



# Distance Learning – Phase 2 A Guide for Families

*How to use this document:*

*You can navigate to an area of interest, or jump forward or backward using the tabs:*



*OR – return to the beginning at any time using:*



Instruction

Special Ed.  
and Gifted

Expectations

Grading

Technology

Q & A

*During this unprecedented time in education, our focus will continue to be on supporting students' academic and emotional wellness while maintaining home and school balance.*

*Phase 2 will mark the beginning of new student learning for all Central Bucks students in grades kindergarten through 12.*

GO  
HOME



Instruction

Special Ed.  
and Gifted

Expectations

Grading

Technology

Q & A

# Instruction

*In a distance learning environment, it is critical for teachers to check in with their students. Instruction will be conducted in two primary ways:*

## Asynchronous and Synchronous

This is when students can access their learning and interact with assignments at **any time** and would receive feedback from their teacher at another time.

This is when students can access their learning and interact with assignments **at a specific time** and receive real-time feedback.

***Regular student*** ↔ ***teacher communication is KEY.***

GO  
HOME



# Instruction

*Asynchronous* instruction, in the form of assigned readings, independent practice, and self-paced lessons will take place each day.

*Synchronous* instruction, in the form of direct instruction – live or pre-recorded, will also take place daily.

Teachers will perform regular check-ins and reach out to students as necessary to provide feedback on student learning.

*Regular student* ↔ *teacher communication is KEY.*



# Office Hours

This is a predetermined time for students to have real-time access to their teacher. Teachers can answer questions, check progress, and provide feedback.

Your child's teacher(s) will establish and communicate their office hours.

*Regular student* ↔ *teacher communication is KEY.*



# Special Education and Gifted Students

- Students with IEPs and GIEPs will continue to receive the accommodations/modifications, supports, services, and specially designed instruction outlined in these plans, to the extent possible in the virtual learning environment. ***Please check the website developed by your child's teacher and look for specific communication from his/her case manager.***
- Related Services such as speech, occupational and physical therapy, counseling etc. will be provided through a tele-therapy approach. This tele-therapy will occur over the telephone or other virtual means. ***Your child's related service provider(s) in conjunction with his/her case manager will communicate with you about this.***

## SUPPORTS

Parent and guardian supports in the general areas of behavior, instruction, and daily living skills will be posted weekly on the main page of the Special Education Department, found [here](#). ***These will go live on April 1, 2020 and will be updated each week.***

**GO  
HOME**



# Special Education and Gifted Students

- Multi-disciplinary team meetings and IEP/GIEP meetings will be held virtually, and documents will be provided digitally.
- ***The case manager will contact families and IEP team members to schedule a time for the meeting.*** Meetings will be held via a conference call or through other virtual means.

## SUPPORTS

Parent and guardian supports in the general areas of behavior, instruction, and daily living skills will be posted weekly on the main page of the Special Education Department, found [here](#). ***These will go live on April 1, 2020 and will be updated each week.***





# Sample Schedules

On the following slides are general schedules of what this next phase of distance learning may look like at the elementary, middle, and high school level. These are intended to provide a **general sense**, with **more detail** to come from teachers.

Look for more detailed schedules from your child's teacher(s) in the coming days.



# Sample Elementary Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					<p><i>Students:</i> Friday Special &amp; Daily Reading SEW Activities</p> <p><i>Teachers:</i> Planning &amp; Collaboration</p>
8:00					
8:30					
9:00	Check In w/Homeroom		Check In w/Homeroom		
9:30	Synchronous/Asynchronous Learning				
10:00	Assessment of Student Work				
10:30	Teacher Planning/Collaboration				
11:00	Office Hours	Office Hours	Office Hours	Office Hours	
11:30	Synchronous/Asynchronous Learning				
12:00	Assessment of Student Work				
12:30	Teacher Planning/Collaboration				
1:00	Office Hours				
1:30	Office Hours	Office Hours	Office Hours	Office Hours	
2:00	Synchronous/Asynchronous Learning				
	Assessment of Student Work				
	Teacher Planning/Collaboration				
2:30					
3:30					
Evening					



# Sample Middle School Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00					
8:30					
9:00	Check In w/ Advisory	Check In w/ Advisory	Check In w/ Advisory	Check In w/ Advisory	
9:30	Office Hours:	Office Hours	Office Hours	Office Hours	
10:00	Period 1 (Synchronous)	Period 3 (Synchronous)	Period 5 (Synchronous)	Period 7 (Synchronous)	
10:30	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	
11:00	↓	↓	↓	↓	Planning/Collaboration
11:30	↓	↓	↓	↓	Independent Reading
12:00	Office Hours:	Office Hours	Office Hours	Office Hours	SEW Lessons
12:30	Period 2 (Synchronous)	Period 4 (Synchronous)	Period 6 (Synchronous)	Any Period (Synchronous)	
1:00	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	
1:30	↓	↓	↓	↓	
2:00	↓	↓	↓	↓	
2:30					
3:00					



# Sample High School Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00					
8:30					
9:00	Check In w/ Advisory	Check In w/ Advisory	Check In w/ Advisory	Check In w/ Advisory	
9:30	Office Hours:	Office Hours	Office Hours	Office Hours	
10:00	Block 1 (Synchronous)	Block 3 (Synchronous)	Block 1 (Synchronous)	Block 3 (Synchronous)	
10:30	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Planning/Collaboration
11:00	↓	↓	↓	↓	Independent Reading
11:30	↓	↓	↓	↓	SEW Lessons
12:00	Office Hours:	Office Hours	Office Hours	Office Hours	
12:30	Block 2 (Synchronous)	Block 4 (Synchronous)	Block 2 (Synchronous)	Block 4 (Synchronous)	
1:00	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	
1:30	↓	↓	↓	↓	
2:00	↓	↓	↓	↓	
2:30					
3:00					



# Expectations

Phase 2 of the CBSD Distance Learning Plan Will Begin on **April 6.**

**Elementary** – On April 6<sup>th</sup> teachers will practice use of online tools and set expectations and norms for online interactions & behaviors.

