



Distance Learning Handbook 2020 - 2021

Our Mission

To provide a balanced, diverse, and secure community that prepares students academically, socially, and ethically for college and a meaningful life.

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The spirit, intent, and guiding principles in our GSB Parent/Student Handbook remain in effect with the advent of distance learning. Gill St. Bernard's School reserves the right to add/change the contents of the Distance Learning Handbook at any time, including policies and procedures.

INTRODUCTION

Gill St. Bernard's distance learning model upholds our mission for providing a balanced, diverse, and secure community that prepares students academically, socially, and ethically for college and a meaningful life. We combine synchronous (live) instruction with asynchronous (accessible anytime) instruction. The schedule is intentionally designed to provide balance for our students as we continue educating the whole child using our core values of courage, integrity, respect, compassion, and excellence to guide us in all our interactions.

DISTANCE LEARNING DEFINITION

When transitioning from on-campus learning to off-campus distance learning, our plan includes synchronous (real-time) and asynchronous off-site learning (learning/sharing outside the constraints of time and place). Faculty connect with students and families using digital devices and platforms. At the heart of our Distance Learning Plan is the maintenance and nurturing of the relationships between teachers and students and families.

DISTANCE LEARNING APPROACH

- Teaching and learning will continue; it will look and feel different with adjustments and modifications.
- Students and families will continue to experience the interpersonal relationships that are the hallmark of GSB.
- Guidelines exist so that the distance learning school day does not require students to spend an excessive amount of time in front of screens.
- Recommendations for daily routines for on/off-screen time will help support parents and caregivers.
- Consistent, predictable communication with families will remain our practice.
- Methods of assessing students will include traditional and alternative assessments and projects. Communicating student progress will consist of remote conferences and feedback over the phone (messages left on faculty work phones go directly to email accounts).
- Alignment within each grade level and across disciplines will be a priority.
- Exercise is strongly encouraged for mental health and wellness reasons.

DISTANCE LEARNING UPDATES

When distance learning is initiated, there will be timely communication with the community through updates on the [MyGSB](#) page of the school's website and the *Sunday Weekly Newsletter*.

GSB CONTACTS

- Head of School – Sid Rowell
- Director of Technology – Jackie Teichman

LOWER SCHOOL

- LS Director - Kyle Armstrong
- Administrative Assistant – Nancy Stober
- Dean of Student Life - Jill Fedon
- Dean of Academic Life - Zoe Tuohy
- LS/MS Director of Learning Support - Cendahl Cornellio-Alter
- LS Specialist – Casey Santonacita
- Reading Teacher – Linda Nisky
- School Counselor - Jessica Robina
- School Nurse – Laura Barback

MIDDLE SCHOOL

- MS Director - Kyle Armstrong
- Administrative Assistant – Barbara Bator
- Dean of Academic Life - Zoe Tuohy
- Dean of Student Life – Denise Konner
- LS/MS Director of Learning Support - Cendahl Cornellio-Alter
- School Counselor - Jessica Robina
- School Nurse – Laura Barback

UPPER SCHOOL

- US Director - Joel Coleman
- Administrative Assistant – Meredith Swenson
- Assistant US Director & College Guidance - Kerri Small
- Dean of Student Life - David Pasquale
- Learning Specialist - Taryn Barry
- School Counselor - Emily Haberman
- School Nurse - Janice Backer

DISTANCE LEARNING RESOURCES

Platforms

Platforms used for distance learning vary by grade level and division including, and not limited to:

- KnightSite is our online Learning Management System (LMS)
- Microsoft Office 365
- MyGSB
- Google Apps: Docs, Sheets, Slides, Jamboard
- NoodleTools

[NOTE: See Appendix I for a list of school software subscriptions.](#)

Student Access

- **Preschool-Kindergarten:** Internet access, one family device for access to the Internet, hands-on materials, and a space to play/exercise
- **Grades 1-4:** Internet access, family device(s) for access to the Internet, a quiet and non-distracting workspace/area, hands-on materials, and a space to play/exercise
- **Grades 5-8:** Internet access, family device(s) for access to the Internet, a quiet and non-distracting workspace/area, and a space to play/exercise
- **Grades 9-12:** Internet access, one family device for access to the Internet, a quiet and non-distracting workspace/area, and a space to exercise

Note: In grades 5-12, for families with two GSB students, two computers may be needed. With live learning taking place, it may be difficult for siblings to share devices.

TECH HELP FOR FAMILIES

GSB provides many technology resources for your learning and community activities. Technology is used thoughtfully and with an eye to maintaining personal interactions at GSB. During the school day and while on campus, students in grades PreK–2 will have access to iPads, and students in grades 3-6 have access to Chromebooks. Technology is provided in art, science, and technology labs, but any other schoolwork requiring a computer is completed on a personal device. Devices will not be shared.

