The Bryn Mawr School

Continuity of Learning Plan

Updated August 2020
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Overview

At Bryn Mawr, we believe in learning in a joyous and supportive community. We value the relationships between students and faculty, and feel that the daily give and take of the classroom is formative in a student’s learning process. Recognizing that there is no substitute for the in-person classroom and school community, we further believe that robust learning can and should continue for each student in the event of an extended disruption of campus activities.

If an extended campus closure is required, Bryn Mawr will shift to our Distance Learning program. While it’s not possible to recreate the exact dynamic of the on-campus school day, we will provide meaningful curriculum that advances the learning objectives in each area. We treasure our school community, so will make every effort to make the Distance Learning experience personal and connected for each student.

Families will vary in how they experience Distance Learning, so our goal is to provide enough structure, predictability and support, accountability and flexibility to help a wide range of learners and families navigate this experience.

Faculty in each division are responsible for developing Distance Learning plans that are age- and developmentally-appropriate, are aligned with learning objectives in the classroom, and provide engaging and challenging work. Faculty choose between a variety of methods for instruction, and all families should expect a balance of synchronous and asynchronous techniques to advance learning. Teachers will determine the appropriate methods to achieve their learning objectives, based on the content, skills and unique features of their lessons. The need for group connection and feedback will also be considered when deciding which tools to use.

Teachers will make use of technology tools that are already familiar to students in any transition to Distance Learning. Over time we may introduce new tools that have been vetted for safety and security by our Technology Department.

Wellness is a primary concern. While we anticipate that students will spend more screen time in service of learning and connecting, we will also provide activities and challenges to keep students moving, creating and tending to their social and emotional wellbeing.

We seek to provide consistent and reliable support and guidance. Homeroom teachers and advisors will be in regular contact with students to help manage the online learning process and overall adjustment to working in a Distance Learning format. Learning specialists and counselors are also available for specialized help or general support.

We appreciate the extraordinary role parents will play in Distance Learning, particularly with younger children. We value our partnerships with families, and hope to provide
most of the instruction and coaching through distance tools. At times, adult support will be needed, however, especially for young children. Feedback from parents on how their families are adjusting to this new way of learning is imperative and will be sought on a regular basis. As our program evolves, this document will be updated to reflect changes.

Technology Resources and Expectations

Technology is a key component of a Distance Learning environment and Bryn Mawr has a number of resources available to support families’ effective use of technology at home. Students are expected to have access to an iPad, laptop or desktop computer and a reliable internet connection in order to participate in Distance Learning. If families do not have technology resources available at home, they should contact the school for assistance. As always, students are expected to check their Bryn Mawr email frequently throughout the day and students are expected to adhere to the acceptable use policy at all times.

If a student is having technical issues, the Technology Department staff can be contacted at studenthelp@brynmawrschool.org. Technology support requests will be addressed between the hours of 8 a.m. and 4 p.m., Monday–Friday. Any technological issues that arise should be reported promptly in order to maintain the student’s continuity of learning.

Teachers will host asynchronous and synchronous class meetings via a variety of approved technology tools. Bryn Mawr thoroughly screens each technology platform used to ensure that privacy standards are met. A full list of approved technology tools, sorted by each division can be found here and families should also refer to the Policy for Student Participation in Distance Learning listed on Distance Learning page of the Bryn Mawr website.

Terminology

Distance Education or Distance Learning—Distance Education/Learning occurs when students and their instructors are in different geographical locations and the instruction occurs on an electronic device, such as a computer or mobile phone. The learning can occur in a synchronous environment, in which all participants are connected at the same time or in an asynchronous environment, when participants are engaged in learning at different times.
Learning Management System—The web-based software system students and faculty use to deliver instruction, access coursework, and interact with students. The Bryn Mawr School school will use Canvas for this purpose in grades PK–12.

Asynchronous Learning—When learners participate in an online learning course at different times, it is known as asynchronous learning. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.

Synchronous Learning—When learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

Video Conferencing—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

Virtual Classroom—The virtual classroom refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.

Our Commitment to Community and Inclusion

We are committed to supporting our entire community by fostering a culture that is inclusive, respectful, and safe for everyone in our school and online environments. In times of fear, uncertainty and alarm, ensuring a sense of safety and belonging starts with supporting each other—especially those in our community who are facing bias, discrimination, and attacks based on their identity.

