

4 Day Hybrid Learning Plan

Executive Education Academy Charter School

School Year 2020 -2021

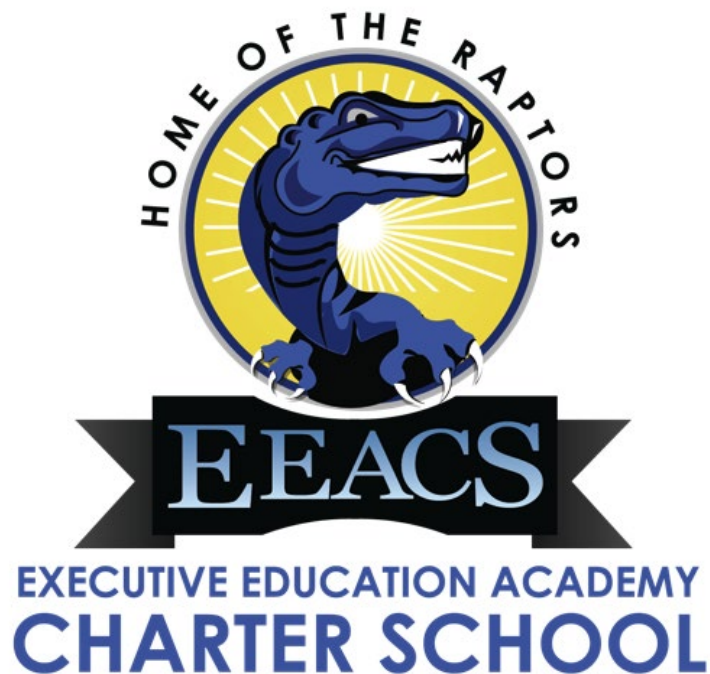


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Introduction

The spread of coronavirus through the nation required EEACS to close school in an effort to limit the spread of coronavirus for the welfare of our staff and students. As a result, EEACS has implemented a robust virtual learning model of instruction to provide academic learning opportunities for students throughout the 20-21 school year.

Over the last several months, students and teachers have persevered through the challenge of learning to teach and learn their grade level curriculum, including the use of assessments, intervention, and special services all delivered remotely, as well as through a hybrid model.

EEACS is now at a point where we are ready to open the doors to our building and offer in-person instruction 4 days a week and still offer virtual instruction to students who choose to stay online for the remainder of the school year.

The 4 Day Hybrid Learning Plan will continue to be facilitated through our online learning platforms, for both students who are physically in the building and who are online. Students will receive the same instruction from their same teachers, regardless of their location.

For students who choose to return for in-person learning, they will come 4 days a week, Monday, Tuesday, Thursday, and Friday. Wednesdays will continue to be cleaning and disinfecting. Teachers will continue to utilize the Google Classroom so that students can access materials and announcements no matter where they are. While students are home they will be required to Zoom into the classroom and complete their assignments for all subjects. Students with IEPs, 504s, and ELs will continue to receive services in full compliance with state and federal guidelines and will be encouraged to return 4 days.

Thank you for entrusting us with your student and giving us the opportunity to provide them with an education that is challenging and that meets their individual needs.

1. Instructional Plan Overview

The Instructional Plan has three major components: Content Delivery, Digital Resources, and Instructional Support. The following table provides a concise overview of each component.

	Content Delivery	Students will have access to digital (online) learning materials and instruction activities to remain engaged in learning during their in-person learning and virtual learning. Students in K-5 will continue to access Accelerate Education learning platform, which will provide all of the materials required for sustaining a student's academic preparation in essential learning areas. Students in 6-12 will continue to access learning materials on APEX Learning, which is a learning management platform. Students will take subjects that will sustain a student's academic preparation in essential learning areas.
	Digital Resources	Students will have access to digital learning devices and internet connectivity in order to engage with instructional learning materials. EEACS will continue to communicate solutions for families who do not currently have internet access.
	Instructional Support	Teachers have received and participated in professional development for teaching in a hybrid setting. The Parent University continues to be available and updated for families to assist students with online learning at home. Parents will need encouragement and strategies for assisting their children with learning expectations at home. There is not an expectation that parents are their children's teachers. EEACS does expect parents to champion online learning at home and hold their students accountable to their work.

2. Content Delivery

Glossary of Terms

Adapted Learning – Adapted Learning is providing learning experiences outside of the traditional classroom. Other terms also used include temporary virtual education and eLearning. All of these terms have the same meaning.

