

ECS family handbook design assignment

The general music program offers many engaging activities to our fourth and fifth grade students. Students may work in collaboration with the P.E. program and Dancing Classrooms to learn dances like the merengue and waltz, for example, or use the environment to construct a natural orchestra. They will explore Pittsburgh's great contributions to music history and receive an introduction to music performance and theory as they play the recorder.

Students will also have the opportunity to extend their musical interests through small group lessons and participation in the ECS band and orchestra.

Thinking Lab
K-3
The Lower School Thinking Lab builds a foundation for understanding the intersections and connections between art, science, and design. Students develop the capacity to think like scientists and artists, with a focus on foundational techniques and processes. Students learn to communicate through the language of visual arts, while simultaneously developing creativity, collaboration, and craftsmanship skills.

4-5
As students engage in authentic projects and processes, they further hone their ability to see the interconnectedness of the disciplines of science, art, design, engineering, and the social sciences. Through multiple methods and experiences, students push beyond content to activate critical and creative thinking, in addition to collaboration and communication. In Thinking Lab, students apply various research, design, scientific, and creative processes to find and solve real world issues while paying careful attention to how they as individuals fit into the complex ecology of the human experiment.

Physical Education
The Physical Education department promotes lifelong activities for all students to engage in, with a focus on becoming knowledgeable about the resources within their urban environments. The attributes the physical education department has identified as essential for this work are: Engagement, Knowledge and Personal Commitment.

Program Overview: 6-8
Building Content: Academic Blocks

Math
In the middle school math classroom, students participate in diverse math communities where a variety of thinking and learning are available. Students collaboratively explore, problem solve, and huddle around key math concepts, strategies, questions, and challenges. The curriculum is built around the PA Common Core math standards and centered around essential questions. With Eureka Math as a curricular resource, students engage in authentic learning experiences that apply math content in meaningful contexts and projects. All ECS students will complete Algebra I in 8th grade and have the opportunity to take the Algebra I Keystone Exam at the end of the middle school loop.

Each middle school math classroom is co-taught by a regular education and special education teacher. ECS teachers know their students as learners and provide students with specific and timely feedback. Several instructional models are utilized in order to maximize learning. These include:

- Small group instruction—allows teachers to tailor instruction to their students' needs
- Collaborative problem solving—students work together to complete complex tasks and projects and reason through solutions
- Station teaching—provides students with opportunities to practice and apply mathematics
- Huddle—students communicate their strategies, approaches, and challenges and discuss concepts and understandings.

6th Grade Content Focus (Math)
• Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
• Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
• Writing, interpreting, and using expressions and equations
• Developing understanding of statistical thinking and drawing inferences about populations based on samples

7th Grade Content Focus (Math)
• Developing understanding of and applying proportional relationships
• Developing understanding of operations with rational numbers and working with expressions, linear equations, and radicals and integer exponents
• Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
• Investigating chance processes and develop and use probability models

8th Grade Content Focus (Math)
• Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
• Grasping the concept of a function and using functions to describe quantitative relationships
• Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

• Analyzing, solving, and using quadratic functions and performing arithmetic operations on polynomials

Cultural Literacy
The Cultural Literacy curriculum is a fully integrated blend of skills and concepts that cover the disciplines of English and social studies. The integrated nature of Cultural Literacy allows for students to become knowledgeable citizens, prepared to address complex life issues. Students will engage with multifaceted essential questions by investigating literary, historical, cultural and social scientific evidence. Students will demonstrate understanding through text-based discussions, writing, multi-media presentation and direct action. The arc of Cultural Literacy moves students through a study of place and time that ultimately equips them to take action as engaged citizens of the world. Although the content reflects a journey through history, geography, and the global environment, the core questions transcend one time period and the students confront their own belief systems and viewpoints throughout the year. Cultural Literacy uses the Common Core Literacy Standards along with a combination of the Pennsylvania Social Studies Standards and College, Career, and Civic Life (c3) Framework for Social Studies State Standards as a guide for curriculum creation.

6th Grade (CL6)
Cultural Literacy is a blend of literacy and the social sciences. In 6th grade Cultural Literacy (CL6), students focus on the theme of geo-literacy or, in other words, the ability to use geographic understanding to recognize interactions, interconnections, and implications in our world. Students will also engage in a number of study units - learning to encode and decode ideas through traditional writing and reading, as well as through the texts of geography (maps, infographics, charts, etc.) and other forms (film, digital media, etc.). While students will develop a myriad of skills, at its core, CL6 is an investigation of how the earth, life, and humanity interact.

7th Grade (CL7)
In 7th grade Cultural Literacy (CL7), students focus on the theme of historical awareness. In 7th grade, through the study of geo-literacy, students used geographic understandings to better understand "place," individually, locally, and globally. Moving forward, 7th grade will use the Six Cs of Historical Thinking (context, causality, change over time, citation, complexity, and corroboration) combined with a continued nuanced study of literacy to critically examine student's embodiment of "time" in the world. While students will develop a myriad of skills, at its core, CL7 is an investigation of how the earth, life, and humanity have interacted through time.

8th Grade (CL8)
In 8th grade Cultural Literacy (CL8), students focus on the themes of citizenship and action. In 6th grade, through the study of geo-literacy, students used geographic understandings to better comprehend "place." In 7th grade, through an integrated study of the Six Cs of Historical Thinking and literacy, students examined "time" and built historical awareness. In 8th grade, a focused study of the world's moral knowledge of self, development of ethics, concern for others, and taking action in the world will prepare students to become active citizens beyond the walls of ECS. In contrast to the two previous years, eighth graders will not simply study earth, life, and humanity over time and place, but will become proactive citizens that investigate "liberty and justice for all."

Science
The Middle School Science Program at ECS uses the Next Generation Science Standards (NGSS) in conjunction with the PA Science Standards to develop curriculum that engages in the three dimensions of the NGSS for successful science instruction: content, practices, and cross-cutting concepts. Content drives the experience whether it is life science, earth science, physical science, engineering, or a combination of several of these topics! Students use scientific practices, such as asking questions and carrying out investigations, to actively engage in the content. Students act like scientists by taking risks, making mistakes, problem-solving through struggles, and persevering to create evidence-based arguments and solutions. Science allows students the

chance to explore and fail so that they can develop and use processes to help them construct explanations about the world we live in. The first dimension connects the gaps between different content areas by identifying the crosscutting concepts, showing the interconnected nature of science as it is practiced and experienced in the real world. The ECS science team values student-led investigations, frequent collaboration and working in teams, and experiencing science instead of memorizing facts. ECS is determined to produce inquisitive, critical, and communicative consumers of scientific information by providing authentic experiences that focus on deeper understanding of content as well as application of content. The program continually strives towards teaching the "how" and "why" rather than simply the "what" so students can walk away with the skills they will need to make critical choices and decisions in life.

