



Arborbrook Christian Academy
Age-Appropriate Distance Learning Plan
(Last Revised April 9, 2020)

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Introduction

Arborbrook Christian Academy offers today's students a unique Christian education based on both the timely and timeless principles of Charlotte Mason. Due to the circumstances we find ourselves in, Arborbrook moved from an in-person model of education to an age-appropriate distance learning platform quickly. This document outlines the principles and practices employed during this important time in our school's history.

Like everything else we do at Arborbrook, our Age-Appropriate Distance Learning endeavor is based on a partnership between the school and the parent. Believing that parents are the primary educators of their children creates a unique mindset when considering how to appropriately do distance learning. It is our endeavor to come alongside parents, to serve our children and their families during this difficult time. The success of our age-appropriate distance learning plan has happened because of the careful planning by our dedicated faculty and staff and strong parent support for this alternative mode of instruction.

We are mindful that none of us signed up for distance learning at the beginning of the school year. The sound and balanced approach Arborbrook is taking in its age-appropriate distance learning program mirrors the foundation of the education we have provided in our physical classrooms, while considering the unique pressures and emotional difficulties our students and families are facing today.

The purpose of this document is to outline how Arborbrook will continue to offer a blended learning model, which includes both asynchronous and synchronous learning opportunities. An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.

We have chosen this blended learning model for many reasons:

- A review of educational literature leads to a belief that a blend of both keeps students engaged with optimal learning.
- Many of our families do not have enough devices to satisfy the needs of complete synchronous learning.
- Some of our students have limited and/or variable online access to technology and the internet.
- Synchronous engagements are helpful in supporting the learning, socio-emotional, and spiritual well-being of students through real-time engagements.

Distance Learning Platforms at Arborbrook Christian Academy

The following online platforms support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

Kindergarten – Grade 3	Materials have been sent home for students to complete; teachers will send their Smore Newsletter via Arborbrook email twice per week; Zoom will be used for synchronous class meetings (once or twice per week by teacher; once per week for “specials”); Zoom sessions are optional; Assembly will be held weekly via Zoom.
Grades 4-6	Materials have been sent home for students to complete; teachers will send their Smore Newsletter via Arborbrook email twice per week; Zoom will be used for synchronous class meetings (once or twice per week by teacher; once per week for “specials”); Zoom sessions are optional; families will turn in work via Seesaw ; 6 th graders will also use Google Classroom and Khan Academy ; Assembly will be held weekly via Zoom.
Grades 7-8	All classroom texts have been sent home with students; teachers will use Google Classroom to communicate and collect all assignments; Zoom will be used for synchronous class meetings; each teacher holds office hours where students can attend to ask questions and gain clarity; faculty will send video messages including clear expectations of assignments to students via Google Classroom at least weekly; Zoom meetings will be primarily optional.
Grades 9-12	All classroom texts have been sent home with students; teachers will use Google Classroom to communicate and collect all assignments; Zoom will be used for synchronous class meetings; each teacher holds office hours where students can attend to ask questions and gain clarity; faculty will send video messages including clear expectations of assignments to students via Google Classroom at least weekly; some courses will require synchronous class meetings.

Communication Strategy

Quickly, it became obvious that a clear communication strategy was needed. Effective communication requires both active and passive routes to obtain information. To this end, Arborbrook Christian Academy has adopted the following communication strategy during our age-appropriate distance learning time.

All Parents	School-wide Newsmail is sent via email on Sunday nights at 6:00 pm. Important information posted on FACTS Family Portal. Weekly survey will be sent via email on Fridays at 12:00 pm.
Kindergarten – 6th Grade	Teachers will send two emails (Smore Newsletters) containing assignments per week, typically on Sunday (with assignments for Monday & Tuesday) and on Tuesday (with assignments for Wednesday – Friday). Lower School Principal will send one email per week with updates and important information impacting K-6 students.
7th- 12th Grade	All instructional communication is sent through Google Classroom. Upper School Principal will send one email per week with updates and important information impacting 7-12 students.

The Importance of Feedback

The success of Arborbrook's Age-Appropriate Distance Learning Plan depends heavily on the input of parents, students, and faculty. Committed to receiving such feedback, Arborbrook will use the following tools to obtain feedback:

- Conduct meetings with parents via Zoom
- Conduct meetings with students via Zoom
- Distribute surveys via email
- Communicate directly with parents by phone

Roles & Responsibilities

The following information is presented to explain the various roles and responsibilities of our community during Age-Appropriate Distance Learning.

