

Middle School Scholar & Parent Handbook

Updated July 2023



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Greeting

Dear Families and Scholars,

Welcome to Equality Charter Middle School. All your hard work and focus have helped you arrive at this moment. We are proud to have you as a scholar and positive school community member. Equality's role in our community is not only to prepare scholars for college success, but also ensuring they're able to sustain consistent appropriate behavior and professional relationships in all aspects of adult life.

Scholar accountability and family support are vital aspects to adolescent growth during a time of transition to Equality Charter Middle School. Equality will use relationships developed with scholars, families, community organizations and programs to deliver our mission and sustain our role as a positive foundation for our scholars. Thank you and looking forward to an amazing school year

Best,

Equality Charter Middle School Family

Support Staff Contact Information

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Part I: Academics

Academic Calendar

All school events and instructional dates (ex. End of quarter) will be posted to the MS Parent calendar available on our website - <http://www.equalitycharterschool.org/our-programs/middle-school/> . You can also add the information to your Google Calendar using a feature on the website page above.

Grading Policies

Quarter and Final Averages are broken down as follows:

- 90-100: A
- 80-89: B
- 70-79: C
- 65-69: D
- 55-64:F

*The lowest grade which can be entered into a gradebook is 55%. Teachers will provide a comment with the actual score earned if less than 55%.

Each course is graded according to the following grading categories:

- 30% Classwork - graded on effort
- 10% - Homework - graded on effort
- 60% - Standards Mastery Assessment - graded on accuracy
 - Combination of exit tickets, quizzes, tests, projects, essays, etc.

Homework - Purpose, Process, and Policy

OUR PURPOSE

At Equality Charter Middle School, homework is used to help solidify learning. We believe it is important to instill the habit of practicing and applying the skills and concepts learned, while- outside of the classroom. We believe homework review and feedback is an integral part of this process to meaningfully engage scholars in fostering this habit. Our teachers support efforts around homework equity by ensuring the appropriate differentiation of homework.

OUR PROCESS

To ensure our assigned homework is aligned with our purpose the following steps are required:

- Creation:

- identify if the assignment will be a time to PRACTICE/APPLY what was learned during class or PREVIEW what will be taught in the next lesson;
- provide differentiated options for homework that provide the necessary scaffolds scholars need to engage in homework independently (if a scholar needed a scaffold in class when the teacher was there to support, he/she needs it at home when no one may be available/able to support)
- Frequency: Homework should be assigned no less than two times a week for Core Classes; homework for each course should be no more than 30 minutes;
- Distribution: Homework must be emphasized when distributed/posted to class;
- Posting: All homework must be posted to Google Classroom with a due date so that it populates to scholars' Google Calendars;
- Review: There must be a process to review homework regularly/periodically in class;
- Feedback: If homework is collected and not reviewed, written feedback MUST be provided;
- Incentives: We encourage teachers to create systems that incentivize homework completion; this excluded provided additional points on assessments as this category should be an accurate assessment of mastery towards standards

OUR POLICY

- The homework represents 10% of a scholar's total grade
- Homework is graded for effort, and feedback MUST be given to support scholars' understanding; every assignment should also receive a grade in PowerSchool
- Late homework penalty*:
 - Turned in one day after the due date - 90%
 - Turned in two days after the due date - 65%
 - Turned in three days after the due date - 55%
 - After four days, the scholar received a 0%

***Promotion and Retention Policy**

Automatic Promotion Criteria: A scholar who meets the criteria in all three categories below will be automatically promoted to the next grade level.

1. Report Card Grades - each scholar MUST have a Final Average of 65% for EACH core class
2. NYS Standard Assessments - each scholar MUST meet a Level 2 or higher on the Math, ELA, AND Science Interim(s)
3. Attendance - each scholar MUST maintain a 90% or higher attendance rate (no more than 18 absences in total/excused or unexcused)

Automatic Retention Criteria: A scholar who does not meet the criteria in **two** of the three categories listed above may be retained at his/her current grade level. Scholars may also be required to attend summer school. While the school will maintain communication about a scholar's progress throughout the year, parents will be informed of final retention decisions by June 14th.