Given our diverse Bryn Mawr community, it is essential that we practice community care as we move forward. We will continue our important community programming with moments for classmates to come together in supportive clubs and advisory group spaces through online forums.

The following sections contain each division’s expectations and actions to ensure the continuity of learning in the event of a campus closure.
**Little School**

The Little School faculty will work with individual families and small groups of children to provide lesson plans and activities that engage the whole child cognitively, socially, emotionally, and physically. Age-appropriate activities will include: language arts, literacy, math, science, social studies, foreign language, music, art, and physical development. All parents are encouraged to use the lessons as a guide while balancing the demands of work and life at home. Individual children should be encouraged to play constructively, be creative, and use their imagination. Parents are encouraged to take the children’s lead while following the provided curriculum. Activities should be fun, engaging, and based in play.

**Expectations of Little School Parents/Guardians**

- Support your child in his or her transition to Distance Learning by creating a learning space and daily schedule.
- Use lesson plans as a guide to engage your child in new activities.
- Use Zoom Class Times, learning videos and materials in support of your child’s learning at your own pace and discretion.
- Check in with your child’s teacher to review materials, share any changes in your child’s growth and development, and report any illnesses.

**Expectations of Little School Faculty**

- Send weekly lesson plans, activities and provide ongoing communication with families.
- Provide daily small group Zoom Class Times and individual family check-ins.
- Respond to the needs of individual children, work closely with families and their children who may need additional support.
- Continue to use the *Developmental Milestones* from the Centers for Disease Control and Prevention, *Healthy Beginnings* from the Maryland State Department of Education (MSDE) Office of Child Care, *Developmental Milestones* from Creative Curriculum, and *Ages and Stages Developmental Screening* recommended by the MSDE for the basis of all lesson planning and assessment.
- Note areas of growth through observations, anecdotes, and photographs.
- Plan for conferences, portfolios, and the Ages and Stages Questionnaires.
- Use a childcare communication app to send daily reports, updates, and reminders.
<table>
<thead>
<tr>
<th>Little School—Whom to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illness</strong></td>
</tr>
</tbody>
</table>
| | Megan Brown, Little School Director  
| | brownme@brynmawrschool.org |
| | Barbara Scott, Lead Nurse  
| | nurse@brynmawrschool.org |
| **Social/Emotional Support** |
| | A student’s small group teacher, Megan Brown, or Gwen Nkwanyuo  
| | Debbie Waranch, Lower School Counselor is also available to help Little School Families.  
| | waranchd@brynmawrschool.org |
| **General Questions or Feedback** |
| | Megan Brown, Little School Director  
| | brownme@brynmawrschool.org |
| | Gwendolyn Nkwanyuo, Assistant Director of Little School  
| | nkwanyuog@brynmawrschool.org |
| **Diversity, Equity, and Inclusion** |
| | Diane Nichols, Senior Director of Institutional Equity and Inclusive Practice  
| | nicholsd@brynmawrschool.org |
Lower School

In the Lower School, we have students ranging in age from 4–12 years old; therefore, our Distance Learning plans will be somewhat different according to the grade and age of each student. All students will start their day with a daily live Morning Meeting through Zoom. Students will then follow the same schedule that they follow in strict social distancing, Monday–Friday 8:00 a.m.–3:00/3:30 p.m. The length of the synchronous classes, however, may be shorter than the in-person class depending on the student’s age. Asynchronous assignments will be delivered via Canvas for students and their parents to view.

The amount of time each student spends in Distance Learning each day will vary by grade and student. Homeroom teachers will provide details about what learning looks like at each grade level. If a child is spending an extraordinary amount of time on schoolwork, a parent or guardian should reach out to the homeroom teacher to discuss. The Distance Learning experience should be full, but not onerous. Even though Distance Learning does not replicate a physical classroom experience, we will strive to maintain the sense of community and teacher-student relationships that we treasure.

Expectations of Lower School Students

- If possible, dedicate a space for learning.
- Get dressed and ready for the school day.
- Participate in synchronous meetings as much as possible.
- Attend synchronous meetings sitting up, with camera on.
- Complete work and submit to teachers as requested.
- Communicate with teachers via BMS email (grades 4 and 5) as needed for additional clarification and/or help.

