure the security of the school as well as to minimize disruptions to the school day. Food delivered to students by outside delivery companies will be confiscated.

Nut Policy

At ECS, we are cognizant that students may have severe, sometimes life-threatening, anaphylactic allergies to nuts and nut products. We do allow nuts and nut products in ECS's cafeteria spaces; however, they are **not permitted in classrooms**. On half days, students and staff eat in classrooms. If you choose to pack a lunch on a half day, the lunches **MUST** be nut and nut product free.

Health Services

ECS provides comprehensive Health Services for students. The nursing team partners with families to ensure student medical needs are met effectively. Please visit the [Health Services page](#) of the website for more information and to download forms as needed. Located on this page is the following information:

1. Guidelines for student health
2. When to keep your child home from school.
3. Guidelines for communicable diseases/health concerns
4. PA State Requirements for immunizations and screenings.
5. Medication Procedures

Homework

Students participate in relevant and meaningful homework assignments that reinforce content learned in class. This means that students should repeatedly practice familiar concepts in new and different ways. Homework may be counted toward students' grades for that subject area. The purpose of homework assignments is to practice learned skills. In the Primary school, students are provided extra practice and family resources are sent home weekly in grade level newsletters. In our Intermediate school, students are provided homework packets to be completed each week. In the Middle and High schools, students can find their assignments in the Google Classroom link for each course.

Guidelines vary by school. Information on each can be found in the corresponding appendix at the back of this handbook.

Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports (MTSS) is a framework our schools use to make sure every student receives the academic, social, emotional, and behavioral support they need to grow and succeed.

Each school has a Whole Child Team that provides targeted interventions to support students' behavioral, social, and emotional development.

Academic support through MTSS is built into the school day and varies by grade level:

At the Primary and Intermediate Schools, students take part in ME Time, which provides daily support in both reading and math.

At the Middle School, students participate in Level Up, a rotating schedule that offers additional help in reading and math.

At the High School, students can receive support through semester-based intervention classes in reading and math.

MTSS teams, made up of school leaders, student services staff, teachers, and associate directors, meet regularly to review data and adjust support based on student needs. Families are key partners in this process and may be invited to work with the team to develop plans that support their child's success.

Out of School Time Programs

Information on each out of school time program can be found in the corresponding appendix at the back of this handbook. Please note, some out-of-school time programs are offered only for specific grade levels.

Clubs

ECS provides a variety of sports, clubs, and recreation activities after school K–12. Clubs are developmental activities dedicated to specific interests, provided seasonally and varying between schools. Clubs do not compete and are an excellent opportunity for students to share time after school with other like-minded students. Intramural sports offer a fun and safe environment to play a sport, build relationships with peers and coaches alike in a supportive, after school club. To learn more about these programs visit the ECS website.

Parent Community Organization

The Parent Community Organization (PCO) welcomes every parent, guardian, employee and community member. The PCO is entirely run by volunteers and strives to support positive relationships within our school and with the community. You are invited to join PCO meetings and events. We welcome and encourage you to volunteer and support the ECS mission and vision. We look forward to connecting with you and working together to shape the community in which our children learn and thrive. Please see the [PCO page](#) of the ECS website to learn more about the PCO and how you can participate.

Parent Right to Know

Your student's school receives Title I funding and is included in the regulations of the "Every Student Succeeds Act" (ESSA) enacted in 2015.

ESSA requires:

- Increased accountability for states and school districts.
- Greater choice for parents, especially those in low-performing schools.
- Greater flexibility for state and local education agencies in the use of federal funding.

Under ESSA, parents/guardians have the right to request professional qualifications of their student's teacher(s) or paraprofessional(s) including:

- Whether Pennsylvania has licensed the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency or other provisional status through which Pennsylvania licensing criteria have been waived.
- The teacher's baccalaureate degree major and whether the teacher has any advanced degrees, and if so, the subject of the degrees.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If a parent/guardian would like to receive specific information about their child's teacher or paraprofessional, please contact the school principal.

Payment for School Activities

Some school activities suggest a contribution or require a participation fee. These include field trips, athletics, clubs, yearbooks, t-shirts, fundraisers, donations, etc. Payment links will be made available and distributed for these activities so that credit card or bank payments can be made electronically.

ECS **does not** accept cash. The above methods safeguard the contribution and help ECS maintain a clear record should a family have a question about their payment.

Personal Items

ECS does not accept responsibility for the personal belongings of students. ECS values the community of learners in which it serves and ensures its schools reflect district values. **With the exception of the middle and high school, ECS does not have or allow locks on lockers.**

ECS encourages students to leave belongings that are not necessary for their education at home. Any other personal items that staff members judge to be unsafe or inappropriate for school will be confiscated and held in the office until parents/guardians or authorities retrieve them. Violations are subject to discipline in accordance with the *ECS Code of Conduct*.

Physical Education Policies

All students at ECS have a formal physical education (PE) class every year with a PE teacher. Students are expected to participate in these classes unless a medical reason, disability, or other valid excuse prohibits them from doing so.

Excuses

1. A note from the parent/guardian will excuse a student from participating in physical activity for a period of three (3) days (not three (3) classes). Thereafter, an excuse from a health care professional is required for the student to be exempt from physical activity. Verbal requests from a student or a parent cannot be accepted without a note from a health care professional.
2. After two parental excuses in a semester, the student must have an excuse from a health care professional to be exempt from physical activity.
3. Limitations in physical activity will not prohibit a student from having recess, but their level of participation will be monitored

Recess/Activity Time

Students in grades K–8 have one scheduled recess or activity time each day. If the weather does not permit the children to be outside, they will have an indoor activity. Every effort is made to provide students with a daily, outdoor recess experience.

Report Cards

Report cards are issued electronically through our student management system, Alma, four times a year. If needed, you may request a hard copy of your student's report card by contacting the building office manager.

Searches

Any individual, and their locker, person, and belongings, is subject to search by school staff to the extent allowed by law, and where warranted, by the police. Prohibited items will be confiscated as evidence and the violator will be subject to school discipline and, when appropriate, to criminal prosecution.

Smoking Policy

All ECS schools, buildings, and campuses are smoking and nicotine free. ECS asks that all families and guests respect the district's no smoking policy.

The [ECS Student Code of Conduct](#) applies to violations of this policy.

Standards Based Grading

Grading scales and expectations are set for students by grade. Information on each can be found in the corresponding appendix at the back of this handbook.

Student Led Conferences & Peek Into Learning

ECS is continuing to strengthen opportunities for students to take ownership of their learning and share their growth with their families. This year, our approach will vary by grade level and season.

K–5 Fall

In the fall, students in grades K–5 will participate in a Peek into Learning event. This is a student-led learning showcase where students will guide their families through what they are learning and experiencing throughout their school day. Students will have the opportunity to take ownership of their learning and practice communicating their thinking, progress, and learning with others.

Teachers will also schedule individual parent/guardian-teacher conferences in the fall to provide families with an opportunity to discuss their child's academic progress, strengths, and areas for growth.

K–1 Spring

In the spring, students in grades K–1 will participate in a Peek into Learning event. Students will again have the opportunity to showcase their learning and share their experiences with their families.

Grades 2–5 Spring

In the spring, students in grades 2–5 will participate in Student-Led Conferences. During these conferences, students will take the lead in sharing their learning, reflecting on their progress, celebrating their accomplishments, and identifying areas for continued growth with their families.

Grades 6–12 Fall and Spring

Students in grades 6–12 will participate in Student-Led Conferences in both the fall and spring. Students will lead the conference by sharing evidence of their learning, reflecting on their progress, discussing their strengths and areas for growth, and setting goals for continued learning.

Through both Peek into Learning events and Student-Led Conferences, students are given meaningful opportunities to develop ownership, reflection, communication, and responsibility for their learning while families gain a deeper understanding of their child's educational experience.

Students with Disabilities

Students with disabilities receive specially designed instruction in accordance with their Individualized Education Plans (IEP) and/or with regard to their special needs. For further information, please review the *Annual Notice of Special Education Services and Programs*. The policies are contained on the ECS website, and links are available in Appendix E of this handbook.

Telephone Procedures

Each classroom has a telephone to help promote consistent communication between school and home. Teachers have a personal voice mailbox where parents/guardians can leave messages.

To minimize the interruptions during learning time, teachers may have their telephones set to go directly to voicemail during the school day.

If you have an urgent message, please call the school's main office and the message will be delivered to the teacher. Otherwise, leave a message and the teacher will get back to you at their earliest convenience.

To contact the school office manager, dial the number below and then the extension listed.

412-247-7970

Primary School - Ext. 1400
Intermediate School - Ext. 2400
Middle School - Ext. 3400
High School - Ext. 4400

Transportation

Information regarding ECS Transportation can be found on the [Transportation page](#) of the ECS website.

ECS Bus Transportation Guidelines

Bus transportation is a privilege, not a right.

Bus and Bus Stop Code of Conduct

- All ECS school rules, including ECS discipline procedures and protections, apply when students are on the bus and at the bus stop.
- ECS school personnel oversee discipline.
- Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in disciplinary action.
- Students are encouraged to tell a trusted adult of any behavior or activity that makes them feel uncomfortable or unsafe.
 1. Students are required to stay seated during the bus ride. Students will face forward for the duration of the trip and keep their feet on the floor in front of them and out of the bus aisle.
 2. Students will refrain from yelling and/or screaming, using bad language, or bullying students on the bus.
 3. Students will refrain from eating or drinking on the bus. Please remember, some students have allergies.
 4. Students will get on or off the bus only at their assigned stop.
 5. Students are not allowed to ride a bus to which they are not assigned.
 6. Students will not refuse to sit in an assigned seat if given one or deny another person a place to sit.

