



[www.eastsideprep.org](http://www.eastsideprep.org)

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#### **NONDISCRIMINATION POLICY**

Eastside Preparatory School does not discriminate on the basis of age, color, creed, race, religious affiliation or lack thereof, disability, marital status, veteran status, socioeconomic status, citizenship, national or ethnic origin, gender, sexual orientation, sexual identity, gender identity, gender expression, or any other consideration made unlawful by applicable federal, state, or local laws. This policy applies to all matters regarding students (admissions, educational policies, financial aid programs, school-administered programs) as well as to all personnel/employee matters.

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Last Updated 4/10/20

# Eastside Preparatory School

## EPS*Remote* Handbook

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# VISION, MISSION, AND VALUES



# REMOTE LEARNING PLAN

Eastside Prep promotes critical thinking, integration of disciplines, hands-on education, and an ethic of innovation. We offer a challenging and supportive program for students in grades 5-12, founded on the belief that a good education is dynamic and rooted in relationship. That focus does not change when circumstances require a shift to remote teaching and learning.

Eastside Prep is uniquely positioned to pivot quickly to a remote learning plan as circumstances dictate. Our one-to-one laptop program and familiarity with online tools such as Canvas, One Note, and Microsoft Teams allow for a seamless transition to education online. We have carefully built relationships over the past several years with Microsoft Education and other vendors and can count on their support when **EPSRemote** is implemented. We also have an amazing faculty with a flexible, problem-solving, and adaptive mindset whose main focus is the delivery of the EPS curriculum without regard for variation in location.

The following **EPSRemote** plan outlines in detail the methods, strategies and tools we use to support remote teaching and learning.

## COMMUNICATION

Communication channels remain the same at EPS during remote learning. Parents or students with any concerns should reach out to teachers (for concern about a class), advisors (for any overall academic or social emotional concerns), or to the division head (for any unresolved issues).

## COUNSELING SERVICES

We recognize that remote learning may pose additional challenges or may lead to feelings of loneliness, isolation, or sadness for some. Our school counselors, Michelle Lorne and Laura Boismenu, are available to students for individual or group online counseling sessions. To schedule an appointment please reach out directly to the counselors via email ([mlorne@eastsideprep.org](mailto:mlorne@eastsideprep.org) and [lboismenu@eastsideprep.org](mailto:lboismenu@eastsideprep.org)).

If a student is in need of immediate mental health support or are in crisis outside of school hours, we recommend these resources:

- *King County 24-Hour Crisis Line: 1-866-427-4747*
- *National Suicide Prevention Lifeline: 1-800-273-8255*

# TECH SUPPORT

Tech support is available to students in the event of a school closure. For assistance, email [tech@eastsideprep.org](mailto:tech@eastsideprep.org).

## REMINDERS

Depending on the nature of the reason the campus is closed, **EPSRemote** may not be implemented immediately (i.e., it may begin on the second snow day rather than the first to allow time for faculty to prepare for online learning).

Should EPS remain closed for an extended period, daily briefings will be sent to the entire community. Those briefings will contain information on the closure, well-being tips for handling any anxiety due to the school closure and tips for setting up an appropriate space for students to work at home.

# EPSREMOTE: MIDDLE SCHOOL

There are six topics in this section:

- [Daily Schedule](#)
- [Technology](#)
- [Attendance](#)
- [Student Expectations](#)
- [Homework Expectations](#)
- [Assessments and Academic Integrity](#)

## EPSRemote Daily Schedule

The **EPSRemote** daily schedule aims to balance consistency for faculty and structure for students, to provide opportunity for assessment and homework, all while being mindful of the screen time expected of our students. The class schedule alternates A-D Period | E-H Period day-to-day with the pattern continuing into the next week.

