

# **Gilman Learning Continuity Plan**

*Spring 2020*

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# MISSION

Gilman School is a diverse community dedicated to educating boys in mind, body, and spirit through particular emphasis upon academic excellence, athletic participation, and aesthetic appreciation. Gilman seeks to produce men of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work.

# OVERVIEW

## Philosophy and Overview

Gilman’s longstanding commitment to the education of the whole boy in mind, body, and spirit comes to life through an experience that integrates academic, athletic, artistic, and other co-curricular offerings nested within a community that reinforces the spirituality of being a part of something larger than ourselves. We remain dedicated to providing that experience even when daily school life on campus is disrupted by external events and forces.

This Gilman Learning Continuity Plan (GLCP) outlines the School’s plans for its continued operation when we must close the campus for an extended period of time, just as we are now in response to the COVID-19 pandemic. At its core, the Gilman experience is defined and shaped by human interaction. It is important, then, to recognize that, no matter how comprehensive our connectED learning plans are, they will not fully replicate the on-campus experience. That said, our teachers, advisors, and coaches are still teachers, and they are eager to keep the students engaged while we are away from campus.

Two overlapping frameworks help establish a foundation on which to build our GLCP. One is to think about connectED learning in terms of providing **structure** and delivering **content**; the other is to place connectED learning within our mission to educate the whole boy in **mind, body, and spirit**.



## Structure and Content

The outline that follows seeks to establish helpful boundaries to provide for daily structure and effective content delivery. With structure, balance is key. We are learning that, just as leaving everyone to their own devices is not helpful, neither is unrealistic rigidity. Teachers will seek to build structure into connectED learning. They will set expectations for student engagement and work—developing schedules for when students are expected to be participating in real time, establishing deadlines for when more self-directed, self-paced work is due, and clarifying what constitutes high-quality work. This structure will allow for students and teachers to continue to engage in our core academic curriculum, covering essential content and helping boys develop what we call Gilman Skills: his ability to think critically and expansively about our complex world, communicate effectively with diverse audiences, collaborate to solve problems and affect positive community impact, and create works of self-expression that serve and inspire others.



Because each student's remote learning environment—as well as each teacher's remote teaching environment—is different, successful connectED learning demands a healthy degree of flexibility within the structural framework. School bells and uniformly timed activities will govern fewer of our daily school routines. In fact, much of a student's engagement will be asynchronous: it will not take place in real time with the whole class virtually present at once.

In short, teachers, advisors, and coaches will still be teaching, and students will still be learning, but they will be doing so in a way that is fundamentally different from what we are used to. Importantly, we will all be adapting to this new learning environment, and we will all need to be flexible in order to adjust effectively.

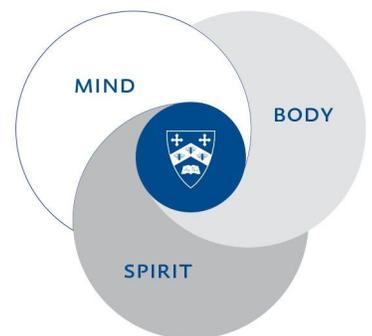
## Mind, Body, and Spirit

Placing connectED learning within our mission to educate the whole boy in mind, body, and spirit helps us to identify the ways in which we want our students to be engaged in the learning process while the campus is closed.

*Mind* - ConnectED learning allows for meaningful engagement in academics. While content coverage may not be exactly the same as in a bricks-and-mortar setting, the students will be engaged in rigorous, meaningful academic endeavors.

*Body* - The GLCP also values the need for our students to exercise the body. We will work to provide resources that will help keep the boys physically active while they are learning remotely.

*Spirit* - Perhaps the biggest—and yet most important—challenge connectED learning presents is that of building community, connecting us in ways that feed our spiritual needs. Through the use of existing structures (homerooms, advisories, teams, etc.) and technologies, we are developing ways to help the boys staying connected to Gilman, reminding us all that we are part of the Gilman family and something bigger than ourselves.