7. Students are required to adhere to the *ECS Student Code of Conduct* while on the bus.
8. Students will not damage and/or vandalize the bus in any manner. (All activities are recorded.)

Progressive Discipline for Improper Conduct on the Bus

The following steps will be taken by ECS for a student's improper conduct on the bus:

The first violation of the transportation guidelines will result in the principal warning the student and sending a notification to the student's parent(s)/guardian(s).

The second violation will result in the student being moved to the front of the bus. The principal will warn the student and send a notification to the student's parent(s)/guardian(s).

The third violation will result in the student being denied bus privileges for five (5) days. The principal will notify the student's parent(s)/guardian(s).

The fourth violation will result in the student being denied bus privileges for ten (10) days. The principal will notify the student's parent(s)/guardian(s).

The fifth violation will result in the student being denied bus privileges for the remainder of the school year or for whatever length of time is deemed appropriate. The principal will notify the student's parent(s)/guardian(s).

**** If a student loses bus privileges, parent(s)/guardian(s) will be responsible for transporting the student to and from school. Refusal to transport the student will result in unexcused absences. Depending on the severity of the infraction, progressive steps may be skipped.***

****Additional consequences, aligned to the [ECS Code of Conduct](#) may also apply based on the specific behavior.***

Transportation Changes Related to Dismissals

ECS uses [PickUp Patrol](https://app.pickuppatrol.net/parents) (<https://app.pickuppatrol.net/parents>) to track student dismissal information for students in grades K-8. For the 2026-27 school year, all parents/guardians of students in grades K–8 will receive an email with instructions on how to register for [PickUp Patrol](#). Once registered, enter the student(s)' default dismissal plan in PickUp Patrol to ensure students are dismissed correctly.

High School families should contact the school office for early dismissals by phone or email High School Office Manager Carolyn Manley at carolyn.manley@ecspgh.org.

PickUp Patrol allows parents to make changes to their children's dismissal plans right on their

phone, tablet, or computer, while the system tracks each update. At the same time, each school office can automatically generate end-of-day lists, track absences, and manage early dismissals to coordinate with a seamless end-of-day dismissal process. [Learn more about PickUP Patrol, the app, and how it will help your family navigate school dismissal.](#)

Changes can be entered into PickUp Patrol at any time up until the cutoff time listed below on the day of the change. Late arrivals should also be submitted as a plan change via PickUp Patrol.

Primary: 2 PM

Intermediate: 2 PM

Middle: 2:30 PM

Half Days All Schools: 10 AM

Changes will not be accepted except in the case of an emergency. The end of the school day is a busy time. To ensure all students' safety, please plan accordingly and limit these exceptions to emergencies only.

*(*Note: ECS is unable to allow students to ride an alternative afternoon bus).*

Volunteers and Visitors

Parents are encouraged to be an active part of the school community and are welcome visitors. ECS uses a volunteer management software (Raptor) to organize and coordinate clearances. Parents and guardians (and others) who wish to serve as volunteers, tutors, chaperones, room parents, party/classroom/building helpers, and volunteer coaches/club advisors (and other roles as appropriate) are required to have certain clearances. Proof of clearances must be submitted to ECS.

Specifically, volunteers must have a PA State Criminal Record Check, the PA Child Abuse History Clearances and an FBI Clearance. If a volunteer has resided in the state of Pennsylvania continuously for the past ten (10) years, they may sign a form and waiver but must otherwise complete an FBI background check. Clearances cannot be more than five years and in the original, state-issued form.

All volunteers and visitors must be scanned into Raptor at the main office upon entry to the school building. All volunteers and visitors must wear a visitor's badge while volunteering at the school. Visit our [volunteer page](#) to learn more.

[Appendix A: Primary School](#)

ECS Primary School

309 South Braddock Avenue

Pittsburgh, PA 15221

Phone: 412-247-7970 x1400

Table of Contents

Appendix A: Primary School Specific Information	27
Arrival and Dismissal Procedures	28
Dress Code	29
Homework Guidelines	30
Out of School Time	31
YMCA Pittsburgh – After School Enrichment BASE Camp	5
Standards Based Grading Scale	5

Arrival and Dismissal Procedures

Arrival: Student arrival is between 8:00 and 8:20 AM.

Drop off will take place at the **front** entrance for both buses and cars - Staff will be present during arrival each day

If a staff member is not present ...

Prior to 8 am please wait with your student until a staff member comes out - only the vestibule will be accessible.

After 8:20 am please park your car and walk your child into the building and sign them in.

Extra tips for car drop off:

When you arrive - pull to the curb along Braddock Ave anywhere between Waverly St and Brashear St - both Buses and Cars use this drop off lane so ***please pull down as close to Brashear as possible*** to make room for everyone

When dropping off students, they must exit from the passenger side and be fully ready to exit the car when you stop, please keep in mind that this is a *drop off line only*.

Parents should remain in the car at all times, if your student needs assistance please wait for a staff member or you are welcome to park in the neighborhood and walk them to the front.

Dismissal: Student dismissal Begins at 3:20pm

Parent pick up is at 3:30pm (11:30am on Half Days) out back.

Parent pick up takes place in the back on the blacktop - please wait there until your student's class comes out - teachers will dismiss students one at a time by class.

Make sure you bring your dismissal sign with you every day.

The back gate will be **closed at 3:45 pm (11:45 am)** - all families are asked to leave the school grounds by that time.

9. Students will not be loaded directly into a car - you will be required to park in the neighborhood and walk to the back lot.
10. Pets are not permitted inside the gate, please make alternate plans so your child can be released to you on the blacktop.

11. As we ask the students, please be “Safe, Kind and Responsible” when parking your vehicle - help us be a good neighbor to those who live here and do not block driveways or double park on any of the surrounding streets.
12. In the case of severe weather, families should still report to the rear of the building - students will be dismissed from the two classrooms inside the back door.

Early Dismissal

An early dismissal is when you pick up your student prior to the standard dismissal time (see above for times) and they do not plan on returning for the day (in the case that they will return, we consider this a “Leave and Return” see below for more details) . All early dismissals and transportation changes **must** be pre-arranged with the office prior to 2 pm. via [PickUp Patrol](#) (10:45am on half days). Once at school, please sign your child out in the main office.

- Early dismissals will NOT take place after 2:50 pm.
- If you arrive **after 2:50 pm.** for an early dismissal, you will need to wait until your child is dismissed at their normal time.

Leave and Return - In the case that you would like to bring your student back to school after an early dismissal they are welcome to do so up until 2:50 pm. To let us know you will be returning please submit the change as a “Leave and Return” in Pick Up Patrol rather than an Early Dismissal.

Dress Code

The ECS uniform policy and dress code guide support the work that we engage in each day at school. Your support of this guide helps to ensure that our students are comfortable and safe.

Pants, Shorts, Skorts, or Jumpers	Khaki, black or navy blue pants, shorts, skorts, and jumpers (including cargo style, excluding sweatpants, yoga pants, and spandex shorts/leggings). <i>The proper length of skirts, dresses, and shorts is determined by the fingertips being able to touch material, not skin, when a student’s arms are extended at his, her, or their side.</i>
Tights, Leggings or Knee Socks	Tights, leggings, or knee socks may be worn under uniform skirts or dresses and should be white, khaki, light blue, navy blue, or gray. Leggings cannot be worn as pants.
Shirts (warmer weather)	White, light blue, navy blue, or gray shirts-polo or oxford style, long or short sleeved (No sleeveless tops, t-shirts, or crop tops).
Shirts (colder weather)	Navy blue, light blue, gray, or white sweaters, sweatshirts or turtlenecks. Hooded sweatshirts may be worn but hoods must be kept down when in the school building. ECS sweatshirts are acceptable.

Notes:

- All tops, tights and leggings must be solid in color and plain (without non-ECS logos larger than 1 inch).
- All ECS sweatshirts and polo shirts are acceptable at all times.
- If additional clothing items are worn or brought for gym class, they must follow the uniform guidelines.

General Guidelines

7. Students are expected to wear school uniforms each day. The building Principal may designate an *ECS Spirit Day* or *Dress Down Day* at his/her discretion.
8. *Dress Down Days* occur every Friday, *and* students are permitted to wear an outfit of their choice that is school appropriate (no ripped clothing, appropriate length dresses/skirts/shorts/skorts, no tank tops/crop tops) and appropriate footwear (see below).
9. Students are to wear flat shoes; no light-ups, Heely's, crocs, flip-flops, open-toed or heeled shoes. Shoes may be any color.
10. No hats, hoods, bandanas, or bonnets can be worn inside of the school. Head scarves and religious or cultural head coverings *are* permitted.
11. Backpacks and other large bags should remain in cubbies during the school day. Students *are* permitted to carry a small purse or bag for personal items.
12. Students are subject to applicable discipline for violations of the uniform policy. Please note that the health office has a limited supply of donated clothing to be used for students in need, **not** uniform violations.

Come to School Prepared to Engage in Outdoor Learning

ECS students log over 1,000 hours of outdoor learning experiences each year. Due to the nature of ECS's curriculum and the amount of time spent outdoors, it is recommended that each student keep one extra uniform outfit and one pair of old shoes/rain boots at school at all times. This ensures that students are prepared, even when an impromptu lesson develops or if clothes get dirty or wet.

