



LE JARDIN

ACADEMY

Lower School Distance Learning

School Year 2020-2021

www.lejardinacademy.org



The Value of an IB Primary Years Education

IB teaching methods and curricula are research-based and draw from the best educational practices from systems around the world.

IB teachers are required to participate in extensive professional development to continually promote their awareness of current educational practices and new thinking.

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate and sustainable student-initiated action
- language skills; all students study an additional language

Citation: [ibo.org/information for parents/pyp](https://ibo.org/information-for-parents/pyp)



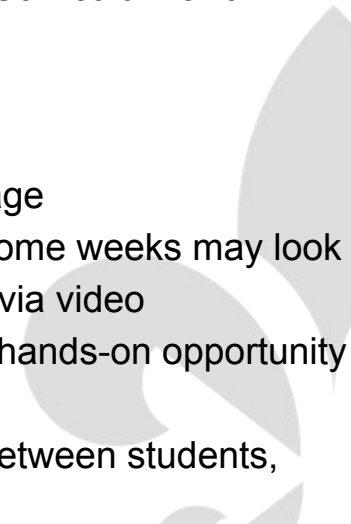
Philosophy



Distance learning (DL) at LJA has two main aims--to promote student well-being and continued academic growth. We use the term “distance learning” intentionally instead of online learning to express that we believe learning can take place at a distance without being in front of a screen all day.

Philosophy (cont'd.)

At LJA we believe that distance learning should be:

- Rooted in our mission
 - Based on our existing IB Primary Years Programme (PYP) Curriculum and aligned with the face-to-face on-campus learning
 - Hands-on and engaging
 - Age-appropriate in regard to content, form, and delivery
 - A balance of synchronous vs asynchronous depending on age
 - Flexible. Teachers are architects of learning experiences. Some weeks may look different from others as experiences may be best delivered via video conference, while others might be best delivered through a hands-on opportunity in which students discover independently
 - Centered around strong relationships and communication between students, teachers, and families
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Lower School Teaming Model

To ensure flexibility, sustainability and continuity of learning, the Lower School has designed a teaming approach to teaching. Students will benefit from working with all teachers on the grade level team. Teachers will curate daily learning experience(s), rotate and teach the lesson to each of the groups of students who've opted for face-to-face learning, and also deliver the lesson to the distance learning students for that grade level.

The Anchor Teacher

All students (F2F and DL) will be assigned to an “Anchor Teacher”. This teacher is similar to the classroom teacher you experienced last year. The Anchor Teacher develops a strong relationship with the student and their family, retains holistic oversight over your child’s learning journey and well-being, and conferences with parents throughout the school year.



Lower School Distance Learning Components

- Morning Meetings (recordings and live)
- Live online social events to connect students with their peers
- Direct instruction lessons (recordings and live)
- Live learning events (amount may vary depending on student's age)
- Independent practice, exploration, hands on discovery.
- Collaborative or group work (may take place with other F2F or other DL students)
- Social emotional and self-management skill development
- Counselor and learning support check-ins
- Designated times for you and your family to check out books from the library
- Learning kit pick up (In the loop at regular times throughout the quarter)
- Online Electives. These are optional challenges, games, and enrichment
- Opportunity to participate in field trips, after school activities, and sports on campus

Assessment & Reporting

Assessment

The purpose of assessment is to inform learning and teaching. It involves ongoing gathering and analysis of information about student learning to inform future learning experiences.

Teachers may require students to do work independently in order for teachers to:

- understand where the student is in the learning process
- support the student in self-reflecting and self-adjusting their learning strategies
- curate future learning experiences that continue to challenge the child appropriately

Reporting

F2F and DL students will receive report card indicators and comments each semester. Students in DL will be required to submit work throughout the semester for teachers to provide ongoing feedback.



Lower School Distance Learning Schedule

Monday-Friday Schedule for DL and F2F students
Specials (Art, PE, Music, Language, Media and Library) will be offered each week.

Your child's weekly schedule will be shared in August.



