St. Patrick's Anywhere: A Guide to Our Remote-Learning Plan

2020–2021

St. Patrick's Episcopal Day School

CONTENTS

ST. PATRICK'S ANYWHERE

St. Patrick's Anywhere, our Remote-Learning Plan, is intended to help you, parents and guardians, support your children in any moment when students and teachers cannot be fully present on campus. We approach our work in this environment just as we do our work when students are on campus—that is, with intention and care. Some elements of the program will require access to technology and other elements will not but, whatever the approach, our students will continue to learn and to grow.

St. Patrick's implements St. Patrick's Anywhere, our Remote-Learning Plan, with these intentions:

- to ensure that learning continues while Day School campuses and buildings are closed or when a student or group of students is unable to participate in onsite instruction for a significant period of time;

- to maintain connections within the community during an extended closure;

- to establish expectations for students with regard to schedules and timing of learning;

- and to provide parents with support in the event that families are unable to leave their homes for a significant period of time.

While there may not be a true substitute for the face-to-face and shoulder-to-shoulder work that characterizes St. Patrick's on-campus environments for teaching and learning, we strive to create the strongest remote plan possible through innovative approaches and careful use of analog and digital tools.

Whenever we venture into our Remote-Learning Plan, we ask for your feedback. We have always understood school as one point on the triangle of cooperation among school, student, and home. We also understand that school is much more than the classroom and the content that is taught, instead comprising sets of relationships and experiences that help students grow intellectually, socially and emotionally, morally, and physically. To those ends, we draw all faculty and staff into the St. Patrick's Anywhere experience, including the School Counselor, the Day School Chaplain, physical education teachers, and other adult teachers, advisors, and mentors who would work with students onsite. It is within this framework that we established the following guiding principles for our Remote-Learning Plan.

St. Patrick's Episcopal Day School strives to create a diverse and inclusive learning community of students, faculty and staff, and parents who recognize the infinite value of every individual as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence to shape engaged citizens who live with integrity, empathy, and purpose.

GUIDING PRINCIPLES

Regardless of setting, St. Patrick's is committed to sustaining and enhancing student engagement. To accomplish this goal in any moment when we cannot be fully present on campus, we will strive to maintain:

Continuity and Depth of Learning

Continuity and Depth of Community

Continuity and Depth of Care

Our dedication to these three principles allows St. Patrick's to fulfill its mission in any setting. Concomitant with these principles are a set of commitments that make this work possible:

- Placing Student Social-Emotional Health and Well-Being at the Core

- Sustaining Student Engagement Regardless of Setting

- Sustaining Community and Relationship Within the Remote Environment

- Ensuring Student Access

What do these commitments look like, in practice?

- We continue with our regular Chapels, including our Nursery School and Kindergarten to Grade 8 Chapels, drawing together our community in a sacred—in this case, virtual—space to explore our core values and celebrate life together.

- We center Middle School Advisory and Nursery School and Lower School Morning Meetings as times when students and teachers can connect about how they are doing; what questions, concerns, and joys they have; and what lies ahead in the school day, week, and month.

- We design parenting programs and parent coffee opportunities specific to the moment and the needs of families, led by in-house educators such as our School Counselor or the Day School Chaplain or by outside experts such as psychologist and author Lisa Damour.

- We organize game nights and new remote opportunities for being together virtually and sharing time, experiences, and joy with one another, like our Halloween sing-along and our Remote Grade 4 Overnight.

- We create opportunities for the community to come together with a shared purpose onsite, with socially distanced work in the St. Patrick's Garden & Outdoor Learning Space, onsite activities like collecting pumpkins in our "pumpkin patch," and collections of food for our Grate Patrol program.

- We capitalize on our HoundPacks to send home items that promote students' academic progress, including hands-on activities for classes as well as items that bring some happiness to the students.

CORE ELEMENTS OF
ST. PATRICK'S ANYWHERE PROGRAM

We have worked to create a school program that is similar to a regular school day. Relying on a number of technology platforms such as Zoom, Sutori, and Google Classroom, students experience all of the work they would have on campus, only engaging it at home—or, as we say, anywhere. This work might happen in shared time—synchronous programming—or independently—asynchronous programming—but it is all carefully crafted by our dedicated faculty. Further, teachers focus on important social connections and emotional well-being, seeking to draw students together in the remote environment.