Homework Guidelines

Students develop content knowledge and thinking skills through authentic routines and habits, most of which are conducted during the school day. ECS believes in the power of play and encourages afternoons and evenings to be devoted to discovery, fun, and unstructured imaginative play when possible. Therefore, ECS provides the following guidelines to support students at home:

6. Children need to read, or be read to, every day to grow as readers. Make time for daily reading.
7. Refer to grade-level newsletters for developmentally appropriate literacy and math routines that will provide examples and strategies for current lessons.
8. Play! Observe! Imagine! Enjoy the outdoors!

Out of School Time

YMCA Pittsburgh – After School Enrichment BASE Camp

ECS partners with YMCA PGH as the sole *Primary School* care provider to bring a unique and sustainable experience through its After School Enrichment BASE Camp. This program expands students' opportunities for after-school care activities, while remaining on-site at the Primary School for easy accessibility and consistency.

Clubs

ECS Clubs provide out-of-school time activities to our students in a way that offers students an opportunity to explore topics not offered during the school day, so that we can help promote the long-term success of the whole child.

Standards Based Grading Scale

The following grading scale will be used for students in grades K, 1, and 2. This developmentally appropriate grading system measures progress against a uniform standard for individual skills by providing specific information about how a student is performing on individual skills and concepts within a subject area.

The student performance levels of 1 to 3 indicate whether students have met the expectations set by the state and indicate whether the student has the necessary skills to be successful in the next quarter or grade.

Standards Based Grading Scale
3 Established: Student demonstrates proficiency in targeted standard. Student consistently applies learned skills.
2 Developing: Student requires some additional support to meet proficiency in targeted standard. Student inconsistently applies learned skills.
1 Emerging: Student does not meet proficiency in targeted standard. Student does not apply learned skills.

Appendix B: Intermediate School

ECS Intermediate School

829 Milton Street

Pittsburgh, PA 15218

Phone: 412-247-7970 x2400

Table of Contents

Appendix B: Intermediate School Specific Information	32
Arrival and Dismissal Procedures	33
Dress Code	34
General Guidelines	34
Come to School Prepared to Engage in Outdoor Learning	35
Grading Scale	35
Homework Guidelines	35
Technology Usage	36
Out of School Time	36
After School Care with Venture Outdoor	36
½ Day Adventures	36

Arrival and Dismissal Procedures

Arrival: Student arrival is 7:55–8:15 AM

Students arriving to school by car, bike, or on foot are accepted at the Henrietta Street entrance.

The front door closes at 8:15 AM.

If your student plans to get breakfast, please plan to have them arrive prior to 8:05 AM to allow time for receiving breakfast, eating, and arriving at homebase.

Please use the visitor parking spaces on Henrietta Street, adjacent to Turtle Park, if you must park your car during student arrival. Please do not park in front of the school or on Milton Street.

Please avoid obstructing neighbors' driveways.

Please be aware of cyclists and pedestrians in and around Regent Square.

Please do not make a U-turn on Henrietta Street (street in front of the building) or turn left on Milton. Instead, please continue straight down Henrietta and turn left on LaClair.

If your student arrives after 8:15 AM, they will be considered late. Please bring your student to the front door and ring the bell. The office manager will confirm the receipt of your student. You will enter through the front door, proceed to the office, and sign in your student on the computer located on the counter. Your student will also proceed to the office and will receive a pass to class.

Dismissal: Student dismissal is 3:15 PM

13. Please be timely in picking your student up as close to 3:15 PM as possible. If you are running late, please contact the school.
14. **Do not stop or park in front of the school or on Milton Street.** Please park on the east side of South Braddock Avenue.
15. Pick-up students are dismissed from the front of the school and the side exit of the school, next to Turtle Park.
16. Dismissals from the office are for **pre-arranged early dismissals only**. Please pick your child up from the designated dismissal location outside of the school.
17. **Please avoid obstructing neighbors' driveways.**
18. Be aware of cyclists and pedestrians in and around Regent Square.
19. During severe weather incidents (such as thunderstorms), parents may pick up students from the school gym.
20. **Do not make a U-turn on Henrietta Street or turn left on Milton.** Instead, please continue straight down Henrietta and turn left on LaClair.
 - Make sure that your student has checked in with the staff member assigned to their dismissal.
 - All early dismissals and transportation changes **MUST** be pre-arranged with the office prior to 2 PM via PickUp Patrol (app.pickuppatrol.net/parents).
 - Students will only be released to pre-authorized adults/person(s). All unauthorized people will need the consent of the parent/guardian. These individuals must be 18 years of age or older with valid identification.
 - Once at the school, please ring the front doorbell and ask the office manager for your student. The office manager will buzz you in. You will proceed to the office and sign out your student on the computer located on the counter.

- **Early dismissals will NOT take place after 2:45 p.m.** If you arrive after 2:45 p.m. for an early dismissal, you will need to wait until your student is dismissed at their normal time.

Dress Code

The ECS uniform policy and dress code guide support the work that we engage in each day at school. Your support of this guide helps to ensure that our students are comfortable and safe.

Pants, Shorts, Skorts, or Jumpers	Khaki, black or navy blue pants, shorts, skorts, and jumpers (including cargo style, excluding sweatpants, yoga pants, and spandex shorts/leggings). <i>The proper length of skirts, dresses, and shorts is determined by the fingertips being able to touch material, not skin, when a student's arms are extended at his, her, or their side.</i>
Tights, Leggings or Knee Socks	Tights, leggings, or knee socks may be worn under uniform skirts or dresses and should be white, khaki, light blue, navy blue, or gray. Leggings cannot be worn as pants.
Shirts (warmer weather)	White, light blue, navy blue, or gray shirts-polo or oxford style, long or short sleeved (No sleeveless tops, t-shirts, or crop tops).
Shirts (colder weather)	Navy blue, light blue, gray, or white sweaters, sweatshirts or turtlenecks. Hooded sweatshirts may be worn but hoods must be kept down when in the school building. ECS sweatshirts are acceptable.

Notes:

13. All tops, tights and leggings must be solid in color and plain (without non-ECS logos larger than 1 inch).
14. All ECS sweatshirts and polo shirts are acceptable at all times.
15. If additional clothing items are worn or brought for gym class, they must follow the uniform guidelines.

General Guidelines

Students are expected to wear school uniforms each day. The building Principal may designate an *ECS Spirit Day* or *Dress Down Day* at his/her discretion.

ECS Spirit Days (Go Hawks!) occur the first Friday of every month, and students are **encouraged** (not required) to wear a green t-shirt or an ECS t-shirt. The following days are designated Spirit Days for the 26–27 school year:

9. September 4
10. October 2
11. November 6
12. December 4
13. January 8

14. February 5
15. March 5
16. April 9
17. May 7
18. June 4

Dress Down Days occur every Friday, *and* students are permitted to wear an outfit of their choice that is school appropriate (no ripped clothing, appropriate length dresses/skirts/shorts/skorts, no tank tops/crop tops) and appropriate footwear (see below).

19. Students are to wear flat shoes; no light-ups, Heely's, crocs, flip-flops, open-toed or heeled shoes. Shoes may be any color.
20. No hats, hoods, bandanas, or bonnets can be worn inside of the school. Head scarves and religious or cultural head coverings *are* permitted.
21. Backpacks and other large bags should remain in lockers during the school day. Students *are* permitted to carry a small purse or bag for personal items.
22. Students are subject to applicable discipline for violations of the uniform policy. Please note that the health office has a limited supply of donated clothing to be used for students in need, **not** uniform violations.

Come to School Prepared to Engage in Outdoor Learning

ECS students log over 1,000 hours of outdoor learning experiences each year. Due to the nature of ECS's curriculum and the amount of time spent outdoors, it is recommended that each student keep one extra uniform outfit and one pair of old shoes/rain boots at school at all times. This ensures that students are prepared, even when an impromptu lesson develops or if clothes get dirty or wet.

Grading Scale

The following grading scale will be implemented in grades 3–8:

- A: 90%–100%
- B: 80%–89%
- C: 70%–79%
- D: 60%–69%
- I: 59% and below*

**Students will be given two weeks to bring up any "I" grades*

Homework Guidelines

Students develop content knowledge and thinking skills through authentic routines and habits, most of which are conducted during the school day. ECS provides the following guidelines to support students at home:

- Encourage daily reading.

- Students will be given weekly homework packets to complete in Literacy and/or Math that will have appropriate literacy and math routines that will provide examples and strategies for their current lessons.

Students should spend approximately 10 minutes per grade level on homework each night.

Grade	Time Spent on Homework
3	Approximately 30 minutes per day
4	Approximately 40 minutes per day
5	Approximately 50 minutes per day

Technology Usage

Our students use Chromebooks to enhance their learning across the curriculum. These devices are managed in classrooms and are used purposefully under the direct guidance of our teachers. To ensure all students can fully engage with digital materials, we also provide tools such as headphones when needed. We are committed to fostering strong digital citizenship. In our classrooms, we actively teach and model the responsible use of technology, and we warmly encourage families to continue these important conversations at home. Together, we can help our students navigate the digital world safely and effectively.

Out of School Time

After School Care with Venture Outdoor

Venture Outdoors (VO) provides After School Care at the Intermediate School. VO provides students with outdoor experiences while cultivating excitement for and love and knowledge of Frick Park, physical education, and more. Activities include but are not limited to hiking, kayaking, fishing, crafts, creek exploration, and snowshoeing.

