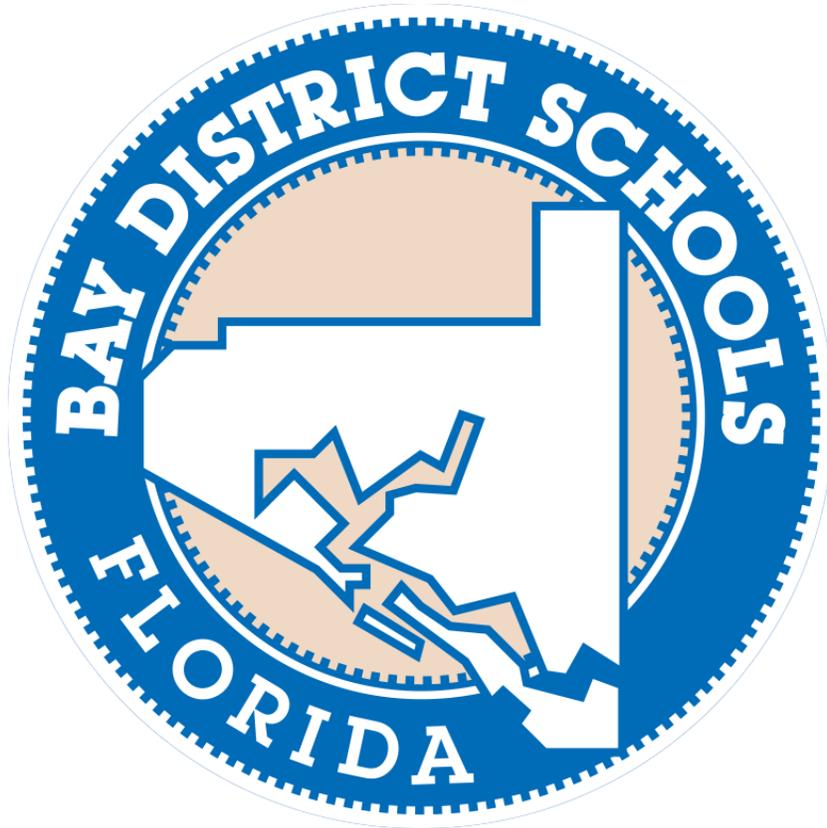


# BAY DISTRICT SCHOOLS



## INSTRUCTIONAL CONTINUITY PLAN For Emergency School Closures



**William V. Husfelt III, Superintendent**

Due to school closures from COVID-19, Bay District Schools will make every effort to ensure that our students' educational opportunities continue while at home. This plan includes a compilation of approved online content, digital resources, and appropriate guidance. Bay District Schools' plan promotes the least complicated path in providing students with instruction during this time. This is accomplished through providing resources that are easy to use and access to meet the needs of students. Families will have options to include digital and/or paper-based resources.

The **Instructional Continuity Plan (ICP)** has three components: Materials and Resources, Content Delivery, and Additional Guidance.

- **Materials and Resources:** This section includes core instructional resources and supplemental resources for use by teachers. The supplemental resources provided in this plan are not comprehensive or all inclusive. Teachers may utilize additional appropriate supplemental resources to meet the needs of their students. Technical support from BDS staff is only available for the digital resources specified in this document.
- **Content Delivery** provides guidance to teachers on which resources to utilize for core instruction and recommendations on instructional minutes for students. Supplemental resources may be used to enhance core instruction.
  - **Math and ELA:** 45 minutes of total instruction must be provided for both math and ELA K-12. At least 30 minutes must utilize approved core instructional resources. The additional 15 minutes may utilize core or supplemental resources.
  - **Science:** 30 minutes of instruction in K-5 and 45 minutes in 6-12 must be provided for science daily using core instructional resources for the majority of instructional time.
  - **Social Studies:** Social Studies benchmarks should be addressed daily for K-5. Social studies benchmarks may be addressed individually or integrated with ELA instruction. 45 minutes in 6-12 must be provided for social studies using core instructional resources for the majority of instructional time.
  - **Other:**
    - Teachers may choose to direct their students to complete other course-specific assignments.
    - Please note, instructional activities represented in this plan reflect core subject areas only. Instruction should not be limited to core content. Supplemental materials can be used for enrichment, remediation, or intervention activities.

- Students should limit the amount of time they spend at the computer without a break. Every 20 minutes, students should get up from the computer.
- Teachers must utilize the appropriate resources and/or strategies to ensure student needs are met as outlined in IEP/504/ELL/MTSS plan(s).

## **Additional Guidance**

### ● **Grading**

- Grades should be taken once every 2 weeks and recorded in FOCUS
- Remember - **Grace & Compassion**
- As always, there will be extenuating circumstances and/or exemptions, choose what is best for the student

### ● **Attendance**

- Teachers are responsible for taking and reporting attendance.
- Attendance may be taken or documented using:
  - Students' completed assignments
  - Any contact that teachers make directly with students (daily, weekly, etc.) and recorded on student-contact documentation forms as determined by the school administrator (examples for documentation are included in this ICP).