# KEY TERMINOLOGY

## Definitions

- *Distance learning (ConnectED Learning)* - A method of studying in which classes are conducted by correspondence or over the internet, without the student physically attending school.
- *Synchronous* - Existing or occurring at the same time and/or in real time. Ex - class or advisory held at a specific time on a specific day.
- *Asynchronous* - Not existing or happening at the same time. Ex - class assignment given with a specific deadline; student completes work on his own schedule.

**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.

Tools for Asynchronous Learning: 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.

Tools for Synchronous Learning: Chat, Telephone, Podcasts, Video Conferencing.

**eLearners.com**

## Tools to Facilitate Remote Learning

- On *Seesaw*, the Lower School Learning and Engagement Tool, teachers will post assignments, videos and activities for students to engage in an asynchronous manner.
- On *Canvas*, the *Middle and Upper School Learning Management Platform*, teachers will specify which classes will be synchronous and asynchronous. Teachers will also be assessing student progress through a variety of means in order to ensure content and skill mastery.
- *Zoom*, a video conferencing software, will be used by teachers, advisors, and homeroom teachers to engage your son in synchronous learning experiences. In addition, Zoom may be used to meet with students for non-academic reasons, such as advisory or homeroom meetings or student support.
- *G Suite* is a suite of cloud computing, productivity, and collaboration tools, software and products developed by Google.



## HEALTH AND WELLNESS

The health and safety of you and your family remain at the forefront of all discussion and decisions related to our Connected Learning plan. We encourage you to visit our [COVID-19 webpage](#) for updated information and tips. Specifically, the sections on Additional Resources and Counseling, Wellness, and Support.

## STATEMENT OF COMMUNITY INCLUSION AND EQUITY

Gilman's commitment to inclusivity and equity is founded on the belief that our community is strengthened by the vibrant exchange that occurs when individuals with different backgrounds and heritages share their perspectives with one another. Through the recognition and acceptance of our many differences, we learn to appreciate and respect the complexity of the world in which we live and develop essential skills that help us forge productive relationships with those around us.

Gilman 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 connected learning program and encourage you to let us know how we can help. Please feel free to reach out to Johnnie Foreman, Director of Community, Inclusion, and Equity, at [jforeman@gilman.edu](mailto:jforeman@gilman.edu), or Amy Furlong, Director of Enrollment, at [afurlong@gilman.edu](mailto:afurlong@gilman.edu).

## LIBRARY SUPPORT

During a prolonged school closure, the Department of Libraries' mission to support Gilman's faculty and students remains our priority. Support includes:

- Providing students access to online resources including ebooks and audiobooks.
- Assisting students with research projects.
- Maintaining communication with faculty regarding curriculum support.
- Offering different methods for help including email and virtual office hours.



# LOWER SCHOOL

With eight grades in Lower School, there is not a one-size-fits-all approach. The amount of time for school each day will vary by grade, emphasizing morning interactions when learning is optimal. Homeroom teachers will provide details about what learning looks like at his grade level.

We will continue to develop and refine what connectED learning looks like in the Lower School and monitor the process in order to make necessary adjustments to the process. Even though it will not replicate a physical classroom experience, we will maintain the teacher-student relationships that we treasure and the learning we value.

## Structure and Content

<b>Student Expectations</b>	<ul style="list-style-type: none"><li>● Be available for learning every day</li><li>● Check daily assignments</li><li>● Participate in synchronous meetings as much as possible</li><li>● Complete work daily and submit to teachers as requested</li><li>● Observe proper <a href="#">etiquette</a> for Zoom meetings</li></ul>
<b>Parent Expectations</b>	<ul style="list-style-type: none"><li>● Provide space/time for learning</li><li>● Check communications from teachers for daily assignments</li><li>● Remember that the initial week and a half are about setting up routines, expectations, and processes for communicating and learning. The focus is on establishing connections, new norms, and lessons that review previously covered skills. Keep in mind that teachers made their plans through Friday, April 3 before any of us had experienced the reality of connectED learning.</li><li>● Remote learning will not replicate the classroom experience. As we move forward, parents (especially of younger children) will need to provide an appropriate level of guidance and support for their children without this becoming their full-time job.</li></ul>
<b>Homeroom Teacher Expectations</b>	<ul style="list-style-type: none"><li>● Post daily assignments by 7:00 p.m. the previous evening.</li><li>● Provide daily assignments in Math, Language Arts, Social Studies, Specialist Classes with asynchronous instruction at least 3 times a week in core subjects.</li><li>● Offer a weekly overview to aid parents in their planning: daily subjects, days for specials, synchronous class meetings, expectations for how long students should be working.</li></ul>