SUPPLIES: During an extended closure or a period of intermittent closures, St. Patrick's will provide supplies to all students for all of their classes. Periodically, we will ship additional supplies in HoundPacks, helping to ensure that your children are always equipped and prepared for their classes. By providing supplies, we hope to reduce your need to collect and gather materials for your child.

With the additional reliance on technology in our remote plan, we are determined to ensure all students have ready access to the internet. In the event that families need support with internet access, please contact the Help Desk at helpdesk@stpatsdc.org.

DIVISION/ GRADE LEVEL	TECHNOLOGY	MATERIALS AND EDUCATIONAL SOFTWARE
Nursery School Nursery and PK	Students receive an iPad	HoundPacks—Sutori/Seesaw
Lower School Kindergarten to Grade 3	Students receive an iPad	HoundPacks—Sutori
Lower School Grades 4 and 5	Students receive a Chromebook	HoundPacks—Sutori/Google Classroom
Middle School Grades 6 to 8	Students receive a Chromebook	Start-Up Kits and HoundPacks—Google Classroom

TERMS AND DEFINITIONS

Instruction during any period when we implement our Remote-Learning Plan will rely on a combination of synchronous and asynchronous teaching and learning.

SYNCHRONOUS classes rely on videoconferencing sessions and mirror classroom instruction more directly. We conduct synchronous classes on Zoom.

ASYNCHRONOUS classes are periods when students complete lessons and assignments independently. Students use our learning-management system—Sutori or Google Classroom, depending on grade level—to get directions and information from their teachers to complete this work.

GOOGLE CLASSROOM is our learning management system (LMS) for Grades 5 to 8 and is the primary hub for information about student classes. Parents do not have direct access to Google Classroom but can login to their children's accounts to monitor work. They can also receive notifications about student work after subscribing to Google Classroom summary emails.

SUTORI is our learning platform for students in Nursery to Grade 4. Parents have direct access to this platform.

SEESAW is a learning platform for Nursery School students and is also used to support particular assignments and classes in the Lower School. Seesaw enables students and teachers to share and collaborate with each other. Students can share their work using photos, videos, drawings, text, PDFs, and links.

HOUNDPACKS are boxes of supplies that we ship to students on a regular rotation. Each HoundPack includes materials specific to class needs and also regularly includes small items intended to spark curiosity and bring joy to our students.

OFFICE HOURS/TUTORIAL are times when students and parents can meet with teachers about their work and progress. In the Middle School, Tutorial is required for all students for 20 minutes each day.

RECOMMENDATIONS FOR A
POSITIVE REMOTE-LEARNING EXPERIENCE

Below is a set of recommendations intended to help you, parents and guardians, create the best possible remote-learning experience for your children.

PARENTAL ROLE: Your role varies according to the age of your child, with the most engagement at the youngest ages. Older students should work as independently as they can. Remember, too, that your children will need to be active, to connect with friends (through safe methods), and to play! Any period of time that necessitates remote learning is inherently stressful, so making sure children continue to do these important things is even more essential. Finally, remember to be patient with your "students," your "colleagues" and, most important, yourself.

SPACE: Establish a space within your home where your children can complete their schoolwork with limited distraction. Still, we encourage you to keep your children in spaces through which you might pass naturally while they complete any online work. (Common Sense Media suggests spaces like a living room, dining room, or kitchen table.) Obviously, the requirements of the space will vary by age, but students will need internet access, so a strong connection will be helpful. You can also stock the space with other school supplies.

ROUTINE: Following a daily routine can help children feel safe and secure. We will provide a schedule for the day for students in all grades. As students progress through the grades, more of their day will be shaped by synchronous sessions. For the portions of the day that are not scheduled with live sessions, we recommend activities—such as independent reading, completing academic assignments, or providing select activities for Choice Time in younger grades—to help the day follow what students experience when they are on campus. Teachers provide schedules with those and other activities.

SCREEN TIME: With the implementation of our Remote-Learning Plan, screen time for students will increase. We recognize that families have different approaches to managing screen time within their households. We encourage you to limit screen time outside of academic undertakings while we engage this plan. Finally, please remember to limit your children's exposure to the news, particularly on television, radio, and online.

