




St. Christopher's School

Educating Boys For Life



Distance Learning Plan

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St. Christopher's School

Distance Learning Plan

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Mission Statement

St. Christopher's School prepares a talented and diverse group of boys for college and for life in an ever-changing world. Through a rigorous academic program and a supportive community experience, the School fosters personal integrity and honor, the achievement of each boy's full potential, love of learning, spiritual growth, respect for others, leadership, and civic responsibility. St. Christopher's strives for excellence and seeks to make an enduring difference in the lives of its boys.

From the Headmaster

Dear St. Christopher's Families,

As we enter into a period of distance learning at St. Christopher's, it is worth emphasizing at the outset that our school and our community are not closed. Our campus may be, for the time being, but our mission of reaching and teaching boys--academically, spiritually, emotionally, physically, and artistically--remains alive and vibrant throughout this period of disturbance. Our method of mission delivery is shifting from face-to-face to virtual, and we see both challenges and opportunities with this shift. However, it does not alter in any way our commitment to the health, well-being, and growth of every student in our care.

While this challenge was unplanned and has reached us more swiftly than we could have imagined, we are embracing it as a growth opportunity for all of us. For years, St. Christopher's has been preaching and practicing the 21st Century skills of adaptability, collaboration, resilience, empathy, and technological savvy--now we can all practice them together in real time!

Please know that we consider this document an iterative one, just as this process will be. We will try, succeed, fail, and try again. We will be better Distance Teachers and Distance Learners one week from now than we are today. We are grateful for your support, patience, and understanding through this period of transition. Do not hesitate to contact me or anyone on the St. Christopher's faculty and staff with any concerns, questions, or suggestions that you may have.

Sincerely,

Mason Lecky
Headmaster

Health and Wellness

The health and wellness of our community stand at the forefront in the development of this plan. The goal is to maintain the significant relationships our boys have with their teachers, advisors, and coaches while developing a structure and cadence that works best for boys. Most importantly, with this shift in teaching and learning, St. Christopher's will be attentive to the developmental needs and associated screen time the boys will be exposed to in each of the divisions.

Please check the [COVID-19 Coronavirus webpage](#) for regular updates and resources curated by Director of Health Services, [Dr. Ann Vanichkachorn](#), and Director of Academic Technology, [Mr. Hiram Cuevas](#).

Community and Inclusion

St. Christopher's is committed to fostering an inclusive learning environment, whether online or on campus. We want to ensure that all students are able to participate fully in our distance learning program and encourage you to let us know how we can help. Please feel comfortable reaching out to our Director of Community and Inclusion, [Ed Cowell](#), if you have any specific questions. Ed can also be reached at (804) 282-3185 ext. 5216.

Distance Learning Formats

St. Christopher's School will use two formats for student learning, **synchronous** and **asynchronous**.

Synchronous takes place when an entire class, or small groups of a class, meet together at the same time. We know how important relationships are in learning, and these sessions will be used primarily to connect with each other in a meaningful way and to give student support on their work.

Asynchronous learning occurs with teacher-to-student and student-to-student interactions, but not in real time. It relies on discussion boards (both written and video), email, notes, reading assignments, video clips, or problem sets to name a few. This format provides flexibility for the student and tasks them to organize their time well.

Synchronous & Asynchronous Classes

1 What is Asynchronous Learning?

Asynchronous learning allows you to take online courses on your own schedule.

Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

Students may be given a time frame – usually a one week window – during which they need to connect at least once or twice.

Overall, students are free to contribute whenever they choose.

E-mail

Virtual Libraries

Discussion Boards

Social Networking

2 What is Synchronous Learning?

Synchronous online classes are those that require students and instructors to be online at the same time.

Lectures, discussions, and presentations occur at a specific hour.

All students must be online at that specific hour in order to participate.