	<ul style="list-style-type: none"> <li>● Provide a daily 3 hour window of availability to respond to student/parent questions.</li> <li>● Provide synchronous meetings with homeroom students at least twice a week.</li> <li>● Share weekly feedback with parents of students not completing work.</li> </ul>
<b>Specialist Teacher Expectations</b>	<ul style="list-style-type: none"> <li>● Provide one assignment per week for each grade.</li> <li>● Provide a daily 3 hour window of availability to respond to student/parent questions.</li> <li>● Join a weekly HR meeting at least once a week.</li> </ul>

**Attendance** - Students are expected to participate in learning activities each day. Parents should let their son's homeroom teacher know if he will not be able to participate in learning activities that day. Please send an email by 8:00 a.m.

**Assessments** - *Forthcoming*

**Grading** - *Forthcoming*

**Learning Support**

There are several fundamental priorities for students (and their teachers) currently receiving formal accommodations and for those who may need accommodations as they learn how to successfully navigate online learning. To this end, program leadership for student support at each division will collaborate with students, teachers, and families to ensure the following:

- Academic support will be provided to students through individual coaching or small group work to enable them to implement effective strategies and best utilize available resources.
- Monitoring of short-term and long-term assignment completion.
- Referral to remote/online tutoring services as needed.

Dr. Schmerling will be accessible to both Lower School parents and students. Meeting times will be available to boys that have accommodation plans and boys that receive informal supports throughout the school day. This student support collaboration will include the following:

- Helping parents and students break down assignments, manage time/schedules at home, and plan and prioritize connectED learning.
- Scaffold students on assignments and provide additional resources that might help students meet learning objectives.
- Support upper elementary students with their writing assignments and comprehension of the material.
- Support lower elementary students with supplemental activities to develop phonemic awareness, reading skills, number sense, OT skills, and other developmentally appropriate and curricular domains.
- Referral to remote/online tutoring services as needed.



Additionally, Dr. Schmerling will be in touch with every grade-level about their assignments and their connectED learning technology. Similar to when we are at school, teachers will be able to approach her at any time about concerns they might be having about student work completion, understanding of the material, and specific learning needs.

Please email Dr. Schmerling at [jschmerling@gilman.edu](mailto:jschmerling@gilman.edu) if you have any questions or concerns.

### **Mind, Body, and Spirit**

**Mind:** Content coverage and skill development will vary by grade level and teacher.

**Body:** Lower School Physical Education teachers will be sending a list of exercises and suggested activities for students through homeroom teachers websites.

**Spirit:** Homeroom teachers will be conducting frequent synchronous meetings with their homeroom students.

### **Counseling**

Ms. Jordan will be in regular contact with Lower School parents providing support and social-emotional learning resources they can use with their children. Ms. Jordan will also be available through phone 410-323-3800 x484 and email, [ljordan@gilman.edu](mailto:ljordan@gilman.edu), to support parents and students as needed.

These social emotional learning links have 10 days of brief videos and simple activities you can do with your son.

[Social Emotional Learning at Home PK-2](#)

[Social Emotional Learning at Home 3-5](#)

Mindfulness and meditation could be an important resource for you and your child. These activities can be helpful for coping with stress and anxiety and sometimes just a relaxing break. The Cosmic Kid site also has fun yoga videos! Physical activity is also an important stress reliever.

[Cosmic Kids Zen Den](#) - (Mindfulness and yoga) Jamie is the host of these fun videos. The boys love her!