	A-D	E-H	A-D	E-H	A-D	FORMAT	
TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	STUDENTS	FACULTY
7:30 - 8:20	Faculty Collaboration					N/A	Varies
	No 0 Period	0 Period	0 Period	0 Period	0 Period	Varies	N/A
8:30- 9:30	A Period	E Period	A Period	E Period	A Period	MS Teams	
9:30 - 10:00	Passing	Passing	Passing	Passing	Passing	HW or Break	
10:00 - 11:00	B Period	F Period	B Period	F Period	B Period	MS Teams	
11:00 - 11:30	Passing	Passing	US Seminars 11:05-11:55	Passing	Passing	HW or Break	
11:30 - 12:00	MS/US Advisory	Open		Open	Open	Open	
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Open	
12:30 - 1:30	C Period	G Period	C Period	G Period	C Period	MS Teams	
1:30 - 2:00	Passing	Passing	Passing	Passing	Passing	HW or Break	
2:00 - 3:00	D Period	H Period	D Period	H Period	D Period	MS Teams	
3:00	End of Classes	End of Classes	End of Classes	End of Classes	End of Classes	HW or Break	
3:00 – 3:30	Office Hours   By Appointment Only						

This schedule allows for:

- 60-minute instructional periods which teachers can use for direct instruction, small group work, project work time, assessment, etc.
- 30-minute passing periods during which faculty will take a screen break, and students may elect to do homework, chat with friends, exercise, or just relax.
- Periods that are not flipped to provide consistency for faculty and students
- Office hours (by appointment only)

## Technology

During **EPSRemote**, classes will be held using the Microsoft Teams video conferencing system. Students already have access via their Eastside Prep email account and passwords. Students can either use the native application or go to [teams.microsoft.com](https://teams.microsoft.com) to open teams and locate their courses. Many classes also use OneNote Class Notebooks. These notebooks are connected via their Canvas course pages using the Class Notebook link in the left-hand sidebar. Note that in many year-long courses, OneNote Class Notebooks are linked to the Fall section of the course. In most cases, students will already have Class Notebooks set up during the course of normal classwork.

## Attendance

Students are expected to be present and engaged during the scheduled class times. If they are unable to attend class or complete assignments, we ask that parents please communicate their child's absence to the school via email at [attendance@eastsideprep.org](mailto:attendance@eastsideprep.org) or by calling the attendance phoneline at 425-822.5668x2.

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### Absences and Tardiness

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We expect students to make responsible decisions about their use of time. Students are expected to arrive on time for all school activities and appointments. Attendance will be taken; students who are routinely tardy or absent may be subject to disciplinary action and/or loss of academic credit.

Classes begin at 8:30 AM. Parents/guardians should call our attendance line (425-822-5668 x 2 or [attendance@eastsideprep.org](mailto:attendance@eastsideprep.org)) as early as possible, but before 9:00 AM, to report an absence.

Students absent for all or part of a school day, except for medical or other excused appointments, may not participate in any extracurricular activities on the day of the absence, including sports games/practices or arts performances/rehearsals. To participate in after-school activities, a

student must be in class by 10:00 AM, or the second class of the day, whichever is earlier. Exceptions to this policy must be approved by the Middle School (MS) Head.

While occasional tardiness may be reasonable to expect, repeated tardiness is not. If a student is tardy for 30% or more of the trimester's class meetings, credit may not be granted.

## **Online Learning Classroom Norms and Expectations**

Teachers expect students to come to class ready to work hard and be engaged in learning. Just like when meeting in person for class on campus, these expectations hold when classes are online. By not meeting these expectations students may face consequences (such as losing Responsible Action points), just like they would if they were together in class. By reading this document and signing the handbook, students commit to observing classroom norms and expectations.

### **General**

- Students who are late or miss class should email teachers and make up any work.
- During class time, students should not use social media, chat applications, or be on their phones. They should remain fully present and focused on learning.
- If students are unsure if something is allowed, they should ask their teachers outside of class time.
- Students should eat before or after class and make sure they take movement breaks so they are ready to be engaged during class time.
- If students are feeling stressed or overwhelmed, we ask that they reach out to an adult to communicate those feelings and ask for help.
- We ask that students have patience with themselves, their classmates, and their teachers as we navigate this online way of engaging in school together!

### **Microsoft Teams**

- Students should only type, write, and draw school-appropriate words and images related to their class content.
- Students should use the Chat function responsibly and for class work and questions only.
- Students should not record class sessions.
- Students should behave appropriately when on camera or using the microphone.