- **Asynchronous learning** — Asynchronous Learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.
- **Synchronous learning** — Synchronous learning is when learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

Hybrid Learning (Blended learning) Hybrid Learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities. Hybrid also means that some students will be in the classroom fully and some students will be online fully.

Learning Management System - A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs

- **APEX** - APEX is the learning platform that streamlines all the digital tools and content that teachers and students love, for a simpler and more connected learning experience. This will be used by our students that are in grades 6-12.
- **Accelerate** - Accelerate is the learning platform that streamlines all the digital tools and content that teachers and students love, for a simpler and more connected learning experience. This will be used by our students that are in grades K-5.

Virtual Learning (Online Learning) - Virtual Learning is a system for learning and teaching using the internet and special software.

Zoom Meeting (Video Conferencing) - Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

General Program Details

All students, K-12 will be offered in-person instruction 4 days a week. Wednesdays will continue to be cleaning and disinfecting days. Students will continue to have the option to stay virtual, although students are highly encouraged to return 4 days to begin the transition back into the building before the 21-22 school year. High school students that are failing are required to return to the building for quarter 4.

Instructional Resources

K-4

Students will continue to work through Google Classroom and the Accelerate Education program online, and teachers will utilize supplemental materials and resources as needed. Below is the elementary school schedule that will be followed.

8-8:15am	8:15-8:30am	8:30-11am	11-11:30am	11:30-3pm	3-3:15pm
Assembly	GGI	Morning Academics	Lunch	Afternoon Academics	Dismissal

5-8

Students will continue to work through Google Classroom and the Accelerate Education or Apex Learning program online, and teachers will utilize supplemental materials and resources as needed. Below is the middle school schedule that will be followed.

Arrival/ Homeroom	2	3	4	5	6 Lunch	7	8	9 Study Hall/ Dismissal
7:45-8:30 (45min)	8:30-9:20 (50min)	9:20-10:10 (50min)	10:10-11:00 (50min)	11:00 - 11:50 (50min)	11:55 - 12:40 (45min)	12:45 - 1:35 (50min)	1:35 - 2:25 (50min)	2:25-3:15 (50min)

9-12

Students will continue to work through the Apex Learning program online, and teachers will utilize supplemental materials and resources, which are posted in Google Classroom, as needed. Below is the high school schedule that will be followed.

Arrival/ Homeroom	Assembly	GGI	1	2	3	6 LUNCH	4	5	5a Study Hall**	Dismissal
7:45-8:30 (30min)	8:30-9:00	9:00- 9:30	9:30- 10:10	10:20- 11:00	11:10- 11:50	11:50- 12:30	12:35- 1:15	1:25- 2:05	2:05- 3:00	3:00 - 3:15

**** Study Hall period is used for students who need additional assistance with content, students who have outside obligations that hinder their ability to complete work at home, and for all students to get a jump start on assignments that are due the next day or in the future. This period is also to be used as a time to catch up on missing work.**

Assessment

- Elementary- Students will continue to participate in their benchmark assessments, DIBELS and STAR to monitor academic progress. In addition, regular formative assessments will be administered on a daily and weekly basis.
- Middle- Students will continue to participate in their benchmark assessments, DIBELS and/or STAR to monitor academic progress. In addition, regular formative assessments will be administered on a daily and weekly basis.
- High- Students will continue to participate in their benchmark assessments. In addition, regular formative assessments will be administered on a daily and weekly basis.

State assessments are still scheduled for the 20-21 school year, and EEACS will develop a logistical plan to administer all 3rd-8th grade students the PSSA, as well as all high school students who have completed their Keystone trigger courses, Algebra 1, Literature 10, and Biology the Keystone exams. Students who are identified as English Language Learners will participate in the ACCESS 2.0 state required testing and a logistical plan will be developed for the administration of the assessment.

Attendance Requirements

EEACS will continue to implement it's board approved attendance policy during hybrid learning. Below are details that outline attendance processes and requirements.

- Students who are remaining virtual will login to zoom and receive their instruction through their teacher remotely. Students are expected to be on zoom, as well as completing their assignments for the day to be marked present.