Expectations of Lower School Parents/Guardians

- Have patience and show support.
- Assist your daughter in creating a learning space (Resource as you set up your learning space and schedule: 7 Guiding Principles For Parents Teaching From Home).
- Help your daughter check for daily assignments via Canvas.
- Help your daughter manage her work schedule each day.
- Reach out to homeroom teacher and/or LS Counselor Debbie Waranch if needed to discuss additional academic or emotional support for your daughter.
- Continue to report attendance. Students are expected to participate in learning activities each day. Parents should send an email to attendance_ls@brynmawrschool.org by 9 a.m. if their daughter is unable to participate in class work for the day.
Expectations of Lower School Faculty

- Maintain Canvas page(s) and update schedule and assignments in a timely manner.
- Provide asynchronous assignments and resources by 8 a.m. daily.
- Provide feedback to students in a timely manner.
- Send weekly communication to parents.
- Be available to communicate with parents and students via email (grades 4–5) or Canvas’ chat feature (grades PK–5) to answer questions and address concerns.
- Partner with parents on specific concerns about a student’s academics or socio-emotional well-being during Distance Learning.
<table>
<thead>
<tr>
<th><strong>Lower School—Whom to Contact</strong></th>
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<tbody>
<tr>
<td><strong>Attendance</strong></td>
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<td><strong>Social/Emotional Support</strong></td>
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<td><strong>Academic Support</strong></td>
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<td><strong>Technology Support</strong></td>
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<td><strong>General Questions or Feedback</strong></td>
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<tr>
<td><strong>Diversity, Equity, and Inclusion</strong></td>
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Middle School

Knowing that we will not be able to duplicate life in the Middle School through computers, we will engage our students and community, and continue teaching and learning creatively in new ways. Students will follow the same schedule that they follow in strict social distancing on campus (advisory, 5 class periods, faculty office hours/Squads) between 8:00 a.m. and 3:30 p.m. Students will experience each of their classes live (synchronously) through Zoom or Canvas multiple times per week, for approximately 30 minutes each and receive some content and assignments from every class on Canvas (asynchronously). 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. Teachers will be widely available through email and regular virtual office hours, and we encourage students to reach out frequently to engage with their teachers. Our advisors, teachers, Student Support Services Department, and administrators will also be reaching out to students and families to offer support. We appreciate the support that parents and guardians will provide their students, and we hope that parents/guardians will use this document and the other resources noted.

Expectations of Middle School Students

- Find/create a distraction-free and comfortable place to focus on schoolwork and strive to work and connect with teachers in the 8 a.m. to 4 p.m. time frame.
- Check Canvas homepages of each course daily for content/assignments and when required synchronous classes are meeting.
- Attend all synchronous classes and advisory each day and regularly attend office hours (approximately once/week), particularly if they have questions.
- Attend to assignment and assessment deadlines, unless they are sick and the parent/guardian has reported an absence.
- Check email regularly and respond to individual emails from teachers.
- Continue to follow Acceptable Use Policy and Honor Code and be proud of their words and actions online. Alert an adult that they trust at home or school should they have any concerns about the actions of others.
- Maintain health/wellbeing by getting 9 hours of sleep, eating balanced/regular meals, getting daily exercise, reaching out to friends and adults for social and emotional support.

Expectations of Middle School Parents/Guardians

- Help students find/create a study area in the home.
- Provide some daily structure to ensure students meet the above expectations.
- Report any student illness/absence to attendance_MS@brynmawrschool.org.
- If students are experiencing technical problems (wifi, computer problems, video, etc.) parents should also email attendance_MS@brynmawrschool.org.
Expectations of Middle School Parents/Guardians cont’d

- Model flexibility, resilience, and productivity.
- Reach out to advisors, teachers, or administration with concerns, questions, or feedback (see resources below).

Expectations of Middle School Faculty

- Intentionally adapt coursework to online format and according to class schedule.
- Post learning goals and assignments to students on Canvas home page each day by 4 p.m. the day before.
- Lead live classes each day for approximately 30 minutes.
- Hold virtual office hours each day. Flexibly offer support to students outside these hours via email or other means.
- Continue to ensure students are well-prepared for next grade level.
- Provide students/families with timely communication and feedback.
- Work with students experiencing illness/absence or other family setbacks to support flexible learning and deadlines.
- Be a model of flexibility, optimism, creativity, and learning.