Clubs & Sports Clubs

ECS provides a variety of sports, clubs, and recreation activities after school. Clubs are developmental activities dedicated to specific interests. Clubs do not compete and are an excellent opportunity for students to share time after school with other like-minded students. Intramural sports offer a fun and safe environment to play a sport, build relationships with peers and coaches alike in a supportive after-school club.

Appendix C: ECS Middle School

ECS Middle School

5525 Columbo Street

Pittsburgh, PA 15206

Phone: 412-247-7970 x3400

Table of Contents

Appendix C: Middle School Specific Information

<u>Important Contacts</u>	<u>38</u>
<u>Arrival and Dismissal Procedures</u>	<u>38</u>
<u>Athletics</u>	<u>38</u>
<u>Attendance</u>	<u>39</u>
<u>CREW</u>	<u>39</u>
<u>School Wide PBIS Rewards System</u>	<u>39</u>
<u>Dress Code</u>	<u>40</u>
<u>Electronic Devices</u>	<u>41</u>
<u>Field Trip Guidelines</u>	<u>42</u>
<u>Grading</u>	<u>43</u>
<u>Homework Guidelines</u>	<u>43</u>
<u>Independent Reading</u>	<u>43</u>
<u>Lockers</u>	<u>44</u>
<u>Progress Reports and Report Cards</u>	<u>44</u>
<u>School Discipline Practice</u>	<u>45</u>

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Arrival and Dismissal Procedures

Arrival: Student arrival is 8:05 – 8:20 AM

- The front door will close promptly at 8:25 AM
- If your child plans to get breakfast, please plan to have them arrive prior to 8:25 AM to allow time for receiving breakfast, eating, and arriving in block 1.
- Parents/guardians may drop off students on Black or Columbo Streets
 - The rear of the building is accessible for wheelchairs. If you plan to park, only street parking is available for drop-off in the morning.
 - Please do not pull into the Black Street parking lot unless there is a medical need.
- If students arrive after 8:25 AM, guardians must sign in at the main office to ensure attendance is properly recorded.
- Please avoid obstructing neighbors' driveways and double parking on the street.

Dismissal: Students are dismissed at 3:25 PM

Car pick-ups and walkers can dismiss either onto Columbo or Black Streets. Bike riders should dismiss to Black Street.

Early dismissals must be pre-arranged via Pickup Patrol (app.pickuppatrol.net/parents). All dismissal changes and early dismissals **MUST** be pre-arranged with the office prior to 2:30 PM.

Early dismissals will not take place after 3 PM. **If you arrive after 3 PM for an early dismissal, you will need to wait until your student is dismissed at their normal time.**

Please avoid obstructing neighbors' driveways and double parking on the street.

Athletics

Athletic Eligibility: Eligibility for participation in extracurricular athletics is determined weekly and at the end of each marking period, and all students must meet the minimum eligibility

requirements set by ECMS and the Pennsylvania Interscholastic Athletic Association (PIAA). These requirements are as follows:

Weekly Eligibility

21. Athletic eligibility will be cumulative from the beginning of the marking period and will be reported on a weekly basis.
22. Any week during a marking period, if a student has a D or below in two or more subjects, they will be ineligible to participate in athletics the following week.
23. During the first week of a student athlete's ineligibility, they may practice with the team but may not participate in any interscholastic contests. The student is required to contact the instructors of the classes he/she is failing for remedial work.
24. If a student athlete is ineligible a second week during the marking period, they may not practice or participate in any interscholastic contests. The student is required to contact the instructors of the classes he/she is failing for remedial work.
25. If a student athlete is ineligible for a third week during a marking period, they will be removed from the team.

Behavioral Eligibility

PIAA also gives the school principal the authority "to exclude any contestant who, because of bad habits, or improper conduct, would not represent his/her school in a becoming manner."

A student, who is disciplined with outside suspension or internal suspension assignment, is ineligible for extracurricular and/or interscholastic activity participation during the suspension period.

It is the responsibility of the coaches to monitor the eligibility of athletes on their teams.

As with other school activities, a student may be removed from a team by coaches for violation of school rules/guidelines governing that sport, or by the school administration for infractions of the disciplinary code, attendance regulations, or other circumstances if deemed appropriate.

Game Day Eligibility

- Game day eligibility will be subject to behavioural issues or misconduct reported to the coaching staff from building administration.
- Any athlete serving out of school suspension on game day will not be eligible to play in that day's game.
- Any athlete serving in-school suspension will be subject to sit out, at minimum, 1st half of the day's game
- Length of ineligibility with the exceptions of suspension will be determined by the coaching staff

Reminder: All participants must be in school by the start of 3rd period (or by the beginning of first period on a two-hour delay day) in order to participate in practice or athletic events that day. When practice or competition falls on a non-school day, the student must have been in

attendance by the start of 3rd period (or by the beginning of first period on a two-hour delay day) on the prior school day. The only exception will be a doctor's note or pre-administrative approval. Written requests for approval must be submitted to the building administrator or Athletic Director.

Attendance

Excuses provided by a health care professional for a middle school student may also be submitted through an [Online Excuse Form](#).

CREW

All students in the middle school are members of a "Crew," a class that is designed to build relationships between peers and their crew leader (teacher). During this time, students learn social emotional learning, reflect on their academic progress, and develop skills necessary to be successful.

School Wide PBIS Rewards System

ECMS uses the Critter Coin platform to reward students for positive behaviors. These rewards feature the following:

- Regular rewards for positive behavior via Critter Coin.
- Classroom stores for purchasing items with Critter Coin and experiences as a grade level teacher.
- Monthly Critter Coin CREW competitions in which CREWs compete for the highest number of critter coins and receive recognition and rewards such as movie viewings, extra fun time, etc.
- Quarterly grade level competitions in which grade levels compete for the highest number of critter coins and receive recognition and rewards such as fun days.
- Occasional CREW Olympics where CREWs face off in competition with one another.

Dress Code

All students should be able to dress comfortably and appropriately for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.

Student dress code enforcement should not result in unnecessary barriers to school attendance.

Teachers should be able to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

Reasons for conflict and inconsistency and/or inequitable discipline should be minimized whenever possible.

ECMS expects all students to dress in a way that is appropriate for the school day, time outdoors, and any school sponsored event. **The primary responsibility for a student's attire resides with the student and their parents/guardians.**

The school is responsible for ensuring that student attire does not interfere with the health/safety of any student or contribute to a hostile/ intimidating atmosphere, and that dress code enforcement does not reinforce or increase marginalization or the oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

4. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts), and shoes.
5. Shirts and dresses must have fabric in the front and on the sides (under the arms).
6. Clothing must cover the torso and undergarments (waistbands and straps excluded).
7. Fabric covering breasts, genitals and buttocks must be opaque.
8. Hats and other headwear must allow the face to be visible to staff and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
9. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
10. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
11. Out of doors education is an important part of ECS. Please dress for all weather conditions including hats, gloves, proper shoes, etc.
12. Footwear: Students are to wear flat, closed toe shoes; Students should not wear light-ups, Heely's, flip-flops, slippers, open-toed, or heeled shoes. Shoes must be ready for daily outdoor activity and may be any color.

The dress code further clarifies prohibitions on attire or grooming "depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech.

Electronic Devices

In addition to the guidelines related to electronic devices in the main handbook, in the 2025-26 school year, headphones and smart glasses will be confiscated if they are worn inside a school building. Staff will call home to inform the parents/guardians, and the device will be returned to a parent or guardian.

Student Assigned Devices

Starting in the 26-27 school year students in grades 6–12 receive one device and a

corresponding charger. Each family will be required to pay a \$25 fee to cover any damage that may occur to the device. As a result of this fee, each student is entitled to one complimentary repair per year, covering both accidental and intentional damage. Parents may choose to opt out. By doing so, parents accept full financial responsibility for any necessary repairs.

Field Trip Guidelines

School Conduct Requirements

In order for students to attend any off-campus event or field trip, students must be in good standing at school. Students fall out of good standing by exhibiting one or more of the following:

- 2 or more days of in-school suspension within the past month.
- Out of School suspension within the last month.
- Excessive tardiness to class.

Note: For longer trips where students stay overnight, stricter guidelines may be enforced in order to assure appropriate and safe behavior on the trip.

On a Trip Guidelines:

23. Students must follow the 3Bs (Be Safe, Be Respectful, Be Responsible).
24. Students are permitted to bring money to purchase items at predesignated times, and at adult discretion.
25. Cell Phones:
 - a. During field trips with travel time beyond an hour, students can use cell phones on the bus at adult discretion. Cell phones should be turned in upon dismissal from the bus.
 - b. During some field trips that use public transportation, cell phones are permitted to be on students but must remain turned off and away.
 - c. Cell phones that are seen out during restricted times will be confiscated and parents will be required to pick it up from the school.

In the Event of Behavior Incidents:

16. Minor Behaviors including but not limited to not staying with the group, interrupting presenters, not following directions, inappropriate language, horseplay, cell phone use, etc. will result in progressive disciplinary actions.
 - a. First Warning: Conversation with students about behavior.
 - b. Second Warning: Parent conversation and written apology to community partner.
 - c. Third Warning: Loss of the next scheduled field trip.
3. Major Behaviors including but not limited to physical aggression (major or minor), elopement (purposeful and extended), fighting, verbal aggression, drug and alcohol use, will result in the loss of subsequent trip at minimum and may result in parents needing to pick up their student from the trip location. Further disciplinary action may be taken based on the school code of conduct and level of infraction.

