Supporting Our Girls and Mission

As we continue planning for extended remote learning, now called Baldwin Wired, our faculty and staff further tailored our virtual programming plans to serve every community member. Our overall aim is to support all our students, in every division and in ways that are best for girls at different ages, and thus advance The Baldwin School mission in creative, new “wired” ways.

Baldwin Wired will remain a work in progress over the weeks ahead. But we hope that the plan outlined below will enable us to nurture our students’ passion for intellectual rigor in academics, creativity in the arts and competition in athletics, even while we are virtual. We appreciate your support as we explore these innovative new approaches and continue to develop our Baldwin Bears into confident young women with vision, global understanding and the competency to make significant and enduring contributions to the world.

Goals of Baldwin Wired

No virtual experience, no matter how robust, can replace the experience of being at Baldwin in person. However, we see the following as the main goals for Baldwin Wired:

- Continue the learning process for our students.
- Provide a continued sense of community for our students, teachers and families.

Both aspects are critical to our Baldwin students’ experience, whether virtual or in person. Our faculty and staff are eager to find creative new ways to meet each goal, and we know our students and families are similarly ready to partner with us in this important work. To these ends, we have laid out the following expectations and guidelines, understanding that flexibility is important for both our families and teachers, that this is uncharted territory for us all, and that we will continue to make updates along the way to ensure we can best support our girls.
Our teachers are planning to meet the goals and support the educational needs of our students by blending the following three approaches, which are described more fully below:

- **Synchronous learning:** This is learning that happens between teachers and students at the same time but not in the same place, using video conferencing tools. Think “live” online classes.
- **Asynchronous learning:** This is learning that happens at different times and different places, often through online discussion boards, class-specific videos or self-directed learning assigned by teachers to their students.
- **Regular check-ins with teachers, advisors, coaches and peers through synchronous virtual office hours, video chats, email and other forms of student-to-faculty/staff or student-to-student engagement that provides supplemental support and community building.**

The plan for Baldwin Wired will continue to evolve over the weeks ahead, as we try new things and adjust to challenges that may arise for our students and teachers, their families or our wider community. As always, we appreciate your partnership along the way.

**Virtual Learning Tools**

Our main platform for posting assignments and information for Grades 3-12 will be Google Classroom, which we transitioned to over spring break when our previous software system could not meet our needs due to extensive demand nationally. More information on Google Classroom can be found through [Google’s extensive Classroom support documents](#). Grades Pre-K - 2 will use Seesaw and other tools. Teachers of Lower School students will also email students (and parents), using students’ @baldwinschool.org emails, with information on assignments and what virtual learning tools will be used each day.

Video conferencing for synchronous classes, check-ins, or meetings will make use of either Google Meet or Zoom, depending on a teacher’s needs for any given class. Classes may be recorded to be shared later or to allow students to reference the session at another time, to
reinforce learning or in case they were absent. We understand that students may not always
be able to attend synchronous learning sessions; we ask that parents notify their Division's
administrative assistant if their daughter will miss a full day of programming or their teacher
if a specific class will be missed (see Attendance section on page 6). Teachers will provide
either a recorded version of the session for review or other materials to ensure that students
have the information they missed that day.

As always, our teachers will continue to provide links to other resources and the necessary
tools best suited for instruction, using the formats that they and their students find most
comfortable. Resources for families can also be found on this website, created by our Baldwin
Wired Task Force. Check back often for new additions. Finally, for any student-specific
questions that arise regarding our virtual learning tools, please contact
remote@baldwinschool.org.

Community Events

Community life programs will continue in a modified manner, throughout the week. Some
of our regular touchpoints will still be in place, including assemblies, advising and class
meetings which will be held in virtual form, with students attending as they can. These are
important ways for our girls to stay connected to each other even as they are physically
separated. Other less regularized but still important community programming, including
clubs, student groups and student leadership opportunities (e.g., Baldwin Student Senate)
will likewise continue virtually, as appropriate.