Chat

Telephone

Podcasts

Video Conferencing

eLearners[®].com

Source: <https://www.elearners.com/education-resources/degrees-and-programs/synchronous-vs-asynchronous-classes>

Tips for Parents/Guardians to Support Students

- Establish a Regular Schedule for your son(s) based on the recommendations developed by each division.
- Create a study space that is conducive to learning and provides ample supervision.
- Be sure to read **all school communications**. This is an event that is evolving constantly, and it will be important to stay abreast of any changes that may occur. Please check the [St. Christopher's COVID-19 Coronavirus webpage](#) regularly.
- Encourage independence, but recognize that this format may be challenging for your son.
- Assist your son in maintaining contact with friends virtually or through social interactions that comply with CDC-recommended social distancing measures.
- Encourage physical activity to provide balance, stress relief, and time away from screens.

Academic FAQs

	Lower School	Middle School	Upper School
<i>Will attendance be taken?</i>	N/A	Middle School will keep weekly accounts of how many classes are attended/missed by a boy. We will work with families to ensure the boys are up to speed.	Teachers will take attendance during synchronous class sessions. Independent work deadlines will be monitored closely. Protocols for contacting boys, advisors, parents, and administrators concerning missing work are outlined below in the US Expectations section.
<i>What happens if my son is unable to attend an online session?</i>	N/A	Students should email teachers if they need to miss a class.	
<i>We need help with internet access. Can STC provide assistance?</i>	If you do not have a computer or stable internet access at home, please contact your son’s advisor (MS and US) or homeroom teacher (LS). You may also contact Director of Community and Inclusion Ed Cowell .		
<i>How will my son be assessed?</i>	At this time, the goal is to keep boys engaged in meaningful learning opportunities to keep skills fresh. The activities will encourage them to read, build, play, practice old skills and build upon new ones, share ideas, explore, and move.	In these opening days of distance learning, teachers are being asked to focus on formative assessment (monitoring student learning) as opposed to summative assessment (evaluating student learning). More plainly, teachers will review work in smaller parts as students accomplish tasks—much like they would during an in-person class—through participation or small writing assignments as opposed to a test. Projects and more significant writing assignments may be part of class assignments, but they will generally be broken into smaller pieces with more frequent feedback provided.	
<i>Whom should I contact if my son becomes anxious?</i>	Catherine Graves or Taylor Thomas	Sazshy Valentine , Durk Steed or Ann Vanichkachorn	Sazshy Valentine , Whitney Edwards , or Ann Vanichkachorn

<p><i>My son needs help with the distance learning format. What resources are available for him?</i></p>	<p>Academic Support: Laura Ambrogio, Jen O’Ferrall, & Lisa Snider</p> <p>Library: Lucinda Whitehurst & Laura Sabo</p> <p>Technology: Gail Warren & Jess Richards</p>	<p>Academic Support: Claudia Segneri</p> <p>Library: Lisa Brennan</p> <p>Student Life: Christie Wilson</p> <p>Technology: Brian Zollinhofer</p>	<p>Academic Resource: Kim Hudson, Laura Lanois, & Christine Rotter</p> <p>Dean of Students: John Green</p> <p>Library: Marsha Hawkins & Ginny Stone</p> <p>Technology: Carey Pohanka, J.D. Jump, & Robert Johns</p>
<p><i>How will this situation impact students taking AP courses?</i></p>	<p>N/A</p>	<p>N/A</p>	<p>The College Board has indicated that it will provide updated information about AP exams by March 20. The faculty is aware of the challenges present for AP students and teachers and has begun planning for how best to teach AP courses in a distance learning environment.</p>

Lower School Distance Learning Plan

Lower School Distance Learning Schedule

Approximate Time Frames Per Day for Learning in the Lower School

Junior Kindergarten-Grade 2	
20-25 minutes	Language Arts
20-25 minutes	Writing
20-25 minutes	Mathematics
20-25 minutes	Science and/or Social Studies related experience and/or integrated projects
Grades 3-5	
25-30 minutes	Language Arts
25-30 minutes	Writing
25-30 minutes	Mathematics
25-30 minutes	Science and/or Social Studies-related experience and/or integrated projects
Enrichment Teachers	
Additional learning activities provided throughout the week	