COMMUNICATION: We are here to program, guide, and support throughout this effort. Please be in touch with teachers and administrators about how this experience is going and about how we can support your child (and you) more fully. In addition, we will have Office Hours when you can connect with your child's teacher.

GRADE- & DIVISION-SPECIFIC EXPECTATIONS

NURSERY SCHOOL: NURSERY AND PK

ACCESSING THE CURRICULUM: Students in the Nursery School receive an iPad on which to access and complete their work. All work will be posted on Sutori with links to any synchronous sessions available directly on Sutori, which serves as a roadmap to guide parents and students through the synchronous and asynchronous tasks for each day. Any sites that students will need to access will be linked directly from Sutori. We will send other, physical materials directly home in HoundPacks on a regular basis so that students have the materials they need to complete their work.

SAMPLE REMOTE NURSERY (N) DAY

8:20–8:50	Play
8:50–9:10	Morning Meeting (S)
9:10–9:30	Asynchronous Choice Time
9:30–10:00	Music (S)
10:00–10:40	Interdisciplinary Activity (S)
10:40–11:00	Story and Snack* (S)
11:00–11:50	Outdoor Play
11:20–Noon	Play
Noon–12:40	Lunch
12:40–1:40	Story Time/Rest
1:30	Office Hours* (S)
1:40–2:10	Asynchronous Activities & Outdoor Play

SAMPLE REMOTE PK DAY

8:30–9:00	Outdoor Play
9:00–9:20	Morning Meeting (S)
9:20–9:30	Asynchronous Choice Time
9:30–10:00	PE (S)
10:00–10:30	Asynchronous Choice Time
10:30–10:50	Story and Snack* (S)
10:50–11:00	Movement Break
1:00–12:00	Interdisciplinary Activity (S)
Noon–12:40	Lunch
12:40–1:30	Story Time/Rest* (S)
1:40–2:10	Asynchronous Activities & Play

"(S)" signifies a synchronous (live) class. An asterisk indicates that there may be adjustments for students who remain remote-only when we are onsite.

DAILY SCHEDULE: Nursery School children will follow a consistent schedule by grade level (Nursery and PK). They will have a Morning Meeting and a second synchronous, interdisciplinary session with a dedicated remote-learning teacher, who coordinates their daily instruction with the lead cohort teacher, followed by periods of asynchronous work and live sessions with special-subject teachers. Asynchronous work involves both working on the iPad utilizing virtual sites and working with print or physical materials and posting pictures, dictation, videos, and photos of that work. If or when the Nursery School, or a full cohort, becomes fully remote, the cohort's lead teacher will assume full responsibility for leading the cohort's synchronous morning meetings and synchronous interdisciplinary sessions as set out in above schedules.

SPECIAL SUBJECTS: Students will have a schedule of live synchronous or asynchronous classes with special-subject teachers on a weekly basis, including science, Spanish, music, physical education, and yoga.

MATERIALS AND SOURCES: Teachers will rely mostly on virtual instruction posted on their Sutori pages. The Nursery School children will primarily share their work using the Sutori page and Seesaw.

OFFICE HOURS: When the Day School is in a fully-remote setting, the Nursery School teachers will hold Office Hours at a daily scheduled time so that students and parents can ask any questions about the day's asynchronous work or other activities.

FEEDBACK AND PROGRESS REPORTING: Teachers will provide direct feedback to students in a variety of ways using synchronous and asynchronous tools. Standing Office Hours for each cohort will provide families with synchronous opportunities for teacher feedback and questions. Nursery School teachers will also conduct three Parent-Teacher Conferences in the fall, early spring, and late spring.

LOWER SCHOOL: KINDERGARTEN TO GRADE 3

ACCESSING THE CURRICULUM: Students in Kindergarten to Grade 3 will receive an iPad on which to access and complete their work. All work will be posted on Sutori with links to any synchronous sessions available directly on Sutori, which serves as a roadmap to guide students through their synchronous and asynchronous tasks for each day. Any sites that students will need to access will be linked directly from Sutori. We will send other, physical materials directly home in HoundPacks on a regular basis so that students have the materials they need to complete their work.

ATTENDANCE: All students must attend classes according to the schedule we provide. Attendance will be recorded daily.

