



March 18, 2020

Dear Trinity Families,

I hope the day has gone well for you and your children. We've completed Day 2 of distance learning and the faculty is working extremely hard and creatively to forward valuable learning experiences for the children at Trinity. From where I sit, I couldn't be more impressed with the work of the faculty during the first phase of distance learning - and the support and coordination all of our parents are managing at home. These really are unprecedented times and everyone's ability to adjust - and I know it is enduringly difficult - has been remarkable.

While I'd really like to get a video note out to your children, and likely will tomorrow or Friday, there are **some important things to convey** first.

As I said to the faculty and staff last Friday, when we all met together in the Library, as we know children thrive in an **environment of predictability and support**. Our initial phase of distance learning is to build the platform of predictability and support and we would adjust with deliberation and careful planning. We understand distance learning cannot fully replicate the classroom experience. Teachers need different tools and modes of engaging students. We understand that, over time and especially with longer term closures, the curriculum must advance. This cannot only be about advancement or reinforcement of previously taught skills. New material will need to be introduced along with the **solidifying of the initial routines**.

We've started the conversation at Trinity about **what a longer term closure would imply** regarding teaching and learning. Using models such as in Seattle (about two weeks ahead of us) and China (different cultural backdrop, but children still learning) can be instructive as well as communicating with other local and similar schools. There's no single template to adopt although there are resources to access.

As we move through our initial phase of distance learning, we are beginning to **consider the hybrid of asynchronous learning and synchronous learning**. To define:

Asynchronous Learning (Student-centered learning using online learning resources to facilitate information sharing. This learning does not occur in the same place at the same time for the students.)

to the hybrid with:

Synchronous Learning (Distance learning that happens in real-time in which a group of students engage in learning at the same time)

This consideration and **eventual implementation** takes planning time, particularly given the teachers are teaching. It's more than merely flipping a switch and implementing a hybrid model. Furthermore, and in deep consultation with Sue Krishna on the Lower Campus and Colette McWilliams on the Upper Campus, a hybrid model is significantly different at the Early Childhood level than it is at the Upper Elementary level. One size does not fit all.

To that end, to ensure the continued phase of authentic learning, predictability and support, and effective planning, we will be adhering to the following timeline:



Asynchronous Learning through Parent/Teacher Conferences on **April 2 and 3**. While there may be some slight modifications, the current platform will be in effect for the reasons stated above.

Upper Campus Parent/Teacher Conferences will be held (remotely, of course) on April 2 and 3.
Lower Campus Parent Teacher Conferences will be postponed to a later date, following Spring Break.
Asynchronous + Synchronous Learning hybrid would begin on Tuesday, **April 14**.

Granted, this assumes a longer school closure. We are expected to return on April 14. Nevertheless, we must plan accordingly and understand **the COVID-19 scenario continues to evolve**.

We may also try to arrange some more **remote social opportunities in collaboration with parents**. This will be out of the realm of teacher responsibility and I'll be looking for parents as partners to see how this might work. I understand there are some remote lunch groups, read alouds and other social gatherings happening - online, of course. I'd like to explore this assuming time and capacity.

Please know I understand, and empathize, with **all you're doing at home**. Providing at-home routines, schedules and learning spaces to support learning is only the start. Some children learn quite independently, others not so much, and parents need help with this. While it's easy to understand distance learning will not fully replicate the classroom experience, that doesn't make it easy to implement in your living room.

Finally, parent-child relationships can sometimes be challenging in the best of times and now you're navigating the two roles - and this can cause additional strain. It's natural, and expected to have a **wide variety of emotions**, frustrations, perspectives and, yes, joy during this time. Let me know if I can help and support you in any way.

See this time as it is - a time to engage with authentic learning as predictability and support solidifies. We all need to continue to **build up momentum** moving forward.

As always, my door is open and I welcome your input and insight. Thanks and reading this very long email, too.

Thank you for all you are doing for your children.

In admiration,

Matt