### **Canvas**

- Students should check Canvas daily for assignments and directions.
- Students should submit the CW assignments by the end of the class period, or as agreed upon individually with my teacher.

### **OneNote**

- Students should show their work neatly by typing or using my stylus.

- Students should check their Class Notebook thoroughly for instructions and ask another classmate before asking their teachers what to do.
- Students should use Class Notebook to show classwork. If they need an alternate plan, they should reach out to my teachers via email or by scheduling a meeting with them (not during class hours).

## Homework Expectations

Homework will be limited to thirty minutes per class. Homework will be assigned at the beginning of the class and is due at the beginning of the next meeting of that class unless the assignment is a longer-term project or reading.

## Assessments and Academic Integrity

Teachers will continue to employ both formative and summative assessments.

### Assessment Policy

To implement our mission to guide students to *think critically, act responsibly, lead compassionately, and innovate wisely*, academic performance assessments for students are intended to document progress toward meeting academic, artistic, and physical objectives. Such documentation is useful only as it conveys information that can be used by the recipient to improve performance, regardless of the level of achievement already reached, and within a period of time that assessment information can be used to enhance future performance.

Band	Alpha	% Value	Expectations		Understanding
A	A	93-100	All expectations have been met with exemplary execution	AND/ OR	Understanding is elevated
	A-	90-92			
B	B+	87-89	Most expectations have been met		Understanding is clear
	B	83-86			
	B-	80-82			
C	C+	77-79	Some expectations have been met		Some level of understanding is present
	C	73-76			
	C-	70-72			
D	D+	67-69	Few expectations have been met		Slight evidence of student understanding is present
	D	60-66			
F	F	Below 60	Expectations have not been met	No evidence of understanding is present	

Students receive both grades and narrative comments annually at Eastside Prep. When written, comments focus on the progress thus far in the trimester and steps to improve for the second half. The grades reported at mid-trimester serve as an indicator of progress and are not

maintained on the school transcript. The transcript contains final trimester grades only. During fall and spring trimesters, Parent-Student-Teacher Conferences are offered at the mid-term.

<b>TERM</b>	<b>ASSESSMENT</b>
Mid-Trimester 1	Parent-Teacher-Student Conferences and Indicator grade (not on transcript) from each teacher in each class.
End-of-Trimester 1	Official term grade and Student Self-Reflection
Mid-Trimester 2	Progress Report with Comments and Indicator grade (not on transcript) from each teacher in each class.
End-of-Trimester 2	Official term grade.
Mid-Trimester 3	Student-led Advisor-Parent-Student Conference and Indicator grade (not on transcript) from each teacher in each class.
End-of-Trimester 3	Official term grade and Student-Self Reflection.

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### **Academic Integrity**

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The integrity of one’s academic work is of the utmost importance. As such, the school considers as very serious any incidents of academic cheating or plagiarism. Examples of cheating include:

- Unauthorized use of notes or other material on a test
- Copying work from another student with or without their permission
- Asking for or giving information about a test
- Turning in materials without citing the source of the information
- Copying information from internet or any other resources
- using online translators to translate blocks of texts rather than single words, is also unacceptable

Academic dishonesty is unacceptable. Consequences may include a lower grade and/or disciplinary action such as suspension or expulsion, even for a first offense depending on the severity of the academic dishonesty. The imposition of any consequences is at the sole discretion of the Head of School and students are not entitled to any compulsory hearing or grievance process. The Head of School reserves all rights to enforce academic policies as those rights are expressly set forth in this handbook.

# EPSRemote: UPPER SCHOOL

On-campus EPS classrooms are characterized by discussion, collaboration, problem-solving, and other interpersonal exchanges. When operating remotely, teachers will continue to design and deliver instruction that reflects these hallmarks of the EPS experience. However, remote instruction requires several adaptations to make it both meaningful and sustainable. Shortened class periods are necessary to avoid an unhealthy and unsustainable amount of screen-time for adults and students. Multi-media technological tools like Microsoft Teams provide a platform for an interactive classroom. It is expected that teachers will focus on the essential teachings of each course, both knowledge and skills, and distill each class to its core elements.