Automatic Summer School Criteria: A scholar who does not meet the criteria in **one** of the three categories listed above will be enrolled in Summer School. If the scholar passes Summer School, he/she will be promoted to the next grade level; if the scholar fails or is dismissed from Summer School, he/she will be retained at the same grade level. While the school will maintain communication about a scholar's progress throughout the year, parents will be informed of Summer School decisions during Quarter 3 Report Card Conferences. *If the scholar fails to meet additional criteria after Quarter 3 Conferences, the scholar may be retained (see "Automatic Retention Criteria" above).

Promotion in Doubt Criteria: The performance of a scholar struggling to meet the criteria for an individual quarter or Interim will be considered Promotion in Doubt. Parents will be informed if their child's performance is considered Promotion in Doubt at the end of each Quarter. Below are the criteria for performance being considered for Promotion in Doubt:

1. One or more core class Quarter Average of 65% or lower
2. One of more Interim scores of a Level 1
3. More than five absences in a Quarter

***End of Year Activities**

8th Grade scholars must maintain good academic standing (and not be considered Promotion in Doubt) and good behavioral standing to be invited to End of Year activities.

- Scholars **enrolled in Summer School may** not be eligible to attend End of Year Activities, including the dance, trip, and/or Moving-Up Ceremony.
- Scholars **retained in grade 8 are not** eligible for any End of Year Activities, including the dance, trip, and Moving-Up Ceremony.
- Scholars not enrolled in summer school but with significant behavioral infractions may not be eligible to attend End of Year Activities, including the dance, trip, and/or Moving-Up Ceremony.

Please note that decisions about participation in End of Year events will be made in mid-June based on the completion of Quarter 4.

Part II: Our Approach to School Culture

What is a Multi-Tiered System of Support (MTSS)?

MTSS blends the prevention-based, team-driven, data-informed decision-making practices of Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS), which explicitly require a multi-tier approach. Emphasis is on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 provide intensive and increasingly individualized interventions. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is used across all areas of the school to support the success of all scholars. MTSS is “a way of doing business,” which has at its center high-quality, evidence-based instruction and intervention and assessment practices designed to meet scholar needs so that each scholar receives the appropriate level of support. By blending Rtl and PBIS systems, ECS will maximize the use of time to make decisions for scholars that are the most effective. Research has shown that schools implementing PBIS with fidelity have increased scholar academic performance and graduation rates. RTI goes hand in hand with developing data-based interventions for scholars who require academic support.

What are the Essential Components of MTSS?

1. Team-Driven Shared Leadership
2. Data-Based Problem Solving and Decision-Making
3. Layered Continuum of Supports
4. Evidence-Based Practices

5. Family, School and Community Partnering

Proactive Strategies/Positive Incentives

At ECMS, staff and scholars value and are acknowledged for...
<p>Achievement and Progress - Individual performance and growth academically, behaviorally, and emotionally.</p>
<p>Respect - The foundation of interactions by all ECS Staff and scholars, including consideration for self, others, space, and property.</p>
<p>Responsibility - Ownership of your actions and the expectations of your role - being accountable to the organization's greater good.</p>
<p>Cooperation - Teamwork and collaboration in accomplishing a shared and communicated goal.</p>

Morning Welcome and Classroom Greeting

Scholars will be greeted by staff at the school entrance every morning upon their arrival. All teachers will greet scholars with a welcoming demeanor.

*MTSS Kickboard Points

All staff will take every opportunity to recognize positive behaviors that align with our school values: respect, responsibility, cooperation, achievement, and progress. When scholars are “caught” demonstrating these positive behaviors, staff will award scholars with MTSS points in our Kickboard database. **Accumulated points may result in more significant rewards, privileges, events, activities, and trips throughout the year.**

Scholars of the Week

Scholars will be celebrated each week based on their efforts to demonstrate our values. This scholar will be randomly selected through the submission of MTSS points.