Highlights

- Students will begin each day with a morning meeting
- At least one live event per day (offering of live events vary by age)
- Days may look different. The mode of delivery (live, independent practice, collaborative group work) is carefully selected to maximize the outcome of the specific learning target for your child



Example Day in the Lower School

Morning Meeting (recorded or live)

Math posted by Teacher A (recording of instructions, task)

Check-in via video conferencing with Teacher A or teaching assistant to mathematical understanding

Snack/Recess

Language Arts posted by Teacher B (recording of instructions, task)

Working collaboratively via Google Doc and video conferencing with classmates.

Lunch/Recess

Drop Everything and Read (DEAR)

Unit of Inquiry (experiment and reflection using supplies from Learning Kit). Submit reflection to Teacher C.

Language (French, Spanish, Japanese, Mandarin) or other special - (Recorded or Live Lesson)

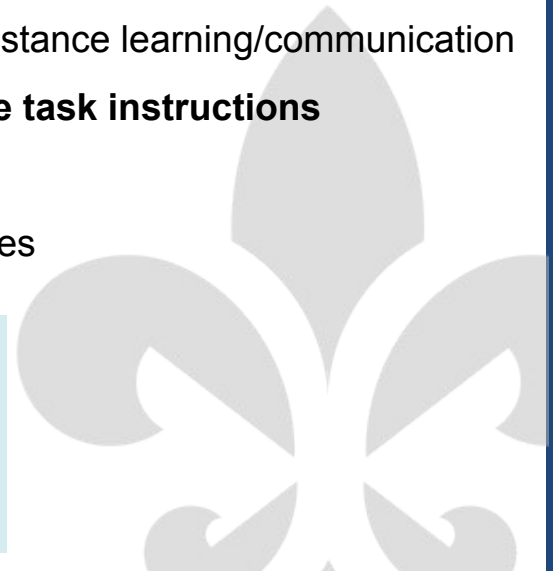
Improved Distance Learning Platform

Our LS Tech Team has streamlined our tools to ensure:

- **New!** Improved **delivery of instruction**
- **New!** Enhanced parent experience and **one-stop-shop** for all distance learning/communication
- **New!** Capability to insert **video conferencing details within the task instructions**
- **New!** Increased **student independence**
- **New! Improved communication** between the school and families

1:1 Devices! All K-5 students will receive their own device pre-loaded with learning tools.
iPads (K-2) ChromeBooks (3-5)

Enhanced video conferencing tools for connecting students in the classroom to those at home.



Technology and Support

Students will be issued an iPad (Grades PK-2) or a Chromebook (Grades 3-5) with all tech tools pre-loaded. All students will gain experience using their devices at the beginning of the year to support the possibility of a transition into distance learning at some point during the school year.

Upcoming Fall Parent Trainings (date?)

- Inquiry, Innovation, Independence: How to Support your child in developing an inquiring, innovative, and independent mindset
- Distance Learning Platform 101 and iPad Training for Parents (K-2)
- Distance Learning Platform 101 and ChromeBook Training for Parents (3-5)

Appointments available for distance learning families in need of device training (Remote or face-to-face with distancing/masking)



Roles and Responsibilities

Teacher Role and Responsibilities

In order to support this learning model, teachers will:

- **Curate lessons** targeted to challenge your child to further their learning process
- **Offer live experiences** throughout the week to encourage engagement
- **Support social emotional learning and relationships** between students and their peers
- **Provide regular and ongoing feedback** to students on progress
- **Provide parents with student progress** via the report card and parent conferences.

Roles and Responsibilities (cont'd.)

Student Responsibilities and Academic Honesty

In order to support this learning model, students will:

- **Exemplify the characteristics of the IB Learner Profile**
- **Actively participate** in live and independent learning experiences
- **Complete and submit evidence** of thinking and skill development
- When requested, **work independently** without the help of parents, siblings, or friends

Roles and Responsibilities (cont'd.)