Lower School Expectations

Teacher Expectations	<ul style="list-style-type: none"> • Provide a greeting video each Monday • Provide a schedule for the week's learning activities each Monday • Send a daily email with assignments for the day • Give timely feedback on student work • Enrichment teachers contribute learning activities on scheduled days • Respond to student (4th and 5th grade) and parent emails within 24 hours
Parent Expectations	<ul style="list-style-type: none"> • Check daily email from homeroom teacher to stay abreast of class assignments • Communicate with your son's teacher when you have questions • Find a consistent, quiet space for your son to get work done • Please assist your son in practicing healthy habits: shower, exercise, eat, sleep, etc.
Student Expectations	<ul style="list-style-type: none"> • Complete designated assignments or activities by due dates
ToolKit	<ul style="list-style-type: none"> • SaintsNet • GSuite
Divisional Resources:	<ul style="list-style-type: none"> • Academic Support: Laura Ambroggi, Jen O'Ferrall, & Lisa Snider • Curriculum & Instruction: Lisa Snider • Health and Wellness: Catherine Graves & Taylor Thomas • Library: Lucinda Whitehurst and Laura Sabo • Technology: Gail Warren and Jess Richards

Middle School Distance Learning Plan

Middle School Distance Learning Schedule

Synchronous Class Meeting Days - 1-2 Per Week

English and Math (Monday, Wednesday, Friday)
History, Science, and Language (Tuesday and Thursday)

8:30 - 8:50 a.m.	Thursdays, 8:30 a.m.: Synchronous Advisor Meeting MS Faculty Meetings as needed Review Chaplain Messages via email Tech Support Sessions as needed
8:55 - 9:25 a.m.	Period 1
9:25 - 9:35 a.m.	Break
9:35 - 10:05 a.m.	Period 2
10:05 - 10:35 a.m.	Longer Break
10:35 - 11:05 a.m.	Period 3
11:05 - 11:15 a.m.	Break
11:15 - 11:45 a.m.	Period 4
11:45 a.m. - 1:00 p.m.	Break / Lunch
1:00 - 1:30 p.m.	Period 5
1:30 - 1:40 p.m.	Break
1:40 - 2:10 p.m.	Period 6
2:10 - 2:20 p.m.	Break
2:20 - 2:50 p.m.	Period 7 - No 7th period for MS at this time
2:50 - 3:30 p.m.	Teacher Office Hours, daily Asynchronous Work Time Virtual Social Meetings as scheduled Exercise Weekly Virtual Athletic Team Meetings as scheduled

Middle School Expectations

Teacher Expectations	<ul style="list-style-type: none"> • Post the weekly plan for your class by Sunday at 7:00 p.m. All assignments for the day must be in Saintsnet by 8:00 a.m. that morning • Maintain office hours Monday-Friday from 2:50 - 3:30 p.m and check email from 7:00-7:30 p.m. • Hold 1-2 synchronous per week during class time • Limit your maximum of two synchronous meetings to the following designated days: <ul style="list-style-type: none"> ◦ English and Math (Monday, Wednesday, Friday) ◦ History, Science, and Language (Tuesday and Thursday) • Limit required screen time for activities as much as possible • Show flexibility with students and parents
Parent Expectations	<ul style="list-style-type: none"> • Support your son and reach out to your son's advisor/teacher if you have concerns about his progress/wellness. • Check in on SIS to see what his assignments are for each day and that he is completing the work assigned. • Ensure your son has a consistent work space. It should be out in the open, but still quiet. • Help to ensure that your son is getting up on-time each day, getting dressed, and practicing good hygiene. Support daily exercise and healthy sleep habits. • Remind you son that while we are in a distance learning format the Honor Code is still important and should be followed.
Student Expectations	<ul style="list-style-type: none"> • Check SaintsNet daily to stay up with class assignments • Attend your synchronous lessons (1-2 per week per class) • Use the scheduled time for each class to get assignments done • Remember that while we are in a distance learning format, the Honor Code is still in place on any assignments that you should not get electronic or other help. Ask your teacher if you have questions about a specific assignment. • Communicate when you have questions • Work with your advisor on a weekly check-in form • Find a consistent space to get your work done • Practice healthy habits: shower, exercise, eat, sleep, etc.
ToolKit	<ul style="list-style-type: none"> • SaintsNet • Zoom • Google Suite