To support this, GSB is a bring-your-own-device (BYOD) school. For individual work and home use, devices are recommended as follows:

- PreK to 2 – an iPad running iOS 12 or later
- Grades 3 to 8 – a Chromebook running version 81 or higher, or a device that fits the US recommendations
- Grades 9 to 12 – PC-compatible laptops with Windows 10 at a minimum or Apple laptop with Macintosh OS X High Sierra at a minimum. Chromebooks and tablets are not recommended in the US, as they often cannot support applications used at this level.

All devices must have the latest operating system updates and security patches. Antivirus software is also required on Mac and Windows computers. Recommendations are based on operating system minimums. This gives families the opportunity to select hardware specifications that support these minimums and fit their budgets.

GSB uses Microsoft 365 for school email and applications. All students in grades 5-12, as well as faculty and staff, have a GSB email address. This is the official communication method between teacher and student. As part of our Microsoft 365 system, every family can download the desktop apps for all the Office tools on up to five (5) personal devices.

“KnightSite” is our Learning Management System (LMS), a cloud-based system from Blackbaud. All enrolled students have an individual KnightSite account that includes access to the academic schedule, assignments, resources, and the school directory.

GSB provides several other software tools and apps to support learning. In our evolving distance learning environment, we are updating this list of tools with an eye towards safety and data security and academic viability, as well as community building. A few standard tools include:

- Google Drive, Docs, Sheets, Slides and Jamboard
- SeeSaw (PreK – 4)
- Microsoft Teams and Zoom are used for synchronous learning sessions

The Technology Department is available for support to assist with basic troubleshooting and use of school online tool. Some limitations may be presented due to unforeseeable factors.

GSB Technology Department:

Jackie Teichman, Director of Technology
Steve Andriolo, Technology Support Specialist
Joe DeVico, Coordinator of Instructional and Visual Technology
Brendan Flanagan, Technology Integrator
Eileen Procaccino, Registrar

For assistance,
reach out to
help@gbsbschool.org
or call
908-234-1611 ext. 475.

OUR PARTNERSHIP: PARENT, STUDENT, AND SCHOOL ROLES AND RESPONSIBILITIES

Distance learning requires a unique partnership between the school and families. Flexibility, creativity, problem-solving, and communication are appreciated. We value:

- Connection/Contact/Community
- The ability to meet our students where they are and help them grow
- Families spending quality time together
- Reasonable screen time
- Maximum time exploring and creating

Parents/Caregivers

GSB understands that distance learning requires our students and our families to adjust their daily lives and activities. Continued partnership with parents plays a vital part in ensuring the success of our plan. Division Directors, learning support staff, the technology department, and teachers are available to support and guide students should they need help. Below are some guidelines for families helping students with distance learning.

Establish a Regular Schedule for Your Child & Stay Engaged - Once the school initiates distance learning, families must help students establish and maintain a *routine and structure* for their day, beginning with a *regular bedtime and wake-up time each day*. While some of our students may want to stay up late and sleep in, establishing a typical school day in conjunction with the school's schedule will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your children *build in "breaks"* during the school day, encouraging them to stand up and move around, so they are not remaining sedentary throughout the day. Begin and close each "school day" with a brief *check-in*, as well as checking in throughout the day at regular intervals to ensure that your child is successfully engaging in distance learning. Reach out to your children's teachers if you observe your child struggling to stay focused. Setting *clear expectations* with your child about regular school day hours will help your child maintain a schedule and stay on top of his/her schoolwork.

Create a Study Space for Your Child - Productive learning relies on a conducive environment. We recommend that, if possible, you create a *separate, quiet space* in your home for your child to study. The family room sofa close to a television may not be the optimal place. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to *avoid isolating* your child and to allow you to monitor your child's learning and screen activity. A place with a *strong wireless connection* is essential.

Stay in Communication with your Children’s Teachers - Teachers and other administrators will maintain regular communication with you. The frequency of the contacts will depend on each child's age, developmental stage, and level of independence. While teachers are available as resources for children and you, please keep in mind that our teachers will need to be in regular email communication with all their families. We ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential. *Please use email (not texting) as your primary method of contact with teachers at their gsbsschool.org email accounts.*

Encourage Independence and Allow for Productive Struggle - Stay engaged by asking your child questions and having him/her share thoughts while *encouraging independence*. Some *productive struggle is essential* to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and overwhelmed by schoolwork, please reach out to the teachers, advisors, or counselors.

Help your Children Maintain Social Contact with Peers - Your children need to stay in social contact (through virtual means) with their friends and peers during distance learning periods. Encourage your child to interact with friends through age-appropriate platforms or phone conversations. They can form study groups created by their teachers or informal groups that they develop on their own. Parents are encouraged to set up virtual playdates and social opportunities outside of school hours, as the school cannot be responsible for arranging these.