6th Grade (Science6)
6th grade looks continue a study in the life science focusing on ecology and biodiversity using Frick Park as a classroom laboratory. Soon after, 6th graders begin an in-depth exploration in the physical sciences. This two-and-a-half unit study covers physical and chemical properties of matter, Newton's laws of motion, kinetic and potential energy and electric/magnetic and gravitational energy. The remainder of the 6th grade year in science is spent exploring earth science with a specific focus on weather and water on earth.

7th Grade (Science7)
7th Grade begins by taking a look at the cycles that govern our natural world. Students explore the nitrogen cycle, carbon cycle and ultimately examines how energy cycles through food webs. These explorations lead into an in-depth, two unit long biology course that explores matter and energy flow in organisms, cells and cell structure, body systems and organs, inheritance of traits, genes, sexual and sexual reproduction and the growth and reproduction of organisms. Evolution will be introduced and examined through similarities and differences between organisms that exist today and fossil records. Students will explore today and fossil records. Students will explore our solar system and beyond. The year ends with an earth science unit which examines geoscience processes both rapid and slow with a close look at natural disasters using knowledge they gained about weather and water on earth in sixth grade.

8th Grade (Science8)
8th grade is a culminating year for our middle grade scientists. Much of what they explore in 8th grade builds upon the knowledge and skills they gained in sixth and seventh grade in order to consider more complex scientific concepts and skills. Eighth graders can look forward to exploring the history of the earth through geological time scale, geoscience processes and tectonic processes. Evolution will be introduced and examined through similarities and differences between organisms that exist today and fossil records. Students will explore our solar system and beyond. The year ends with a unit that examines human impact on our planet, in particular, climate change.

PRIME Time
PRIME (Personalized and Reflective Investment in My Excellence) Time is a time each day dedicated to intensely practicing Math and Literacy skills students have been learning. Groups of students are created based on our Multi-Tiered Support System (MTSS) data. Students split into spaces all across our building, and the lessons that are taught are geared to support and/or enrich students' skill set based upon their individual needs.

Exploratory Courses
The purpose of Exploratory Courses is to provide middle school students the opportunity to engage in a variety of subjects outside of their everyday class schedule in a way that sparks curiosity and prepares students to make personal

Building the Whole Child: Different Opportunities to Learn
Students split into spaces all across our building, and the lessons that are taught are geared to support and/or enrich students' skill set based upon their individual needs.

Sampe pages from the original document

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46 Curriculum

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Sampe pages from the final document design

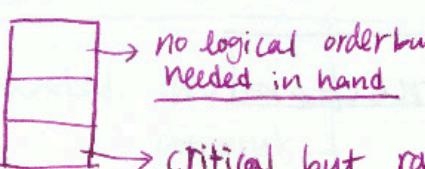
WEEK 10

Table of Contents (editorial)

We started designing document from looking at the current version of ECS family handbook, from the table of contents (ToC).

The key to designing table of contents is to make it "scannable," i.e. to be able to find a needed part in a very limited amount of time. We started from content wrangling just like in resume design, but this time modifying - merging and separating wordings of categories. There are things to take into a consideration, such as a degree of formality, or degree of clarity of a phrase. the clearer the phrase gets, it prompts goal-oriented actions; the more ambiguous it is, the goal becomes finding the phrase pleasurable.

ToC differs from appendix - "phonebook" - that it should be structured both visually and editorially. We had to pick the things that should be in ToC and how they would be in a hierarchy. I decided to put information related to changes in 2017-2018 to the front matter since the document is an annual publication.

- Static, rarely used ←→ shallow but accessed all the time
"like a kitchen drawer"

→ critical but rarely used
- avoid metadata!
- ex) programs offered
 - mental health hotline
 - substance abuse

good for admin's PoV
but x for users
they want to be able to see it right away, not look for it

make a descriptive header

Table of Contents

Microsoft word document,
10/14 Calibri and Calibri bold
ONLY

Front Matter
Welcome
Our mission and vision
Our guiding principles
Actions required this year
School Calendar
IMMUNIZATION REQUIREMENTS
Payments for School Activities

Food service program
Parent Community Organization
Conferences
Contacts
Addresses
Staff
Telephone Procedures

Table of Content
ACADEMICS
Curriculum
What makes ECS different?
Multi-Tiered System of Supports (MTSS)
Program Overview
Admissions and Enrollment
Afterschool Programming
Clubs and Athletics

Individuals in Community
.5 Bathroom/Restroom Usage
.2 Birthdays
1 Dress Code/Uniform Policy
.2 Personal Items/Cell Phones

Grading
2.5 Attendance
1 Homework
.5 Report Cards

Emergency 1.2
Emergency Cards
Emergency Management Procedures
Emergency School Closing

MANAGEMENT
Daily schedule
.5 Daily Schedule
2 Transportation
Upper School Arrival and Dismissal
Lower School Arrival and Dismissal
Dismissal Transportation Changes