**Secondary** – April 1<sup>st</sup> and 2<sup>nd</sup> are designated as time for teachers and students to acclimate to their new class times and the tools that will be utilized to execute Phase 2 of Distance Learning. **No new learning will occur on these days** – the purpose is to become familiar with the format and to help our students learn the features of Microsoft Teams. **New learning will begin on April 6.**

***Balance and time management = success.***

**GO  
HOME**



# Expectations

We realize that some students will not be available when teachers are and vice-versa. The goal of blending synchronous and asynchronous learning is to be respectful of everyone's ability to access and participate amidst the many **challenging circumstances we all face.**

We know our students and teachers will approach this new distance learning phase with the same **resilience**, **patience**, and **enthusiasm** with which they approach any challenge or opportunity placed before them. Take your time and reach out for help when you need it. We're here!

***Balance and time management = success.***

***Regular student***  ***teacher communication is KEY.***



# Grading - Elementary

- Assessment will be formative and designated **PASS/FAIL** with a threshold of **70% for passing**.
- Summative assessments **WILL NOT** be given during this time.
- Formative assessment data will be used to gauge student learning and understanding.
- Using a pass/fail method, **students who achieve a 70% or higher will receive a passing final grade.**

*Our primary focus is student learning – NOT grades.*

GO  
HOME



# Grading - Secondary

- We will utilize **PASS/FAIL** approach to assessment, utilizing only formative assessment with an emphasis on high quality specific feedback for learning. **The threshold for passing will be a 70%.**
- When assessing our students' work, what would typically qualify as a 70% or higher will be a **passing** grade.
- Any student who does not meet the 70% threshold will be afforded the opportunity to re-submit work to demonstrate their understanding and earn a passing grade.
- For students who choose not to participate or submit work, a **FAILING** grade will be assigned.

## FINALS

Core assessments and final exams will not be given this semester. Our focus will remain on high quality learning experiences, mastery of content and the standards.

*Our primary focus is student learning – NOT grades.*

GO  
HOME





# Technology

- **All Students:** Teams for Virtual Check-Ins, Office 365, and all supported CB applications
- **Elementary:** Seesaw, Teams, & One Note
- **Secondary:** Canvas or One Note

## TECH SUPPORT

### Grades 7-11

The fastest way to get technology support is to submit a [help desk ticket](#).

### Grades K-6 & 12

Send e-mail to [techsupport@cbsd.org](mailto:techsupport@cbsd.org).

GO  
HOME



# Questions and Answers - Elementary

- **Is this mandatory?** **Yes**, students are required to participate in Phase 2 of Distance Learning. If a student is unable to participate for any reason, they should communicate with their teachers or building principal for assistance.
- **What about Pen program instruction?** Pen teachers will create lessons for their students.

# Questions and Answers - Secondary

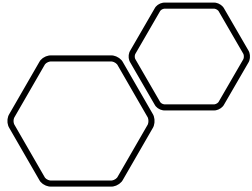
- **Is this mandatory?** **Yes**, students are required to participate in Phase 2 of Distance Learning. If a student is unable to participate for any reason, they should communicate with their teachers or building principal for assistance.
- **Will the assessment results be found in the Parent Portal?** We are currently working on a process for the reporting of grades within the portal, look for more information in the coming days.
- **What about marking period end dates?** All secondary students will remain in their current classes for the remainder of the year. MP3 will be transitioned to a “semester” model. More information will be made available to families as soon as possible.
- **How will this affect graduation?** An alternative approach to commencement is being developed in the event schools do not reopen. A June 12<sup>th</sup> commencement is still anticipated.



# Questions and Answers - Secondary

- **What about AP testing?** According to the College Board there will be no traditional face-to-face testing; as a result, students can test online from home. Test schedules are scheduled for release April 3rd with two different options for each course. May 26th is the date for any course with portfolio submissions (Art and Comp Sci Principles). Free remote learning resources are being developed for students (taught by veteran AP teachers across the world). These resources can be accessed beginning March 25th and will be recorded so students can access them at any time. Lessons will focus on reviewing skills and concepts from the first 75% of the course. There will also be some supplementary lessons on the final 25%. Students registered for an exam can choose to cancel at no charge as per the College Board. More information may be found on the [College Board website here](#).
- **What about 9-week electives?** If they are currently in session, they will extend to the end of the year. For 9-week electives scheduled to run MP4, these elective classes are no longer running.





**Questions?**  
Send email to  
Angela Linch at  
[alinch@cbsd.org](mailto:alinch@cbsd.org).