Grading

The following grade scale is used in 6–8th grade:

6. A: 90–100%
7. B: 80–89%
8. C: 70–79%
9. D: 60–69%
10. F: 50–59%

Approximate Grading Weights: While ECMS will not weigh gradebooks officially, teachers should adhere to the following approximate breakdown of student grading. It is understood that every class has its nuances so flexibility is given to teachers to adjust based on the context of their classes.

Approximate Grading Weights:	
Classwork	20%
Projects, Quizzes, and Tests	70%
Homework	10%

Homework Guidelines

Students develop content knowledge and thinking skills through authentic routines, habits, and practice as well as by engaging in larger group and individual projects. Therefore, ECS provides the following guidelines to support students at home:

- Encourage daily reading.
- Refer to grade-level weekly newsletters for specific assignments and project timelines.

Grade	Maximum Time Spent on Homework
6	60 minutes per day*
7	60 minutes per day*
8	60 minutes per day*
*nightly minutes exclude project work	

Independent Reading

Throughout the year, students are required to read independently every night with self-selected novels. Students will choose independent reading books that are appropriate for their reading level with the support of their teachers guiding this process. Each quarter, they will finish reading at least one independent reading book and will complete a response to the text. These responses will share the student's opinion of the text and be supported with specific evidence and quotes from the book. The product can be done in a variety of formats and is at the discretion of teacher and student. For example, students may choose to present their opinions as a written essay, a vLog, slideshow or other approved format. Students choosing to read books that are very long should plan for completion of the text prior to beginning the book, rather than a few days before the assignment is due. It is the students' responsibility to track their reading throughout the quarter.

Lockers

Each student is assigned a locker with a combination. Students should not share their locker combinations with other students. Having a locker is a privilege and can be revoked at any time. In addition, ECS has the right to search lockers should we determine that a search is warranted to protect the health and safety of our students.

Out of School Time

Clubs & Sports Clubs

ECS provides a variety of sports, clubs, and recreation activities after school. Clubs are developmental activities dedicated to specific interests. Clubs do not compete and are an excellent opportunity for students to share time after school with other like-minded students. Intramural sports offer a fun and safe environment to play a sport, build relationships with peers and coaches alike in a supportive after-school club.

Progress Reports and Report Cards

Students and parents are able to access report cards via Alma approximately 1 week following the conclusion of each marking period, though parents/guardians who need a paper copy of a report card may request one by contacting the ECMS main office. In addition, students and parents/guardians can always access the system in Alma for a progress report in each course as teachers will be diligent in keeping up with grading and putting in that information in a timely fashion.

School Discipline Practice

ECMS is committed to fostering a safe and supportive learning environment where all students have an opportunity to succeed. We approach discipline through restorative practices which focus on repairing harm, restoring relationships, and building a shared sense of community. The emphasis of restorative practices shifts from punitive consequences to a shared understanding and a pathway forward to rejoin the community. We engage students in conversation that allow them to understand the impact their behaviors have on other community members. We include all parties to engage in determining solutions to repair others and restore the trust of the communities. Questions that are regularly asked include:

- What happened?
- Who was harmed?
- What have you thought about since?
- How can you repair the harm?

While our approach to discipline is grounded in restorative practices, this does not mean that students do not receive consequences for their actions. Rather, restorative practices are used alongside consequences and to allow students to acknowledge the harm that they have caused and move forward as a member of the community.

ECMS utilizes progressive discipline in which students who repeat similar behaviors receive higher levels of consequences with each subsequent behavior while continuing to utilize restorative practices for the student to understand the effects of their actions on the community and to repair the harm that it causes. More egregious behaviors will receive more significant consequences such as in-school suspension, out of school suspension, referral to AEDY, or expulsion with only one occurrence. These behaviors include but are not limited to: major physical aggression, fighting, arson, sexual assault, weapons, and drugs and alcohol.

Students and parents are encouraged to view the full [ECS Code of Conduct](#).

Appendix D: High School Specific Information

Table of Contents

Appendix D: High School Specific Information	46
Academic Integrity	47
Arrival & Dismissal Procedures	48
Athletic Guidelines	48
ECS Letter Qualification	49
ECHS Athletic Eligibility Requirements	50
College Athletic Participation Requirements	50
Attendance	50
Behavioral Standards for the ECHS Community	50
ECHS Expectations for Student Behavior	51
Dress Code	52
Electronic Devices	53
Graduation Requirements	54
Homework	55
Credit Recovery	57
Promotion Requirements	58
Pathways	58
ECS Capstone Project	59
Promotions	60
Safety and Security	60
Outside Food and Drink	60
Metal Detectors	60
Standards Based Grading at High School	60
Grading	61
What are the benefits of SBG?	62
How will grades be converted in SBG?	62
GPA Calculation, Weighting, and Class Rank	63
Types of Assessments	63
Reassessment	64
SBG Guide	65

Academic Integrity

ECHS believes in academic integrity and expects students to adopt the following pledge for all work:

“I pledge that the work I submit is my own work, having neither given nor received any unauthorized or unfair advantage.”

Cheating and plagiarism is not tolerated at ECHS, and student’s report cards will reflect these behaviors under character traits that teachers assess. This expectation requires students to complete all work by themselves unless the assignment is a partner or group designated project. Students are permitted to study together, but students must complete all written assignments individually. Teachers will discuss academic integrity and plagiarism in all classes.

"Plagiarism" is a form of academic cheating in which you use words and/or ideas already published without giving credit to the appropriate source. Within the format guidelines given by your teacher, you must provide certain pieces of information (author, title of book/article, page number, etc.) about the quote or idea that you use in your paper and/or presentation.

“Plagiarism” involves “using someone else’s ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness” (MLA definition). We will use the following guidelines:

‘Ideas or phrasing’ includes written or spoken material, of course – from whole papers and paragraphs to sentences, and indeed, phrases, but it also includes statistics, lab results, artwork, etc.

‘Someone else’ can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing ‘service’ (online or otherwise) which offers to sell written papers for a fee.” (MLA guidelines)

Any direct words from a book, article, movie, or any other source must be placed in quotation marks while you also cite/acknowledge the source of that quote by using the format designated by your teacher.

Just as importantly, remember that any ideas (whether the words are directly quoted or not) that come from any source other than your own mind needs to be cited with parenthetical notation as well. All paraphrasing should be written completely in your own words and structure and cited appropriately.

Generally, information from encyclopedias, almanacs, and other resources that is “common knowledge” needs to be rephrased in your own words but does not need to be cited. Thus, if you could easily find that information in several other reference sources, you may use the facts without any citation/acknowledgement if you paraphrase in your

own words. Yet, you must use either quotes or parenthetical notation for any ideas, opinions, and/or interpretations presented by another person.

In addition to borrowing words and ideas, plagiarism also involves “*borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement*” (George Mason University Honor System and Code). Therefore, you cannot simply rephrase every sentence in an encyclopedia article in the same order. You must work to organize the information and to draw from multiple sources.

Arrival & Dismissal Procedures

Arrival: Student arrival is 7:45–8 AM

- Students will be accepted at the front main entrance only.
- If students arrive after 8 AM they must sign in at the main office. See tardy/early dismissal procedures below for more information.
- Do not park in the lot on Chislett Street as it is for staff only. Students should be dropped off outside of the lot on Chislett.
- Students will go through the bag check and metal detector arrival process when they arrive at school, visit their lockers, and report to their first class.

Dismissal: Students are dismissed at 3:00 PM

17. Do not pull into the parking lot to wait for students.
18. Students should be picked up on Chislett Street.

Please avoid obstructing neighbors’ driveways or double parking on the street.

Athletic Guidelines

As a scholar athlete here at ECS, students are expected to abide by the following guidelines set in place.

1. Must complete the full season in a particular sport.
2. For away games, students are expected to remain at the school following dismissal.
 - i. Students will be provided a snack before or a meal following the scheduled game (dependent on game time).
 - ii. Study hall will be in place for students to complete homework, missing, or redo assignments.

3. For home games, students are expected to remain at the school following dismissal and travel via school van, to Kingsley Center.
 - i. Students will be provided a nutritious snack before departure to the game.
4. Students are expected to adhere to ECS code of conduct as well as the specific expectations set by the coaching staff.
5. Any athlete who is suspended on game day, will not be eligible to play in that day's game.
6. Any athlete who serves in-school suspension on game day, will not be eligible to play the 1st half of that day's game.
7. Players are subject to PIAA Grade guidelines to determine eligibility.
8. Eligibility on game day also will be subject based on behavioral issues or misconduct reported to the coaching staff from the building administration

ECHS Letter Qualification

As a high school athlete, there is an opportunity to earn a Letter for the various high school varsity sports programs. To earn a letter, a player must meet all the criteria listed below:

1. Must complete the full season in a particular sport.
2. 75%+ Varsity games played throughout the entire season.
 - i. Injured players may receive a letter if, in the opinion of the head coach, he/she would have participated enough if they had not been injured, **and**
 - ii. Also served the team in some capacity while injured.
3. No more than three (3) disciplinary actions within the season are committed
 - i. And no half game or full game suspension
4. All athletes must finish the season in good athletic and academic standing to be eligible for a varsity letter.

An athlete can earn a letter at the discretion of the head coach even if established criteria is not met, depending on the athlete's commitment and contribution made to the total program and with approval from the Athletic Director.

ECHS Athletic Eligibility Requirements

The following are requirements for athletic eligibility set by ECHS:

- All 9th Grade students are eligible for athletics at the beginning of the school year.
- 10th - 12th Grade students are eligible for athletics in the fall if they have passed at least six courses during the previous school year.
- Eligibility for athletics for the latter half of the year is determined by first semester grades as students must be passing at least six courses at this juncture to be eligible.
- Please note that students who are eligible to play a winter sport may lose their eligibility based on semester grades.