Scholar of the Quarter

- Principal's List - Each quarter, scholars who maintain an overall average of 90% or more significant in the core subject area will earn the Principal's List. Scholars will be celebrated each quarter and on an end-of-the-year field trip attended by the Principal or Assistant Principal.

- **First Honors** - Each quarter, scholars who maintain an overall average from 89% to 85% in the core subject areas will earn Honor Roll. Scholars will be celebrated each quarter.
- **Honorable Mention**- Each quarter, scholars who maintain an overall average from 84% to 80% in the core subject areas will earn Honor Roll. Scholars will be celebrated each quarter.
- **Assistant Principal's List** - Scholars with no uniform infractions, a homework and classwork average of 85%, no tardies, and no more than one unexcused absence will earn AP's List. Scholars will be celebrated each quarter.
- **Culture Crew** - Scholars with no office or staff-managed referrals for the quarter.

House Competitions

Scholars are scheduled into a specific house each year. The House that shows that most success towards a specific goal tied to our values will be celebrated for their collective achievement.

The ECMS Houses are:

- Achievement & Progress
- Respect
- Responsibility
- Cooperation

Attendance, Lateness, and Uniform Policies

*General Attendance Policy

Scholars absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence unless the school has given advance permission.

- Absence: Any day a scholar is absent, the parent or guardian will receive a phone call home informing them of the absence.
- Only absences documented by a signed statement from a medical doctor, attendance at a funeral following the death of an immediate family member

or government judiciary court stating the scholar's presence will be considered "Excused" absences. All other absences will be regarded as "Unexcused."

***Continued lateness/absence:** A phone call from Social Worker and a mandatory parent meeting

***Chronic lateness/absence:** Documentation of latenesses/absences and implementation of Tier III support (in compliance with NYC regulations, ACS will be contacted for excessive lateness and absences as this impacts a child's access to education)

Snow Days

In the event of poor weather conditions, such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellations. If New York City Public Schools are closed due to poor weather conditions, so is Equality Charter Middle School. In addition, Equality sometimes closes school even when the NYCDOE is open. Sometimes, Equality will have a late start on days with poor weather conditions. Parents are notified of these closings and late starts via the Equality Website and through a phone blast to all Equality families. Please remember to keep your phone number updated in PowerSchool.

***General Tardy Policy**

All scholars who arrive tardy to school will automatically receive a phone blast home.

Arrival

- The school day starts at 8:00 AM.
- Scholars may enter the building at 7:30 AM to participate in the early breakfast and morning supervision program. Scholars will transition upstairs at 8 AM.
- Scholars coming to school on time will be served breakfast in the classroom from 8:00-8:15. This time is solely for school-provided breakfast.
- Scholars should refrain from eating school foods and should plan accordingly to eat breakfast at home, en route to school, or in the auditorium between the hours of 7:30-8:00 am.
- Scholars are marked late after 8:15 AM and must report to class with a pass from the office afterward.

Early Arrival 7:30 AM- enter the main entrance to the auditorium

On Time arrival 8: AM

- 6th Grade (Entrance 2-3 Stairwell C)
- 8th Grade (Entrance 1- Stairwell D)
- 7th Grade (Entrance 2-3 Stairwell C)

***Dismissal**

All dismissals will be by 2:58 and 3:05 PM every day except Tuesdays. On Tuesday, all scholars will be dismissed at 1:35 pm. Scholars participating in Sports, Clubs, Test Prep, Commitment, or MMCC **will not be allowed to re-enter the building if they leave the building instead of going straight to their activity**. Regular dismissal takes place on the front side of the school. On special occasions, scholars may be dismissed from the playground.