### ● **Delivery Options**

- Schools and teachers will determine the most appropriate means of delivering information, lessons, and instructional resources to students and families.
- Delivery options may include but are not limited to: Canvas, Edgenuity, ClassDojo, Zoom, Google Hangouts, Google Classroom, BDS Gmail, etc.
- Paper-based instruction will be utilized for students without digital access (see **Paper-Based Instruction** item below).
- Support for providing distance learning can be found in Appendix A: Resources for Distance Learning

### ● **Paper-Based Instruction**

- For students who are unable to access instruction and materials electronically, schools are responsible for providing paper-based materials.
- School administrators and teachers are responsible for determining paper-based lessons and materials for students.
- Each school is responsible for copying, distributing, collecting, grading, and reporting results from any paper-based materials to and for students/parents.

- Students' completed assignments should be used to show proof of "attendance" as students complete and assignments are returned.
- **Documentation and Reporting**
  - School administrators will determine how teachers will document and record lesson plans, content delivery, and interaction with students. Included in this plan is a sample template that teachers may utilize to document communication with students, lessons planned, content delivered to students, and accommodations made to fulfill student needs.
- **Stakeholder Communication**
  - A parent letter is included in this ICP. Please consider using this letter to communicate information to your parents electronically and in print form.
  - School Administrators are responsible for communicating and sharing information with parents and students based on guidelines within this ICP Guidance Document.

## Digital Devices

Schools may check out devices to teachers or students who do not have access to a device at home. **Students under 18 years of age must have a parent accompany them to the school to check out the device and sign a consent agreement.** Bay District Schools has made efforts to ensure student safety while using devices and digital content. It is critical that parents and guardians monitor device usage and content accessed while students are participating in digital learning activities.

**Help with Devices:** If you need assistance in resetting a password or have a technical issue with the district-issued device, submit a help ticket by emailing [help@bay.k12.fl.us](mailto:help@bay.k12.fl.us). If the district-issued device is damaged or no longer working, the device should be returned to the school. If the school has another device to issue, they may issue another device. (If no additional devices are available, then schools will need to provide students with paper-based materials for instruction and learning.)

If schools check out district devices to students, parents must be made aware of the Student Acceptable Use Policy, and students must sign the Student Agreement (see below).

### **All parents/guardians should take the time to read the Student Acceptable Use Policy as identified in Board Policy 7.211.**

1. **Acceptable Use** - The use of a BayNET account must be in support of education and research consistent with the educational goals and policies of Bay District Schools. Use of any other network or computing resources must be consistent with the rules appropriate to that network. This includes, but is not necessarily limited to, respecting copyrights, respecting users, rights to privacy, avoiding threatening or obscene material, respecting material protected by trade secret, and avoiding reposting personal communications without the author's prior consent. Use for commercial activities, product advertisement, or political lobbying is prohibited.
2. **Privileges** - The use of BayNET is not a right, but a privilege, and inappropriate use will result in cancellation of that privilege. Each individual who receives an account will receive information pertaining to the proper use of the network. School and district administrators will decide appropriate use and their decision is final. BDS may close an account at any time.
3. **Log in Access** - Students must log in and use the BDS filtered wireless network during the school day on personal electronic mobile devices.
4. **"Netiquette"** - Users are expected to abide by the generally accepted rules of network etiquette. The use of vulgar or obscene language is prohibited. Complete your tasks in a timely fashion. Follow proper correspondence guidelines when using electronic mail.
5. **Warranties** - Bay District Schools makes no warranties of any kind, whether expressed or implied, for the service provided. BDS will not be responsible for any

damages suffered, including loss of data. Also, BDS will not be responsible for the accuracy or quality obtained through the BayNET INTERNET connection.

6. **Security** - Security is high priority. Users must report security issues to the system administrator immediately. The use of accounts belonging to other individuals is prohibited. Attempts to use another person's account will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems will be denied access.
7. **Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, or hardware, or software owned by Bay District Schools. This includes the creation of, or the uploading of computer viruses on any computer or server accessible through BayNET.
8. **Updating Your User Information** - Users may be required to provide updated registration, password and account information to continue BayNET access. Permission is extended throughout your enrollment in Bay District Schools unless revoked by your parent or a school administrator.
9. **Exception of Terms and Conditions** - All terms and conditions as stated in this document are applicable to all users of BayNET. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Florida and the United States of America.

**Student Agreement:** I understand and will abide by the Terms and Conditions For Use of BayNET and Personal Electronic Mobile Devices in Bay District Schools. I further understand any violation of the Terms and Conditions of Bay District Schools policies may constitute a criminal offense\*\*. I also acknowledge that the district is not responsible for personal electronic mobile devices. \*\*Hacking as defined by School Board Policy 2.128 states: Hacking shall mean attempting to or gaining unauthorized access to the school or district's computer and network systems. Violating this policy is a felony offense and will result in disciplinary action. \*\*Violations may result in losing my access privileges, school disciplinary action and/or appropriate legal action initiated against me.

[The Student Acceptable Use Policy](#) may be read in its entirety beginning on page 768 of the linked document.

Schools should download and print this form as needed. Parents will complete it when they come to check out a device for distance learning at home. Keep forms on your campus so media specialists or other persons with Destiny permissions can check out devices via Destiny.