Parent Role and Responsibilities

In order to support this learning model, parents will:

- **Attend required training** for distance learning families
- **Create a healthy work environment** for students including quiet work spaces, opportunity for movement, and play
- **Support a balanced schedule** that includes routines that include morning meetings, work time with breaks and consistent bedtimes
- **Discuss students' learning** with the child
- **Support students' inquiry** by not giving them all the answers but guide them
- **Support the child in turning in their work** (where age appropriate)
- **Communicate** if the child is struggling & **meet with teachers** as requested



Opportunities for Parent/Teacher Communication

The **Anchor Teacher** replaces last year's "classroom" teacher with whom your child was placed. Teachers will be working with students during the day so email is the preferred mode of communication. **Email your child's Anchor Teacher with any questions or concerns and a phone, face-to-face, or video conference can be scheduled as needed.**

Parent conferences will take place on October 26 via Zoom or face-to-face if allowed at that time.

Office Hours will be available for DL students to meet with their Anchor Teacher.

Opting Into Distance Learning

Students can opt into distance learning at the (1) start of each quarter, (2) if the COVID situation changes, (3) or if required to quarantine for 14 days or longer. Students can opt back into face-to-face instruction at the beginning of each quarter.

Quarterly Windows

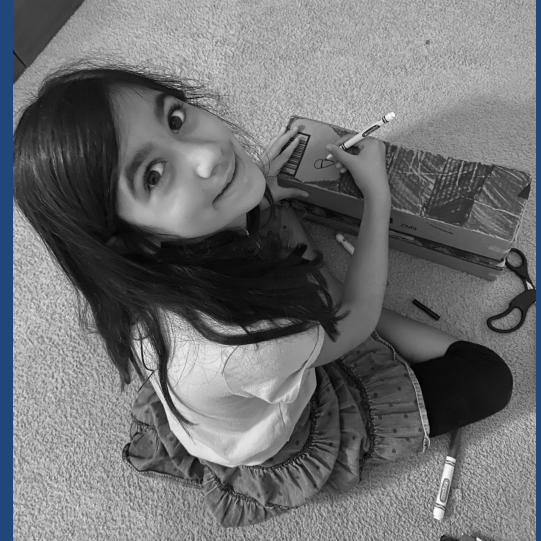
Q1: Aug. 12 - Oct. 9 (Start of School - Fall Break)

Q2: Oct. 19 - Dec. 18 (Fall Break - Winter Break)

Q3: Jan. 5 - Mar. 12 (Winter Break-Spring Break)

Q4: Mar. 22 - Jun. 2 (Spring Break - End of Year)

Please complete the [Google Form](#) to opt-in to LJA LS distance learning. Parents need to sign up by August 1 to opt into DL for the start of the school year.



Frequently Asked Questions

Q: If I select distance learning, can my child still participate in field trips?

A: Yes. Please let your child's teacher know if you would like to participate in a field trip. Distance learning parents will need to drive their child to the field trip and stay for the duration of the experience.

Q: Do all of the children in my house have to select the same learning environment?

A: No. We recognize that each child has unique needs. You can opt one child into distance learning and another child into face-to-face learning on campus.

Q: If I select the distance learning (DL) option, am I committed for the year?

A: No. You can opt into distance learning each quarter, if the school elevates to an increased risk level, or in the event of required quarantine. Parents can meet with the principal for special situations. Once a student has begun distance learning we cannot guarantee the ability to return to face-to-face learning until the end of the quarter.

Q: Will my child fall behind if we select distance learning?

A. We don't expect this to occur. Your child will receive the same PYP curriculum as their peers on-campus. However, every child learns differently. If we find that the child is unable to meet the expectations of distance learning, is unable to stay engaged, or is falling behind in any way your child's teachers will reach out to you.

Q: If I select distance learning, can my child still participate in on-campus after school events and activities (sports, extracurriculars, etc.)?

A. Yes. You can select the distance learning option and enroll your child in on-campus after school activities with the understanding that you must complete a self-screening form for your child each day prior to arrival on campus.