	<ul style="list-style-type: none"> • Hapara (Certain classes) • Others as needed by class (we are limiting introducing too many “new” technology tools for the boys)
Divisional Resources:	<ul style="list-style-type: none"> • Academic Support: Claudia Segneri • Curriculum & Instruction: Keena Fitch • Health and Wellness: Sazshy Valentine, Durk Steed & Ann Vanichkachorn • Library: Lisa Brennan • Student Life: Christie Wilson • Technology: Brian Zollinhofer

Upper School Distance Learning Plan

Upper School Distance Learning Schedule

St. Catherine's School and St. Christopher's School

US Schedule (REVISED 4.3.20)

5-Day Calendar

(See Below for [Holy Week and Easter Week](#) Schedules)

	Monday (Day V)	Tuesday (Day W)	Wednesday (Day X)	Thursday (Day Y)	Friday (Day Z)
Synchronous Classes Meeting and Other Notes	English, Math, Computer Science, Science	History, World Languages, Religion	Algebra I; Algebra I, Part II; Algebra II Intensive; Spanish II Intensive; Level I Languages; Arts; Health/PE; Computer Science	English, Math, Science	History, World Languages, Religion, Health, Arts
8:45-9:15	Period 1	Period 1	Period 1	Period 1	Period 1
9:30-10:00	Period 2	Period 2	Period 2	Period 2	Period 2
10:15-10:45	Optional Chapel	Advisory	Clubs/Extra Help/ Optional Chapel	Class Meeting	Clubs/Extra Help/ Optional Chapel
10:45-11:15	Period 3	Period 3	Period 3	Period 3	Period 3
11:30-Noon	Period A	Period A	Period A	Period A	Period A
Noon-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Period B	Period B	Period B	Period B	Period B
1:45-2:15	Period 4	Period 4	Period 4	Period 4	Period 4
2:30-3:00	Period C	Period C	Period C	Period C	Period C
3:00-3:30	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs
Miss Jennie Testing Week: Math, World Language, English, Arts			Dr. Chamberlayne Testing Week: History, Science, Religion, Computer Science, Health		

Notes:

1. Allows for 30 (maximum allowed) minutes of synch testing plus 15 minutes additional for extended time students.
2. Synchronous testing must be done on synchronous meeting day.
3. Advisory, Class Meeting, and Chapel, etc. moved to mid-morning
4. Teachers do not have to give synchronous testing. Smaller assessments that can be self-paced are preferred.
5. Larger projects, essays, papers, etc., should be DUE on the appropriate week on a synchronous teaching day.
6. Testing begins on a "Miss Jennie Week," starting April 6.

Holy Week and Easter Week Schedules

Holy Week Schedule Week of April 6-10 Miss Jennie Assessment Week

	Monday (Day V)	Tuesday (Day W)	Wednesday (Day Y)	Thursday (Day Z)	Friday
Synchronous Classes Meeting and Other Notes	English, Math, Computer Science, Science	History, World Languages, Religion	English, Math, Computer Science, Science, Arts, Health, PE	History, World Languages, Religion, Health, Arts	Good Friday Services No Classes Held
8:45-9:15	Period 1	Period 1	Period 1	Period 1	
9:30-10:00	Period 2	Period 2	Period 2	Period 2	
10:15-10:45	Optional Chapel	Advisory	Clubs/Extra Help/ Optional Chapel	Class Meeting	
10:45-11:15	Period 3	Period 3	Period 3	Period 3	
11:30-Noon	Period A	Period A	Period A	Period A	
Noon-1:00	Lunch	Lunch	Lunch	Lunch	
1:00-1:30	Period B	Period B	Period B	Period B	
1:45-2:15	Period 4	Period 4	Period 4	Period 4	
2:30-3:00	Period C	Period C	Period C	Period C	
3:00-3:30	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs	
Miss Jennie Testing Week: Math, World Language, English, Arts					

