

Distance Online Learning Program

DOLP 2.0

HIGH 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 HIGH SCHOOL DOLP 2.0

Priorities and Considerations

- Best teaching practices for high school students involve a wide range of different components to engage learners, including live classes with direct instruction from the teacher, whole and small group seminars, question and answer sessions about curated material, sharing ideas and pitching presentations, peer feedback, work and conference time, inquiry, and skill review.
- It is important for students to have spaces where they can make meaningful choices over their day and experience to be successful, happy, and healthy. These spaces, called WIN (“What I Need”) are blocked off during the day. During these times, students can exercise, connect with mentors, make appointments to see teachers, meet with friends, see counselors, eat, stretch, or complete assignments.
- Students also need spaces where they can take control over their learning and pursue passions. In our Passions Block, students can choose to work on their MYP Personal Project, DP Extended Essay, or Guidance Project (9th Grade) or attend one of our special weekly events. Special events include presentations from national and international universities, career talks, social-emotional workshops, current event seminars, service presentations, IB-themed presentations, and webinars on healthy living.

› High School Learning Goals, 2020 - 21

- › Provide challenge, choice, and care for students to create a safe atmosphere where they can become the best version of themselves.
- › Provide meaningful experiences for students to learn the knowledge, concepts, skills, and mindsets to be successful at national and international universities of their choice.

Sample Daily Schedule

	Lu	Ma	Mi	Ju	Vi
1 7:30 - 8:20	History of Mexico Dania G.	Chemistry Claudia H.	English Heather G.	Spanish Paula B.	Math Flex Laura P. / Rosalia P.
2 8:25 - 9:15	Mathematics Laura P.	Spanish Paula B.	Spanish Paula B.	English Heather G.	Guidance Mariana G. / Montserrat L.
3 9:15 - 10:10	WIN - Office Hours	WIN - Office Hours	Physical Education Ganchos PE Teachers	WIN	Physical Education Ganchos PE Teachers
4 10:15 - 11:05	Spanish Paula B.	Arts 9:Paulo, 10: Lilianne S. / Angelica R. / Adrian H.	Chemistry Claudia H.	Design Erik P.	Design Erik P.
5 11:10 - 12:00	Arts 8:Paulo, 10: Lilianne S. / Angelica R. / Adrian H.	English Heather G.	Design Erik P.	Mathematics Laura P.	Passion Block Heather G.
6 12:00 - 12:35	WIN	WIN	WIN	WIN	WIN
7 12:40 - 13:30	English Heather G.	Mathematics Laura P.	History of Mexico Dania G.	History of Mexico Dania G.	English/Spanish Heather G. / Paula B.
8 13:35 - 14:25	Chemistry Claudia H.	History of Mexico Dania G.	Mathematics Laura P.	Chemistry Claudia H.	Science/Humanities Claudia H. / Dania G.



We offer our full academic program online with classes from 7:30-2:30. Teachers take attendance at the beginning of class and then engage students with a wide range of learning experiences to support curricular goals.

Virtual Learning Components



Live Classes

- Direct Instruction - Teachers engage students live with new knowledge, concepts, or skills at the beginning of class, model and demonstrate it using worked examples, and then give them time to practice independently or in small breakout groups.
- Seminars - Teachers engage the whole class or small groups of students live in critical-thinking discussions, debates, and prompts.
- Pitches and Presentations: Students pitch ideas or present findings during a unit of inquiry or exploration.



Work and Conference Time

- Teachers provide a screencast, video link, or app to teach new knowledge, concepts, or skills at the beginning of class or give instructions for work and then stay inside the live Google Meet session to answer questions and give feedback.

Virtual Learning Components

- 1. New! Subject Flex Hours** - We break classes down into two smaller groups once per week on Friday to support small group instruction, give more personalized feedback, reinforce key skills, and conference with students in order to meet the needs of diverse learners in online learning.
- 2. New! Daily 60 minute and 40 minute WIN Blocks** - “What I Need” where students choose what they need to be successful, healthy, and happy. Take time to eat, stretch, exercise, complete assignments, meet with a teacher, chat with a counselor, connect with friends, or attend special webinars and presentations.
- 3. New Passion Block! You decide!** Take time to design your Personal Project, write your Extended Essay, get support from a teacher, design your service experience and portfolio, attend a special webinar or workshop, make an appointment with your College Counselor, and apply to national and international universities.
- 4. New!** Staff office hours with designated times to get support or connect with your mentor.



Online Resources



Actively Learn

New Actively Learn online textbook, library, and personalized reading tool in English for multiple subjects in grades 9-10. Teachers can assign readings at each student's individual reading level and track progress.



KOGNITY

We've renewed our subscription to Kognity, the one stop online interactive textbook service for IB Diploma subjects after great feedback from teachers and students.



Online Resources



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



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



Check grades here!



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



Online reading platform in which teachers assign articles and novels linked to our curriculum and track student learning data for areas related to the Stanford, PSAT, SAT, and TOEFL.



The #1 video-making tool out there.



A review game that is really intense!



Is an online IB textbook service for students in 11th and 12th grade.



Online platform that checks for plagiarism for written work submitted by students.

Who to contact?

DOLP 2.0

Reporting an illness, absence, or inability to connect for class

Ms. Carolina Gonzalez de Cossío at cgcossio@jfk.edu.mx

Issue: Discipline

Mr. Jacob Szymborski at jszymborski@jfk.edu.mx

Issue: Social/Emotional or Bullying

Ms. Montse Lavin (Grades 10 and 12) at mlavin@jfk.edu.mx

Ms. Mariana Quintana (Grades 9 and 11) at cquintana@jfk.edu.mx

Issue: College and Career Guidance

Mr. Steve McGough at smcgough@jfk.edu.mx

Issue: IB Diploma Program

Ms. Regina Velazquez at mvelazquez@jfk.edu.mx

Issue: General academic performance for an individual student

Ms. Angela Broeckel at abroeckel@jfk.edu.mx

Issue: Concern about an assignment grade

Individual Subject Teacher

Issue: Make a virtual appointment

Ms. Carolina Gonzalez de Cossio at cgcossio@jfk.edu.mx

Issue: Technology Problems

techsupportfamilies@jfk.edu.mx