College Athletic Participation Requirements

Students interested in participating in college athletic programs regulated by the National Collegiate Athletic Association (NCAA) must be certified through their Initial Eligibility Clearinghouse by demonstrating a certain level of academic achievement in high school in order to be eligible to participate in college athletics. Students can obtain more information by visiting the NCAA Clearinghouse Website: www.eligibilitycenter.org/

Prospective athletes and their parents/guardians should work closely with their coaches, the school counselors, and the ECHS administration on this process, and the initial application process needs to be completed during the summer before the senior year.

Attendance

In addition to the information contained in the attendance section of the handbook, attendance in individual classes is essential for students in grades 9–12 to earn credit for each course. For that reason, any student who has more than **10 unexcused absences** per class per semester or 20 per year long course, will receive a failing grade for that course.

Behavioral Standards for the ECHS Community

We hold high expectations for student behavior for three reasons:

1. To promote, maintain, and protect the health and safety of all students and staff members
2. To create, nurture, and sustain a positive learning environment for all students

3. To develop empathetic citizens who treat all people with kindness and respect

These three goals are inexorably linked to the four ECHS character traits that we emphasize in our school community: *Empathetic*, *Collaborative*, *Honorable*, and *Scholarly*. In addition to the formal Code of Conduct (located in the Appendix) that has been adopted by the ECS Board of Trustees, we have developed this section of the handbook to highlight our community standards and expectations and to serve as a broader covenant between our students and staff members concerning our philosophy and ethos related to student behavior, potential consequences for breaking our norms, and our commitment to restorative justice.

ECHS believes that a student's years in high school are a time to grow and learn from mistakes, and the latter portion of this document details how ECHS approaches instances in which students do not meet these expectations. The outcomes of those situations should include meaningful consequences and experiences to help the students learn and grow—with a high priority on building a commitment to community, strengthening relationships, and seeking restorative justice.

The goal is for all students to find success through positive decision making and staff's commitment to providing appropriate intervention and support students when behavior fails to meet expectations. These lessons about how peers treat others and act in the context of a community are essential in our commitment to helping students become more thoughtful and empathetic global citizens.

ECHS staff are committed to building strong, authentic, and meaningful relationships with all of our students and recognize accountability for the consistent and equitable interpretation and implementation of this document is vital to build true community. When students do not meet an expectation, ECHS focuses on restorative practices and teachable moments as a first step. Finally, ECHS staff members share a resolute commitment to modeling these values, standards, and expectations in our own relationships with students, families, and colleagues.

ECHS Expectations for Student Behavior

Every student is responsible for familiarizing themselves with the detailed [Code of Conduct](#) adopted by the ECS Board of Trustees (found in links in the Appendix E of this handbook), but the following section outlines ECHS's basic expectations for student behavior in the school community—including any school-related activity, function, or event on or off-campus. Every student is expected to commit to the following values echoed in the Code of Conduct will exhibit the characteristics of an empathetic citizen:

- No student has the right to interfere with the education of fellow students.
- Every student is responsible for respecting the rights of teachers, students, administrators and all others involved in the educational process.
- Students should express their ideas and opinions in a respectful manner.

Dress Code

Values Include:

4. All students should be able to dress comfortably and appropriately for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
5. Student dress code enforcement should not result in unnecessary barriers to school attendance.
6. Teachers should be able to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
7. Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

ECHS has developed the following student dress code that supports equitable educational access and that intentionally avoids reinforcing stereotypes.

Environmental Charter High School expects all students to dress appropriately for the school day or any school sponsored event. The primary responsibility for a student's attire resides with the student and their parent/guardian. The school district is responsible for ensuring that student attire does not interfere with the health/safety or contribute to a hostile, intimidating, or disruptive atmosphere of any student, and that dress code enforcement does not reinforce or increase marginalization or the oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses is necessary to support the overall educational goals of the school and is explained within this dress code. These dress code guidelines shall apply to regular school days, summer school days, and any school-related events and activities (i.e. prom, school dances, college trips).

1. Basic Principle: All skin should be covered from shoulder to mid-thigh. Clothes should cover skin on the torso from shoulder to mid-thigh with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.
2. Students must wear, while following the basic principle of Section 1 above, a shirt (with opaque fabric in the front, back, and on the sides under the arms), AND opaque pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND Shoes.
3. Students may wear, if these items do not violate Section 1 above:
 - Religious headwear
 - Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must

- be visible to school staff).
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks and other genitals are not exposed
- Tank tops, including spaghetti straps; halter tops
- Athletic attire

4. Students cannot wear:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Hate speech, profanity, and/or pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (i.e. catsuits, lace tops)
- Any clothing that reveals the “midriff” (i.e. corsets, bralettes, bandeaus)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE)).

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation. Students in violation will be asked to put on other appropriate clothing, if already available at school – or – if that solution is not possible, an administrator may call the student’s parent/guardian to bring alternative clothing for the student to wear for the remainder of the school day. If a parent/guardian cannot bring additional clothing, the student may put on an alternative outfit provided by administration. If the student refuses, they may spend the rest of their day in the office.

Electronic Devices

In addition to the guidelines related to electronic devices in the main handbook, in the 2025-26 school year, headphones and smart glasses will be confiscated if they are worn inside a school building. Staff will call home to inform the parents/guardians, and the device will be returned to a parent or guardian.

Student Assigned Devices

Starting in the 26-27 school year students in grades 6–12 receive one device and a corresponding charger. These devices are to be used only for school work and school related activities.

Each family will be required to pay a \$25 fee to cover any damage that may occur to the device. As a result of this fee, each student is entitled to one complimentary repair per year, covering both accidental and intentional damage. Parents may choose to opt out. By doing so, parents accept full financial responsibility for any necessary repairs.

Graduation Requirements

To graduate and receive a diploma in the state of Pennsylvania, a student must obtain 21 specific credit requirements. Each high school in the Commonwealth adds requirements based on programmatic needs, the school's mission, and preparation towards college and career readiness. ***Thus, ECHS has adopted the following requirements for graduation for the classes of 2026 and beyond.***

Subject	Number of Credits	Years Available
English	4	9th, 10th, 11th, 12th
Mathematics	3	9th, 10th, 11th, 12th
Science	3	9th, 10th, 11th, 12th
Social Studies	4	9th, 10th, 11th, 12th
Additional credits/electives – excluding Crew and Global Citizenship (formerly Studio)	5	9th–12th
Wellness Education – including Health (0.5) and PE I (0.5)	1	9th–12th
PA Graduation Requirements - Personal Finance (0.5) Civics (0.5)	1	9th–12th
Global Citizenship (formerly studio) <i>*including graduation project</i>	3	9th–11th
TOTAL REQUIRED at ECHS for Graduation	24	
State Assessments	Proficiency in Algebra 1, Biology, and Literature as measured by the Keystone exams or successful completion of an alternate pathway	
College and Career Readiness	Successful completion of a Career and Education Work Standards Portfolio as part of the Global Citizenship (formerly Studio) class sequence	

Homework Guidelines

Environmental Charter High School values balance and purpose in students' lives. We are committed to creating learning experiences both inside and outside the classroom that spark curiosity, encourage thoughtful risk-taking, and provide meaningful opportunities for learning. Homework should reinforce, extend, and apply classroom learning—not simply add more work.

Homework Expectations

Homework expectations vary by course level to provide an appropriate level of challenge while maintaining a balanced workload.

	Academic Course	Embedded Honors (10th)	Separate Honors (11th & 12th)	AP (11th & 12th)	Dual Enrollment
How Often	1-2 per week	1 <i>additional</i> per week (total of 2-3)	2-3 per week	2-3 per week	Completed independently outside of class
Total Time Per Course	20 - 30 min per week	30 - 60 min per week	45 - 60 min per week	45 - 60 min per week	<i>Additional</i> 6 hours per week
Total Homework Time	Max 3.5 hours per week	Max 5.5 hours per week	Max 6 hours per week	Max 6 hours per week	Max 12 hours per week

Assigning and Grading Homework

Teachers in English, Math, Science, Social Studies, Honors, and AP courses assign homework regularly. Homework expectations for other courses are determined by the teacher.

Assignments will be communicated through **Google Classroom** and may be recorded in Alma as either practice or graded work. Teachers will communicate expectations and grading criteria before assignments are due.

Types of Homework

Homework may include digital practice, independent reading, written practice, studying and review, experiential learning, completing unfinished classwork, or work on long-term projects.

Late Work and Reassessment

While some illnesses or absences are unavoidable, students should come to school as often as possible. It is easy for a student to fall behind if they are absent, and it is the student's responsibility for making the necessary arrangements to make up missed work due to an absence.

Missing or incomplete assignments are marked **Needs Revision** with a placeholder grade of **EMP**. Students have **one week** from the original due date to submit late work or request reassessment. Students who are absent receive additional time equal to the length of their absence. All work must be completed by the **end of the quarter** to receive credit.

Requesting an Extension

Students should request extensions **before the due date** by contacting their teacher. Requests should include the reason for the extension, a plan for completing the assignment, and a proposed submission date.

As students transition throughout high school, we will support their academic journey with homework using the following perspective of shared responsibility:

Teacher Responsibilities

- Assign homework that is purposeful, meaningful, and aligned to learning goals.
- Consider students' academic and social-emotional needs when designing homework.
- Clearly communicate assignments in class and post them in Google Classroom.
- Provide scaffolds for long-term assignments (timelines, checkpoints, rubrics, etc.).
- Provide timely feedback.
- Encourage students to seek support when needed.