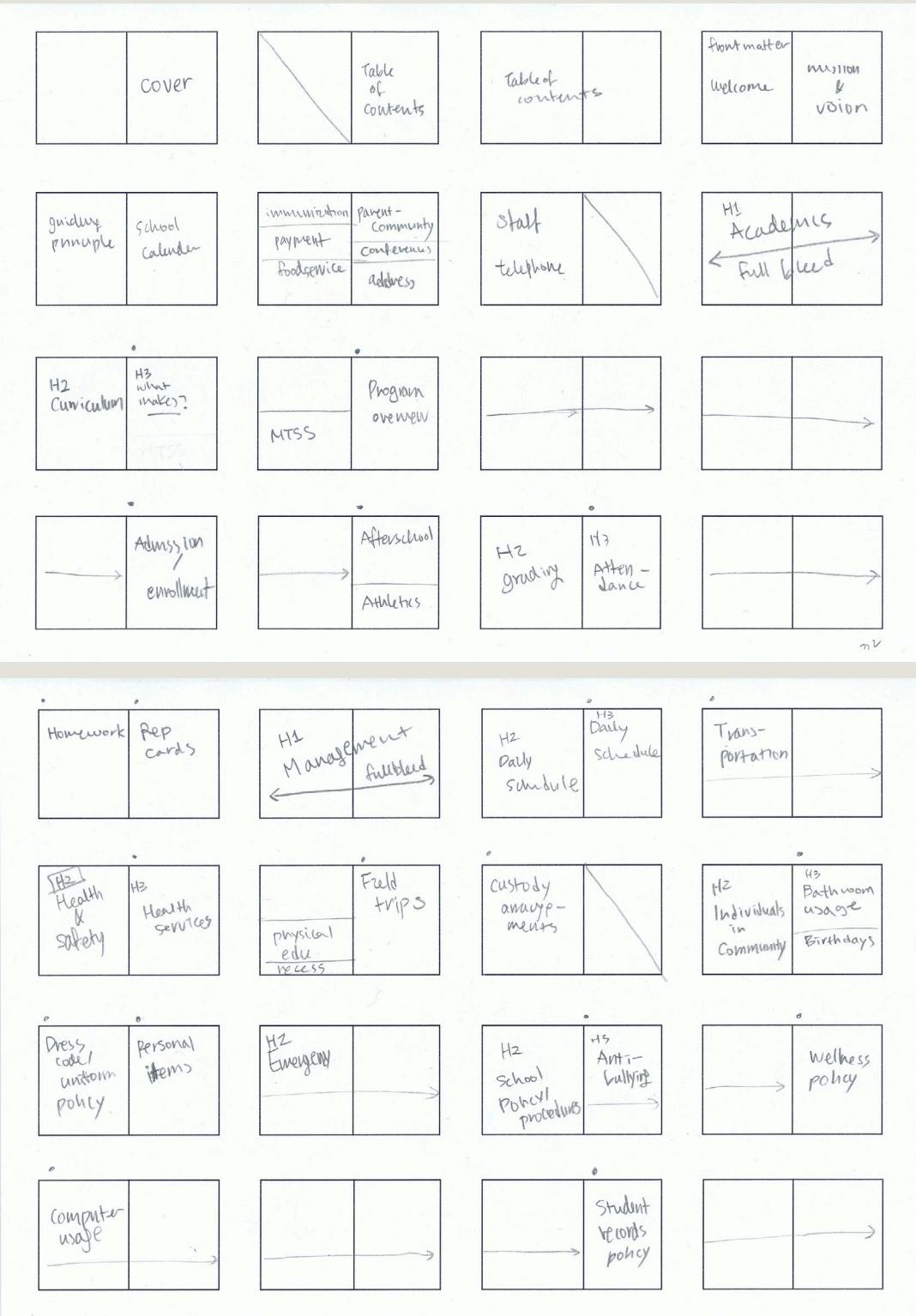
School Policies and Procedures
2 Anti-Bullying Policy
1 Wellness Policy on Nutrition and Physical Education
5.2 Computer Usage Policy/Acceptable Use Policy
17.3 Student Records Policy
0.2 searches
7 ECS Student Code of Conduct and ECS Discipline Policy
Disciplinary Records
18 Students with Disabilities
Discipline of Students with Disabilities

Health and Safety
1.5 Health Services
.3 Physical Education
.2 Recess
: Every effort is made to provide students with a daily, outdoor recess experience.
1 Field Trips
.2 Custody Arrangements

Extra
.2 Volunteers and Visitors
.2 Smoking Policy
1 Acknowledgement of the Acceptable Use Agreement