*General Uniform Policy

Tops	Bottoms
<p>Flynn & O'Hara ECS Logo Items:</p> <ul style="list-style-type: none"> • Polo long or short sleeve • PE t-shirt • Sweater vest • Pullover sweater • Long sleeve fleece jacket • Crewneck Sweatshirt • V-Neck cardigan sweater <p>In addition:</p> <ul style="list-style-type: none"> • Any ECS-provided logo t-shirt 	<p>Any vendor:¹</p> <ul style="list-style-type: none"> • Colors: black, khaki, gray, or navy • Pants • Trousers • Slacks • 5-pocket pants • Cargo pants • Capris • Knee-length shorts, such as dress shorts or cargo shorts* • Skirts* • Skorts* <p>**No more than 3 inches above the knee</p>
Footwear	Accessories
<p>Any vendor:</p> <ul style="list-style-type: none"> • Sneakers - all black, all white, or black and white (no other colors) • Shoes - any color • Boots - any color 	<p>Any vendor:</p> <ul style="list-style-type: none"> • Hair wraps² - all black, all white, or black and white (no other colors) • Stockings • Socks
PE Uniforms	Dress Down Days
<ul style="list-style-type: none"> • Shirt: <ul style="list-style-type: none"> ○ Flynn & O'Hara PE T-shirt ○ Any ECS-provided logo t-shirt • Bottoms: <ul style="list-style-type: none"> ○ Flynn & O'Hara PE shorts or sweatpants ○ MS Only: Can also wear regular uniform bottoms 	<p>The following clothing items are PROHIBITED for all scholars, even on dress-down days:</p> <p>Hats, bandanas, tank tops, leggings, see-through garments, slippers, any clothing with graphic or potentially controversial messages (i.e., related to religion, politics, sex, race, etc.), crop tops, and shorts and skirts more than three inches above the knee. Sweatpants are allowed.</p>

[Uniform Matrix](#)

¹This item can be purchased from Flynn & O'Hara or any vendor of your choosing.

² Here are two acceptable examples of hair wraps: [Example 1](#), [Example 2](#); note that hair wraps are different from bonnets (shower or sleeping cap).

- **Three violations result in a meeting with the Assistant Principal who will communicate with parents the expectation and work to resolve any future issues. - Dean's will enter these violations**
- **Hats or hoodies (Non-ECS logo) are confiscated if worn or out during unauthorized times. Scholars may pick up garments at dismissal; any items not picked up after 24 hours will be sent to the Lost and Found.**

Additional Policies

Video Surveillance

Video surveillance provides a tool for monitoring activity on school property to protect further scholars, staff, and visitors' health, welfare, and safety. Video surveillance is a valuable deterrent to inappropriate behavior and is a significant factor in protecting school division assets. This system shall not replace the need for the ongoing vigilance of school supervision/security staff. School administrators shall ensure that due diligence is observed in maintaining general campus security.

Camera Location, Operation, and Control

- The placement of cameras is restricted to public areas.
- Areas chosen for surveillance shall be where surveillance is a necessary and viable deterrent.
- Cameras will not monitor areas where people have a reasonable expectation of privacy (e.g., changing rooms and restrooms).
- Surveillance cameras are to be used to deter theft, violence, vandalism, or other security breaches.
- Only authorized personnel shall have access to the monitor operation controls.
- The video camera surveillance system may operate 24 hours a day, 365 days a year, at the School's sole discretion. Video camera surveillance may be suspended at any time with or without notice.

Protection of Information and Disclosure

Security and retention of recordings

- Recordings shall not be disclosed except in accordance with this policy and in accordance with state and federal law. Disclosure of surveillance records shall be on a need-to-know basis to comply with the School's policy objectives, including promoting the safety and security of scholars and staff, protecting School property, preventing criminal activities, and enforcing School rules and policy.
- Only those authorized by the Executive Director/designee, Principal/designee, Assistant Principal/ designee, or Department Head of Culture/designee shall have access to the recordings.
- Copies of recordings of incidents subject to investigations, court cases, or due process hearings must be retained until resolved.