- When a student misses 3 consecutive days of school, a doctor's note is required to excuse the student's absence.
- Once a student has three (3) unexcused absences, the Parent/Guardian will receive a letter from the School. By law EEACS is required to advise the Parent/Guardian in writing within ten (10) school days of the third unexcused absence that the child has been "Truant".
- Once a student has six (6) or more unexcused absences, the Parent/Guardian will receive a notice that the child is considered "Habitually Truant". Depending on whether the child is under or over the age of 15, potential action may include referral to the county Children and Youth Agency or a Parent/Guardian may have to appear before a Judge in Magisterial Court facing fines of up to \$750 or possible jail time for truancy violations. A teen also can lose his or her driver's license for a period of time or can be delayed from applying for a learner's permit.
- At the 10th cumulative absence (excused and/or unexcused), the student will have missed approximately 70 hours of instruction. At this time, an Administrative review also will take place. This may include any or all of the following steps:
 - The Parent/Guardian will receive a formal letter stating the student's number of absences and a notice that this may affect the student's School performance.
 - The Parent/Guardian will be required to meet with School officials to further investigate the reasons for the excessive absences and work together to develop possible solutions to this concern.
 - The Disciplinary Committee of the Board of Trustees will be advised of this situation.
 - The Parent/Guardian will be required to appear before the Board of Trustees.
 - In the case of more than 10 cumulative absences (excused or unexcused), the student will have missed 10% of the school year. School Administration will review all documentation between school and home, the Board of Trustees will be notified, and a determination will be made as to whether disciplinary action is required. The Disciplinary Committee of the Board of Trustees has the following options:
 - Retain the student;
 - Mandate attendance at an inter-session;
 - Refer the student's case to the appropriate authorities;

The Pennsylvania Department of Education has directed schools to consider both the data regarding student access and the completion of assigned learning activities to determine whether an individual student was present or absent. For a student to be marked present for the day a student must be present on zoom and complete the daily assignments that are scripted by APEX or Accelerate.

Accountability

- Elementary, Middle, and High school teachers will be expected to continue to meet in their Planning Meetings and answer the following questions:
 - What is it we need students to know?

- How will we know when they've learned it?
- What will we do if they have not learned it?
- Elementary, Middle, and High school teachers will be expected to make weekly contact with their students, monitor progress, and offer assistance as needed.
- Elementary, Middle, and High school students will be expected to log into their Learning Management System and actively participate in the lessons/modules/learning opportunities presented each week.
- Graduation Requirements
 - The graduating classes of 2021 will need to earn the required 22.5 credits, along with the 25 hours of community service.

3. Modified Content Delivery

Executive Education Academy Charter School in consultation with Pennsylvania Department of Education and the U.S. Department of Education provides the following guidance for Local Education Agencies:

According to the Office of Special Education and Rehabilitation Services (OSERS), "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, Office of Civil Rights (OCR) and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically." In light of this guidance, districts should make a reasonable effort to provide FAPE, always include guardians in the discussions, and document their efforts to continue to provide educational opportunities during the crisis.

EEACS is committed to providing equitable education for all students and provides the following guidelines for students with disabilities or special needs (Special Education, 504 plans, or At-Risk Students), English Language Learners, or students in Housing Transition. If appropriate, revisions will be made to the IEP/GIEP/504 Plan that meets the student's individualized needs within the virtual and hybrid classroom setting. If a parent/guardian or student has any concerns regarding the services they receive, they are encouraged to reach out to their case manager.

Special Education and Gifted Students

- Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.

- Special Education teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by individual students.
- Special Education teachers and Related Service providers will make direct contact with students daily and with parents on a weekly basis.
- Special Education Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.
- IEP meetings will be conducted virtually with regular methods of communication in place via electronic documentation. IEPs will remain compliant with revisions made to accommodate virtual instruction.
- Evaluations and reevaluations will occur in person, if needed, with parent permission. Personal protective equipment will be provided. If they cannot take place in person the timeline will be extended.

English Language Learners:

- ELL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- ELL teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by ELL students.
- ELL teachers will make direct contact with students daily and parents on a bi-weekly basis.
- ELL Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- ELL staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.

Students in Housing Transition:

- Attendance/Truancy Coordinator will be in contact bi-weekly or more frequently with students and families to check on basic needs (food, shelter, other basic needs). If need identified, they work with families to provide resources or connect with community needs.
- Students experiencing housing transition will be assisted by the Attendance/Truancy Coordinator to be prepared for virtual learning with a focus on communication from student and family with their teachers and schools. Attendance/Truancy Coordinator with other staff will adapt learning if a digital format is not workable for the student's location.
- Student progress will be monitored by teachers and the Attendance/Truancy Coordinator. Monitoring and supports will include academic progress and social-emotional needs.