Wellness: Encourage Physical Activity and Movement and Monitor Student Stress - Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should *monitor student stress levels* and reach out to the counselor for advice, as needed. The health and wellness of our students are of the utmost importance. Parents can partner with the school by *checking in on their children’s physical activity* and ensuring that they participate in the activities provided by physical education teachers.

Time Management - During certain times in the distance learning schedule, some students may need help with time management. Teachers are available to assist, and it is also vital for parents to *ensure that students are spending this time on schoolwork*. Even if a student says that he or she is done with assignments, this may be a valuable time to meet with teachers, study with peers, and practice the learning outcomes for the course. Students should be actively working during the designated times.

Bandwidth - Potentially, during a school day, multiple devices will be used simultaneously in a home and bandwidth could be taxed. Without proper bandwidth, students may not have access to tools and platforms that are necessary for distance learning. We ask that parents please monitor the number of users to ensure that one user is not streaming or playing video games, while another is engaged in a distance learning plan.

Students

Access - Students are reminded to check KnightSite daily and use their school email account for communicating with faculty. All students have:

- A KnightSite login
- An Office 365 account for email and productivity applications
- Access to Google Apps

Attendance - In Lower School and Middle School, attendance is taken to ensure daily contact with the teachers and students. In the Upper School, teachers will track attendance for synchronous classes.

Assessments - Teachers design assessments that are appropriate for the distance learning setting, including formative assessments, projects, and alternative assessments.

Honor Statement and Technology Acceptable Use Policy - The GSB Honor Statement and Technology Acceptable Use Policy apply to distance learning.

Video Conferencing Student Etiquette and Behavior - Video conferencing in a class with a teacher is an essential aspect of distance learning. Students will adhere to the following guidelines while participating in video conferences:

- Video conferencing is a remote way of attending class. Behavior standards in a video conference need to mirror behavior standards in a live classroom. Pay specific attention to language, and only use language that would be appropriate in a live class.
- One-on-one extra help sessions between one teacher and one student are not permitted. From the student end, there either needs to be at least two students present for an extra help session or, for the younger students, a parent present.
- In the Lower, Middle, and Upper Schools, parents may not join live classes unless specifically invited to do so by the teacher. Students are expected to participate in class meetings independently; parents may provide support for our youngest learners only as needed. Parents may not join live classes if their child is not physically present in the home.
- Students are not permitted to video a live class session. Furthermore, students may not record a live lesson with their cell phones or any other devices. Teachers are not allowed to record and distribute live learning lessons.
- As is the case in a live classroom, video or audio recording or screenshots of on-line instruction are not allowed.

- While standard on-campus dress code is not in effect, students who take part in video conferences are expected to be reasonably and appropriately dressed.
- Images appearing on your screen or in your background need to be appropriate and in accordance with GSB's Mission, Core Value, and [Student Handbook](#).
- Please respect all other members of the video conference. Instances of harassment, bullying, or poor online behavior will be considered a violation of school policy.
- Refrain from commenting on another student's background and/or home environment. Students and teachers may 'blur' the background if they choose (it is a feature in Teams and many other virtual conference tools).
- If students are asked to show their faces in a virtual classroom, they should honor that teacher's request. Students and teachers have the option to blur or alter their backgrounds.
- Students will follow expectations communicated by teachers, including not using cell phones during classes.
- Violation of these standards will be addressed by the classroom teacher and, if needed, through the Dean's Office.

Faculty & Staff

Leadership Team

- Create, distribute, and update the *Distance Learning Handbook*.
- Establish clear channels of communication between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment with professional development/training, FAQs, personal contact, and clear communication.
- Help teachers implement and pivot to distance learning and ensure high-quality learning experiences for all students.

Classroom Teachers

Before distance learning:

- Attend school preparedness meetings on distance learning.
- Attend digital platform training (Microsoft Office, KnightSite, Google Apps), and set up a virtual classroom experience.
- Train students about platform expectations. Preferably, student training will take place in real-time, when possible, and include:
 - Overview and practice with any digital platform that might be used during a campus closure.
 - Expectations for online behavior (language, attire) - including appropriate approaches to learning, participating in any breakout groups or online chats, etc.
 - Provide clarity about how performance will be assessed with distance learning.
 - Expectations for makeup work.
 - Encouragement to have a buddy (or two) in the class with whom they can connect if they have tech/communication problems.
- Collaborate with other team or department members to design distance learning experiences.
- Each Lower School and Middle School homeroom teacher and advisor will contact families during the “transition to” distance learning. Upper School advisors will check in with their advisees once per week.

Once Distance Learning Begins

- Communicate frequently with students and as needed, with their parents. Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions.
- Provide timely feedback to support student learning.
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences.
- Work with supervisors to review feedback about distance learning experiences and make appropriate adjustments.