Use of Information Collected

- Video surveillance may be used for inquiries and proceedings related to law enforcement, scholar, and employee hearings. Video used as evidence for the foregoing purposes may not be altered.
- Videotape/film of scholars may be considered part of a scholar's educational record and therefore, the Federal Educational Rights and Privacy Act (FERPA) may apply.
- A videotape of athletic events, concerts and plays does not hold the same confidentiality because they are public events and therefore can be shown.

Health and Wellness - Food Policy

Scholar nutrition and health is a big concern at Equality Charter School. Poor eating habits can adversely affect scholar performance by causing, among other things, a lack of focus, low stamina, and/or behavioral outbursts – and, of course, long-term health consequences. In an effort to curb the consumption of low-nutrition foods, this policy has been created. Food and beverages brought to school must meet dietary guidelines and protect the health and safety of scholars.

- Scholars are highly encouraged to bring healthy snacks such as fruit, vegetables, cheese, yogurt, and/or crackers.
 - Scholars are highly encouraged not to bring lunches or snacks that are primarily comprised of fast food, chips, sweets, or candy.

- The school will teach scholars about healthier food choices and a balanced diet when scholars do bring in these items; or the school provides these items as treats.
- Scholars may only drink/bring water, milk, or 100% juice to drink at meals.
 - Scholars may bring a water bottle with them to class and drink water during class - ***make spills easy to clean up.***
 - The school will provide access to filtered water and water fountains.
- Scholars may not share or trade food with other scholars (due to allergies and possible medical issues).
- The school will educate scholars about the impact of consuming foods of low nutritional value during breakfast, designated snack periods, lunch and other times scholars have access to food during the school day.

IMPORTANT: Due to allergies, **FISH, PEANUT and TREE NUTS ARE NOT ALLOWED ON CAMPUS.**

Food in the Classrooms (Outside of Breakfast and Lunch)

Scholars are not allowed to bring **ANY** food or drinks (except water) into the classroom (outside breakfast should be eaten in the auditorium before 8:00am and lunch in the cafeteria during the designated lunch period). Staff will support by having scholars place food/drinks in cubbies and/or lunch bins. Parents requesting a celebration involving food must be approved by the Principal and/or the Assistant Principal and follow the guidelines under the "Health and Wellness Initiative".

Hallway Pass

Scholars must have a pass from a teacher or other staff member to be in the hallway during **any** school day besides transitions and after-school activities.

***Restroom Policy**

Scholars must have a pass from a teacher to use the restroom. Scholars cannot use the restroom or water fountain during the first **5 minutes** and last **5 minutes** of each class period. Scholars will not be able to use the restroom during transitions. We remind scholars that when they use the restroom, they are missing class time, so they should be quick and get back to class promptly. Always make sure to wash your hands!

***Electronics Policy**

School policy prohibits scholars from using cell phones or other electronic devices during instruction or anywhere within the school building. Therefore, these devices should be shut off and stored in backpacks once scholars enter the building. If they are heard or found turned on (buzzing, etc.), the device will be confiscated by the teacher or staff member and turned over to the Main Office. A parent or guardian must pick up the device by 3:15 PM - parents will be contacted via phone by a staff member. Repeated incidents of confiscated devices will result in further disciplinary consequences.

Parents/Guardians should not call or text their child's cell phone during the day. In the event of an emergency, parents should contact the Main Office. Scholars who need to speak with their parents must report to the Main Office, where a staff member will assist. A reported call from a family member on school grounds will not be an excuse for phone usage or display, and the item will be confiscated. Equality will not investigate theft or loss involving scholars' electronic devices.

Phones will be collected and stored at school for all field trips unless the scholars are not returning to school before dismissal.

Computer Use

Scholars must read and sign the Equality Charter School Staff and Scholar Computer Usage Agreements at the beginning of the school year. Please adhere to this policy at all times for appropriate computer usage.