504 Students:

- All students who have an active 504 plan will be provided their specific accommodations and/or services by their general education teacher or related service provider.
- Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 student.

- Teachers may provide “hard copy” educational activities and/or technology devices (if used prior to school closure) for students to engage in at home either through USPS or by delivery to home address.
- Teachers may identify additional learning programs to provide differentiated opportunities to 504 students to access remotely as determined by student progress.
- 504 meetings will be conducted virtually with regular methods of communication in place via electronic documentation. 504s will remain compliant with revisions made to accommodate virtual instruction.

4. Digital Resources

Resources for Staff and Student Use

- All staff will use their work laptops or their home devices.
- All instructional staff will receive a cart and a second laptop as tools for instructing their students who are physically in the classroom and online, simultaneously.
- Students will use the school’s devices and will transport their device back and forth from school to home using their supplied bags. Students are expected to charge their devices before arriving to school each day.

Distribution of Digital Resources

- EEACS will continue to offer tech support through Techsupport@ee-schools.org
- Staff will provide charging stations in classrooms if students need to charge their devices.

Software Resources

- K-5 students will access all materials and programs through Accelerate Education.
- 6-12 students will access their classes through APEX Learning.
- Additional Resources can be accessed through Clever and their Google Classroom.

Internet Access

- EEACS has identified a number of internet providers who provide internet access in the Lehigh Valley. In addition to commercial internet providers, EEACS has also enhanced its infrastructure in the building so that there is enough wifi to support all students and staff online, in the building.

5. Instructional Support

EEACS will provide support and resources for teachers and parents who have to prepare their children for learning in a digital learning environment. This section will provide tips and suggestions as well as a few quality resources for employees and families.

Teacher Instructional Support

Practical tips for effectively adapting each approach to the Hybrid instructional environment are provided below. Some might not be used at all. It is up to the discretion of the teacher.

- Learning contracts
 - Offer continuous feedback regarding progress toward accomplishing learning objectives.
 - Provide learning contract examples on a web page for the student to use.
 - Encourage students to brainstorm ideas for learning contracts with their online peers as well as negotiate the final contract with the instructor through email or online conferencing.
- Lectures
 - Lecture notes, with links to related resources and other websites embedded in them, will be on the web page for the learners to review.
 - Online lectures will be shorter and more to the point than lectures in live classrooms which often extend far beyond the attention span of the audience.
 - Break a long presentation into shorter segments if needed.
 - Short lectures will provide enough information to serve as a basis for further reading, research, or other learning activities
- Discussion
 - Use discussions to encourage participatory learning, encourage learners to analyze alternative ways of thinking and acting, and to explore their own experiences to become better critical thinkers.
 - Options include asynchronous communication or synchronous (real-time) communication through ZOOM.
- Self-directed learning
 - The self-directed learner can pursue individualized, self-paced learning activities that allow him/her to search and utilize the vast resources of the Internet by virtually visiting libraries, museums and various institutes worldwide, talking to professionals, accessing recent research, and reading newspapers and peer-reviewed scholarly journals online. Teachers will factor in all these resources as they create self-directed learning activities.
 - Students can write collaboratively with peers and even publish written and multimedia products on web pages.
- Mentorship
 - Weekly or even daily journals and communications can be sent between mentor and student via email, providing an ongoing 'dialogue' which supports the development of the mentor relationship and offers numerous opportunities for timely feedback on student questions, concerns and issues.
- Small Group Work
 - This may include discussion groups, guided design, role-playing, or games.
- Projects

- Group projects can include simulations, role-playing, case studies, problem-solving exercises, group collaborative work, debates, small group discussion, and brainstorming.
- Participants should receive peer feedback to expose them to diverse viewpoints.
- Learners can pursue special interests, write or create for an audience, and publish or present their findings and conclusions via the Internet.
- Students can also receive feedback from experts or interested peers outside the course by accessing the project online.
- Collaborative Learning
 - Compose small group participants of differing ability levels and use a variety of learning activities to master material initially developed by the teacher or construct knowledge on substantive issues.
 - Each member of the team is responsible for learning what is taught and for helping teammates learn.
- Multi Tiered System of Supports (MTSS)
 - The Multi-Tiered System of Support (MTSS) is a process to maximize individual student success, while at the same time serving as a screening process for students who may be in the need of additional academic support.
 - The process consists of a team working together to identify the student's needs, set goals, and develop an intervention plan to achieve those goals. The classroom teacher, administrators, specialists, and parents are all members of the Child Study Team.
- Student Assistance Program (SAP)
 - SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.
 - To refer a student to SAP please contact the student's Team Leader to make a referral.