DAILY SCHEDULE: Students will follow a consistent schedule by grade level. They will have a morning interdisciplinary session with their lead teacher followed by periods of asynchronous work and live sessions with special-subject teachers. Each student will have a small-group session with the lead teacher scheduled once each day during which teachers will target specific skill-based work. Asynchronous work involves both working on the iPad utilizing virtual sites and working with print or physical materials and posting photos, dictation, or videos of that work. Students in Grades 1 to 3 will have some asynchronous assignments that occur following the completion of the in-person school day. There will also be some homework assigned at each grade level. In Kindergarten, students begin receiving homework in early November, which consists solely of reading with an adult. Students in Grades 1 and 2 will be expected to do nightly reading and periodic word-work or math assignments. In

Grade 3, students will have reading expectations for each night as well as weekly assignments in math, social studies, writing, and/or word-work.

SPECIAL SUBJECTS: Students will have a schedule of live synchronous classes with special-subject teachers as well as asynchronous work assigned across the week.

MATERIALS AND SOURCES: Teachers will rely on multiple virtual and print materials for instruction. In math, we will use DreamBox and elements of SavvasRealize that will be posted in an accessible format on Sutori. For language arts, teachers will rely on Reading A to Z, Epic, Sora, and print materials. Students will submit work using tools such as Seesaw, GoogleSuite, Nearpod, Classkick, and FlipGrid.

OFFICE HOURS: When the school is in a fully-remote setting, Kindergarten to Grade 3 teachers will hold Office Hours at scheduled times throughout the week so that students and parents can ask any questions, including those about the day's asynchronous work and activities.

FEEDBACK AND PROGRESS REPORTING: Teachers will provide direct feedback to students in a variety of ways using synchronous and asynchronous tools. The updated educational technology platforms allow video and written comments from teachers. Students will be able to leave asynchronous questions for teachers from any location. Standing Office Hours for each cohort will provide students with synchronous opportunities for teacher feedback and questions. The educational technology supports many reporting features to track individual student progress and record responses.

SAMPLE KINDERGARTEN DAY

8:30–9:00	Morning Meeting with cohort (S)
9:00–9:30	Recess
9:30–10:30	Core Academic Work
	Mix of Whole- and Small-Group Work (S)
10:30–11:00	Music (S)
11:00–11:30	Play
11:30–12:00	Lunch
12:00–12:30	Rest
12:30–1:00	Project Time (S)
1:00–2:00	Asynchronous Work
2:00	Closing Meeting (S)

SAMPLE GRADE 1 DAY

8:40–9:30	Interdisciplinary Activity with cohort (S)
9:30–10:00	Recess / Break
10:00–10:30	PE (S)
10:30–11:30	Core Academic Work
	Mix of Whole- and Small-Group Work (S)
11:30–12:30	Lunch / Play
12:30–1:00	Science Asynchronous Work
1:00–1:30	Asynchronous Work
1:30–2:00	Core Content-Area Activity (S)
2:00–2:30	Asynchronous Work

SAMPLE GRADE 2 DAY

8:40–9:30	Interdisciplinary Activity with cohort (S)
9:30–10:00	Science (S)
10:00–10:30	Recess / Break
10:30–11:00	Asynchronous Work
11:00–12:00	Core Academic Work
	Mix of Whole- and Small-Group Work (S)
12:00–1:00	Lunch / Play
1:00–1:30	Spanish Asynchronous Work
1:30–2:00	Core Content-Area Activity (S)
2:00–2:30	Asynchronous Work

SAMPLE GRADE 3 DAY

8:20–9:20	Interdisciplinary Activity with cohort (S)
9:20–10:00	Asynchronous Work
10:00–10:30	Recess / Break
10:30–11:10	Science (S)
11:10–11:35	Small-Group Work with half-group (S)
12:00–1:00	Lunch / Play
1:00–1:30	Core Content-Area Activity (S)
1:30–2:00	Office Hours* (S)
2:00–2:30	Asynchronous Work

"(S)" signifies a synchronous (live) class.

*Office Hours will be in place only when the school is in a fully remote setting. Teachers will coordinate Office Hours with individual cohort members who are participating in the remote setting when it is possible to be on campus.