WEEK 11

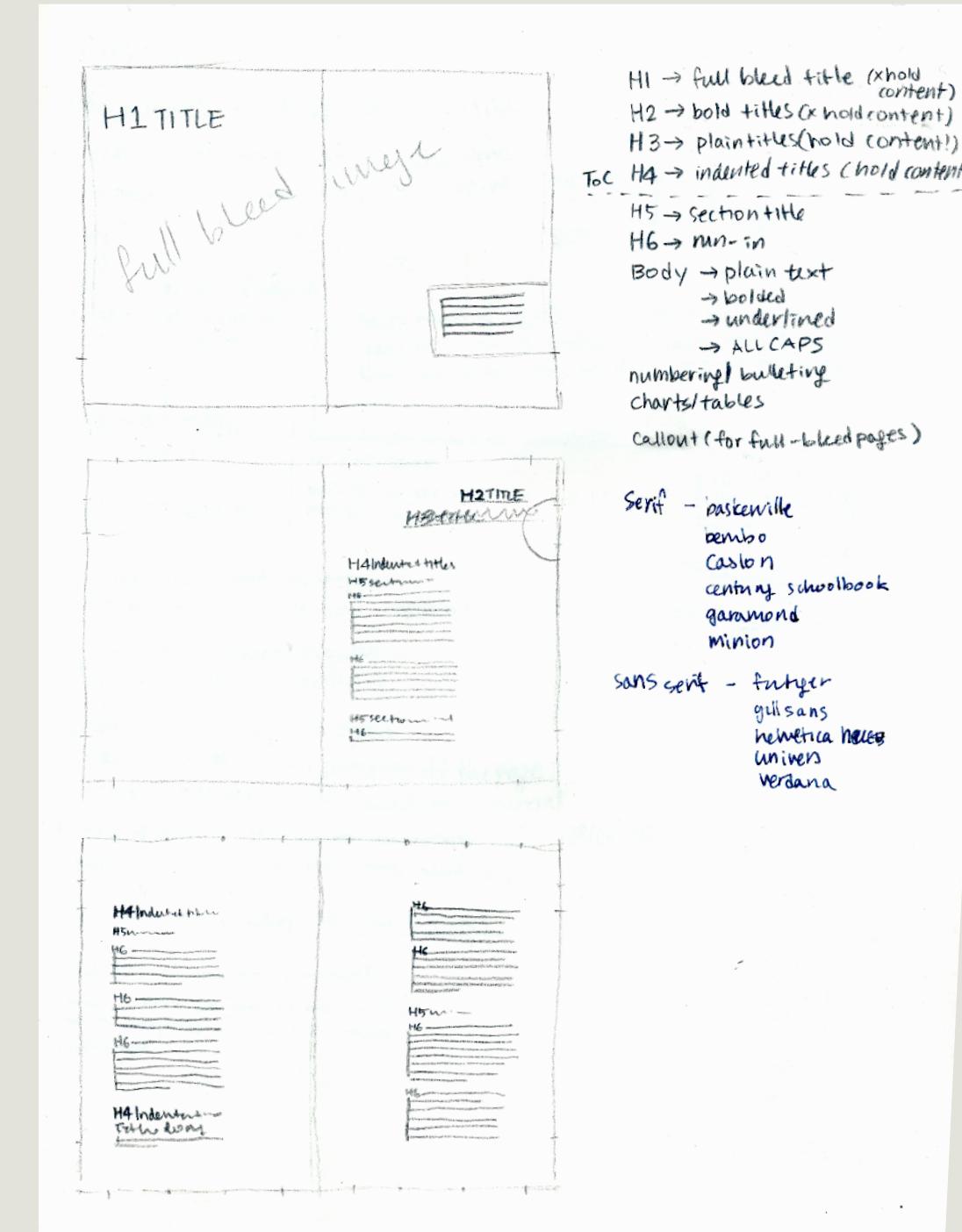
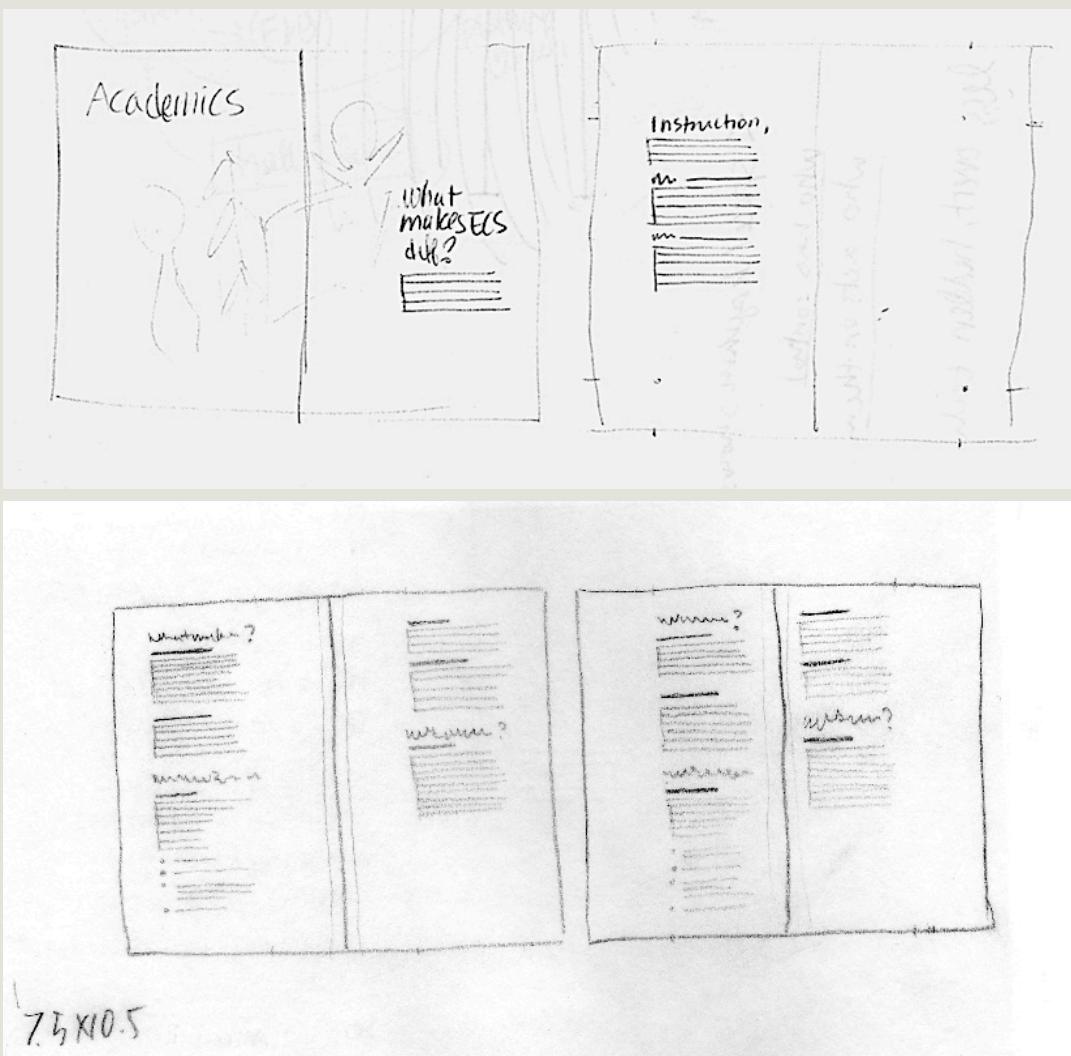
Book Map



WEEK 12

thumbnails + prototype page

We started gathering text forms used from existing document. Then, we redesigned each of the text form.



H1 School Logistics, Policies and Procedures

H2 Instruction, Program, and Practice at ECS

H3 What makes ECS different?

H4 Absent from School Procedure

H5 How We Do It

H6 General Hearings : Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

The mission of ECS is to educate each student to high academic learning standards using innovative curriculums that will foster knowledge, love of, and respect for the environment and the will to preserve it for future generations.

Simply stated, **We grow citizens.**

Come to School Prepared to Engage in Outdoor Learning

The Charter School fulfills its duties with this annual notice and has incorporated several sections of the PATTAN Procedural Safeguards Notice into the Board-approved Child Find Notice, Policies and Procedures described below. **The Charter School also directs parents to the procedural safeguards notice from PATTAN available at the school's main office for additional information regarding rights and services .** Parents may contact the Principal, Environmental Charter School at Frick Park, (412) 247-7970, 829 Milton Street, Pittsburgh, PA 15218 at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or

Sample text forms from the existing document

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Sample text forms, designed

WEEK 13

Revision 1

We fine-tuned the prototype pages regarding physical specs of the pages. Since the book would be wire-bound (1/4 inch), the gutter should have an ample room, allowing some "personal space" for the text.