Parent Instructional Supports

Some students will be transitioning from 2 days to 4 days and some will be transitioning from 2 days to fully virtual again. Also, some will transition from fully virtual to 4 days in the building. We highly encourage all students to come back into the building, but understand that each individual family's circumstances will be the determining factors for the remainder of the year. The following are some guidelines or helpful hints to help parents/guardians support students who are learning partly at home and partly at school. It is important to remember that home is not school, so things will look and feel different, but with the practice the students have had during the first semester, EEACS administration fully believes that students will be more independent and more successful as they maneuver through the in person and online learning atmospheres.

- Parent University will continue to be a resource accessible to all parents through our website for technical support and academic resources.
- Explain the need for the changes that are occurring at home and with school. Talk about how school will look for them now and that it is important that they are still learning and participating in an educational experience.
- Set up a daily schedule for your family. This will be very important not only because schedules provide consistency for young children, but also for families who have multiple children working and learning from home. Post the schedule in a common area so everyone knows the expectations and can reference it when there are questions. Keeping things consistent and letting children know what to expect and when is helpful in helping them to accept where we are at this time in our world.
- When your child is virtual for their home day, or if they are remaining fully virtual, reassess his/her space for learning at home. Ensure it is a place where they can be monitored and get help when needed.
- Remember, this Hybrid transition will continue to not look like a typical school day, however EEACS plans to mirror the school model as best as possible in a hybrid setting, including daily assemblies and GGI sessions. When students get frustrated, allow them to take a break. In addition, be sure to communicate those struggles with the teacher(s).
- If your child is confused about something and you are unable to help them, reach out to their teacher – that is what they are there for! It is okay to ask for help. We know that our children often work better for the teachers than parents. Let the teacher know!
- Finally, continue to use time to do some experiential learning – math and science in the kitchen helping to bake cookies or prepare dinner, make a homemade board game to play as a family, play a board game like Monopoly or Scrabble, make art or write a letter and mail it... all of these are very important learning experience that will translate into good memories and good learning!

6. Student Privacy and Safety

Executive Education Academy Charter School ensures compliance with state and federal laws regarding student privacy and safety. Digital software platforms that are used by students at EEACS all comply with Family Education Rights and Privacy Act (FERPA) standards to protect the personally identifiable information. The documents cited below from the U.S. Department of Education provide compliance standards and guidance for administrators, teachers and parents.

The web address <https://studentprivacy.ed.gov> addresses privacy and security considerations relating to computer software, mobile applications (apps), and web-based tools provided by a third-party to a school or district that students and/or their parents access via the Internet and use as part of a school activity. Examples include online services that students use to access class readings, to view their learning progression, to watch video demonstrations, to comment on class activities, or to complete their homework. The information on this website does not address online services or social media that students may use in their personal capacity outside of school, nor does it apply to online services that a school or district may use to which students and/or their parents do not have access (e.g., an online student information system used exclusively by teachers and staff for administrative purposes). Many different terms are used to

describe both the online services discussed in this document (e.g., Ed Tech, educational web services, information and communications technology, etc.) and the companies and other organizations providing these services. This document will use the term “online educational services” to describe this broad category of tools and applications, and the term “provider” to describe the third-party vendors, contractors, and other service providers that make these services available to schools and districts.

Health and Safety Plan

Our [Health and Safety Plan](#) can be viewed on our website. This plan is continuously updated in accordance with CDC guidelines and PA Department of Health. For additional information contact our Pandemic Coordinator, Dave Szfranski at dszfranski@ee-schools.org.

7. Timeline

Below is a timeline of significant events for the 4 Day Hybrid model transition.

Confirmation of Learning Selections by Families	April 9th
Students Begin 4 Day Hybrid Program	April 12th

8. Personnel Plan

Personnel Roles

Executive Education Academy Charter School is committed to taking care of all employees during this pandemic, and of that is ensuring continued employment. Duties and responsibilities have been shifted, but EEACS and its administration will ensure that all personnel can contribute and work in a safe environment as much as possible. EEACS Board of Directors recognizes in the employee contract that the employee will perform all other duties and responsibilities as determined by the school. During these times, employees could be performing duties that are not typical of their positions. The At-Will Employee Agreement Duties excerpt is identified below.