LOWER SCHOOL: GRADES 4 AND 5

ACCESSING THE CURRICULUM: Students in Grades 4 and 5 will receive a Chromebook on which to access and complete their work. All work will be posted on Sutori in Grade 4 and Google Classroom in Grade 5, with links to any synchronous sessions available directly on Sutori or the Google Classroom page. The schedule for the day as well as all assignments will be posted, and any sites that students will need to access will be linked directly from these pages. We will send other, physical materials directly home in HoundPacks on a regular basis so that students have the materials they need to complete their work.

ATTENDANCE: All students must attend classes according to the schedule we provide. Attendance will be recorded daily.

DAILY SCHEDULE: Students in Grades 4 and 5 will have a full schedule to follow each school day. Students in Grade 4 will begin the day in a Morning Meeting with their cohort teacher to help orient them to the work of the day and to engage in social-emotional learning and identity lessons. They will have an interdisciplinary session with their cohort teacher in which they cover language arts and social studies content and integrate some STEM work. At least three times a week, students will participate in small-group sessions during which specific skill work will be targeted and developed. Asynchronous work will involve both working on the Chromebook utilizing virtual sites and working with print or physical materials and posting results of that work.

Students in Grade 5 will also begin the day in a Morning Meeting with their cohort teacher to orient them to the work of the day and conduct lessons in social-emotional learning and identity work. Math, language arts, and social studies instruction will be taught by the Grade 5 content-area teachers in a group setting, and asynchronous work will be assigned to follow the lesson. Teachers will remain available to answer questions and provide support during these core-content lessons.

Students in Grades 4 and 5 will have assigned asynchronous work following the completion of the in-person portion of the school day in addition to homework assignments in the core-content areas, Spanish, and science.

SPECIAL SUBJECTS: Students will have a schedule of live synchronous classes with special-subject teachers as well as asynchronous work assigned across the week.

MATERIALS AND SOURCES: Teachers will rely on multiple virtual and print materials for instruction. In math, we will use BuzzMath, IXL, and elements of SavvasRealize that will be posted in an accessible format. For language arts, teachers will rely on Epic, Sora, and print materials. Students will submit work using tools such as GoogleSuite, Nearpod, Classkick, and FlipGrid.

DRESS CODE: To maintain a sense of seriousness of purpose in the school day, **students must be in dress code-appropriate clothing for any live classes we conduct.**

OFFICE HOURS: When the school is in a fully-remote setting, Grades 4 and 5 teachers will hold Office Hours at a daily scheduled time so that students and parents can ask any questions, including those about the day's asynchronous work and activities.

ASSESSMENT, FEEDBACK, AND PROGRESS REPORTING: Teachers will provide direct feedback to students in a variety of ways using synchronous and asynchronous tools. The updated educational technology platforms allow audio and written comments from teachers. Students will be able to leave asynchronous questions for teachers from any of those platforms. Standing Office Hours for each cohort will provide students with synchronous opportunities for teacher feedback and questions when we are in a fully-remote setting. The educational technology supports many reporting features to track individual student progress and record responses. Teachers will assign both formative and summative assessments periodically and will provide regular feedback on assessment progress.

SAMPLE GRADE 4 DAY

8:10–8:40	Morning Meeting (S)
8:40–9:30	PE (S)
9:30–10:30	Interdisciplinary Study with cohort (S)
10:30–11:00	Recess / Break
11:00–11:50	Science (S)
11:50–1:00	Lunch / Recess
1:00–1:30	Small-Group Work (S)
	on alternate days, asynchronous work
1:30	Office Hours* (S)
1:45–2:30	Asynchronous Work
2:30–3:30	Homework

SAMPLE GRADE 5 DAY

8:10–8:40	Morning Meeting (S)
8:30–9:20	Math (S)
9:20–9:50	Recess / Break
9:50–10:40	Language Arts (S)
10:40–11:30	Social Studies (S)
11:30–12:30	Lunch / Recess
12:30–1:20	Art (S)
1:30	Office Hours* (S)
1:45–2:30	Asynchronous Work
2:30–3:30	Homework

"(S)" signifies a synchronous (live) class.
*Office Hours will be in place only when the school is in a fully remote setting. Teachers will coordinate Office Hours with individual cohort members who are participating in the remote setting when it is possible to be on campus.