- Lower School and Middle School teachers update class pages by 8:15 a.m. daily to include distance learning expectations.
- Upper School teachers, just as for on-campus classes, update student assignments, homework requirements, and resources before 4:00 p.m. (and 4:00 p.m. on Fridays for Monday's work).
- Run any synchronous classes or other synchronous student-teacher meetings during times designated in the schedule.
- Maintain class page presence and keep assessments up to date.
- Attend division, department, grade level, or full faculty meetings via designated platform during distance learning.
- Hold “office hours” by keeping platforms open during designated times.
- Reasonably utilize any workday time that isn’t direct student contact time for planning, collaboration, curriculum work, assessment development, etc.
- Taking attendance

Lower and Middle School Attendance

The purpose of attendance in the Lower and Middle Schools is to ensure daily contact with teachers. It is vital that you and your child feel known and cared for by the school, especially during distance learning. This daily contact ensures reliable communication between home and school. Also, if your child is sick and not able to complete work during a given day, appropriate extensions will be granted. (*NOTE: The following framework for tracking attendance mirrors our daily Lower and Middle School procedures during regular school operations.*)

Lower School Distance Learning Attendance

- Attendance will be taken daily during the 8:15 a.m. Morning Meeting.
- Teachers will log attendance into KnightSite.
- Please report absences before 8:00 a.m. by calling the GSB Absentee Hotline (908-734-1120); after 8:00 a.m., please email Mrs. Stober (nstober@gsbschool.org).

Middle School Distance Learning Attendance

- Each morning at 8:15 a.m., your child’s homeroom teacher will send your child an email with a thought or ‘question for the day.’
- Your child should respond to the email, ‘checking in’ for the day.
- Students should respond by 9:00 a.m. If not, your child’s homeroom teacher will reach out personally via email or phone call.
- Teachers will log attendance into KnightSite.

Upper School Attendance.

- Teachers will track attendance for synchronous classes in KnightSite. Digital resources, recorded lectures, recorded synchronous class sessions, remotely given and received assessments, and other asynchronous methods will fill the time requirements of other class meeting times. Advisors will check in with their advisees once per week.

Learning Resources Teachers

- Support teachers and teams in the implementation of distance learning.
- Communicate regularly with the subject or classroom teachers.
- Continue to offer support for students with learning plans and learning differences.
- Provide supplementary learning activities for students who might benefit from additional practice to close academic and curricular gaps, or for students who need extra enrichment/challenge.
- Support students who are absent.
- Lead small groups online for study sessions, tutorials, and one-to-one support, as needed.

Counselors

- Serve as liaison for communication with students/families in crisis.
- Available via email, telephone, and telehealth sessions to support students and families.
- Provide 1:1 counseling session, as requested, utilizing confidential, HIPAA-compliant platform (US) or phone call (MS, LS).
- Offer developmentally appropriate social-emotional resources for use at home.
- Assist faculty with guidance on accommodations and strategies for supporting the mental health needs of students.

College Counselors

- Continue to provide regular college counseling services to the student body.
- Evaluate timeline for graduation requirements, class credit, and AP testing deadlines.
- Host office hours for students to call in and access support virtually. Encourage students, parents, and guardians to schedule these meetings, as needed.

Librarians

- Collaborate with colleagues to find resources for high-quality distance learning experiences and research.
- Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.
- Maintain and update the online library site for obtaining resources.
- Be available for teachers and students as needed for support.

Lower School Related Arts Teachers

- Staying mindful of the resources and tools families may or may not have in their homes, develop a bank of projects and activities (including videos) for students and share these with classroom teachers.
- Work with classroom teachers to join face-to-face sessions with students as appropriate.
- Collaborate with classroom teachers on how to integrate specialist areas into classroom projects and experiences.
- Use any non-student contact time to plan, develop curricula, collaborate, and support other areas of the school.

Middle School Homeroom Teachers

- Send daily emails to students for attendance by 8:15 a.m. Students should respond by 9:00 a.m., and then log attendance into KnightSite (follow up email/phone call should a student not respond by 10:30 a.m.
- Send a weekly email to homeroom students that includes a [Google form](#) asking for their feedback.
- Conduct weekly Zoom meeting with all students in your homeroom. Use weekly check-in Google form to be able to address general concerns or questions and provide academic guidance and support.
- Conduct weekly homeroom meetings (email, phone, Zoom) as needed based on responses from weekly Google check-in form and communication from parents.
- Communicate with parents weekly via email.
- Communicate with your students' teachers regarding subjects or assignments as needed.
- Communicate with the Learning Support Director regarding academic issues that arise for your students with learning plans.
- Communicate with the LS/MS Counselor regarding social/emotional issues that arise for students.