Leadership Team	<ul style="list-style-type: none"> • Communicate with Faculty/Staff & Parents. • Support Faculty, Staff, & Parents effectively. • Ensure effective implementation of Distance Learning plan and accountability to student learning. • Make continual improvements and adjustments to Distance Learning based on feedback from faculty, staff, parents, and students.
Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues to design Distance Learning experiences for students in accordance with divisional plans. • Develop high-quality student learning experiences and assess students' learning of the material. • Communicate with and provide timely feedback, including grades, to students. • Communicate with parents, as necessary.
Students	<ul style="list-style-type: none"> • Dedicate appropriate time to learning. • Check appropriate online platforms for information on courses, assignments, resources daily. • Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s. • Identify a comfortable and quiet space to study/learn. • Engage in all learning posted with academic honesty. • Submit all assignments in accordance with provided timeline and/or due dates. • Ensure own social and emotional balance by keeping healthy habits.
Parents	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> • Providing an environment conducive to learning. • Engaging in conversations on posted materials, assignments. • Monitoring time spent engaging in online and offline learning, guaranteeing the balance needed for all students. • Encouraging attendance, as much as possible, to all zoom meetings. • Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play. • Provide proper feedback to school leaders so improvements can be made.

Questions Related To:	Contact:
A course, an assignment, a resource	Relevant Teacher – use email
Any other issue related to Distance Learning	Lower School Principal, Upper School Principal, or Head of School

What to Expect

One of the hallmarks of an Arborbrook education is to provide an opportunity for students to enjoy a feast of learning. Our goal in age-appropriate distance learning is to do the same-- provide each student with content to continuing learning while at home.

Our age-appropriate distance learning opportunities for Kindergarten – 12th grade students include the following important features:

- Reasonable learning activities that add value to our students' lives
- Interactive, live sessions between student and teacher
- Encouragement from teachers during what may be a difficult time
- Clear instruction of concepts
- Meaningful assignments that encourage effort and creativity
- Fostering a love of learning while at home
- Specific meeting sessions between teacher and student to answer questions or get help
- Online group gatherings fostering community relationships
- Direct feedback to students in a timely manner, helping to keep students motivated

It is our desire to maintain our Charlotte Mason philosophy through the study of literature, nature, and humanities while embracing cutting-edge technological resources to continue to meet the individual needs of each student.

Grade Level	What to Expect
Grades K-3	Students at this age should expect to be working 1-2 hours per day on direct school work. Additional options exist with art, music, PE, and nature study. Daily reading for pleasure is strongly recommended. Teachers will focus on introducing new math and reading concepts in their class videos. Other subjects touched on weekly include writing, science, history and/or geography. Zoom meetings will take place between teacher and the class once or twice per week.
Grades 4-6	Students at this age should expect to be working 2-4 hours per day on direct school work. Additional options exist with art, music, PE, nature study, inspirational studies, and band. Daily reading for pleasure is strongly recommended. Teachers will focus on new math and language arts concepts in their class videos. Students will also have classwork in writing, science, history and geography. Zoom meetings will take place between teacher and the class once or twice per week.
Grades 7-8	Students at this age should expect to be working 3-4 hours per day on direct school work. Additional options exist with Bible, Art and Band. Daily reading for pleasure is strongly recommended. Students will have classwork

	each day in all core subjects--Math, Language Arts, Science, and History. Teachers will introduce new content in their instructional videos. All teachers have posted Office Hours where students can join to have all questions answered. Occasional Zoom class meetings are scheduled to enhance learning and social connection. Bible classes meet weekly via Zoom.
Grades 9-12	Students at this age should expect to be working 4-5 hours per day on direct school work. Additional options exist with Bible, auxiliary, and elective classes. Daily reading for pleasure is strongly recommended. Students will have classwork each day in all core subjects--Math, Language Arts, Science, Spanish and History. Teachers will introduce new content in their instructional videos. All teachers have posted Office Hours where students can join to have all questions answered. Occasional Zoom class meetings are scheduled to enhance learning and social connection. Bible classes meet weekly via Zoom. Auxiliary courses will also meet via Zoom.

Instructional Content

Arborbrook will continue to introduce new content to students during Distance Learning. Understanding that our younger learners will need a lot of support, we ask parents to help as they can. Parents are encouraged to reach out to their principal if the workload is too much for their child and/or parent during this time. We have some staff and student interns dedicated to help younger learners engage in assignments. We intend to provide solid and creative instruction and assignments to help our students learn.

Grading

Arborbrook will continue to assess students during Distance Learning. Keeping in mind that Distance Learning is different than in-person education, we intend to make assessments measure the learning that is taking place. The style of assessment will look different than it did in the physical classroom. Our teachers are given freedom to creatively and appropriately assess student learning.

While it is our intention to provide grades for students in all core subjects in grades 4-12, certain Junior High and High School electives will be graded as Pass/Fail this semester. Students in grades Kindergarten - Grade 3 will continue to receive assessments of the habits we wish to instill in our students during these early years.

Examples of Distance Learning Videos

In Arborbrook’s age-appropriate distance learning plan, our teachers make videos of instruction for our students. Obviously, these videos vary by grade level. Here are some examples of videos from the various levels we teach.

Grades/Subject	Video URL
K-2	Kindergarten Video
3-6	4th Grade Classroom Teacher Video
7-8	Pre-Algebra Video
9-12	Environmental Science Video
Encouragement	5th Grade Teacher Video
Nature Study	Quad Garden
Creative Approach	8th Grade Language Arts Teacher Video
Astronomy Study	4th Grade Exploration
Charlotte’s Web Study	1st Grade Exploration