

Dorchester Public Schools

Temporary Distance Learning Plan

Link to Share: bit.ly/samplecovidcloseplan

School Roles and Responsibilities	
District Office	<ul style="list-style-type: none"> • Create and distribute the Temporary Distance Learning Plan (TDLP) • Support faculty and students/families shifting to a distance learning environment • Help teachers implement TDLP
Technology Department	<ul style="list-style-type: none"> • Create and distribute a survey to find out which families need devices. • Support faculty and students/families shifting to a distance learning environment • Provide written/video support to assist faculty with using district identified resources
Principals	<ul style="list-style-type: none"> • Monitor communication between teachers and their students • Support faculty and students/families shifting to a distance learning environment • Help teachers implement TDLP
Core Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Use district curriculum and resources (ex. Google Classroom, Seesaw, Zoom, online textbooks) to communicate and deliver content • Make sure parents are aware which online resources your students will access. Include information on how to access the resources. • Communicate with and provide timely feedback -Daily if possible • Communicate with parents, as necessary
Special Education, Title 1	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload. • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities for students on your caseload • Document time supporting students. .
K-4 Specials (PE, Music, Library, Guidance, Art)	<ul style="list-style-type: none"> • Develop a bank of activities being mindful of the resources families may or may not have in their home. • Communicate with students/families who reach out for assistance • Communicate to families the sites/resources you will be using
5-8 Specials & Exploratories	<ul style="list-style-type: none"> • Develop a bank of activities being mindful of the resources families may or may not have in their home. • Communicate with students/families who reach out for assistance
Counselors	<ul style="list-style-type: none"> • Serve as a liaison for communication with students/families in crisis • Provide resources for students and families to support them while they are away from school
Teacher Librarian	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high-quality distance learning experiences

	<ul style="list-style-type: none"> • Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences • Be available for teachers and students as needed for support and respond to research issues. • Provide reading resources to all students
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Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible. Follow the school dress code
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with School Internet Safety policies including expectations for online etiquette

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	Brian Rut (brut@dorchesterschool.org)
a personal, academic or social-emotional concern	Ms. Houdek (dhoudek@dorchesterschool.org)
other issues related to distance learning	Mr. Allen (aallen@dorchesterschool.org)

Parent Roles and Responsibilities

- Provide support for your children by:
- Establishing routines and expectations
 - Defining the physical space for your child to study
 - Monitoring communications from your child’s teachers
 - Beginning and ending each day with a check-in
 - Taking an active role in helping your child process his/her learning
 - Establishing times for quiet and reflection
 - Encouraging physical activity and/or exercise
 - Remaining mindful of your child’s stress or worry
 - Monitoring how much time your child is spending online
 - Keeping your child social, but set rules around their social media interactions

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General Guidelines for Distance Learning

Feedback	<ul style="list-style-type: none"> • Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments • Provide clear communication regarding where/how students should ask questions and seek clarification • Actively monitor your email for questions and communications from students/families
Offline Work	<ul style="list-style-type: none"> • Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture • Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> • Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area • Consider how to use gradual release of responsibility to enhance learning for students • Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students • Make sure that all directions for tasks are clear and detailed
Online Learning Environment	<ul style="list-style-type: none"> • Use district supported platforms such as Google Classroom, Zoom, online textbooks, Google Drive, etc. • Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area
Synchronous Learning	<ul style="list-style-type: none"> • Students have the opportunity to interact with one another and the teacher • Could take place via Zoom, Google Meet or online written interactions such as Questions in Google Classroom • All video synchronous learning opportunities should be recorded and posted for students who are unable to make the live session
Video Conferencing	<ul style="list-style-type: none"> • Students should be seated at a table (not on beds)

Guidelines	<ul style="list-style-type: none"> • School dress-code should be followed • Maintain class etiquette
Student Check-In & Assessment	<ul style="list-style-type: none"> • Assessments as necessary to ensure students have the appropriate number of learning experiences • Use tools such as Google Forms, online textbook assessments, Google Classroom Tools etc.
Office Hours	<ul style="list-style-type: none"> • All staff will be available to their students and parents via identified communication tools and digital platforms from 8:00-12:00 and 12:30--3:00 every day. Staff will provide direct instruction following the TDLP pacing guide.
Substitute Teachers	<ul style="list-style-type: none"> • Substitute teachers will be trained on providing E-Learning. It is the responsibility of the classroom teacher to provide sub plans as normal.
Instructional Packets	<ul style="list-style-type: none"> • At the elementary and middle school level, it is recommended to provide instructional packets supporting student learning. Students and parents should be told to leave these packets in their backpacks and only complete the packets if we initiate the Temporary Distance Learning Plan.
Instructional Materials	<ul style="list-style-type: none"> • It may be recommended that students take learning materials (textbooks) home in the event that a digital copy is not available.
Free E-Learning Tools Non-Curricular Materials	<p>WeVideo DiscoveryEd BrainPop GetKahoot Try_ponstro BookCreatorApp Gotynker Buncece PearDeck</p>

Preschool

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in TDLP pacing guides
- The primary tools for communication between teachers and families will be parent provided email addresses and through SeeSaw.

Approximate Time Frames for Learning

Preschool	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
20+ minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social emotional development
Flex Learning	Reading aloud Board games and challenges Learning a new skill Practicing mindfulness/yoga/breathing exercises Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 1 hour per day

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in TDLP pacing guides
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Zoom, SeeSaw, or Google Classroom and parent provided email addresses.
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time. The synchronous learning sessions will be at a regularly scheduled time determined at each school.

Approximate Time Frames for Learning

Kindergarten to Second Grades	
20-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
20-25 minutes per day	Mathematics

20-25 minutes per day	Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 1.5 hours per day

Third to Fourth Grades	
25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
20-30 minutes per day	Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 2 hours per day

Middle School

Priorities

- Learning will be mainly focused around prioritized content found in TDLP pacing guides
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Zoom, Google Classroom, student email addresses, and parent provided email addresses.
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time. The synchronous learning sessions will be at a regularly scheduled time determined at each school.

Approximate Time Frames for Learning

Grades 5, 6, 7 & 8	
30-35 minutes per day	Reading/English
30-35 minutes per day	Writing
30-35 minutes per day	Mathematics
30-35 minutes per day	Science
30-35 minutes per day	Social Studies
30-35 minutes every other day	7th and 8th grade Health
20-25 minutes per day	Art, Music, PE and Exploratory teachers will provide a range of activities that continue to support the current program
Flex Learning	Independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 3-4 hours per day

High School

Priorities

- Learning will be mainly focused around prioritized content found in TDLP pacing guides
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Google Classroom, ZOOM, student email addresses, and parent provided email addresses.
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time. The synchronous learning sessions will be at a regularly scheduled time determined at each school.

Approximate Time Frames for Learning

Grades 9, 10, 11, 12

30-35 minutes per
day

Each scheduled high school course

Total Distance Learning Time: approximately 3.5-4 hours per day