Assessments/Grading

- Students will continue to be assessed in a variety of ways (including class assignments, quizzes/tests, essays/papers, projects, etc.) and receive number/letter grades that will lead to a quarter letter grade.
- Exams will be determined as information warrants.

Community, Communication, and Spirit

- Advisors will host a daily advisory gathering to check in on students’ wellbeing and connect in a relaxed way.
- Chief Advisors will hold occasional class meetings to give information and keep spirit going with the grades.
- The Middle School will send regular information to families with updates and guidance.

Middle School—Daily Schedule

The Middle School will continue to follow its regular daily schedule of classes adjusted for a Distance Learning format (30 min virtual class periods). Teachers will assign work during their scheduled class periods every day and students will be expected to complete approximately 50–60 minutes of schoolwork per class (to include both classwork and homework) for each academic class period and 30–60 minutes of schoolwork per week per non-academic class.
## Middle School—Whom to Contact

<table>
<thead>
<tr>
<th>Category</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td><a href="mailto:attendance_ms@brynmawrschool.org">attendance_ms@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Parents/guardians should always use this email to report if their student is unable to participate in Distance Learning for part or all of a day.</td>
<td></td>
</tr>
<tr>
<td><strong>Social/Emotional Support</strong></td>
<td><a href="mailto:lastnamefirstinitial@brynmawrschool.org">lastnamefirstinitial@brynmawrschool.org</a></td>
</tr>
<tr>
<td>A student’s advisor</td>
<td></td>
</tr>
<tr>
<td><strong>Kate Stratton</strong>, Dean of Students/MS School Counselor</td>
<td><a href="mailto:strattonk@brynmawrschool.org">strattonk@brynmawrschool.org</a></td>
</tr>
<tr>
<td><strong>Farah Evans</strong>, Director of Student Support Services</td>
<td><a href="mailto:evansf@brynmawrschool.org">evansf@brynmawrschool.org</a></td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td><a href="mailto:lastnamefirstinitial@brynmawrschool.org">lastnamefirstinitial@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Specific teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Justine Khadduri</strong>, Academic Dean</td>
<td><a href="mailto:khaddurij@brynmawrschool.org">khaddurij@brynmawrschool.org</a></td>
</tr>
<tr>
<td>For students with learning profiles or in need of extra support during Distance Learning, please contact <strong>Kate Stratton</strong>, Dean of Students, <a href="mailto:strattonk@brynmawrschool.org">strattonk@brynmawrschool.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Diversity, Equity, and Inclusion</strong></td>
<td><a href="mailto:nicholsd@brynmawrschool.org">nicholsd@brynmawrschool.org</a></td>
</tr>
<tr>
<td><strong>Technology Support</strong></td>
<td><a href="mailto:studenthelp@brynmawrschool.org">studenthelp@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Our Technology Team is available to assist you.</td>
<td></td>
</tr>
<tr>
<td><strong>Library Resources</strong></td>
<td><a href="#">Databases for Research</a></td>
</tr>
<tr>
<td><strong>General Questions or Feedback</strong></td>
<td><a href="mailto:macombera@brynmawrschool.org">macombera@brynmawrschool.org</a></td>
</tr>
<tr>
<td><strong>Amanda Macomber</strong>, Middle School Director</td>
<td></td>
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</tbody>
</table>
Upper School

The Upper School program in both in-person and Distance Learning formats seeks to promote intellectual curiosity and scholarly engagement in students. We are a community of learners for both students and faculty, irrespective of location or space. Our academic offerings and morning schedule are coordinated with our Tri-School partners at Roland Park Country School and Gilman School, providing a comprehensive experience for students in a wide range of disciplines. The Upper School program may be delivered on-campus (preferred), via Distance Learning, or in a hybrid format that combines elements of both experiences. We may shift between these learning formats as circumstances demand over the course of the school year. In the Distance Learning format, classes are offered either synchronously or asynchronously, depending on the course. Teachers, advisors, and counseling support are available daily between 8 a.m. and 4 p.m. Outside of formal classes, students will have opportunities to engage with peers in clubs and school-wide organizations that mirror the activities of our on-campus offerings.

