

# Distance Online Learning Program

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DOLP 2.0

ELEMENTARY SCHOOL

## > Introduction to the JFK DOLP 2.0

The Distance Online Learning Program (DOLP 2.0) at JFK is our program for partial or full distance learning online. **Students and teachers interact in meaningful ways to support student learning that upholds high academic standards.**

We understand that our students' social and emotional development is just as important as academic learning, so the DOLP 2.0 has intentional community-building activities built in.

While each section has specific plans for the daily schedule, **the DOLP 2.0 includes live educational experiences, recorded classes, and independent working time, as well as opportunities for students to take care of their individual needs.** The specific schedules will be shared with families by each Principal.

# *Distance Learning*

Our **JFK Beliefs About Learning** anchor teaching and learning both on campus and when we need to transition to distance online learning. We believe our learning community excels:

- Inside a safe, innovative, and collaborative school culture.
- When inquiry is meaningful and relevant.
- With clear expectations for behavior and logical consequences.
- Through the nurturing of its social, emotional, intellectual, and physical needs.
- Through the development of character.

In the event we need to transition to partial or full distance online learning, our teaching, learning, and assessment practices will shift to optimize learning and align with our beliefs.

In the DOLP 2.0, best practices center on the use of three distinct formats - live classes in which students engage in critical-thinking, seminars, collaboration, and question and answer sessions about the content curated by the teacher; recorded classes in which teachers create videos, screencasts, presentations, and curate content for students to review independently and independent working time for students.

We believe the synergy between these educational experiences supports the inquiry that engages students to learn and go beyond to ***Achieve the Extraordinary.***

## *Guidelines for Teachers in the DOLP 2.0*

- 1. Understand the limitations of your students' access to technology.**  
Many families may be sharing computers or working on phones or ipads that could limit their ability to access all types of documents.
- 2. Focus on evidence of student learning,** providing choice as much as possible for students to show you what they can do.
- 3. Be flexible and available** for student and parent questions during the school day.
- 4. Work collaboratively** both horizontally and vertically with teams and subject teachers.
- 5. Follow all section procedures for absences, late work, and other issues.**
- 6. Report social emotional concerns** to the section psychologist.

# Guidelines for Parents in the DOLP 2.0

These may vary depending on the grade level of your child.

## BE INFORMED

1. Check your child's grades on PowerSchool and Google Classroom accounts regularly.
2. Read the daily Morning Messages from Principals.
3. Check your JFK email account daily for important messages from the school.

## BE PREPARED

1. Help your child find a quiet space in the house for schoolwork.
2. Help establish routines and consistency with a daily schedule that includes exercise.

## BE RESPONSIBLE

1. Ask your child about what he or she is learning.
2. Allow your child to show learning and abilities; refrain from doing the schoolwork for them.
3. Email the section assistant to report any reason that prevents student from working online.
4. Contact the school with doubts or suggestions.
5. Consult the Student Support Services if you notice changes in behavior or mood.

# *Guidelines for Students in the DOLP 2.0*

These may vary depending on the student's grade level.

## BE INFORMED

1. Grades 6-12 check your JFK Email Account daily for important messages from school..

## BE PREPARED

1. Arrive to live classes on time with appropriate and necessary materials.

## BE RESPONSIBLE

1. Turn in assignments as required.
2. Keep communication open during school hours.
3. Follow suggestions for schedules and activities.

## INTRODUCTION TO ELEMENTARY SCHOOL DOLP 2.0

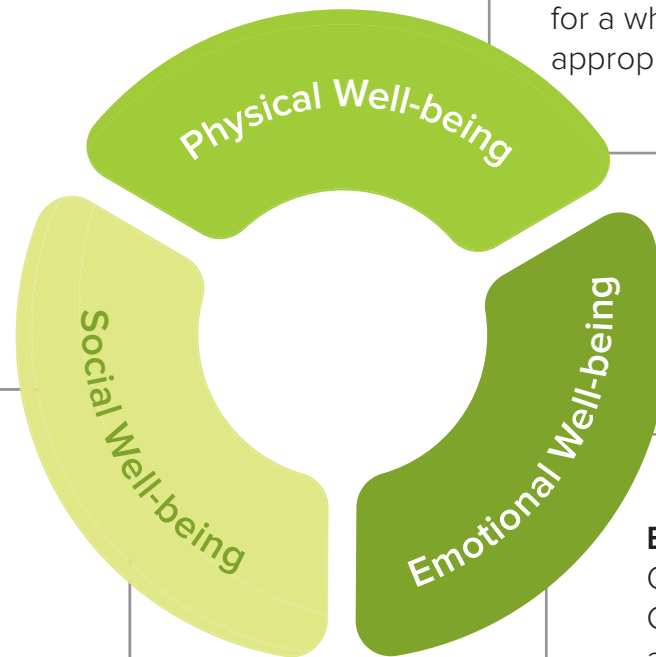
### *Priorities and Considerations*

- There are four essential areas of the DOLP 2.0 for Elementary School: **Communication** (how teachers share information and news with students and parents), **Instruction** (how teachers teach and how students are expected to learn including the format), **Assessment** (how students reflect on their learning and how grades are assigned), and **Interaction** (how teachers and students interact, how often they interact, and if the interactions are whole group, small group or individual).
- Students in Elementary School **need adult support**, though we design most learning experiences with the goal that children can complete them independently.
- The primary tool for communication between teachers and families is **email**.
- **In grades PF to grade 4**, teachers will link materials and assignments in SeeSaw.
- **Live classes, as well as recorded classes** are designed to be completed during the school day, which is from 8:00 am to 2:30 pm.
- **Flexibility** is built in for students and families for whom a structured schedule is not the best option.
- **Office Hours are built into the daily schedule** for students to clarify doubts and ask questions.
- **Student Support Services (SSS)** is always available to help children with emotional and social needs.