Upper School Advisors

- Contact advisees once per week via email or Teams.
- As needed, conduct synchronous advisory meetings during scheduled advisory periods.
- Communicate with advisees' parents, teachers, learning services, counselor, and college counselors, as needed.

Tech Support Team

- Manage the help@gbschool.org for faculty, students, and parents.
- Manage an emergency tech hotline daily: **908-234-1611 (ext. 475)**.
- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary tools and skills to excel in a distance learning environment.
- Continually monitor the needs of teachers, students, and parents and troubleshoot challenges, as needed.
- Be available in person or remotely to provide on-demand tech support help.
- Audit usage to identify students or parents who may be unavailable or out of reach.

Administrative Assistants

- Maintain regular communication with families via email and phone to the degree possible.
- Continue to schedule meetings, observations, and other appointments for Division Director.
- Draft and proofread correspondence for the division as needed.
- Support other areas of the school as needed (admissions, advancement, etc.).

Faculty Advisors to Clubs and Other Student Organizations

- Determine what work of the club or organization can occur in a virtual setting.
- Communicate expectations about work with all members and division-level administration.

Faculty Tutors / Tutoring Policy

- As usual, tutoring sessions need to occur outside of school hours.
- Tutoring sessions need to occur outside of GSB's virtual campus through Microsoft Teams and Zoom.
- All other GSB policies around tutoring (see *The Parent/Student Handbook*) still apply in distance learning.
- GSB teachers who are tutoring (GSB students or otherwise) need permission from the families with whom they are working to work 1:1 with the student(s).

Distance Learning Plans & Divisional Schedules

LOWER SCHOOL

Important Specifics

- Homeroom teachers will reach out to families by 8:15 a.m. each morning via email.
 - Specific directions and announcements will be shared in the morning email.
 - Assignments, additional communication, and resources can also be found on student KnightSite and SeeSaw pages.
 - Homeroom teachers will be available via email throughout the day until 4:00 p.m. to answer questions and provide guidance.
- Each Wednesday, a Town Meeting may be presented live on Instagram (@gsblowerschool) for students and families to stay connected with the community. There will be plenty of communication regarding these opportunities.
- Additionally, our Instagram(@gsblowerschool) is an excellent place for students, parents, and teachers to connect in the virtual world.
- Students are encouraged to get plenty of exercise, spend time outside, and take technology-free brain breaks throughout the day.
- Communication, flexibility, adaptability, and balance are vital components for your child, your household, and our school.

Distance Learning Schedule 2020-2021
Preschool and Prekindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:45am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 - 9:45am	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work
9:45 – 10:00am	Break	Break	Break	Break	Break
10:00 - 11:00am	PE/RA	PE/RA	PE/RA	PE/RA	PE/RA
11:00 - 12:00pm	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work	Homeroom/ Small Group Work
12:00 - 1:15pm	Lunch/Recess/ Daily Breather	Lunch/Recess/ Daily Breather	Lunch/Recess/ Daily Breather	Lunch/Recess/ Daily Breather	Lunch/Recess/ Daily Breather
1:15 - 2:15pm	Rest	Rest	1:30 – 2:30pm Town Meeting/ Assembly ----- Rest/ Reflection/ SEL/Service Learning	Rest	Rest
2:15 - 2:45pm	Study Hall/DEAR/ Complete Daily Work	Study Hall/DEAR/ Complete Daily Work	Study Hall/DEAR/ Complete Daily Work	Study Hall/DEAR/ Complete Daily Work	Study Hall/DEAR/ Complete Daily Work

Distance Learning Scheduled 2020-2021
Grades K – 4

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:45am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 - 9:45am	Math/Small Group/RA	Math/Small Group/RA	Math/Small Group/RA	Math/Small Group/RA	Math/Small Group/RA
9:45 - 10:00am	Break	Break	Break	Break	Break
10:00 - 11:00am	LA/Small Group/RA	LA/Small Group/RA	LA/Small Group/RA	LA/Small Group/RA	LA/Small Group/RA
11:00 - 12:15pm	Lunch/Recess/Daily Breather	Lunch/Recess/Daily Breather	Lunch/Recess/Daily Breather	Lunch/Recess/Daily Breather	Lunch/Recess/Daily Breather
12:15 - 1:00pm	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
1:00 - 1:30pm	Journaling/Writing/Continue Daily Work	Social Studies	Journaling/Writing/Continue Daily Work	Social Studies	Journaling/Writing/Continue Daily Work
1:30 - 2:30pm	Enrichment Studies	Enrichment Studies	Town Meeting/Assembly ----- Reflection/SEL/Service Learning	Enrichment Studies	Enrichment Studies
2:30 - 3:00pm	Study Hall/DEAR/Complete Daily Work	Study Hall/DEAR/Complete Daily Work	Study Hall/DEAR/Complete Daily Work	Study Hall/DEAR/Complete Daily Work	Study Hall/DEAR/Complete Daily Work

Schedule Overview

- Timings mirror a regular school day (8:15 a.m. - 3:00 p.m.); schedule to run Monday through Friday (given there are no holidays, etc.)
- Schedule will work in conjunction with the in-person schedule, creating consistency for students, regardless of the learning environment
- Students will not be online the entire day. Throughout each day, teachers will move through the schedule skillfully combining synchronous, asynchronous, and project-based experiences for children. Goal: A balanced, structured daily schedule for Lower School students
- Enhanced collaboration between homeroom and Related Arts teachers, which will allow the school to offer our full array of programming.