[Mindyeti](#) (Mindfulness) - This has a lot of different mindfulness activities. Most are about 4-7 minutes.

[YoMind](#) (Mindfulness for upper elementary) - Great for 4th and 5th graders (younger boys can do these, too!)



## Important Contact Information

<b>For Questions About</b>	<b>Contact</b>
Lower School Remote Learning Plan	Armistead Webster <a href="mailto:awebster@gilman.edu">awebster@gilman.edu</a> 410-323-3800 x179  Armond Lawson <a href="mailto:atlawson@gilman.edu">atlawson@gilman.edu</a> 410-323-3800 x408  Homeroom teacher
Academic Concerns	Jen Schmerling <a href="mailto:jschmerling@gilman.edu">jschmerling@gilman.edu</a> 410-323-3800 x425
Social-Emotional Concerns	Laura Jordan <a href="mailto:ljordan@gilman.edu">ljordan@gilman.edu</a> 410-323-3800 x484
Absence or Illness	Homeroom teacher
Technology Support	ETS Help Desk <a href="mailto:helpdesk@gilman.edu">helpdesk@gilman.edu</a>



# MIDDLE SCHOOL

Knowing that we will not be able to duplicate life in the John M.T. Finney Middle School through iPads and computers, we will engage your child and continue teaching and learning as a community. Students will experience their classes live (synchronous) through Zoom and Canvas once to twice a week and receive information, assignments, and content on Canvas (asynchronous) on the remaining days. Instruction will take on many forms and will look and feel different from the typical “in class” experience, but the level of rigor and attention to student academic growth and development will remain intact.

## Structure and Content

<b>Student Expectations</b>	<ul style="list-style-type: none"><li>● Students should expect that academic teachers will post approximately 40 minutes of work per class per meeting day of the cycle. Teachers of Talk, Music, Band, quarter classes, and semester elective courses will post approximately 40 to 60 minutes of work per week.</li><li>● Students should expect to be working on school work for approximately four hours per day and, unless they are sick, to be meeting deadlines posted for assignments.</li></ul>
<b>Parent Expectations</b>	<ul style="list-style-type: none"><li>● Have patience and show support as we move into this unique situation.</li><li>● Help your son check for daily assignments.</li><li>● Assist your son in creating a learning space.</li><li>● Help your son manage his work schedule each day.</li></ul>
<b>Teacher Expectations</b>	<ul style="list-style-type: none"><li>● Teachers will be available for extra help via email during the weekdays and during scheduled study halls.</li><li>● All assignments will be posted via Canvas, our Learning Management System.</li><li>● Teachers will post all of their assignments for the upcoming week on Canvas on Sundays by 8:00 p.m.</li></ul>

## Daily Schedule

- On Wednesdays, we will operate on a [One-Hour Late Schedule](#) to provide professional development for the faculty from 8:00-8:50 a.m. Click on the link to view the schedule.

## Attendance

- Parents should email Ms. Phyllis Pollard, Middle School Administrative Assistant, at [ppollard@gilman.edu](mailto:ppollard@gilman.edu) if their child is not able to participate in school, class, or classes on a given day.
- Checking in with him about his schedule and the assessments or activities he is working on in each of his classes.



- Students are expected to attend all scheduled synchronous activities - academic classes, advisory and homeroom, and grade meetings.

### **Assessments - Forthcoming**

### **Grading - Forthcoming**

### **Learning Support**

- Over the next week, Ms. Kim Eddinger will connect with all the boys who have accommodations. Please see [Gilman Remote Learning Student Support Plan](#).

### **Mind, Body, and Spirit**

**Mind:** Content coverage and skill development will vary by grade level and teacher.

**Body:** Mr. Bryn Holmes, Assistant Director Athletics, will send a list of exercises and suggested activities for students. Students in need of athletic training advice should contact Mr. Nick Pitruzzella ([npitruzzella@gilman.edu](mailto:npitruzzella@gilman.edu)) or Ms. Kristin Brown ([kbrown@gilman.edu](mailto:kbrown@gilman.edu)).