We will also look for creative ways to virtually celebrate key school moments during our
period of remote learning. That said, some of Baldwin’s larger traditions and community
events may be rescheduled for a time when we can be together, in person. Throughout, our
aim remains to continue affirming and celebrating the Baldwin community spirit that is so
special to our students.
Guidelines and Best Practices During Baldwin Wired

- Set up a quiet, virtual learning area in your room or house that will limit distractions.
- Have any materials that you may need during lessons easily accessible.
- Make sure that the device you are using is charged and ready each day.
- Just as in school, do not interrupt a teacher or classmate while they are speaking.
- Adhere to the remote learning norms and rules your teacher discusses with your class.
- If you do not get to ask a question that you needed for clarification around a concept, be sure to reach out to your teacher afterward to do so.
- You may dress in casual clothes but be sure they are appropriate for our remote learning environment.
- No phones or other distractions should be used during instructional time.
- If you are having trouble completing work, attending face-to-face (F2F) lessons or are having difficulty understanding a new concept, reach out to your teacher as soon as possible.
- Keep track of your assignments, making special note of F2F meeting times with your teacher/classmates.
- Turn off news alerts or similar during the school day and use it as a chance to disconnect from social media feeds, as much as possible.
- Put forth your best effort.
- Always follow Baldwin’s acceptable use policy for technology (see LS/MS/US handbook).
- Always follow Baldwin’s core values.

Attendance and Assessment

**ATTENDANCE**

Our regular attendance policies remain in place. Teachers will take attendance for each class, ensuring that students have received work for the day. If your daughter is unable
to participate for the entire day of planned sessions, parents should please contact your Division's administrative assistant to let them know. If your daughter is unable to participate in a specific synchronous learning session (i.e., “live” virtual class), she (or a parent, as appropriate) should contact her teacher directly, so that the teacher can follow-up with any material that was missed.

We recognize that challenges may arise that prevent your daughter from participating either for a single session or perhaps for the whole day. As always, we will partner with you in the best way to support her and your family when these absences arise.

**ASSESSMENT**

Thankfully, we completed most of the school year in person. Recognizing that teaching and learning look different right now, we are introducing a non-letter grade approach to assessment of coursework from now until the end of the year.

Teachers will still have assignments and/or assessments (including papers, open book quizzes and tests, and projects), which will be used to provide feedback to students on their learning and progress in both content mastery and skill development. Where appropriate, assignments may receive a letter or numeric grade so that students understand how they are progressing, what areas of growth remain and how to seek additional support. However, on the 4th quarter report card, no letter or numeric grade will appear. Instead, at the end of the 4th quarter, teachers will mark students as Satisfactory or Unsatisfactory, and provide specific comments about their progress and achievements over this quarter. More detailed assessment information will be forthcoming from Division Directors pertaining to specific implementation within a division.

**Communication**

We want to ensure that regular and open communication remains the norm, between all members of our community, during these weeks of Baldwin Wired. Baldwin’s standard e-newsletters will still be used to share regular updates and important information, as will
our Baldwin website. Faculty will also post information about classes in Google Classroom, so that should be the first stop for questions about classwork. Teachers may also use online bulletin boards, discussion forums and other centralized communication platforms to share information.

We also expect that personal email will be an even more important way for us to stay connected, answer questions that come up and address any requests that arise. Please be aware that, during this period of remote learning, our faculty, staff and administrators are receiving a significant increase in the volume of email received daily. We ask for everyone’s patience as we help all our community members find the best way possible to, per our mission statement and especially right now, live balanced lives. As is our normal practice, we will aim to respond to emails within 48 hours. Teachers are still working a normal work day from 8 a.m. to 4 p.m. Communication will be limited to these hours, unless an emergency arises.
Lower School Overview

Continued instruction in Lower School will provide a vital foundation for our students over the weeks ahead. We also are well aware that virtual learning can be more difficult for our younger students and requires more parental intervention. With that and our overarching goals in mind, alongside a recognition that many of our families need additional flexibility for our younger students, we developed the following schedule for Lower School’s Baldwin Wired.

Teachers will share the weekly schedule with families by Sunday night. Daily schedules or assignments will be posted in Seesaw or Google Classroom each morning, by 8 a.m.

Lower School teachers will provide synchronous lessons once per day in the core subjects of Math and Language Arts, and host a synchronous Community-Building Morning Meeting each day. They will also provide additional assignments, lessons and resources for students to complete asynchronously. In addition, our specials teachers will provide activities or assignments and synchronous classes, once per week beginning April 6.