- I. The Employee is engaged as a (*employee title*) of the School and agrees to perform such duties as outlined in the position Job Description. In addition, Employee is expected to devote his/her expertise, time and effort to facilitating the educational development of the students in accordance with the policies and directives instituted by the Board and the Administration of EEACS as well as with the visions and mission of EEACS. It is further required that Employee will perform all other duties and responsibilities as determined and approved by the

Board, or its designee including but not limited to attendance at School activities and graduation whether at the School or off-site.

Some roles and responsibilities during these times may change or look different due to the circumstances of hybrid learning.

Specials Teachers:

- Some special classes will be offered depending on the grade level, however students will not receive all of their regular specials classes.
- Specials Teachers who are not teaching their normal classes will support students by offering synchronous tutoring sessions.

Title I Specialists:

- Collaborate with classroom teachers to determine what accommodations and/or modifications can be made to make the lessons more accessible to students with disabilities, language concerns, or second language learners.
- Provides intervention through in-person and online methods such as; Zoom, video, FaceTime, email, or phone.
- Reviews and responds to data through the LMS to facilitate the MTSS process.

Related Services Providers:

- Conduct counseling or consulting services with students via Zoom, video, FaceTime, email, or phone.
- Video lessons will be available to provide individual or group sessions, dependent upon their IEP or 504 plan.

Team Leaders & Community Coaches:

- Support students and families by making welfare home visits and phone calls.
- Support Attendance procedures.
- Distribute meals to families in the meal service center.

9. Student Meals

Executive Education Academy Charter School recognizes that proper nutrition is important to the cognitive development and functioning of students. As a result, EEACS will be hosting a food pick up site at the west side of the building. A meal service sign will be placed on the west side of the building that identifies the pickup door. Students or their parents/guardians will be eligible to pick up food for their student(s).

Students will have the option to take meals home on Tuesdays and Fridays. The school will continue be open to the community on Wednesdays from 10-2pm.

Pick up Details for Virtual Students Only:

- Pick up will take place every Wednesday from 10am-2pm.
- The meal pick up will be for a week worth of food, which will consist of 5 breakfasts and 5 lunches/dinners.
- Pick up on the west side of the building at the door that is identified with a meal service sign.

10. EEACS Program Components

Assembly: This forum gives staff the opportunity to share information, answer questions and motivate students during Virtual instruction. It also provides an opportunity to keep the home and school connection strong. Information will be shared daily with students at 8:30am and 2:00pm. Assembly will be mandatory for all students to attend.

GGI: Homeroom teachers will take attendance during this time. Students will have an opportunity to interact with their peers and ask questions regarding their school experience. This time will also be used for social and emotional learning. GGI will be mandatory for all students to attend.

Monthly Awards: As part of the school wide behavior plan at EEACS students that meet academic and behavior expectations are recognized in the EEACS monthly awards team assemblies. During virtual learning students will continue to be recognized for meeting positive expectations.

Ratings: Another component of the EEACS school wide behavior plan is to provide students feedback on academics, attendance and behavior. This is measured through the school's rating system. This is a useful tool for parents to gauge their student's overall performance. Students are rated on the scale below:

- Board Member
- Raptor
- Pledge
- Positive
- Neutral
- Concern

EEACS Virtual and In Person Learning Norms:

- We are on time for learning
- We wake up early
- We log on a few minutes before class
- We find a quiet place and come prepared

- We check our surroundings
- We mute ourselves when the teacher or other student are talking
- We wear appropriate clothing
- We have our devices charged
- We use headphones if we have them
- We are respectful
- We are kind
- We are considerate

EEACS Virtual and In Person Classroom Norms:

- We are active participants
- We are attentive
- We sit up straight
- We are in camera view
- We raise our hand to speak
- We type our questions in the chat box
- We speak clearly
- We look up when speaking
- We stay on topic
- We have our camera on

5 Basic Behavior Norms

1. No one has a right to hurt another person.
2. We will never behave in a way that will discredit ourselves, our team or our school.
3. Education and the classroom are sacred.
4. We will always act as a lady or a gentleman.
5. We take pride in our school.

Uniform

Students are expected to wear pants and a collared shirt to school each day in lieu of their regular uniform.