Behavioral Supports

Behavior Data Tracking

Kickboard

Kickboard is a software platform that makes it easy for schools to manage programs like PBIS. Kickboard allows staff members to award and track positive points when scholars exhibit behaviors tied to our values, as well as to document negative behaviors that require Tier 1 management from the teacher/staff or more targeted Tier 2 support from a Dean or Administrator.

Staff Managed Interventions

Staff-managed Kickboard Referrals are completed by staff members who wish to document a scholar's behavior and/or intervention and do not need any additional measures to be taken by administrative staff.

Office Managed Interventions

Office-managed Kickboard referrals are completed by staff members who wish to document a scholar's behavior, the attempted multiple interventions which were unsuccessful, and therefore requests for administration to follow up directly with the scholar in regards to the behavior.

Tiered Interventions

This guide displays our intervention process for all negative and problematic behaviors. Additional negative behaviors not found in this guide are covered in our Code of Conduct. Equality Charter Middle School reserves the right to use any intervention we deem appropriate in response to any negative or problematic behavior that disrupts the learning environment or creates an unsafe school environment for any scholars and staff.

Scholars who exhibit physical aggression of any kind understand Equality will use Crisis Prevention & Intervention techniques to diffuse the incident and ensure all parties are safe. This may result in your child being expeditiously removed from an unsafe environment in a manner that allows staff to ensure the safety of the child, other scholars, and the staff members involved

(<http://www.crisisprevention.com/>).

Teach Like a Champion (EPICC Strategies)

Teach Like a Champion provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their scholars.

Please refer to Appendix A for Responses to Behavior Interventions Chart.

***Extended Day Commitment**

Staff Extended Day Commitments will be held in increments of 15 or 30 minutes and run daily. The teacher will notify the parent of the scheduled time for Extended Day Commitment. Failure to attend Extended Day Commitment with a teacher will result in longer increments. Every Commitment will be scheduled the day after the infraction occurs with a protocol to ensure consistency and

effectiveness. Any scholar who skips 2 Staff Extended Day Commitments will be referred for a Dean Extended Day Commitment for 1 hour.

Dean Extended Day Commitment will take place following dismissal, Monday, and Wednesday through Friday. Parents will be notified of the date and time of the Commitment. Any scholar who skips Extended Day Commitment refuses to attend or does not participate wholeheartedly will be issued additional interventions.

Scholars will not be automatically excused from Extended Day Commitment upon parent request. That decision is up to the discretion of the Dean or Administration.

Alternate Learning Space

Alternate Learning Space (ALS) allows scholars to reflect on their behavior and receive 1:1 support as necessary outside of the regular classroom environment. The goal of ALS is for the scholar to reset and refocus to be able to transition back into the classroom as quickly and safely as possible. ALS is not recorded as a suspension. Parents will be contacted anytime their child is assigned an ALS.

In-School Suspension/Out-of-School Suspension/Long-Term Suspension

Please refer to the Code of Conduct.

Part IV: Athletic Information

Middle School Scholar-Athletes

An Athletic Handbook will be provided to any scholar selected to play on a sports team following tryouts.