**The kindergarten schedule may be adjusted to reflect developmental needs.*

Schedule Details

- Morning Meeting: All Group, Homeroom and RA teacher; circle time, plan for the day, assignment and/or mini lesson. May also include SEL, Show and Tell and Friends Day.
- Math and LA Blocks: Rotation of whole or small group synchronous teaching, RA synchronous teaching, asynchronous work, and feedback/review
- Social Studies: work by Homeroom
- Town Meeting/Assembly: Lower School community gathering for SEL, service-learning and reflection
- Enrichment Studies: Cross-discipline teaching and learning within each grade level. Opportunities for projects and differentiated learning. This time may also be used for student support.

MIDDLE SCHOOL

Initial Considerations

- Establish a consistent morning routine (including breakfast), enabling your child to begin academic work by 8:15 a.m.
- Be sure your child has an appropriate work area in the house.
- Mimic the school day, building in breaks throughout the day.

Important Specifics

- Teachers will post assignments on KnightSite by 8:15 a.m.
- Students should communicate with teachers via their GSB email address and Microsoft Teams. Teachers will be available via school email/Teams until 4:00 p.m.
- Teachers will use existing online collaborative tools: KnightSite, Google Apps, Office 365, NoodleTools, etc. Other online tools may be used, but teachers will avoid attempting new tools that may cause confusion and anxiety.
- Students need to check for assignments for all their classes on KnightSite, regardless of whether those classes are meeting live on a given day or not.
- Our School Counselor and our Learning Support Director will be checking-in regularly.
- Be mindful of screen time: plenty of activities will be available that do not require a computer.
- Communication, flexibility, adaptability, and balance are critical components for your child, your household, and our school.

Middle School Bullet Points for Distance Learning Schedule

- Five core blocks consisting of 60 minutes each
- One elective/tutorial block consisting of 30 minutes
- Block schedule by pod: Students will have the same subject each day at the same time, regardless of synchronous/asynchronous work
- Longer blocks of time allow for a skillful combination of asynchronous and synchronous work
- Schedule will work in conjunction with the in-person schedule, creating consistency for students, regardless of the learning environment
- Core coursework (English, history, math, science, world language) to be complemented with a full array of related arts courses
- Timings mirror a regular school day (8:15 A.M.-3:00 P.M.); schedule to run Monday through Friday (given there are no holidays, etc.)

GSB Middle School
Distance Learning Block Schedule 2020-2021

	Grade 5	Grade 6	Grade 7	Grade 8
Block 1 8:15-9:15	Block 1	Block 1	Block 1	Block 1
Block 2 9:20-10:20	Block 2	Block 2	Block 2	Block 2
Break 10:20-10:40	Break	Break	Break	Break
Block 3 10:40-11:40	Block 3	Block 3	Block 3	Block 3
11:40-12:15	Lunch	Lunch	Lunch	Lunch
Block 4 12:20-1:20	Block 4	Block 4	Block 4	Block 4
Block 5 1:25-2:25	Block 5	Block 5	Block 5	Block 5
Block 6 2:30-3:00	Elective/Tutorial Block 6	Elective/Tutorial Block 6	Elective/Tutorial Block 6	Elective/Tutorial Block 6

UPPER SCHOOL

Initial Considerations

- Switch from on-campus to hybrid to online classes without disruption.
- Provide significant synchronous class time for students every week.
- Provide opportunities for individual students and teachers to work and learn from home.
- Limit transmission through smaller class size, limited dining, less movement, and fewer contacts.
- Retain the school's emphasis on relationships.

Important Specifics

- Teachers will post assignments for the next day's class on KnightSite by four o'clock in the afternoon the previous day.
- Students should communicate with teachers via their GSB email address. Classes will meet on Microsoft Teams. Teachers will be available via school email/Teams until 4:00 p.m.
- Teachers will use existing online collaborative tools: KnightSite, Office 365, etc. Other online tools will be used after having been reviewed by the school technology department.
- Student assignments, resources, and calendars are available on KnightSite.
- The Upper School Counselor and Director of Learning Support remain available to students and families during distance learning.
- Communication, consistency flexibility, and balance are critical for success.