Upper School Distance Learning Goals

- Maintain a student-centered learning environment.
- Ensure continuity of learning, offering the rigorous academic program for which Bryn Mawr is known, intentionally adapted for a Distance Learning format.
- Provide opportunities for connection and maintain strong relationships between students, teachers, and advisors in a Distance Learning format.
  - Once a week group advisory meetings.
  - Frequent synchronous class meetings mixed with asynchronous class activities that simulate a live classroom environment in which students can ask questions and get real-time support.
  - Maintain networks of support for students, to include grade-level teams, deans, chief advisors, counselor, and learning specialist.
- Offer a centralized learning management platform (Canvas) through which teachers and students can interact around curriculum.
- Provide consistent, reliable support for students and teachers as they use technology and curricular tools for Distance Learning.
- Provide opportunities for connection between students, teachers, and advisors in a Distance Learning format.

Responsibilities in Distance Learning

A strong partnership between school and home is essential for successful Distance Learning. In order to ensure our students are able to complete the academic program in a variety of formats, we have developed expectations for key constituencies over the following pages.
Expectations of Upper School Students

- Reach out to your teacher, counselor, advisor, or a trusted adult if you have a question or concern about an assignment, access to resources, or if you are feeling anxious or unmotivated.
- Closely monitor notifications from teachers—either via Canvas or direct email—to ensure you are aware of class expectations and assignments irrespective of whether we are operating in an in-person, hybrid, or Distance Learning format.
- Attend synchronous classes on time, dressed appropriately for school, and in a space appropriate for learning.
- Complete assignments and assessments in the given time period.
- Maintain a predictable schedule each day, including regular wake-up and bedtimes, healthful meals, and adequate exercise.
- Establish a well-lit study area that is appropriate for learning and helps keep you focused (i.e., not a bed or a couch!).
- Utilize the School Counselor if feeling overwhelmed, anxious about current circumstances, or having difficulty functioning in a Distance Learning or hybrid learning model.
- Utilize your academic accommodations, if applicable, and reach out to the Learning Specialist or your advisor if you have questions or concerns about how to adapt your accommodations to a Distance Learning format.
- Submit a request for help (studenthelp@brynmawrschool.org) if you encounter any challenges with technology.
- Check Bryn Mawr email and Canvas at least three times each day: in the morning, at lunch, and in the evening.
- Adhere to expectations detailed in the Student Handbook, including around the acceptable use of technology, academic integrity, and the Honor Code.
- Take breaks between synchronous classes, homework assignments, or classwork problems, and set a schedule for how long you will do school work each day so that you have clear boundaries between home and school life.

Expectations of Upper School Parents/Guardians

- Help students establish a predictable routine each day to support all learning formats—in-person, hybrid, or Distance Learning—including appropriate wake-up and bedtimes, schedule for the day, healthful meals, adequate exercise, and a well-lit study area conducive to learning.
- Support children in taking breaks and establish boundaries between school and home life to avoid school becoming a 24/7 enterprise.
- Engage your child in conversation about their school experience and wellbeing, including around individual assignments and access to technology.
- Inform the Upper School if your child is unable to participate in school activities regardless of format due to illness or other reasons (attendance_us@brynmawrschool.org).
Expectations of Upper School Parents/Guardians cont’d

- Recognize that Distance Learning may look different across grade levels and disciplines (e.g., synchronous, real-time online sessions vs. asynchronous student work; collaborative, small group projects in a video session vs. independent reading or writing).
- Communicate promptly with your child’s advisor if you have questions or concerns about your child’s experience.
- Reach out to Learning Specialist Katy Beck (beck@brynmawrschool.org) with questions or concerns about your child’s academic accommodations.
- Talk with your child about how long and for what purpose they are using screens and technology outside the Distance Learning environment.

Expectations of Upper School Faculty

- Intentionally adapt coursework to multiple learning formats and communicate learning expectations for students every other day according to your class schedule.
- Follow the daily schedule of class meetings (i.e., even and odd days), posting assignments for your scheduled class period so that students have clarity about those assignments. Consider weekly (rather than daily) posting of assignments.
- Utilize Canvas as your primary vehicle for delivery of course content, posting assignments and expectations with detailed explanations, descriptive titles, and projected times for synchronous and asynchronous learning.
- Conduct synchronous class meetings only during your scheduled class period.
- Communicate with students about synchronous class meetings at least 24 hours in advance.
- Communicate with families and students via email and post course notifications between the hours of 8 a.m. and 4 p.m., Monday–Friday.
- Consider posting asynchronous work and plans for synchronous class meetings over an extended period (e.g. by week or by unit) so that students have a sense of where the class is going and can plan accordingly.
- Share your availability and the best way for students to reach you on your Canvas page, keeping in mind that you should generally be available via email between the hours of 8 a.m.–3:30 p.m.
- Give students at least 24 hours to complete an assignment or assessment.
- Maintain student privacy and safety through the use of approved tools and resources, and maintaining appropriate boundaries with students during all meetings, including one-on-one sessions.
- Continue to provide academic accommodations to students based on their educational plans and communicate with Learning Specialist Katy Beck with questions or concerns about adapting accommodations to the range of learning formats.
Expectations of Upper School Faculty cont’d