Appendix A: Response to Behavior Intervention Chart

Problematic Behaviors	Tiered Intervention / Consequences
<ul style="list-style-type: none"> ● Leaving seat without permission ● Talking at inappropriate times ● Calling out in class ● Sleeping/Head down in class ● Drumming/Tapping on desks ● Playing with objects not related to instruction ● Not following hallway traffic signs ● Inappropriate transitions (running, dunking the door) <p>★ Repeated behaviors (three or more times in a class period)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Teach Like a Champion' Strategy Menu <input type="checkbox"/> LINK to Teacher Reference Here <input type="checkbox"/> Reteaching <input type="checkbox"/> Redirection <input type="checkbox"/> Proximity to scholar <input type="checkbox"/> Verbal Cues <input type="checkbox"/> Seat Change <input type="checkbox"/> Non-verbal cues <input type="checkbox"/> scholar/ Teacher Conference <input type="checkbox"/> Parent Outreach <input type="checkbox"/> Collaborative Problem Solving <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Restorative Approaches <input type="checkbox"/> Guidance Conference <input type="checkbox"/> Individual Behavior Contract within Class <p>★ Kickboard Referral (Staff Managed) AND Silent Reflection during Lunch Practice with a grade-level staff member (15 min)</p>
<ul style="list-style-type: none"> ● Refusal to do work/Being on an unrelated website during web-based learning ● Throwing any objects in class ● Inappropriate language, name-calling or taunting (<i>directed at another scholar</i>) ● Talking back to staff member ● Refusal to follow staff directive (<i>Due to emotional outburst</i>) 	<ul style="list-style-type: none"> <input type="checkbox"/> 'Teach Like a Champion' Strategy Menu <input type="checkbox"/> LINK to Teacher Reference Here <input type="checkbox"/> Reteaching <input type="checkbox"/> Redirection <input type="checkbox"/> Verbal Cues <input type="checkbox"/> Seat Change <input type="checkbox"/> Collaborative Problem Solving <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Restorative Approaches <input type="checkbox"/> Guidance Conference

<p>★ Repeated behaviors (three or more times)</p> <p>★ Repeated behaviors across classes/settings</p>	<ul style="list-style-type: none"> ❑ Individual Behavior Contract within Class ❑ Short-Term Behavioral Progress Reports ❑ Teacher Parent Conference ❑ Teacher Parent Outreach ❑ Alternate Learning Space (for no more than one period) <p>★ Minimum Requirement: Kickboard Referral (<i>Staff Managed</i>) AND Scholar/ Teacher Conference and Parent Outreach</p> <p style="padding-left: 40px;">*1:1 Conference may immediately follow class</p> <p>★ Kickboard Referral (Staff Managed) AND Reflection and relationship building during Extended Day Commitment (Extended Day Commitment) by the staff member (15 min increments)</p> <ul style="list-style-type: none"> ○ Failure to attend Extended Day Commitment: <ul style="list-style-type: none"> ■ Missing a 15-minute practice = 30-minute practice (the next day); ■ Missing a 30-minute practice = 2 days of a 30-minute practice (starting the next day) ★ Dean facilitated Parent Conference ★ In-School Disciplinary Action (e.g, formal restorative conference, detention, exclusion from extracurricular activities, or communal lunchtime)
<p>Play Fighting (Physical Aggression)</p>	<ul style="list-style-type: none"> ❑ Kickboard Referral (Office Managed) AND Dean Extended Day Commitment or 1-9 day Suspension
<p>Minor Vandalism</p>	<ul style="list-style-type: none"> ❑ Kickboard Referral (Office Managed) AND School Community Service

Theft	<input type="checkbox"/> Kickboard Referral (Office Managed) AND Restitution, 1-9 Extended Day Commitment and/or Suspension
Repeated staff-managed behaviors across a data period.	<input type="checkbox"/> Kickboard Referral (Office Managed) AND Dean facilitated Parent Conference, Implementation of School-Based Tier II Intervention (ex. CICO)
Verbal Aggression, including threats of physical violence	<input type="checkbox"/> Kickboard Referral (Office Managed), Conflict Resolution, a combination of 1-9 day Extended Day Commitment or Suspension
Physical Altercation (Fighting)	<input type="checkbox"/> Kickboard Referral (Office Managed) , Conflict resolution, a combination of 1-9 day Extended Day Commitment or Suspension
Creating or contributing to an unsafe environment (Other)	<input type="checkbox"/> Kickboard Referral (Office Managed), a combination of 1-9 day Extended Day Commitment or Suspension
Bullying/Cyber-bullying	<input type="checkbox"/> Kickboard Referral (Office Managed), 1-9 Extended Day Commitment and/or Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Sexual Harassment	<input type="checkbox"/> Kickboard Referral (Office Managed), combination of 1-9 day Extended Day Commitment or Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Gambling/Selling products without administrative approval (Other)	<input type="checkbox"/> Kickboard Referral (Office Managed), 1-9 Extended Day Commitment and/or Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Vandalism	<input type="checkbox"/> Kickboard Referral (Office Managed), Restitution/Community Service, 1-9 Extended Day Commitment and/or Suspension