We recognize that synchronous sessions for our youngest students may be challenging. Nonetheless, our goal is to offer multiple face-to-face (F2F) contact opportunities for students and teachers each day, so they can connect and continue the learning process together. With that in mind, we intend to be as flexible as possible regarding “live” attendance, especially for younger Bears who may require adult support at home for these sessions. For our youngest students, many activities or assignments may be made “optional” if that best suits your daughter and family. Please be in touch with your teacher or our Lower School Director, as needed, to ensure that we can support this aspect of our remote learning program over the weeks ahead.

We will also record many of these sessions for families to access on their own time. Please know that if your daughter is struggling to participate or needs to take a break, we will make sure she has the information she needs and can work at her own pace.
WHAT TECHNOLOGY DO YOU NEED?
The plans for each Lower School grade's Baldwin Wired program were developed with close attention to the information all our families provided via the two technology surveys shared before break. There will be a standard platform used for students depending on their specific grade level, with younger Lower School grades generally using iPads or similar tablets, and older Lower School grades using basic laptops. Your classroom teacher will clarify what tool will be used for your grade.

Please be in touch with your teacher or our Lower School Director if you have concerns about your access to technology or which technology tools will best suit your daughter during remote learning.

ASSIGNMENTS IN LOWER SCHOOL
Assignments and specific schedules for each class will be shared each morning, by 8 a.m. Teachers will also specify when assignments are due. Note that some classwork is intended for students to work through independently, over the course of a few days, and submitted at a later date. Feedback on assignments will be provided via email, Seesaw or Google Classroom.
## Lower School Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Face-to-Face Morning Meeting</td>
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<tr>
<td>9:15</td>
<td></td>
<td>Organize daily materials</td>
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<tr>
<td>9:30</td>
<td></td>
<td>Face-to-Face English Language Arts</td>
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<tr>
<td>10:30</td>
<td>Independent Work Time</td>
<td>Writing/Journals</td>
<td>Math Fluency Practice</td>
<td>Social Studies</td>
<td>Reading</td>
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<td></td>
<td>Typing</td>
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<td></td>
<td></td>
<td></td>
<td>Additional Assignments and Resources</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch and Recess</td>
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<tr>
<td>1:00</td>
<td>Face-to-Face Specials Meeting</td>
<td>DREAM Lab</td>
<td>Music</td>
<td>Physical Education (PE)</td>
<td>Science</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Mandarin</td>
</tr>
<tr>
<td>1:30</td>
<td>Face-to-Face Math Meetings</td>
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<td></td>
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<tr>
<td>2:00</td>
<td>Independent Physical Education</td>
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<tr>
<td>2:30</td>
<td>Specials assignments</td>
<td>Face-to-Face Art Meeting</td>
<td>Specials assignments</td>
<td>Specials assignments</td>
<td>Specials assignments</td>
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</tbody>
</table>
Middle and Upper School Overview

We are trying as much as possible to have any synchronous virtual sessions take place within the usual A/B day schedule to avoid conflicts for our students. Students can expect a minimum of once or twice a week synchronous session for any given class for a minimum of 60 minutes (either two 30-minute sessions or a single 60-minute session) using Google Meet or Zoom. There are also many times that students will be expected to work on their own on assignments, as well as times for check-ins at the end of the day. In addition, teachers will hold virtual office hours at different times of the day to further support students. They will communicate their office hour times directly to their students. Teachers will post assignments and coordinate any synchronous sessions for the day by 8:15 a.m. In addition, teachers will clarify when assignments are due and how to submit them.

This schedule balances synchronous and asynchronous time for students in a way that we hope fosters continued connection between students and between students and faculty, while providing structure to what could feel like an open-ended day. It will also allow our teachers to engage all our students often, while giving our girls time to lead their own learning based on regular, albeit remote and at times asynchronous, guidance from faculty. Finally, we hope it also allows students and teachers the flexibility to work around their own needs at home.