## > ES Learning goals, 2020-21

### Physical Well-being

The DOLP 2.0 keeps children learning while their learning cannot take place on campus. The new and improved ES DOLP 2.0 presents a structured and balanced learning day including live classes, recorded classes and Independent Work Time to allow for a whole school day while respecting age appropriate screen time limits.



### Social Well-being

The new and improved ES DOLP 2.0 will give our students more opportunities for small group work with each other and with teacher guided practice in small groups. They will have more opportunities to work in small groups on class projects. We will develop a sense of community through these social interactions.

### Emotional Well-being

Our Character Education program and Class Meetings will help students maintain a high sense of self during the DOLP 2.0. Our new and improved ES DOLP 2.0 will include more follow-up from the Student Support Services team to ensure balance, engagement, and success.



## > ES Learning goals, 2020-21 (Academic Well-being)



**Teachers will guide students to achieve the power benchmarks** (i.e. the most important skills) for success at the next grade level. They will develop as writers by practicing writing, readers by practicing reading, mathematicians by practicing math, and inquirers by practicing inquiry.



**In the new and improved ES DOLP 2.0, Pre-1st to Grade 4 students will use Seesaw**, an online learning platform, to successfully achieve these benchmarks, as well as Google Meet for live meetings, small group collaboration, and one-on-one interactions with their teachers.



**In the new and improved ES DOLP 2.0, Grade 5 students will use innovative learning platforms, such as Toddle and Google Classroom**, to successfully achieve these benchmarks. Also, they will use Google Meet for live meetings, small group collaboration, and one-on-one interactions with their teachers. Toddle is specifically designed for concept-based teaching and learning, which is critical in the Grade 5 PYP Exhibition year.

# ES at-a-glance

(This is a proposed grade level schedule subject to modifications and it will vary by grade level)

Typical class hours during a week	Live Class	Recorded Classes
Español	2	1
Writing and Writing	3	2
Science Lab	0.5	0.5
Matemáticas	2	1
Unit of Inquiry	2	1
Unidad de Indagación	2	0
Educación Física	1	1
Technology	1	1
Música y Arte	1	1
Character Education	0.5	0.5
Office Hours	4	--
CEL	0.5	0.5
Math Lab	0.5	0.5
Independent Work Time (2 class periods per day)	N/A	N/A



## Live classes

Live classes with the teacher presenting new concepts, guiding collaboration and practice, and/or assessing student progress in real time. Google Meet is the communication app for live classes.



## Recorded classes

Recorded classes with the teacher that are not live. Students are able to complete learning experiences independently and submit their evidence of learning via Seesaw or Google Classroom.



## Independent Work Time

Teachers will assign work to extend the learning from the Live and Recorded classes. This time is also available for students to complete assignments not finished in Live or Recorded Classes, or additional Work assigned by teachers, or their own Passion Project.



## Office Hours

These are live sessions led by teachers. Specific students may also be required to attend for one-on-one academic support. Students with questions for the teacher are welcome.

# Sample Daily Schedule

(Will vary by day and grade level)

7:00		Wake up Be grateful Get energized	11:00 - 11:30		Exercise/Lunch
8:00 - 8:45		Español (Includes Morning Meeting)	11:30 - 12:15		Character Education (live class)
8:45 - 9:00		Stretch break Brain Break	12:15 - 1:00		Independent Work Time (Seesaw Assignments, etc.)
9:00 - 9:30		Independent Work Time (Seesaw Assignments, etc.)	1:00 - 1:45		Unidad de Indagación
9:30 - 10:15		Math Lab (Recorded class)	1:45 - 2:00		Stretch break Brain Break
10:15 - 11:00		Matemáticas	2:00 - 2:30		Office Hours

## Who to contact?

If you have an issue with technology

[techsupportfamilies@jfk.edu.mx](mailto:techsupportfamilies@jfk.edu.mx)

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Question about a specific  
assignment or grade or classroom  
issue

Classroom teacher

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Question or help with a  
socio-emotional issue or concern

Pre-1st, 1st, 2nd

Tere Cancino  
[tcancino@jfk.edu.mx](mailto:tcancino@jfk.edu.mx)

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3rd, 4th, 5th

Lorena Aguirre  
[laguirre@jfk.edu.mx](mailto:laguirre@jfk.edu.mx)

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To request a meeting with the  
teacher

Ana Paula del Peral, Assistant  
[adelperal@jfk.edu.mx](mailto:adelperal@jfk.edu.mx)

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Still not finding a solution?

Jennie Trentman, English Coordinator  
[jtrentman@jfk.edu.mx](mailto:jtrentman@jfk.edu.mx)

Adriana Garcia, Spanish Coordinator  
[agarcia@jfk.edu.mx](mailto:agarcia@jfk.edu.mx)

# You'll see our *ES* teachers use...



Students create and share videos for collaboration, to show understanding, and more.



Student work: images, video, or any other multimedia is posted on a virtual bulletin board.



Slides, docs, sheets, and forms all engage learners in collaborative, real-time application of learning.



Students and teachers can participate in surveys.



A platform for everything! Students receive instruction, interact with others, submit evidences of learning.



Online math program that is engaging, fun, and student centered.



Interactive, real-time collaborative, or self-guided presentations.



Online reading programs that work at the reading level of our students.



Students can show their understanding quickly, for immediate teacher-feedback.



Short animated movies that teach children key concepts in all the subjects.



The #1 video-making tool out there.



Check grades here!



A review game that is really intense!

