



The Taft School

Dear Taft Families,

With the news of Taft's closure due to COVID-19, we write to communicate information regarding academic expectations. It is important to underscore Taft's abiding belief in the value of the classroom experience and that no remote learning environment can duplicate this; however, our goal is to continue to engage students in the learning process and extend students' educational experience.

In anticipation of this potential outcome, Taft's academic departments met on March 3, 2020, to discuss what remote learning would look like for their disciplines. In addition to these meetings, and ongoing planning over the past two weeks, Taft is also utilizing resources provided by our partnership with [Global Online Academy](#), a leader in remote learning and scholarship.

We offer the following guiding principles for successful remote learning:

- **Communication and Connection:** we understand that teachers and students will need to balance the demands of asynchronous connections and collaboration. It is the expectation that students will communicate with their teachers and classmates on a daily basis. Taft email and PowerSchool (the school's learning management system) will be the primary methods of communication. Maintaining these relationships will assist student learning and help students feel supported while they are away from campus.
- **Independent Learning and Variations between Courses:** we expect that students will continue to progress in their courses. Remote learning is not about the replication of the on-campus setting and, as a result, students will encounter a variety of instruction methods across their courses. It is essential that students organize their time, keep track of their work, and ask for clarification when questions arise.
- **Scholarship and Engagement:** we expect that students will embrace the remote learning process, will honor the spirit of Taft's academic honor code, and will approach their work intentionally. [Taft's Academic Habits Rubric](#) is a useful tool to gauge a student's planning, persistence, self-regulation, and engagement in a remote learning environment.
- **Supporting Student Learning:** this is of the utmost importance and we are keenly aware that students will have varying levels of access to high-speed internet, printers, scanners, classroom resources, textbooks, etc. The school is ready to support student needs and your communication and feedback are essential to the success of this remote learning experience.

The faculty is preparing for the start of the remote learning program and specific information about assignments will be emailed to students, as well as posted on PowerSchool, on Friday, March 27, 2020. Please see the attached documents *Remote Learning Plan for Students and Families* and *Remote Learning and Grading* to assist with the details that apply to participation in a remote learning program.

Shortly, all students will receive a survey to assess their individual needs with regard to academic technology and student support services. Thank you for responding to this survey promptly and for your understanding, partnership and feedback in light of these dynamic circumstances.

Regards,

Jennifer B. Kenerson
Dean of Academic Affairs, P'19'21'24

Edith F. Traina
Dean of Faculty