Student Responsibilities

- Develop effective time management and study habits.
- Complete assignments by established deadlines.
- Obtain and complete work missed due to absences.
- Communicate with teachers when additional support or an extension is needed.
- Practice self-advocacy and seek help before falling behind.

Parent/Guardian Responsibilities

13. Help establish a consistent time and distraction-free space for homework.
14. Encourage daily reading and healthy study habits.
15. Monitor student progress through Alma and Google Classroom.
16. Support students in communicating directly with teachers.
17. Consider balancing academics with extracurricular activities and overall wellness.

Credit Recovery

If a student earns an EMP in a course, that is considered a failing grade. This guide outlines next steps for students and families.

Credit Recovery Methods

1. In Person

- Students are expected to re-take the course in person during the following semester or academic year depending on scheduling.

2. Online

- Students are expected to complete an online credit recovery course during the summer following the school year in which they failed a course.
- ECS will cover the cost of courses through Waterfront Learning when it is the assigned recovery method.

When Families Are Responsible for Payment

1. Choosing Waterfront Learning over an assigned in-person retake.

- If the school schedules a student to retake a course in person (for example, Algebra 1) and the family prefers Waterfront Learning instead, the family is responsible for the cost.

2. Failing a Waterfront Learning course

- If a student does not pass a Waterfront Learning course, retaking it is the family's financial responsibility. Any recovery option other than Waterfront Learning must be approved by administration in advance.

3. Alternate Credit Recovery Options

- If a student or family researches an alternative credit recovery option, it must first be approved by the administration. The family is then responsible for the cost of that option.

Assigned Recovery Methods by Subject — Grades 9 through 11

Subject	Credits Required	Recovery Method	Subject	Credits Required	Recovery Method
English	4	Online	Global Citizenship	3	In Person
Social Studies	4		Phys Ed	0.5	
Mathematics	3	1st course: In Person 2nd course: In Person	Health	0.5	

Science	3	or Online depending on scheduling	Personal Finance	0.5	
			Civics	0.5	
Additional Credits	5	These credits do not need to be recovered unless they are necessary to meet 24 credits total.	Total Credits to Graduate		24

Recovery Methods — 12th Grade

Seniors who have not earned all required credits will not participate in the graduation ceremony. They must complete any missing credits through Waterfront Learning in order to receive their diploma.

Promotion Requirements

A student must earn the following number of credits to be promoted to the next grade:

Promotion To	Credits Required	Credits Earned In
10th Grade	6 or more credits	9th grade
11th Grade	12 or more credits	9th and 10th grade combined
12th Grade	18 or more credits	9th, 10th, and 11th grade combined

Pathways

The ECHS Sustainable Pathways play a significant role in students' ECS academic career. The intent of these pathways is not for students to declare their career path, but rather to offer students an opportunity to personalize and explore ideas of sustainability through topics they feel most connected with. These interdisciplinary pathways invite students to approach their classes, work, and co-curricular experiences through a more concentrated lens. Regardless of their chosen pathways, students approach these experiences with a shared focus on sustainability, including big ideas around global citizenship, equity and justice, systems thinking, and environmental engineering/human-centered design.

During the second semester of their sophomore year, students will select one of the four pathways to focus on for the remainder of their high school career. The variety and overlap of content, courses, and experiences within pathways show students firsthand how interconnected skills, disciplines, and dispositions are both depth and breadth of content. Opportunities for

breadth may include college and career exposure, job readiness skills, college-level enrollment, community partnerships, and extracurriculars.

Students will select from the following pathways:

- Arts, Music, & Design
- Community Development (Business, Finance, & Entrepreneurship)
- Health & Wellness
- Science, Technology, Engineering & Math (STEM)

Students' chosen pathways will be the basis for their capstone graduation projects.

ECS Capstone Project

The ECS Capstone Project is a requirement for graduation. This culminating experience will give students an opportunity to bring their learning to life. Students will design a project which will allow them to authentically engage with their chosen ECS Pathway, connect to the pillars of sustainability, and showcase how they have grown into an eco-literate citizen.

Successful students will apply the following competencies:

- Critical and Creative Questioning
- Research and Investigation
- Organization and Managing Timelines
- Incorporating Feedback
- Communicating for Various Audiences

Essential Project Components:

- Project proposal and approval
- Documentation and deliverables to show the learning process
- Community engagement
- Service component
- Final presentation and reflection

Safety and Security

The health and safety of all of our students and staff is the ECHS administration's top priority. Students play an essential role in school safety by alerting a trusted staff member of any issue, concern, or threat. In essence, "if you see something, say something."

Outside Food and Drink

Students are welcome—and encouraged—to bring water bottles; however, **they must arrive empty**. Bottles can be refilled at designated water stations inside the building.

No outside food or drinks are permitted. This includes items such as Starbucks, McDonald's, or any other restaurant or delivery service (e.g., Grubhub, DoorDash).

Open snacks, drinks, or water bottles (whether store-bought or brought from home) are not allowed inside the building.

- Any open drink will be discarded at the entrance.
- All open snacks must be eaten before entering or will be thrown away at the door.

Lunchboxes will be checked during arrival.

- Only **clear, see-through containers** are permitted.
- Any open snacks—even those in original packaging—will be discarded.

Metal Detectors

Portable metal detector panels are located at the main entrance of ECHS as a precautionary measure. The metal detector panels resemble those found at a local store/mall or airport. All students and school visitors must enter through the main entrance, place items inside bins, have all bags checked, and walk in between the metal detector panels.

Standards Based Grading at High School

Because it is more accurate and equitable, ECHS uses a **standards-based grading (SBG)** system instead of a traditional grading system. In SBG, students receive grades based on their ability to demonstrate understanding of specific academic concepts called *learning targets*, which are derived from and aligned to national, state, and/or local standards.

In the classroom, teachers and students will evaluate and assess student learning using the proficiency scale outlined on the ECHS SBG rubric below. For ease of understanding and transcript purposes, however, ECHS will convert their standards-based grades to a traditional grading system. Student GPAs are calculated based on letter grades for courses consistent with how GPA is calculated normally:

Performance Level				
Exceeds Performance (EXP)	Mastering Performance (MAP)	Meeting Performance (MEP)	Developing Performance (DVP)	Emerging Performance (EMP)
Indicators / Evidence				
The student performs with <i>distinction</i> and demonstrates a THOROUGH conceptual understanding of content knowledge and the application of skills and processes related.	The student demonstrates a STRONG conceptual understanding of content knowledge and the application of skill and processes related.	The student demonstrates a GENERAL conceptual understanding of content knowledge and the application of skills and processes related.	The student demonstrates a PARTIAL conceptual understanding of content knowledge and the application of skills and processes related and needs to improve in order to reach proficiency.	The student demonstrates a MINIMAL conceptual understanding of content knowledge and the application of skills and processes related. If they remain at this level, they will not pass.

Grading

In connection to the ECS mission and commitment to equity in learning access, opportunities, and outcomes for all students, ECHS has adopted a “Standards-Based Grading” model that all teachers use when assessing students and providing timely and valuable feedback to encourage student ownership of their learning.

Standards based grading (SBG) is a system of education that focuses on what a student learns rather than what a teacher teaches. It is based on the following principles:

- Grades should have meaning and clearly communicate what students know and are able to do.
- Students should maintain engagement and play an active role in their own learning and achievement.
- Students should have varied and multiple opportunities to demonstrate learning based on teacher and peer feedback.
- A student's final grade should not include practice and non academic work.

What are the benefits of SBG?

For Students	For Parents
26. Students are partners in their own learning. 27. In addition to their teachers, students reflect, assess and monitor their own progress toward the achievement of learning targets. 28. Goals for learning are clearly defined. 29. Students understand the expectations and purpose of each learning experience. 30. All assessments are clearly aligned to the learning targets, which are derived from national, state, and/or local standards. 31. Students are offered multiple opportunities and ways through which to demonstrate proficiency. 32. Instruction is tailored to meet the needs of all students, regardless of their abilities.	Parents can more readily monitor their student's progress. Parents have a clear picture of a student's understanding of each concept. They can see exactly what their children know and are able to do. Parents know in what areas their children need more support and where their students should be pushed to higher levels. Report card grades are less mysterious and have more meaning. Parents (and students) clearly understand the grades earned. Requirements for student progression versus retention are much more clear.

How will grades be converted in SBG?

In the classroom, teachers and students will evaluate and assess student learning using the proficiency scale outlined on the ECHS SBG rubric below. For ease of understanding and transcript purposes, however, ECHS will convert their standards-based grades to a traditional grading system. Student GPAs, then, are calculated based on letter grades for courses consistent with how GPA is calculated normally.

SBG Rubric Proficiency Scale	Non Honors GPA Value	Honors/ Embedded Honors GPA Value	AP/Dual Enrollment GPA Value
Exceeding Performance (EXP) The student performs with <i>distinction</i> and demonstrates a <i>thorough</i> conceptual understanding of content knowledge and the application of skills and processes related.	4.0	4.5	5.0
Mastering Performance (MAP) The student demonstrates a <i>strong</i> conceptual understanding of content knowledge and the application of skill and processes related.	3.0	3.5	4.0
Meeting Performance (MEP) The student demonstrates a <i>general</i> conceptual understanding of content knowledge and the application of skills and processes related.	2.0	2.5	3.0
Developing Performance (DVP) The student demonstrates a <i>partial</i> conceptual understanding of content knowledge and the application of skills and processes related and needs to improve in order to reach proficiency.	1.0	1.5	2.0
Emerging Performance (EMP) The student demonstrates a <i>minimal</i> conceptual understanding of content knowledge and the application of skills and processes related. If they remain at this level, they will not pass.	0.0	0.0	1.0

GPA Calculation, Weighting, and Class Rank

ECS will convert final course grades to a standard 4.0 GPA system for the purpose of helping colleges and employers better understand student learning and performance. We will share more information with students and parents at the appropriate time so that they understand the system and the conversion metric when thinking about plans beyond high school.