This time, I put some more text to make the document look like actual pages (although we were still doing fake pages). Also, I added a table and bullets.

14 program overview: 6-8

Dress Code / Uniform Policy

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. Thank you for your support of our school uniform policy and dress code guidelines.

Pants, Shorts, Skirts or Jumpers	Khaki or navy blue pants, shorts, skirts, and jumpers (including cargo style, excluding sweatpants and yoga pants). 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 or her side.
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, or navy blue shirts-polo or oxford style, long or short sleeved (No sleeveless tops or t-shirts).
Shirts (colder weather)	Navy blue, light blue, gray, or white sweaters, sweatshirts or turtle-necks. 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

12 program overview: 6-8

Program Overview K-5
Building Content: Academic Blocks

Mathematics

K-3 In mathematics, we focus on numbers, geometry, measurement, data and graphing, addition and subtraction, place value, time, and money so that students emerge with good foundational skills. During center time, students work in differentiated groups to learn number sense, shapes, length and weight, addition and subtraction, and how numbers work in a context. This approach builds focus, coherence, and rigor at the early foundations of math skills. Additionally, we practice counting through singing and dancing, we play with numbers to build fun into our lessons, and we engage in many different kinds of games to become fluent mathematicians.

4-5 The progression of math ideas are presented in "A Story of Units," where modules are sequenced to follow the story of mathematics; the story's main character is the basic building block of arithmetic, or the unit. The Standards for Mathematical Practice are woven into each lesson. Our program focuses on fluency, application, concept development, student debrief, assessment, and differentiation.

Literacy

K-3 Our literacy team works to build phonemic awareness, phonics, fluency, and reading comprehension. During this block of time, students are engaged in Reading and Writing Workshop and Literacy Centers. During workshop time, we focus on different genres through our project-based units. The students collaborate with one another to answer the driving questions in each of our units. We have the opportunity to read and write fiction, non-fiction, poetry, and persuasive texts.

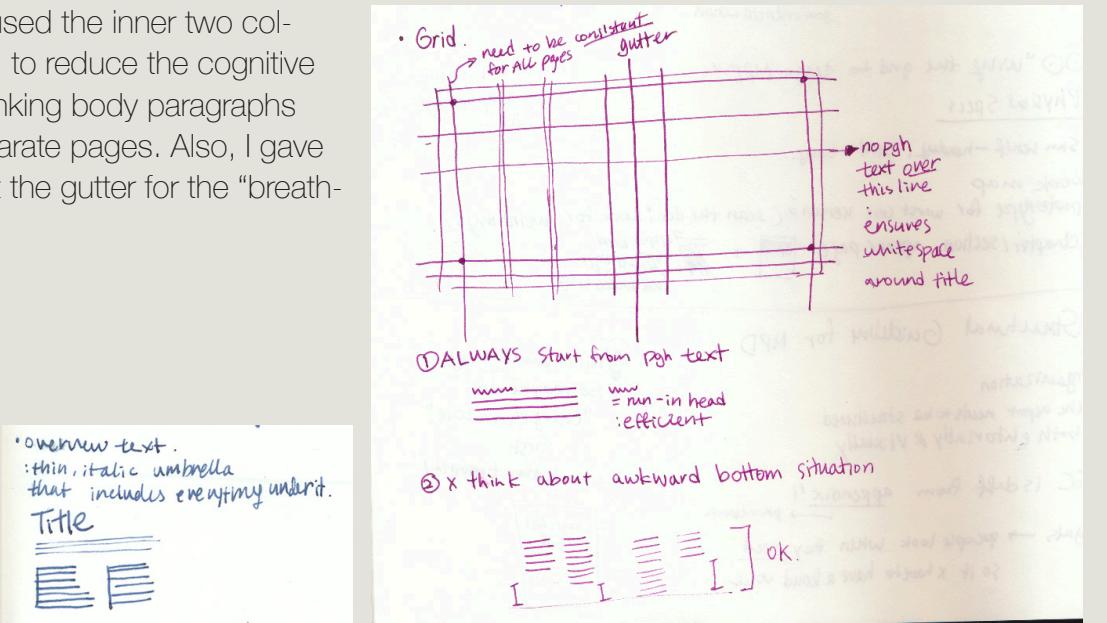
Come to School Prepared to Engage in Outdoor Learning

ECS students log over 1,000 hours of outdoor learning experiences each year. Due to the nature of our curriculum and the amount of time spent outdoors, we suggest 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. Families may also choose to send students to school in footwear that is appropriate for daily outdoor experiences.

*We know that fashions change throughout the year so administration reserves the right to determine if a student's attire meets ECS dress code standards.

Grid Study

From the 3-column grid, I used the inner two columns for body paragraphs, to reduce the cognitive load of the viewers by chunking body paragraphs as one, instead of two separate pages. Also, I gave enough space (1.2 inch) at the gutter for the "breathing room."



S2 Grading									
		Your child should spend approximately 10 minutes per grade level on homework each night.							
Expected time		GRADE 1: 40 minutes per day + nightly reading GRADE 2: 50 minutes per day + nightly reading GRADE 3: 60 minutes per day * GRADE 4: 60 minutes per day * GRADE 5: 60 minutes per day * GRADE 6: 60 minutes per day * nightly minutes outside project work							
		Logistics Report cards are issued four times a year. The final report card will be sent home with students on the last day of school. If your child is absent on the last day, the report card will be mailed to the student's home address. Standards Based Grading The following grading scale will be used for students in grades K, 1, 2 and 3. 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 next grade.							
		Report Cards 							
		Standards Based Grading Scale <table border="1"> <tr> <td>3 ESTABLISHED</td> <td>Student demonstrates proficiency in targeted standard. Student consistently applies learned skill.</td> </tr> <tr> <td>2 DEVELOPING</td> <td>Student requires some additional support to meet proficiency in targeted standard. Student inconsistently applies learned skill.</td> </tr> <tr> <td>1 EMERGING</td> <td>Student does not meet proficiency in targeted standard. Student does not apply learned skill.</td> </tr> </table>		3 ESTABLISHED	Student demonstrates proficiency in targeted standard. Student consistently applies learned skill.	2 DEVELOPING	Student requires some additional support to meet proficiency in targeted standard. Student inconsistently applies learned skill.	1 EMERGING	Student does not meet proficiency in targeted standard. Student does not apply learned skill.
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Found Documents



Matching font / arrangement (semicircle) between English and Chinese

WEEK 14

Revision 2, Section Divider

I made final touches to the interior pages to make them visually working, coherently. I adjusted the leading to make the body paragraph tighter. Also, I put a line on top of both page number and folio to work as an umbrella to all elements of a page.