Upper School Distance Learning Schedule

- Four core blocks each day of 90 minutes each
- Eight blocks total; days alternate
- Each class meets five times over a two-week cycle
- One mid-morning block for advisory, meeting time, clubs, or online assemblies
- Online classes meet synchronously for 30 minutes; AP classes may meet longer
- Online schedules repeat the on-campus schedule, creating consistency for students
- The school day runs from 8:15 a.m. - 3:00 p.m.

SCHEDULE—TWO WEEK

	8:15-9:45		10:15-11:45	11:45-1:15		1:30-3:00
MON	1	MEETING	2	3	LUNCH	4
TUE	5		6	7		8
WED	2		3	4		1
THU	6		7	8		5
FRI	3		4	1		2
MON	7		8	5		6
TUE	4		1	2		3
WED	8		5	6		7
THURS	1		2	3		4
FRI	5		6	7		8

Appendix I - Digital Platforms

School Subscription Accounts

	Tool	How to access	Grade/Division
	<p>Blackbaud K-12 is our primary information system for students and families. Your “digital school” is here, including class schedules, assignments, calendars and more. Our community refers to this as KnightSite. This is the source for student assignments and online class materials for students in grades 5-12.</p>	<p>Access from KnightSite button on www.gsbschool.org</p>	<p>All grades - students and families</p>
	<p>Microsoft 365 is our system for school account authentication and collaborative tools. Families can download Office Tools on up to 5 personal computers.</p>	<p>Access from My GSB page on www.gsbschool.org or www.office.com</p>	<p>Full access including email grades 5-12. Office tools only grades PreK – 4.</p>
	<p>Google Drive and collaboration apps such as Docs, Sheets, Slides, and Jamboard are available for school use. Students, faculty and staff access through their school account (school email and password).</p>	<p>Access is through school office.com login. GSuite is an app in the Microsoft 365 account.</p>	<p>All students in grades Pre K- 12 have a school Google account for GDrive apps. (not school email)</p>
	<p>Seesaw is used in our lower school for student portfolios, daily student work, and parent communication.</p>	<p>Access using teacher-provided “home learning codes” at https://app.seesaw.me</p>	<p>PS - 4</p>
	<p>TurnItIn is a paper submission tool that helps teachers and students develop written work and original ideas.</p>	<p>Connected to KnightSite assignments.</p>	<p>9 -12</p>

	<p>Make beautiful boards, documents, and web pages that are easy to read and interactive.</p>	<p>SSO with school account</p>	<p>PS -12</p>
	<p>Provides rich lesson materials for math, science, ELA and social studies.</p>		<p>K – 8 Core subjects 9-12 Math</p>
	<p>Screencast-O-Matic is a screen casting and video editing software tool. The is used educationally to support video creation for flipped and distance learning.</p>	<p>Teacher licenses</p>	
	<p>Creates interactive Power Point presentations for synchronous or asynchronous lessons.</p>	<p>SSO with school account</p>	<p>PS - 12</p>
	<p>Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions.</p>	<p>SSO with school account</p>	<p>Ps-12</p>
	<p>Podcasting and music recording and mixing tool</p>	<p>SSO with school account</p>	<p>5-12</p>
	<p>Online collaborative book creation platform including images, drawings, and storyboarding</p>	<p>Teacher managed accounts</p>	<p>PS – 4</p>

	<p>Online guided reading program with interactive eBooks, downloadable books, and reading quizzes</p>	<p>Teacher managed accounts</p>	<p>PS – 4</p>
	<p>Digital storyboard creation tool for alternate forms of presentation and story planning and development</p>	<p>Teacher managed accounts</p>	<p>PS – 12</p>
	<p>Online typing and computer skills</p>	<p>Teacher managed accounts</p>	<p>3-5</p>
	<p>Organizer for research and information sources, and creates bibliographic information and references for citation</p>	<p>SSO with school account</p>	<p>5-12</p>
	<p>Software for guided reading with activities and quizzes</p>	<p>Managed by Librarian</p>	<p>3-8</p>
	<p>SORA – eBook and audiobook library</p>	<p>SSO with school account</p>	<p>PS – 8</p>
	<p>Online library of eBooks, videos, quizzes, and other resources covering reading, STEM, DIY.</p>		<p>PS – 4</p>

	<p>ThingLink is an award-winning education technology platform that makes it easy to augment images, videos, and virtual tours with additional information and links.</p>	<p>SSO with school account</p>	<p>PS-12</p>
	<p>Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes.</p>	<p>SSO with school account</p>	<p>PS-12</p>

APPENDIX II – For Grades K-8

HOW TO HELP OUR GSB KNIGHTS STAY *BALANCED* DURING DISTANCE LEARNING

Give yourself a hug. Distance learning presents challenges for students and parents. During these times, it is important to check in with your feelings and those of your child, while recognizing that feelings fluctuate regularly. How you express and communicate your personal emotions are being watched and echoed by your children. Take care of yourself so that you can take care of them. Practicing daily affirmations such as, “I am doing the best I can,” can influence your mood and mindset.