Easter Week Schedule
Week of April 14-17
Dr. Chamberlayne Assessment Week

	Monday	Tuesday (Day V)	Wednesday (Day W)	Thursday (Day X)	Friday (Day Y)
<i>Synchronous Classes Meeting and Other Notes</i>	Easter Monday No School for Students	<i>English, Math, Computer Science, Science</i>	<i>History, World Languages, Religion, Arts, Health, PE</i>	<i>English, Math, Computer Science, Science</i>	<i>History, World Languages, Religion, Health, Arts</i>
8:45-9:15		Period 1	Period 1	Period 1	Period 1
9:30-10:00		Period 2	Period 2	Period 2	Period 2
10:15-10:45		Advisory	Clubs/Extra Help/ Optional Chapel	Class Meeting	Clubs/Extra Help /Optional Chapel
10:45-11:15		Period 3	Period 3	Period 3	Period 3
11:30-Noon		Period A	Period A	Period A	Period A
Noon-1:00		Lunch	Lunch	Lunch	Lunch
1:00-1:30		Period B	Period B	Period B	Period B
1:45-2:15		Period 4	Period 4	Period 4	Period 4
2:30-3:00		Period C	Period C	Period C	Period C
3:00-3:30		Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs	Extra Help/Clubs
Dr. Chamberlayne Testing Week: History, Science, Religion, Computer Science, Health					

Upper School Expectations

Teacher Expectations	<ul style="list-style-type: none"> • Post the weekly plan for your class by Sunday at 7:00 p.m. All assignments for the day must be in SaintsNet by 8:00 a.m. that morning • Maintain office hours Monday-Friday from 2:50 - 3:30 p.m and check email from 7:00-7:30 p.m. • Respond to student and parent emails within 24 hours • Limit synchronous class meetings to your specified meeting days • Limit any testing to your specified meeting days and testing week. • Evaluate student learning, when possible, with smaller, self-paced assessments. Synchronous tests are not required or preferred. • Make larger projects, essays, papers, etc., due on the appropriate week on a synchronous teaching day. • Give timely feedback on student work • Show flexibility with students and parents • Model a growth mindset, risk-taking & vulnerability • Balance on and off screen time for students • Gather feedback from students and make adjustments accordingly • Provide clear instructions on every assignment concerning acceptable help or resource use to help students abide by the Honor Code
Parent Expectations	<ul style="list-style-type: none"> • Help establish a dedicated learning space in the home that is quiet and provides efficient access to materials and to the Internet • Help develop a daily routine or schedule that includes breaks from digital tools and services as well as proper sleep and exercise • Talk with your son about his work, encourage him to focus on his learning, and remind him of his obligations under the honor system • Contact teachers and advisors with any concerns
Student Expectations	<ul style="list-style-type: none"> • Establish daily routines for engaging in learning • Identify a comfortable, quiet space in your home where you can work effectively and successfully • Check email and SaintsNet <u>daily</u> for announcements, assignments, and communication from your teachers

	<ul style="list-style-type: none"> • Remember that all academic work and interactions remain governed by the honor system <ul style="list-style-type: none"> ◦ Students are responsible for clarifying with the teacher what help or resources they may use on any given assignment • Follow the St. Christopher's Acceptable Use Policy • Do your best to meet timelines, commitments, and due dates • Communicate proactively with your teachers if you have questions, are unable to meet deadlines, or if you need additional support • Reach out for tech help by emailing Ms. Pohanka at pohankac@stcva.org.
ToolKit	<ul style="list-style-type: none"> • SaintsNet • GSuite • Zoom • Others as needed
Late Work Protocol	<p>Boys need to contact their teachers if they will not be able to complete their work for a day. No work completed for a class and no communication from a student or parent will result in the following communications from the teacher in this time frame:</p> <ul style="list-style-type: none"> • 24 hours - email to student • 48 hours - email to student and his advisor • 72 hours - email to student, his advisor, his house dean, and his parents • 96 hours - email to student, his advisor, his house dean, his parents, and the Dean of Students • 120 hours - all of the above plus the Division Head
Divisional Resources:	<ul style="list-style-type: none"> • Academic Resource: Kim Hudson, Laura Lanois, & Christine Rotter • Curriculum & Instruction: Karen Wray • Dean of Students: John Green • Health and Wellness: Sazshy Valentine, Whitney Edwards, & Ann Vanichkachorn • Library: Marsha Hawkins and Ginny Stone • Technology: Carey Pohanka, J.D. Jump, & Robert Johns