Content will be delivered by the teacher in daily class sessions, with ample opportunity for student questions and teacher explanation. Students will practice and prepare for daily lessons outside of class by completing reasonable homework assignments. Knowledge gained and skills acquired will be meaningfully assessed using adapted but time-tested methods like writing, testing, presentation, and projects. Teachers will continue to assign grades for courses and the school will award credit for coursework completed.

EPS has designed remote instruction thoughtfully and intentionally, and we believe these methods are sound and sustainable. We also realize and acknowledge that they function differently for both teachers and students. Some will adapt quickly and find that they even prefer this format. For others the format may prove more challenging and disconcerting. In order to keep our school community healthy and strong, we will make every effort to maintain an ongoing dialogue with students and parents. Our Advisory program will continue to function during periods of remote instruction, and the Advisor remains the first point of contact for students and parents to express concerns and discuss solutions. Division Heads, School Counselors and Learning Specialists are also available to discuss further accommodations and modifications that may be necessary to support individual students during an extended period of remote instruction.

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## Daily Schedule

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### Excessive Absences

Attendance and participation in class are seminal components of the Eastside Prep experience. Repeated absences will be cause for reconsidering the appropriateness of allowing the student to complete the class for credit. When a student's absence from class becomes a significant concern, the Division Head and the Head of School will automatically review the student's achievement as well as any unique circumstances in order to make a decision about whether the student will be allowed to complete the class. When continued progress in the class is allowed, it will be contingent upon expectations determined at that time. In any case, if a student is absent for 30% or more of the trimester's class meetings, credit may not be granted.

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### Repetitive Tardiness

While occasional tardiness may be reasonable to expect, repeated tardiness is not. If a student is tardy for 30% or more of the trimester's class meetings, credit may not be granted.

# Student Expectations

## Eastside Prep Code of Conduct

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Eastside Prep relies on positive student conduct. The advanced learning environment appreciated by teachers and students alike is only possible with mature, responsible behavior on the part of all participants. EPS specifically recognizes respect as a key “ingredient” in this endeavor. Specifically, five points of respect are identified as listed below:

### Respect

- **Yourself**
- **Others**
- **The Learning Environment**
- **Property**
- **Leadership**

Students are expected to refer consciously to these points of respect in all aspects of EPS life. More specific rules do exist and will be covered later in this section. No list of rules, regardless of length, can cover every situation and circumstance. When an existing rule does not apply directly to a specific situation, we expect that students are able to consider their actions carefully and thoughtfully apply these principles of respect. Further, t EPS, trust is a valued part of our environment, and as such, there is an effort not to overwhelm anyone with a long list of rules.

## Homework Expectations

It is a general expectation that students should be able to complete assignments by dedicating about half the amount of time spent in class to homework. In a schedule with 60-minute classes, that equates to about 30-minutes of homework per class session. However, natural variation exists because students read, write, and work at varying speeds. To guide the assignment of homework, ensure that workloads are sustainable for students, and monitor progress and well-being:

- Teachers are asked to estimate the amount of time they expect their assignments to require and communicate those estimates to students along with assignment instructions in Canvas. When assigning longer or multi-part assignments, teachers should offset student workload by reducing daily homework or reading to compensate
- Students may elect to work on homework in the 30-minute passing period following the 60-minute instructional period or may choose to complete it on their own schedule based on their own work practices.
- Faculty are not expected to be available for extra instruction or student consultation during the 30-minute passing period between class sessions. Students are welcome to connect and

collaborate with one another on their own, but teachers should not use this period as an extension of the instructional period.

- It is reasonable for upper-level or advanced courses to carry a somewhat heavier workload, but in no courses should students need to spend more time learning course content outside of class than they spend in the class period.

## Assessments and Academic Integrity

Teachers will continue to employ both formative and summative assessments to provide students with feedback about their academic progress. A few examples of assessments used during remote learning may include the following:

- Submission of an essay, research paper or lab report
- Completion of a math quiz by hand and uploading a picture of the completed assessment to Canvas or via email to your teacher.
- Completion of a multiple-choice quiz using the integrated assessment feature of Canvas.
- Submission of a video or audio recording of a student speaking in the target language in a World Language class.