MIDDLE SCHOOL: GRADES 6 TO 8

The St. Patrick's Anywhere experience in Middle School comprises a combination of live online experiences conducted via Zoom, asynchronous classes where content is delivered through technological tools, other online assignments, and other traditional assignments. All Middle School students are issued Chromebooks for use both on- and off-campus.

Each day, students meet at 8:10 am via Zoom for Advisory, where they engage in social-emotional learning work and review their assignments for the day. Following Advisory, students have a full schedule comprising synchronous Zoom classes with teachers and asynchronous work. All classwork and homework are posted daily on our learning management system, Google Classroom.

ATTENDANCE: All students must attend classes according to the schedule we provide.

DRESS CODE: To maintain a sense of seriousness of purpose in the school day, **students must be in dress code-appropriate clothing for any live classes we conduct.** Middle School students have a full schedule each day, although some classes are asynchronous.

EQUIPMENT

- Chromebook/Device and charger, if needed
- Printer, if possible
- Headphones: During live classes, students must use headphones and should begin all sessions with their microphones muted.
- Any books/textbooks/notebooks/packets for class
- Paper
- Any additional materials provided for each class
- Writing utensil

VIRTUAL CLASS MEETINGS: Middle School students will rely on Google Classroom for information and assignments. Teachers will follow a defined schedule—included in this document—that outlines classes for the day. Each day will begin with an Advisory meeting via Zoom when all students will sign on and meet virtually with their advisor and their class. These meetings occur daily and are used to orient students to the work for the day.

ASYNCHRONOUS CLASSES: Students will also have assignments to complete independently during asynchronous classes. In these instances, students will receive instructions from their teachers on the work they need to complete, generally through posts on Google Classroom, how they need to submit that work, and when it is due.

TUTORIAL: Each day at 3:00 pm, students connect with teachers during Tutorial. This period, which starts with a check-in and a review of work still to be completed, provides an opportunity for students to ensure they are on top of all of their assignments.

MATERIALS: Teachers rely on a range of materials for engagement and instruction. In math, we will use Illustrative Mathematics along with sites like Khan Academy and other online and print resources provided by the teachers. In language arts and humanities, teachers rely on books and other print materials along with online tools such as CommonLit and Newsela. Teachers will build lessons and seek student engagement on platforms like PearDeck, Nearpod, and FlipGrid. Students will submit work using tools such as the GoogleSuite, Nearpod, Classkick, and FlipGrid, among others.

ASSESSMENT, FEEDBACK, AND PROGRESS REPORTING: Teachers will provide direct feedback to students in a variety of ways using synchronous and asynchronous tools. Our updated educational technology platforms allow video and written comments from teachers. Students will be able to leave asynchronous questions for teachers from any location. Standing Office Hours for each cohort provide students with synchronous opportunities for teacher feedback and questions. The educational technology supports many reporting features to track individual student progress and record responses. Google Classroom also generates regular reports regarding student work completion that are sent directly to parents and families.

SAMPLE GRADE 6 SCHEDULE

	MON.	TUES.	WED.	THURS.	FRI.
8:10–8:40	Advisory	Advisory	Assembly/ Advisory	Advisory	Advisory
8:40–9:30	6 LA–X (A)	6–SS–X (A)	6–LA–X (S)	6–LA–X (S)	6–Art–X (S)
9:30–9:45	Break				
9:45–10:35	6–Sci–X (S)	6–POD TIME (S)	6–Span–X (A)	6–Art–X (A)	6–Sci–X (A)
10:35–10:50	Break				
10:50–11:40	6–POD TIME (S)	6–Math–X (A)	6–Math–X (S)	6–Span–X (S)	6–Math–X (S)
11:40–12:05	Office Hours	Office Hours	Heritage Speakers (S) 11:40–12:20	Office Hours	Office Hours
12:05–12:50	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:40–2:30	6–PE (S)	6–PE (S)	Study Hall	6–Lit Circles (S)	6–No Class
2:30–3:00			Young Singers (S)		
3:00–3:20	Tutorial (S)				

"(A)" signifies an asynchronous class. "(S)" signifies a synchronous (live) class.