We have also designed this schedule so that there are opportunities to unplug and unwind throughout the day, so none of our students feel tethered to their screens. Please stress with your daughters the importance of building in outdoor or exercise time each day, and keep an eye out for optional resources for exercise and mindful practices that our Athletics Department and Physical Education teachers will share in the weeks to come.
## Middle School Sample Student Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday (A Day)</th>
<th>Tuesday (B Day)</th>
<th>Wednesday (A Day)</th>
<th>Thursday (B Day)</th>
<th>Friday (A Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1/5</strong></td>
<td>Algebra 1 30-minute synchronous session</td>
<td>Latin 60-minute synchronous session</td>
<td>Algebra 1 Work on assignments Check in online</td>
<td>Latin Work on assignments Check in online</td>
<td>Algebra 1 30-minute synchronous session</td>
</tr>
<tr>
<td><strong>Period 2/6</strong></td>
<td>Science 8 Work on assignments Check in online</td>
<td>Music Work on assignments Check in online</td>
<td>Science 8 60-minute synchronous session</td>
<td>Music 60-minute synchronous session</td>
<td>Science 8 Work on assignments Check in online</td>
</tr>
<tr>
<td><strong>Community Period</strong></td>
<td>Community Choice</td>
<td>Advising</td>
<td>Class Meeting</td>
<td>Advising</td>
<td>Community Choice</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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</tr>
<tr>
<td><strong>Period 3/7</strong></td>
<td>Chorus Work on assignments Check in online</td>
<td>Spanish 30-minute synchronous session</td>
<td>Chorus Work on assignments Check in online</td>
<td>Spanish 30-minute synchronous session</td>
<td>Music 60-minute synchronous practice</td>
</tr>
<tr>
<td><strong>Period 4/8</strong></td>
<td>English 60-minute synchronous session</td>
<td>Social Studies 30-minute synchronous session</td>
<td>English Work on assignments Check in online</td>
<td>Social Studies 30-minute synchronous session</td>
<td>English Work on assignments Check in online</td>
</tr>
<tr>
<td><strong>G-Block/Resource/PE</strong></td>
<td>Time to check in with teachers/ work on assignments/ PE</td>
<td>Time to check in with teachers/ work on assignments/ PE</td>
<td>Time to check in with teachers/ work on assignments/ PE</td>
<td>Time to check in with teachers/ work on assignments/ PE</td>
<td>Time to check in with teachers/ work on assignments/ PE</td>
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</table>
# Upper School Sample Student Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday (A Day)</th>
<th>Tuesday (B Day)</th>
<th>Wednesday (A Day)</th>
<th>Thursday (B Day)</th>
<th>Friday (A Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1/5 (8:25-9:35)</strong></td>
<td>Chemistry 30-minute synchronous session</td>
<td>Engineering 2 60-minute synchronous session</td>
<td>Chemistry Work on assignments Check in online</td>
<td>Engineering 2 Work on assignments Check in online</td>
<td>Chemistry 30-minute synchronous session</td>
</tr>
<tr>
<td><strong>Period 2/6 (9:45 - 10:55)</strong></td>
<td>French 3 Work on assignments Check in online</td>
<td>Geometry Work on assignments Check in online</td>
<td>French 3 60-minute synchronous session</td>
<td>Geometry 60-minute synchronous session</td>
<td>French 3 Work on assignments; Check in online</td>
</tr>
<tr>
<td><strong>Community Period (11:00-11:30)</strong></td>
<td>Community Choice/Clubs</td>
<td>Advising</td>
<td>Clubs</td>
<td>Class meeting</td>
<td>Community Choice/Clubs</td>
</tr>
<tr>
<td><strong>Lunch (11:30-12:05)</strong></td>
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<tr>
<td><strong>Period 3/7 (12:10-1:20)</strong></td>
<td>Independent PE/training</td>
<td>Sculpture &amp; 3D Design 30-minute synchronous session</td>
<td>Independent PE/3D Design 30-minute synchronous session</td>
<td>Sculpture &amp; 3D Design 30-minute synchronous session</td>
<td>PE 60-minute Synchronous practice</td>
</tr>
<tr>
<td><strong>Period 4/8 (1:25-2:35)</strong></td>
<td>US History 1 60-minute synchronous session</td>
<td>English 10 30-minute synchronous session</td>
<td>US History 1 Work on assignments Check in online</td>
<td>English 10 30-minute synchronous session</td>
<td>US History 1 Work on assignments; Check in online</td>
</tr>
<tr>
<td><strong>G-Block (2:40-4:00)</strong></td>
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<td></td>
<td>Time to check in with teachers/work on assignments</td>
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</tbody>
</table>

**Notes:**
- Synchronous sessions are sessions where students interact with their teacher in near real-time.
- Independent PE/training may include a variety of activities such as physical education, fitness training, or independent projects.
- Lunch provides a designated time for students to eat and relax.
- The G-Block is a time reserved for students to check in with teachers or work on assignments.

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Baldwin Wired
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