### Grades and Assessment

To implement our mission to guide students to *think critically, act responsibly, lead compassionately, and innovate wisely*, academic performance assessments for students are intended to document progress toward meeting academic, artistic, and physical objectives. Such documentation is useful only insofar as it conveys information that can be used by the recipient to improve performance, regardless of the level of achievement already reached, and within a period of time that assessment information can be used to enhance future performance.

Band	Alpha	% Value	Expectations		Understanding
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D	D+	67-69	Few expectations have been met	Slight evidence of student understanding is present	
	D	60-66			
F	F	Below 60	Expectations have not been met	No evidence of understanding is present	

Students receive both grades and narrative feedback throughout their career at Eastside Prep.

Near the mid-way point of the fall and spring trimesters, students receive narrative feedback from teachers at conferences. In the middle of the winter trimester, students receive written comments from each teacher. This feedback focuses on progress made to that point of the trimester and steps to improve for the second half. The grades reported at mid-trimester serve as an indicator of progress and are not maintained on the school transcript. The transcript contains final trimester grades only.

<b>TERM</b>	<b>ASSESSMENT</b>
Mid-Trimester 1	Progress Report and indicator grade (not on transcript) from each teacher in each class, and Mid-Trimester Conferences.
End of Trimester 1	Official term grade and student self-reflection.
Mid-Trimester 2	Progress Report and indicator grade (not on transcript) from each teacher in each class and written narrative comments.
End of Trimester 2	Official term grade.
Mid-Trimester 3	Student-led Advisor-Parent-Student Conference and Indicator grade (not on transcript) from each teacher in each class.
End of Trimester 3	Official term grade and student self-reflection.

### **Computation of Grade Point Average**

Grade Point Average (GPA) is computed in the EPS Upper School and reported on the transcript using the following standards:

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7	
C+= 2.3	C = 2.0	C- = 1.7	D+ = 1.3	D= 1.0	F = 0

The GPA is not weighted and uses trimester grades for each course. This would include three separate trimester grades for year-long courses, and one grade for trimester-length courses. Each trimester-long class earns one credit. The EPS GPA includes only coursework completed at EPS. Other work will be recognized by attaching outside transcripts with our records but will not be computed in the school's reported GPA.

### **Academic Integrity**

#### **Philosophy**

Students are expected to act with integrity and responsibility in all areas, and in no place is this more important than the academic arena. Eastside Prep courses are characterized by a cooperative and trusting relationship between teacher and student. That relationship can exist only when students work with honor and integrity. Students are required to be truthful in their words and actions. Further, it is each student's

responsibility to encourage the same conduct from their fellow students.

### **Plagiarism**

While there are other possible academic integrity offenses, one of the most dangerous in schools is plagiarism. Plagiarism is an academic integrity offense that involves both stealing and cheating. To plagiarize is defined by the Cambridge on-line dictionary as “to use another person's idea or a part of their work and pretend that it is your own.”

Some plagiarism offenses are obvious. Copying whole papers or even small sections directly are examples. It is vital that students understand even when the words of another are changed, if the idea remains intact, then presenting this work as your own, without citation of the original work is plagiarism. This remains true whether a student intends to deceive or not. EPS will be vigilant about guarding against plagiarism, including using outside resources to check students' work for originality.

### **Penalties**

In cases of suspected Academic Integrity violations, the charges will be brought to the Upper School Head. The Upper School Head will inform the student under suspicion and conduct an inquiry as necessary to investigate the charges. If it is concluded by the School that an offense has occurred, the Upper School Head will recommend the penalty in consultation with the Head of School, whose decision is final. Consequences for a first offense range from academic and disciplinary penalties to suspension or expulsion depending on the severity of the Academic Integrity violation. A second offense at any time in the course of a student's Upper School career increases the risk of expulsion. The imposition of any consequences is at the sole discretion of the Head of School and students are not entitled to any compulsory hearing or grievance process. The Head of School reserves all rights to enforce academic policies, as those rights are expressly set forth in this handbook.