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7th Grade Content Focus (Math7)

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46 Curriculum

evidence-based arguments and solutions. Science allows students the chance to observe and fail so that they can develop and use processes to help them better explain the world around us and the world we live in. The third dimension connects the dots between different content areas by identifying the crosscutting concepts, showing students the interconnected nature of science as it is practiced and experienced in the real world. The ECS science team values student-led investigations, frequent collaboration and working in teams, and experiencing science instead of memorizing facts. ECS is determined to produce inquisitive, critical, and communicative consumers of scientific information by providing authentic experiences that focus on deeper understanding of content as well as application of content. The program continually strives towards teaching the "how" and "why" rather than simply the "what" so students can walk away with the skills they will need to make critical choices and decisions in life.

6th Grade (Science6) 6th Grade kicks off with a study in the life science focusing on ecology and biodiversity using Frick Park as a classroom laboratory. Soon after, 6th graders begin an in-depth exploration in the physical sciences. This two-and-a-half unit study covers physical and chemical properties of matter, Newton's laws of motion, kinetic and potential energy and electric/magnetic and gravitational energy. The remainder of the 6th grade year in science is spent exploring earth science with a specific focus on weather and water on earth.

7th Grade (Science7) 7th Grade begins by taking a look at the cycles that govern our natural world. Students explore the nitrogen cycle, carbon cycle and ultimately examines how energy cycles through food webs. These explorations lead into an in-depth, two unit long biology course that explores matter and energy flow in organisms, cells and cell structure, body systems and organs, inheritance of traits, genetic sexual and sexual reproduction and the growth and reproduction of organisms. Please note that this is the year where students will participate in a few dissections

47 program overview: 6-8

labs. In the middle of the year students will re-visit the physical science with a exploration in waves/electromagnetic energy and information technology. The year ends with an earth science unit which examines geosciences processes both rapid and slow with a close look at natural disasters using knowledge they gained about weather and water on earth in sixth grade.

8th Grade (Science8) 8th grade is a culminating year for our middle grade scientists. Much of what they explore in 8th grade builds upon the knowledge and skills they gained in sixth and seventh grade in order to consider more complex scientific concepts and skills. Eighth graders can look forward to exploring the history of the earth through geological time scale, geoscience processes and technologies. Evolution will be introduced and examined through similarities and differences between organisms that exist today and fossil records. Students will explore our solar system and beyond. The year ends with a unit that examines human impact on our planet, in particular, climate change.

PRIME Time

PRIME (Personalized and Reflective Investment in My Excellence) Time is a time each day dedicated to intensely practicing Math and Literacy skills students have been learning. Groups of students are created based on our Multi-Tiered Support System (MTSS) data. Students split into spaces all across our building, and the lessons that are taught are geared to support and/or enrich student's skill set based upon their individual needs.

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Building the Whole Child: Different Opportunities to Learn

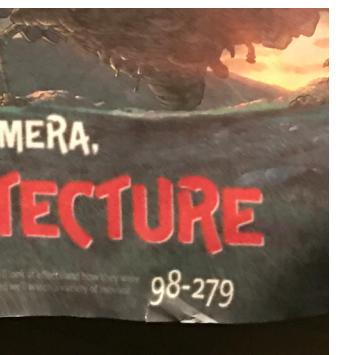
Exploratory Courses The purpose of Exploratory Courses is to provide middle school students the opportunity to engage in a variety of subjects outside of their everyday class schedule in a way that sparks curiosity and prepares students to make personal

Section Divider, photo study

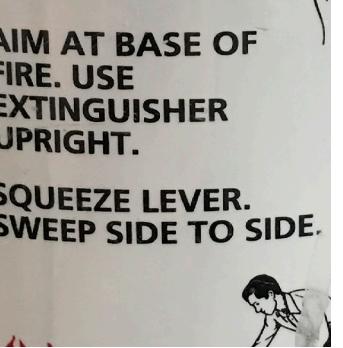
I found a high resolution photos that has top left corner empty for section heads, as well as reflect the atmosphere of Environmental Charter School. Below are the final candidate photos for section dividers.