	<ul style="list-style-type: none"> <input type="checkbox"/> Optional Counseling with the Guidance Counselor/Social Worker
Possession or Use of flammable material/Tobacco/vapor products	<ul style="list-style-type: none"> <input type="checkbox"/> Kickboard Referral (Office Managed), 1-9 Extended Day Commitment and/or Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Possession or use of drugs or alcohol (Substance control)	<ul style="list-style-type: none"> <input type="checkbox"/> Kickboard Referral (Office Managed) , 1-9 Day Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Possession with the intent to distribute drugs or alcohol (Substance control)	<ul style="list-style-type: none"> <input type="checkbox"/> Kickboard Referral (Office Managed) , Long Term Suspension (10 days or more - subject to a Suspension Hearing) <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Weapons	<ul style="list-style-type: none"> <input type="checkbox"/> Kickboard Referral (Office Managed), 1-9 Day Suspension <input type="checkbox"/> Counseling with the Guidance Counselor/Social Worker
Repeated administration-managed behaviors across a data period.	<ul style="list-style-type: none"> <input type="checkbox"/> Kickboard Referral (Office Managed) AND Administration facilitated Parent Conference, Implementation of School-Based Tier III Interventions (ex. FBA) <input type="checkbox"/> Referral to counseling services
<p>ECMS reserves the right to request a Long-Term Suspension (10 days or more) based on the severity and occurrence of the behavior, which includes a Superintendent’s Hearing;</p>	
<p>When appropriate, a Warning Letter and/or Behavior Support Plan may be developed for a scholar in consultation with the parent, Guidance Counselor, Social Worker, and/or Dean.</p>	

Appendix B: Scholar Rights & Responsibilities

I know I have the right to:

- not be judged or labeled by my behavior
- be in a positive, safe, and supportive learning environment, free from discrimination, harassment, and bigotry;

- know what is considered appropriate behavior and what behaviors may result in disciplinary interventions or consequences;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- appropriately voice my concerns if I do not agree with a request or decision;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or expelled.

I agree to the following:

- attend school on time every day, with a positive attitude;
- appear for each of my classes at the start time, ready to begin work;
- be prepared with the required materials and assignments for all classes;
- show respect when interacting with all members of the learning community;
- be accountable for my own behavior, both negative and positive;
- respectfully and wholeheartedly participate in behavior interventions resulting from my own damaging behavior incident;
- attend Commitments when assigned;
- inform the Dean or any other Equality staff member of potential conflicts or altercations;
- resolve conflicts peacefully through mediation and conflict resolution;
- avoid fighting inside and outside of the school;
- avoid any behavior that endangers the welfare of school or neighboring community;
- behave respectfully and cooperate without arguing when a staff member gives direction or makes a reasonable request;
- take responsibility for my personal belongings and any other property owned by Equality that I may use or encounter;
- dress appropriately in full Equality Charter Middle School uniform daily;
- refrain from bringing items which may have any signs of gang affiliation (e.g. scarves, bandanas, hats etc.) and refrain from using gang signs, calls, chants, movements or handshakes;
- refrain from using electronic devices (e.g. cell phones, headphones, video games etc.) in the school building
- share information with school officials that might affect the health, safety or welfare of the school community;
- refrain from any behavior which disrupts the learning environment;
- follow rules and expectations in the Equality Charter Middle School Scholar Handbook & Code of Conduct

Appendix C: 2023-2024 Equality Charter Middle School Behavioral Contract

Please go to the following link and sign acknowledgement of this document.
There are two sections that must be completed, the scholar section and the parent section.

Signature [LINK](#)