Enrollment in an “Embedded Honors” or “Separate Honors” course will result in an extra 0.5 weighting added to the GPA calculation for that class.

Enrollment in an AP (Advanced Placement) or Dual Enrollment course will result in an extra 1.0 weighting added to the GPA calculation for that class.

ECHS will share a student’s weighted and unweighted GPA on our transcript, but we will not calculate nor release any class rank that compares students to each other on these measures.

Types of Assessments

ECHS students will be evaluated on 3 types of assessments: *major*, *minor* and *ungraded*:

26. Major Assessments (60% of the overall grade)

- a. Comprehensive and Summative
- b. Measure understanding of entire academic standards or long-term learning targets
- c. *Examples include unit exams, projects, lab reports, composition papers, and presentations.*

27. Minor Assessments (40% of the overall grade)

- a. More formative in nature
- b. Measure understanding of supporting standards and/or of academic skills and knowledge that will support them in reaching the standards.
- c. Based on short-term or daily learning targets.
- d. *Examples include quizzes, warm ups, and exit tickets.*

28. Ungraded Assessments (0% of the overall grade)

- a. Document skills and behaviors that support and impact learning
- b. *Examples include homework, participation, completion, effort, growth, group work, preparedness, class discussions, guided lecture notes, graphic organizers, etc.*

Reassessment

Because students learn at different rates, not all will meet a standard on their first attempt. To support growth, ECHS teachers should provide multiple, varied opportunities to demonstrate learning and allow for reassessment. Reassessments are teacher-designed activities that let students show improved understanding after further review. While not required, all students are encouraged to reassess.

When a student receives a *Developing Performance* (DVP) or *Emerging Performance* (EMP) score on the initial attempt of a major assessment, **teachers** should do the following:

1. Enter the score for the initial assignment in Alma, along with the **“Needs Revision”** status.
2. Direct the student complete and submit the [ECHS Reassessment Request Form](#)
 - a. NOTE: Students will have **1 week** from the day the grade was **published** to request reassessment.
3. Once the form is complete, it will generate an automatic email to the student and the teacher.
4. The teacher should **reply all** to the automatic email and **CC the parent** to confirm a Relearning Plan and timeline for reassessment.

- a. NOTE: Relearning and Reassessment should occur **within 2 weeks** of the Reassessment Form Submission.
5. Grade the reassessment and give specific feedback as evidence of the new score.
6. **Replace** the initial score with the reassessment score in Alma.
7. Add the **“Reassessment Grade”** notation as student feedback.
8. **Remove** the “Needs Revision” status.

Additional Reassessment Information:

- Students are permitted to reassess minor assessments at the teacher’s discretion.
- Reassessment assignments should be submitted within 2 weeks. Extensions may be granted at the teacher’s discretion due to extenuating circumstances, or as outlined in an IEP, 504 plan, or whole child plan.

Standards Based Grading Guide

Environmental Charter High School



At ECHS, grades reflect **what students know and can do** — not just homework completion or participation. Every score is tied to specific learning targets, and students always have the opportunity to grow and improve.

The Grading Scale			
Level	Code	What It Means	Individual Assignment Points
Exceeding	EXP	Thorough, in-depth understanding - accurate, complete, with sophisticated reasoning that exceeds the standard or learning target.	10.0
Mastering	MAP	Strong understanding - clear, complete, and mostly error-free.	8.5
Meeting	MEP	General understanding - mostly accurate with minor gaps.	7.5
Developing	DVP	Partial understanding - some errors or missing pieces. <i>Reassessment is encouraged.</i>	6.5
Emerging	EMP	Minimal understanding - major gaps remain. <i>Reassessment is strongly encouraged.</i>	5.0

Types of Assessments		
60% MAJOR	40% MINOR	0% UNGRADED
Comprehensive assessments of full learning standards <i>Unit exams, projects, lab reports, essays, presentations</i>	Shorter, more frequent checks on daily learning targets <i>Quizzes, warm-ups, exit tickets</i>	Prepare you for graded assessments, track habits & effort, but do not affect class grade <i>Practice, participation, group work, class notes</i>

Key Policies	
Missing & Late Work - Missing work is marked "Needs Revision" with a placeholder EMP 1 week from the due date to submit late work or request reassessment; absent students get extra days equal to their absence - All work must be in by the end of the quarter	Reassessment - Students can always reassess a major assessment, but minor assessments are at teacher discretion - Submit the Reassessment Request Form within 1 week of published grade - Reassess within 2 weeks - The new score replaces the original
Academic Integrity - Cheating, plagiarism, or unauthorized AI use earns ADH score (0%) - Leadership investigates; If cleared → graded normally; if confirmed → ADH stands, but student can request reassessment	Staying Informed - Assignment status updated to "Received" or "Needs Revision" within 2 days of the due date. - Assessments will be graded with feedback given within 2 weeks of the deadline. - Needs Revision alerts sent every Friday evening if parents opt into emails in Alma

What You'll See in Alma

Name	Icon	Description
Received		Indicates the assignment was submitted on time, on or before the due date.
Received Late		Indicates the assignment was submitted late but does not penalize the student.
Revision Needed		Indicates the assignment needs revision. This should be used for missing assignments and/or assignments with scores of EMP or DVP . Once the assignment is submitted/resubmitted, this status should be removed.
Not Applicable	N/A	Indicates the assignment is not applicable and/or not assigned and does not count against the student. The student is exempt.

Here is an example of the Alma Gradebook for an individual student:

	04/17	04/22	05/01	05/06	05/21	05/29	06/04	
	Minor Weight: 2 Election of 1860 Activity	Minor Weight: 2 Civil War Topics handout	Minor Weight: 2 Reconstruction plan	Minor Weight: 2 Radical Reconstruction hand...	Major Weight: 3 Unit 5 test	Major Weight: 3 1870 - 1900 Project	Major Weight: 3 Final project - timeline or ess...	Mastery Level
	N/A	✓	✓	✗	✗	✓	✓	
Overall Class Grade								MEP (7/9)

The overall class grade is the **cumulative** grade at any given time.

Unlike traditional grading, progress is tracked all year rather than averaged over 4 quarters.

Report cards represent a snapshot in time.

What Do Colleges See?

Take a look at a portion of a sample transcript below:

SY 2024 - 2025 (Grade 12th)		Absent Excused: 12 Absent Unexcused: 5		Weighted GPA: 3.25 Unweighted GPA: 2.75		Credits Awarded: 8.00 Credits Attempted: 8.00	
Course Code	Course	Year Grade	Year Score		Year Credits Awarded	Year Credits Possible	
AS2H	American Studies II Honors	MAP	8		1.00	1.00	
APAAS	AP African-American Studies	MAP	8		1.00	1.00	
CREW4	Crew IV	EXP	9.5		1.00	1.00	
DPP1	Drawing Painting and Printmaking I	MEP	7.9		0.50	0.50	
ENG4H	English IV Honors	DVP	6.9		1.00	1.00	
RLSJ-IND	Independent Study - Racial Literacy	EXP	9		0.50	0.50	
MT	Music & Technology	EXP	9.5		0.50	0.50	
PHYSH	Physics Honors	MEP	7.6		1.00	1.00	
Soc	Sociology	MEP	7.6		0.50	0.50	
STU4	Studio IV	MAP	8		1.00	1.00	

Grade Equivalent

Scores:

A = 10-9.0

B = 8.9-8.0

C = 7.9-7.0

D = 6.9-6.0

F = 5.9 and below

The ECHS Grade is translated to a score between 0 and 10. Colleges can then use the Grade Equivalent scale to the left to see equivalent letter grades.

Grade Point Averages (GPAs) are calculated using the scale below:

GPA Values	Non-Honors	Honors	AP & Dual Enrollment
EXP	4.0	4.5	5.0
MAP	3.0	3.5	4.0
MEP	2.0	2.5	3.0
DVP	1.0	1.5	2.0
EMP	0.0	0.5	1.0

Appendix E: Annual Notices & School Policies

Policies and procedures for the Environmental Charter School are discussed and approved by the Board of Trustees. A full list of those policies can be found on the [Board website](#).

The Board of Trustees page also contains information on draft policies that the board is considering. Board meetings provide an opportunity for families to weigh in on those items that are being considered.

While not all-inclusive, the list below contains links to the annual notices required by the law, and the most-requested school policies.

Annual Notices

- [Rights under the Family Educational Rights and Privacy Act \(FERPA\) / Notice to Parents and Guardians Regarding the Disclosure of Student “Directory Information”](#)
- [Special Education Services & Programs and Rights of Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act](#)
- [Student Records Policy](#)

ECS Policies

- [Student Code of Conduct](#)
- [Civility](#)
- [Acceptable Use Policy](#)
- [Anti-Discrimination](#)
- [Anti-Harassment](#)
- [Anti-Bullying](#)
- [Homeless Students](#)
- [Title IX](#)
- [Wellness](#)