Found documents

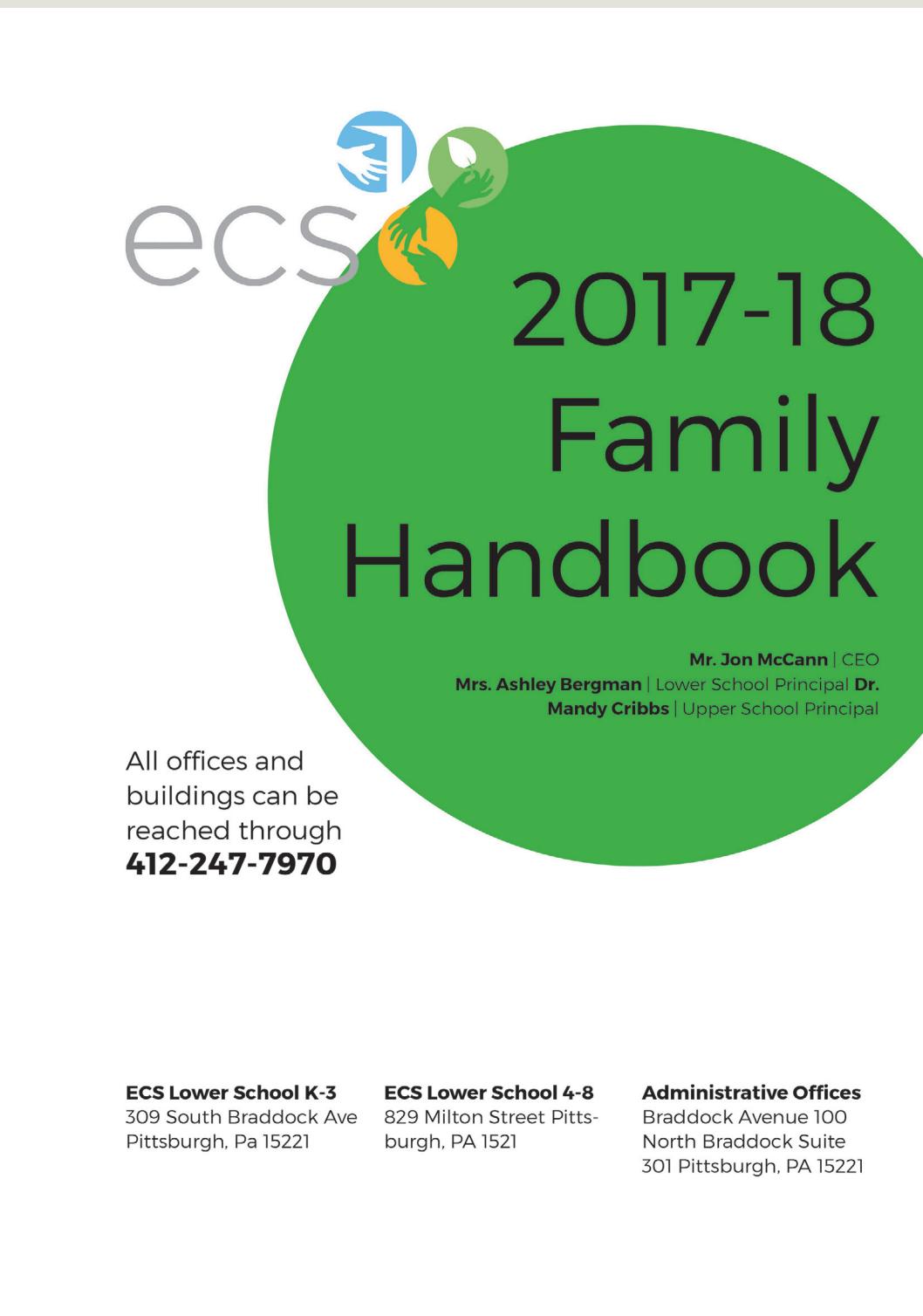


Ugan	Amy	2521
Oh	Jean	4521
Olsen	Jennifer	4619
Olsenske	Lindsay	3521
Otter	Nathan	2511
PACT Center	lab	2600
PSLC	Lab	2600
Pachuta	Robert	4623
Pachuta	Robert	4623
Padilla	Tanvir Pal Singh	1111
Parham	Yong-Lee	268-6820
Pebbles	Lab	2600
Perkins Atrium	Lab	3400
Picard	James	a409
Pierce	James	3612
Pires	Bernardo	3612
Pitts	Ja'Ron	3528
Potters	Octav	2617
Pothier	Zania	1107
Prudente	Imogene	4606
Puglisi	Justin	3520
Pulicevac	Pedro	268-7099
Purushotham	Sandhya	3119
Rabbany khorasani	Reihaneh	268-8939
Rai	Akhara	4223
Ramirez Rojas	Julian	2620a
Rangaprasad	Arun	4223
Rastogi	Eli	3113
Rastogi	Puru	2205
Rather	Ellis	1616
Ray	Shawn	1515
Reliable Autonomous lab	Robert	268-5074
Ren	Zhongqiang	a403



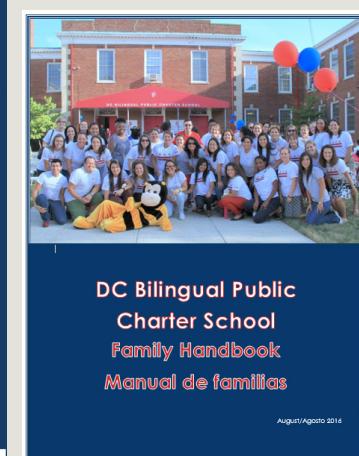
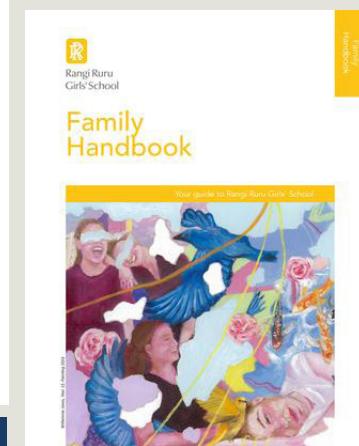
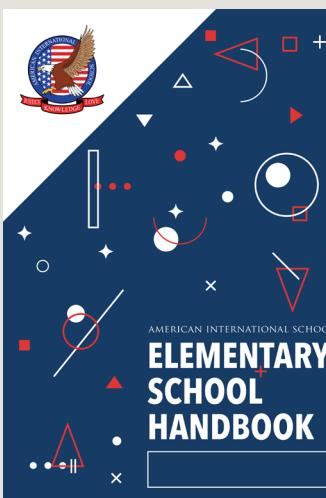
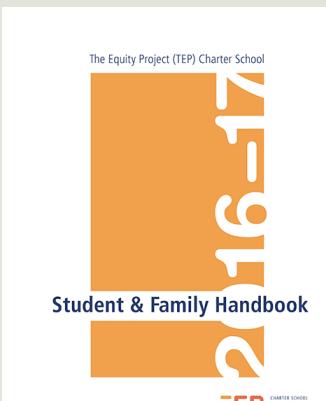
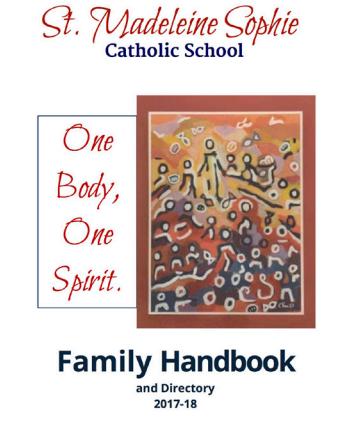
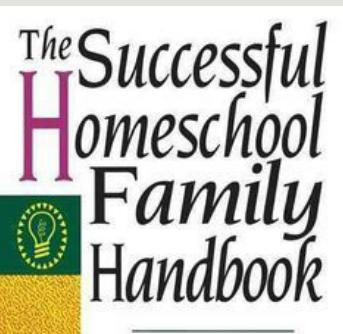
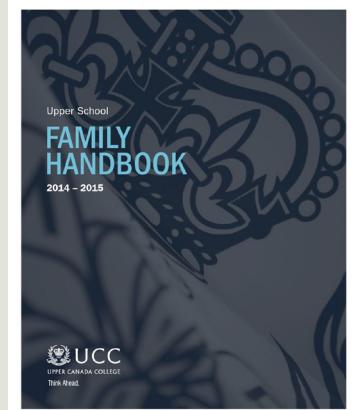
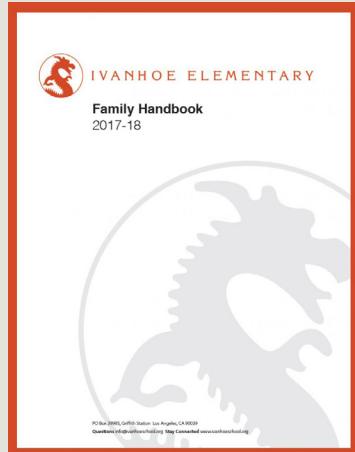
One can physically manage kerning..!