SAMPLE GRADE 7 SCHEDULE

	MON.	TUES.	WED.	THURS.	FRI.
8:10–8:40	Advisory	Advisory	Assembly/ Advisory	Advisory	Advisory
8:40–9:30	7 Sci–Y (S)	7–Music–Y (A)	7 Sci–Y (S)	7–Span–Y (S)	7 Sci–Y (A)
9:30–9:45	Break				
9:45–10:35	7–Math–Y (S)	7–Hum–Y (S)	7–Music–Y (S)	7–Hum–Y (A)	7–Hum–Y (A)
10:35–10:50	Break				
10:50–11:40	7–Art–Y (S)	7–Math–Y (S)	7–Span–Y (S)	7–POD TIME (S)	7–POD TIME (S)
11:40–12:05	Office Hours	Office Hours	Heritage Speakers (S) 11:40–12:20	Office Hours	Office Hours
12:05–12:50	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:50–1:40	7–Hum–Y (S)	7–Art–Y (A)	7–Math–Y (A)	7–SL–Y (S)	7–Span–Y (A)
1:40–2:30	Study Hall	7/8 Lit Circles (S)	Choir–7/8 (offsite)	7/8 PE (S)	7/8 PE (S)
2:30–3:00					
3:00–3:20	Tutorial—Required (S)				

"(A)" signifies an asynchronous class. "(S)" signifies a synchronous (live) class.

SAMPLE GRADE 8 SCHEDULE

	MON.	TUES.	WED.	THURS.	FRI.
8:10–8:40	Advisory	Advisory	Assembly/ Advisory	Advisory	Advisory
8:40–9:30	8—Hum—X (S)	8—Hum—X (S)	8—Sci—X (A)	8—Hum—X (S)	8—Hum—X (S)
9:30–9:45	Break				
9:45–10:35	8—Art—X (S)	8—Music—X (S)	8—Math—X (S)	8—Math—X (A)	8—Rel—X (S)
10:35–10:50	Break				
10:50–11:40	8—Math—X (S)	8—Span—X (A)	8—Music—X (A)	8—POD TIME (S)	8—POD TIME (S)
11:40–12:05	Office Hours	Office Hours	Heritage Speakers (S) 11:40–12:20	Office Hours	Office Hours
12:05–12:50	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:40–2:30	Study Hall	7/8 Lit Circles (S)	Choir—7/8	7/8 PE (S)	7/8 PE (S)
2:30–3:00					
3:00–3:20	Tutorial (S)				

"(A)" signifies an asynchronous class. "(S)" signifies a synchronous (live) class.

ADDITIONAL INFORMATION

TECH SUPPORT: Our Technology Department remains available throughout any period of remote learning to help you and your children in this work. Simply email help@stpatsdc.org and cc: the appropriate Division Head to receive support.

HEALTH OFFICE SUPPORT: Our knowledgeable Health Office staff will remain available via email (nurses@stpatsdc.org) to provide any support you may need regarding your child's or your family's health. Please reach out to them if you have any health-related questions and continue to update them on any health concerns.

MENTAL HEALTH SUPPORT: We recognize that the uncertainty and disruption caused by the pandemic in our daily lives are raising anxiety in many adults and children. If you find that you could use some guidance in supporting your children through this time, please reach out to your child's Division Head or to School Counselor Julianne Reilly (reillyj@stpatsdc.org) or the Rev. Edward Thornley, Day School Chaplain (thornleye@stpatsdc.org).

ADDITIONAL RESOURCES FOR FAMILIES

TECHNOLOGY TOOLS

SUTORI
iPad and Digital Responsibility Introduction For Families

Introduction to iPad Apps, Settings, and Basic Controls

Sutori For Families

Connecting Bluetooth (Wireless) Headphones, Keyboards, or Other Devices To iPads

CLASSKICK
Classkick

GOOGLE MEET
Google Meet For iPads

Google Meet For Chromebooks

NEARPOD
Nearpod

Immersive Reader Tool

FLIPGRID
FlipGrid

Immersive Reader Tool

SEESAW
Using Class and Family versions

GOOGLE CLASSROOMS
Google Classroom introduction for families video

CHROMEBOOK TROUBLESHOOTING WITH ZOOM OR IN GENERAL
Troubleshooting video

IPAD PARENTAL CONTROL
iPad Guided Access As Parental Control