**Spirit:** Homeroom teachers and advisors will be conducting frequent synchronous meetings with their homeroom students.

### **Counseling**

Middle School students will have access to a [Counseling Canvas page](#). This page will host various resources for students, provide space for connecting with the counselor in an informal setting and open setting, and offer activities related to social-emotional health and wellness. For example, the Counseling Canvas Page might include the [Gilman Wellness Challenge](#). Students would be asked to complete the activities on the page and share their experiences with Ms. Summers.

During this period of connectED learning, students have the option of signing up for a Zoom session with Ms. Summers that should help to facilitate discussion and check-ins. The [calendar of availability](#) will be linked to Canvas. In addition, students and families should feel free to reach out via email at [asummers@gilman.edu](mailto:asummers@gilman.edu). There should also be opportunities for students to have larger Zoom meetings - perhaps grade-level options to connect.



## Important Contact Information

<b>For Questions About</b>	<b>Contact</b>
Middle School Remote Learning Plan	Shonique Alexander <a href="mailto:salexander@gilman.edu">salexander@gilman.edu</a> 410-323-3800 x673  Homeroom teachers/Advisor
Academic Concerns	Kim Eddinger <a href="mailto:keddinge@gilman.edu">keddinge@gilman.edu</a> 410-323-3800 x645  Eric Marner <a href="mailto:emarner@gilman.edu">emarner@gilman.edu</a> 410-323-3800 x661
Social-Emotional Concerns	Amy Summers <a href="mailto:asummers@gilman.edu">asummers@gilman.edu</a> 410-323-3800 x301
Absence or Illness	Phyllis Pollard <a href="mailto:ppollard@gilman.edu">ppollard@gilman.edu</a> 410-323-3800 x393
Technology Support	ETS Help Desk <a href="mailto:helpdesk@gilman.edu">helpdesk@gilman.edu</a>  Lynn Nichols <a href="mailto:lnichols@gilman.edu">lnichols@gilman.edu</a> 410-323-3800 x674



# UPPER SCHOOL

Our main goal is to create a learning environment that will keep the boys engaged in learning. We have provided faculty with many resources to succeed in online teaching—including tutorials to better utilize our current learning management system (LMS), Canvas, and upgrading our subscription to Zoom so that teachers can hold online meetings for a longer period of time and with the ability to record meetings. We have also shared lesson plan templates with the faculty that are unique to online learning.

Your sons have proven time and again that they are willing to challenge themselves as learners and citizens. Certainly one of the things that we are concerned about as we move to online learning is the loss of community and spirit and our inability to continue to develop relationships and strengthen our community in person. It is what makes Gilman truly unique and special. I have asked teachers and advisors to commit to connecting with their students and advisees through a real-time Zoom meeting at least once a week. Hearing familiar voices and seeing familiar faces are important as we practice social distancing, work through the events that have led us to move to online learning, and process the ever-changing circumstances surrounding this pandemic.

## Structure and Content

<b>Student Expectations</b>	<ul style="list-style-type: none"><li>● An understanding of each teacher’s expectations over the next two weeks.</li><li>● Check email and Canvas notifications multiple times each day.</li><li>● Create a daily routine and follow it consistently.</li><li>● Be present for each synchronous lesson. Unexcused absences from meetings will be noted and forwarded to Kimberly Hammer.</li><li>● Contact teachers, or advisors for academic issues. Dr. Mojzisek is also available for support.</li><li>● Email the <a href="#">ETS Help Desk</a> if tech support is needed.</li><li>● Periodic check-ins with classmates using social media, Facetime or similar tools.</li></ul>
<b>Parent Expectations</b>	<ul style="list-style-type: none"><li>● Online learning takes many forms, and each teacher will be "teaching" in different ways.</li><li>● Teachers may expect your sons to be present through scheduled Zoom meetings each class day where faculty will, in real-time, connect with them.</li><li>● Teachers may do more asynchronous (refers to something not occurring at the same time) learning where students will post assignments/assessments to Canvas or watch recorded lessons. Asynchronous teaching could take the form of a discussion thread, a reading guide, or math problems.</li></ul>