Table of Contents, Front Cover



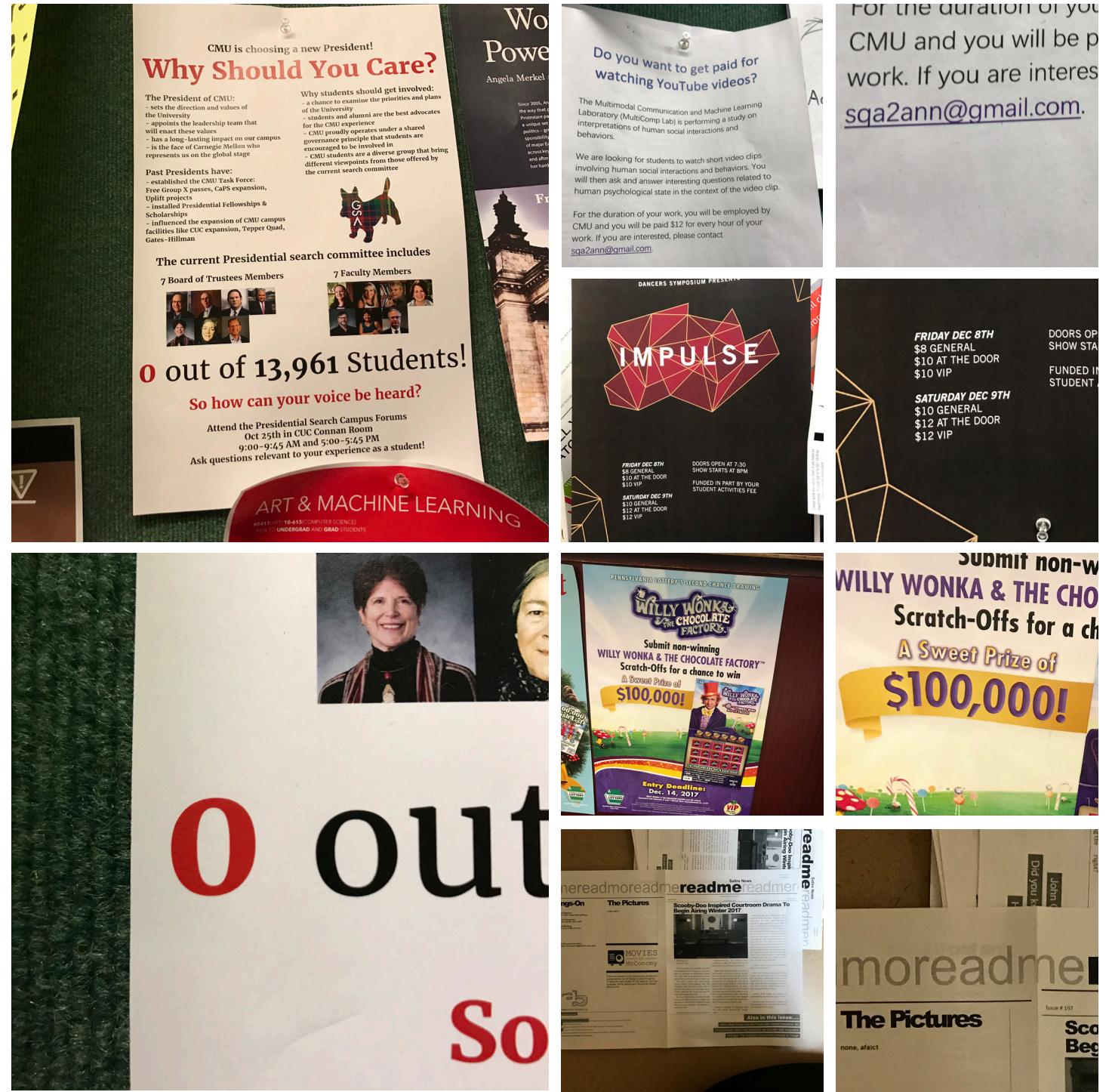
Contents	
BEFORE THIS PAGE	Actions required this year
Our mission and vision Our guiding principles	School Calendar Immunization Requirements Payments for School Activities PICKUP PROGRAM parent Community Organization Conferences
Contacts	
Addresses Staff Telephone Procedures	
ACADEMICS	
32 Curriculum	What makes ECS different? Program Overview Admissions and Enrollment Afterschool Programming Clubs and Athletics
48 Grading	Attendance Homework Report Cards
56 LOGISTICS	
Daily schedule	Daily Schedule Transportation Upper School Arrival and Dismissal Lower School Arrival and Dismissal Dismissal Transportation Changes
66 Health and Safety	Health Services Physical Education Recess Field Trips Custody Arrangements
78 Individuals in Community	Bathroom/Restroom Usage Birthdays Dress Code/Uniform Policy Personal Items/Cell Phones
82 Emergency	Emergency Cards Emergency Management Procedures Emergency School Closing
86 School Policies and Procedures	
Extra	Anti-Bullying Policy Wellness Policy on Nutrition and Physical Education Computer Usage Policy/Acceptable Use Policy Student Records Policy Searches ECS Student Code of Conduct and ECS Discipline Policy Disciplinary Records Students with Disabilities Discipline of Students with Disabilities
149 Extra	Volunteers and Visitors Smoking Policy Acknowledgement of the Acceptable Use Agreement

Family handbook cover design references



Logo Image Text overload Abstract Student faces

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