- Offer assessments that are designed as online instruments and administered through Canvas or submitted via Google Suite, rather than email submissions.
- Be in communication with administrators and teachers about students who are not meeting expectation with respect to attending class sessions, completing work on time, or about whom you have any concerns.

Expectations of Upper School Administrators

- Communicate frequently with faculty, students, and families about our various learning platforms, expectations, and updates.
- Support teachers in developing and implementing course content for an hybrid and online formats and addressing feedback about online learning.
- Facilitate support for students and families who need help managing variability in our learning formats.

Expectations of Upper School Advisors

- Serve as the primary point of contact for students and families in navigating problems or concerns in any learning format.
- Host synchronous advisory sessions during the scheduled advisory period each week.
- Monitor school communication about advisees and promptly follow up with teachers, administrators, and advisee as necessary to set up appropriate supports.

Expectations of Upper School College Counseling Staff

- Meet with students and families in synchronous formats to facilitate the college admissions process.
- Inform students and families of changes to college admissions process stemming from the Covid-19 pandemic.
- Offer educational and informational programming in a variety of formats to students and families in preparation for college admissions process.
- Send transcripts, grades, and other school materials to colleges according to the expected schedules.

Expectations of Upper School Athletics Staff and Coaches

- Offer asynchronous physical education opportunities for students.
- Provide team-specific workouts for athletes to maintain fitness during Distance Learning.
Expectations of Upper School Student Support Services Staff

- Respond to student, teacher, and family requests for support between the hours of 8 a.m.–4 p.m., Monday–Friday.
- Check in individually with students who require academic accommodations.
- Support students and teachers in implementing academic accommodations in all learning formats.
- Provide support to families around the use of academic accommodations at home.

### Upper School—Whom to Contact

<table>
<thead>
<tr>
<th>Academic program formats and general Upper School questions</th>
<th>Nicole Hood, Upper School Director <a href="mailto:hoodn@brynmawrschool.org">hoodn@brynmawrschool.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments or assessments</td>
<td>Teacher or advisor [ <a href="mailto:lastnamefirstinitial@brynmawrschool.org">lastnamefirstinitial@brynmawrschool.org</a> ]</td>
</tr>
<tr>
<td>Student support</td>
<td>Academic accommodations and learning support: Katy Beck, Learning Specialist <a href="mailto:beckk@brynmawrschool.org">beckk@brynmawrschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Mental health and counseling: Farah Evans, Director of Student Support Services and Upper School Counselor <a href="mailto:evansf@brynmawrschool.org">evansf@brynmawrschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Physical health and illness-related issues: Barbara Scott, Lead Nurse Amy Robinson, Nurse <a href="mailto:nurse@brynmawrschool.org">nurse@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Attendance</td>
<td>Debbi Rice, Upper School Office <a href="mailto:attendance_us@brynmawrschool.org">attendance_us@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Technology and Distance Learning tools</td>
<td>For students: <a href="mailto:studenthelp@brynmawrschool.org">studenthelp@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Grading, graduation requirements, report cards, schedules</td>
<td>Jason George, Academic Dean <a href="mailto:georgej@brynmawrschool.org">georgej@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Student life and activities</td>
<td>Emily Fetting, Dean of Students <a href="mailto:fettinge@brynmawrschool.org">fettinge@brynmawrschool.org</a></td>
</tr>
<tr>
<td>Diversity, Equity, and Inclusion</td>
<td>Diane Nichols, Senior Director of Institutional Equity and Inclusive Practice <a href="mailto:nicholisd@brynmawrschool.org">nicholisd@brynmawrschool.org</a></td>
</tr>
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