Schedule your days. Following a regular daily schedule provides structure and understanding of the day ahead. Having a touchpoint with your child in the morning to review the daily schedule and talk about the work they need to complete for the day can lessen stress and set your child up for success. Utilize breaks to step away from technology and create balance in their day.

Best academic practices. Paired with your daily schedule, create chunks of academic time in a designated school space. It helps to keep motivation high by frontloading harder subjects in the morning. Remember to reach out to teachers for help, and it may be useful to allow students to connect and talk about their classwork assignments. Lastly, set goals for each day and give praise when students achieve those goals or reflect on what went well and what was challenging if those goals were not met.

Keep kids active. With more time spent at home, it is super important to keep our kids moving. In addition to their regular physical education classes, our PE teachers have age-appropriate activities posted to their KnightSite pages. Some YouTube workouts are [Cosmic Kids Yoga](#) for our Lower School students or [Yoga with Adriene](#) for our Middle School students. You can also get free [Beachbody Kids workouts](#) with this link.

Nutrition. Keeping your kids on a mealtime and snack time routine will help maintain their normal schedule and prevent snacking throughout the day. Fueling your body and brain with nutrient-rich foods can influence our mood and energy levels. Providing your body with adequate vitamins and minerals from whole-food sources helps you take good care of your physical and mental health.

Internet. Technology has its benefits and its disadvantages. One benefit is using the internet to access academic and learning resources, particularly those provided by the school. Also, many zoos and museums offer free virtual tours and events. On the other hand, too much time spent in front of the screen can have a negative impact on health. While it is important to monitor screen time for children of all ages, it is particularly important for older children who are using technology not only for academic purposes, but also for recreation and socialization.

Go outside. Studies show that spending time in nature positively affects mental health. Whenever possible, go outside to get fresh air, sunshine, and physical activity.

Hobbies and activities. There are many activities you can do with your children, or they can do on their own, such as work on a puzzle, cook or bake, dance to music, play an instrument, play a board game, do a craft, do a scavenger hunt, or try a science experiment. Be creative.

Talk and stay social. During times of distance learning, it is crucial to stay connected to family and friends. Allowing children, when appropriate, to call, FaceTime, or text a friend can prevent social isolation and keep children feeling a sense of belonging. Some older children may even play video games where they can play virtually with friends.

Self-care and sleep. It is always important to practice quality self-care. Practicing mindfulness is one way to stay present and calm the mind and body during stressful times. Some mindfulness apps for kids are [Calm](#), [Headspace](#), [Cosmic Kids Zen Den](#) and [GoNoodle](#). In addition, it is essential to maintain healthy sleep schedules and bedtime routines.

Appendix III - For Grades 9-12

HOW GSB KNIGHTS STAY BALANCED WHILE LEARNING FROM HOME

(From Taryn Barry, Upper School Learning Specialist)

1. Stick to your usual schedule

Start your day at 8:15 a.m. and “go” to your first class. Keep your routine, and do your work during designated class blocks. Use technology to schedule check-ins with your friends during common break times; have “lunch” together. Work with club advisors to hold virtual meetings on your regularly scheduled meeting days.

2. Create—and stick to—rituals

Is music part of your morning routine? Do you always chat with your best friend on the ride to school? Keep your routines in place and clearly mark the beginning and end of your school day. **Make a commute for yourself**, so your brain can shift into and then out of school mode at the end of the day.

3. Get dressed like you’re going to school

Keeping your daily school routine in place before learning starts will help focus your brain and make you more productive.

4. Set up a designated workspace

Talk with your family about the right place to set up your learning-from-home space; if possible, try to avoid creating this space in your bedroom, especially your bed. Remember, beds are for sleeping, not work.

5. Use timers and take breaks

Work to focus for 25 minutes at a time, use a timer to keep you on track. After 25 minutes, take a five-minute break. Between each “class” take a five-minute break and walk around or do some stretches. At school, there are naturally built-in times to move your body, honor those breaks while you learn from home.

6. Turn it off

Remember that you are human and doing the best you can. Set boundaries for yourself and make time for family and the other things that you love. You should be able to finish your work in the time provided during the school day; if you find yourself struggling to keep to the schedule or find that you’re working well past 4:00 p.m., reach out for help creating a schedule that works for you.

Appendix IV - ATTRIBUTION

- Adapted from: <https://www.asij.ac.jp/>
- Adapted from: <https://www.sidwell.edu/>
- Adapted from: <https://www.greensboroday.org/>