

Gulliver

PREPARATORY

Dear Upper School Families and Students,

I hope this note finds you, your entire family, and your friends well. I am writing to follow up on my message from last week with additional information as we prepare to move to remote learning on Wednesday.

1. Remote Learning Schedule

Our shift to remote learning officially begins on Wednesday, March 18. I have attached a revised schedule to this email, which includes our Early Bird period that will normally be held Monday, Tuesday, Thursday, and Friday. This week, therefore, Early Bird will only meet on Thursday, and the remote learning time for that period will be from 7:15-8:00 AM.

2. Technical Assistance

We had a very successful day on Friday for teachers and students alike. Everyone logged on to Zoom, students joined video calls, and those who had issues got assistance from Gulliver's Educational Technology and Information Services (ETIS) team. If you need a refresher on how to join a Zoom meeting, check out this [quick guide](#) or watch this [short video](#).

ETIS has established Zoom "support rooms" to assist you with remote learning issues ranging from Zoom questions to helping with Mac or PC support, connectivity problems, or accessing library databases and support. The complete list of room IDs can be found [here](#). Rooms will be open each day from 8AM to 4 PM.

If you prefer calling, the main point of contact for student and parent questions is:

Parent and Student Support/ Remote Support

Jesy Gonzalez

E-mail: remotesupport@gulliverschools.org

Ph: 786-709-4099

If you do not immediately reach Jesy or an ETIS team member, please be patient; someone will get back to you as soon as possible.

3. Preparing for Remote Learning

By the time we begin classes on Wednesday, we'll have been out of school for what is effectively five days. Therefore, prior to logging on to one's first block on Wednesday morning, students should review what they had been working on in each of their

classes. This will help everyone move more quickly into reviewing old and starting new material. And as I suggested in my email last week, students should log on to Zoom for their first block no later than 8:50 AM to ensure that their connection is solid.

4. Working from Home

Learning while physically at home is obviously a very different experience than while at school. Students need to prepare a space that allows them to concentrate, which means have minimal visual or auditory distractions. Students should think about what will be in their background when their camera is activated. Since ambient noise and echoing sometimes pose a problem, students might consider using a headset with a microphone. Our schedule has breaks built in, including a 45 minute break from 11:15 AM-12:00 PM for students to eat, stretch, and relax. Spending the day in front of a screen means that physical movement is that much more important. Keeping all precautions and health recommendations in mind, I urge everyone to remain active, going outside whenever possible.

5. Directed Studies

All students are required to log on to Zoom so their attendance can be taken for DS. Once the teacher has taken your attendance, you are free to log off from your DS teacher's Zoom meeting and turn to other work, just as you would in a face-to-face DS.

6. Social Distancing

In his *Nicomachean Ethics*, Aristotle wrote, "...man is by nature a social being." Never in our lives has that observation--for all humans--rung more true. As more and more restrictions on gathering are imposed, we must have the will to abide by them if we hope to curtail the spread of the coronavirus. Practicing social distancing, which essentially prohibits coming closer than six feet of others outside of our immediate families, is how each of us must play our part. Even in these early stages of the spread of the virus in the United States, all of us feel a sense of disruption that comes from this isolation. Nevertheless, I urge all members of the Upper School community, as difficult as it may be, to practice restraint, knowing that when each of us plays our part, we all contribute to "flattening the curve," or slowing the rate at which the virus spreads. In other words, **do not get together with others to study or socialize.**

Social distancing requires us to give up some of our individual liberties for the good of the whole. In *The Social Contract* Jean-Jacques Rousseau described the trade off this way: "What man loses by the social contract is his natural liberty and an unlimited right to everything he tries to get and succeeds in getting; what he gains is civil liberty and the proprietorship of all he possesses."

These are challenging times for all of us. Each day I find myself toggling between the real and the surreal, wondering what the next view of the news will bring. At the same time, I am comforted knowing that our commitment to each other, our social contract with each other inside and outside of Gulliver, will ultimately help slow and stop the virus's spread.

With all best wishes,

Jonathan Schoenwald
 Assistant Head of School, Grades 9-12, & Preparatory Principal

Official Upper School Remote Learning Schedule					
March 16 - March 20					
	3/16	3/17	3/18	3/19	3/20
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			EVEN DAY	ODD day	
8:00 AM	TEACHER WORK DAY	TEACHER WORK DAY	PERIOD 2 (9:00 AM - 10:00 AM)	PERIOD 1 (9:00 AM - 10:00 AM)	SPRING BREAK BEGINS
9:15 AM			BREAK	BREAK	
9:30 AM			PERIOD 4 (10:15 AM - 11:15 AM)	PERIOD 3 (10:15 AM - 11:15 AM)	
9:45 AM					
10:00 AM			LUNCH	LUNCH	
10:15 AM					
10:30 AM			PERIOD 6 (12:00 PM - 1:00 PM)	PERIOD 5 (12:00 PM - 1:00 PM)	
10:45 AM					
11:00 AM			BREAK	BREAK	
11:15 AM			PERIOD 8 (1:15 PM - 2:15 PM)	PERIOD 7 (1:15 PM - 2:15 PM)	
11:30 AM					
11:45 AM			BREAK	BREAK	
12:00 PM			TUTORIAL (2:30 PM - 3:30 PM)	TUTORIAL (2:30 PM - 3:30 PM)	
12:15 PM					
12:30 PM					
12:45 PM					
1:00 PM					
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Gulliver
 6575 North Kendall Drive
 Pinecrest, Florida 33156

305.666.7937
gulliverschools.org
 Email: gullivercommunications@gulliverschools.org

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Gulliver Schools is a 501 (c) (3) private, non-profit, independent co-educational non-sectarian day school with a mission to create an academic community dedicated to educational excellence, with a personal touch, that fulfills each student's potential.