<p><b>Teacher Expectations</b></p>	<ul style="list-style-type: none"> <li>● Provide each class with two weeks of work (assignments to complete and class objectives).</li> <li>● Reach out to students synchronously one/time week through a Zoom meeting.</li> <li>● Communicate daily with each class.</li> <li>● Be available to students throughout the day either through email, Canvas, or Google Hangouts.</li> <li>● Synchronous instruction should be done during the regularly scheduled meeting time. (Example: Period 1, Day 1)</li> <li>● Notify students when they are holding a synchronous lesson or when they plan to meet with students through Zoom.</li> <li>● Submit graded assessments and assignments to Canvas on a regular basis.</li> </ul>
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**Daily Schedule**

Wednesdays

- We will continue to "start" classes at 9:00 a.m. on [Wednesdays](#). If teachers schedule a synchronous activity with your son's class, please understand that 1st period will begin at 9:00 a.m. Also, on Wednesday, April 1 we will go to the regular Wednesday schedule---there will not be a two-hour delay.

Quarter 3

- We will extend the end of Q3 to Friday, April 3. Grades are due from teachers on April 9.

Afternoon Blocks

- Activities/Labs/Music Ensemble practices will not be held while we are engaged in online learning.

**Attendance**

Students are expected to be present during all synchronous activities, specifically Zoom sessions.

**Assessments - Forthcoming**

**Grading - Forthcoming**

**Learning Support**

Dr. Dennis will connect with all of the boys that have accommodations. (See the [Gilman Remote Learning Student Support Plan.](#)) For all boys who do not complete assignments on time or struggle to be engaged, teachers have been asked to contact the advisor and Mr. Rob Heubeck, Head of Upper School, [rhubeck@gilman.edu](mailto:rhubeck@gilman.edu).



## Mind, Body, and Spirit

**Mind:** Content coverage and skill development will vary by grade level and teacher.

**Body:** We are suggesting the US students who do not have a [PLT4M account](#), sign up for one. Everyday, there is a new workout that can be done in their home. Students in need of athletic training advice should contact Mr. Nick Pitruzzella, [npitruzzella@gilman.edu](mailto:npitruzzella@gilman.edu) or Ms. Kristin Brown, [kbrown@gilman.edu](mailto:kbrown@gilman.edu).

**Spirit:** Advisors will be conducting once a week check-ins via synchronous meetings, email or other communications.

### **Counseling**

Dr. Mojzisek is planning to offer a check-in for all the upper school students with a Google Form based on the journal that they do in Health and Guidance freshmen year. This form will provide links for further conversation and support. The plan will be to create a new form every A week with a reminder/invite to resend each B Week. Students and parents are also encouraged to reach out to Dr. Mo directly at [jmojzisek@gilman.edu](mailto:jmojzisek@gilman.edu).



## Important Contact Information

<b>For Questions About</b>	<b>Person to Contact</b>
Upper School Remote Learning Plan	Rob Heubeck <a href="mailto:rheubeck@gilman.edu">rheubeck@gilman.edu</a> 410-323-3800 x390  Brian Ledyard <a href="mailto:bledyard@gilman.edu">bledyard@gilman.edu</a> 410-323-3800 x391
Academic Concerns	Advisor  Stephanie Dennis <a href="mailto:sdennis@gilman.edu">sdennis@gilman.edu</a> 410-323-3800 x755
Social-Emotional Concerns	John Mojzisek <a href="mailto:jmojzisek@gilman.edu">jmojzisek@gilman.edu</a> 410-323-3800 x305
Absence or Illness	Advisor Kimberly Hammer <a href="mailto:khammer@gilman.edu">khammer@gilman.edu</a> 410-323-3800 x268
Technology Support	ETS Help Desk <a href="mailto:helpdesk@gilman.edu">helpdesk@gilman.edu</a>