Please use this link to access the [Device Checkout Form](#).

## Core and Supplemental Materials



		Core Materials													Supplemental Materials																			
		Smarty Ants (Pre-K-2)	Achieve 3000 (3-12 Informational Text)	<a href="#">CommonLit (Informational/Literary Text)</a>	<a href="#">ReadWorks (K-5 Literary/Informational Text)</a>	Edgenuity (Grades 6-12)	Zearn (Online Eureka Lessons)	First in Math (K-5, Fluency)	Pearson Elevate (K-5)	Study Island	<a href="#">Approved Instructional Materials through Launchpad</a>	AP, IB, AICE Resources for Advanced Academic Programs	Connected : McGraw-Hill (K-5)	enCORE	Unique Learning	Readtopia	TeachTown	ELLlevation Learning (ELL)	Edmentum: ESL Reading Smart (ELL)	Imagine Learning (ELL)	iCivics (Grades 3-12)	EVERFI	FloridaStudents.org, CPALMS (Standard and Modified)	iCivics (3-12)	BrainPop	Civics 360	Khan Academy	Math Nation	Math 180	DreamBox	Accelerated Readers	Edmentum: Exact Path	IXL, Help Kids Learn, StarFall	ABC Mouse
Pre-K	Language Arts/Reading	•															•																	•
	Mathematics																•																	•
	Science/Social Studies																•																	
K-5	Language Arts/Reading	• ▲	•	•	•					•	•	•		▲	▲			•		•				•								•		▲
	Mathematics						•	•		•	•	•		▲	▲			•		•				•						•			▲	
	Science		•						•	•	•	•		▲	▲			•		•				•	•								▲	
	Social Sciences		•							•	•	•	•		▲	▲		•		•		•		•	•								▲	
6-8	Language Arts/Reading		•			•				•	•	•		▲	▲			•		•	•			•									▲	
	Mathematics					•				•	•	•		▲	▲			•		•				•		•					•		▲	
	Science		•			•				•	•	•		▲	▲			•		•				•	•							▲		
	Social Sciences		•			•				•	•	•		▲	▲			•		•		•		•	•							▲		
9-12	Language Arts/Reading		•			•				•	•	•		▲	▲			•		•				•								▲		
	Mathematics					•				•	•	•		▲	▲			•		•				•								▲		
	Science		•			•				•	•	•		▲	▲			•		•				•	•							▲		
	Social Sciences		•			•				•	•	•		▲	▲			•		•		•		•	•							▲		

- Standard Core Curriculum
- ▲ Modified curriculum for ESE students on Access Points only.

Materials and Resources: This section includes core instructional resources and supplemental resources for use by teachers. The supplemental resources provided in this plan are not comprehensive or all inclusive. Teachers may utilize additional appropriate supplemental resources to meet the needs of their students. Technical support from BDS staff is only available for the digital resources specified in this document.

### Electives and Other Programs Materials



		Approved Instructional Materials through Launchpad	Duolingo	EverFi	Incredibleart.org	Approved Instructional Materials by Course from CTE	Move to Learn (YouTube Videos)	Musictheory.net	MyCareerShines	Spotlight on Music: ConnectED, McGraw-Hill	BDS 360	Centervention	<a href="#">State Resources for Spanish Teachers</a>	<a href="#">FLDOE PE Resources</a>	<a href="#">Kidsites.com</a>	SmartMusic	Art Class Curator	<a href="#">PBS.org</a>
<b>K-5</b>	Art														•			•
	Music							•		•								•
	Physical Education						•							•				
	Social Emotional Learning (SEL)										•	•						
<b>6-8</b>	Art				•												•	•
	CTE					•			•									•
	Music							•								•		
	Physical Education						•							•				
	Social Emotional Learning (SEL)			•							•	•						
	World Languages	•	•										•					
<b>9-12</b>	Art				•												•	•
	CTE					•			•									•
	Music							•								•		
	Physical Education						•							•				
	Social Emotional Learning (SEL)			•							•	•						
	World Languages	•	•										•					

## Standard Curriculum for Core Content Elementary K-5

### ELA

\*Note: 45 Minutes Total ELA Instruction per day. A minimum of 30 minutes of ELA instruction per day must come from the core curriculum; however, all 45 minutes of ELA instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of ELA instruction per day comes from the core curriculum, then an additional 15 minutes of ELA instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of ELA instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

### Math

\*Note: 45 Minutes Total Math Instruction per day. A minimum of 30 minutes of Math instruction per day must come from the core curriculum; however, all 45 minutes of Math instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of Math instruction per day comes from the core curriculum, then an additional 15 minutes of Math instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of Math instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

### Science

\*Note: 30 Minutes Total Science Instruction per day. A minimum of 20 minutes of Science instruction per day must come from the core curriculum; however, all 30 minutes of Science instruction per day may come from the core curriculum materials. If a minimum of 20 minutes of Science instruction per day comes from the core curriculum, then an additional 10 minutes of Science instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 30 minutes of Science instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

### Social Studies

\*Note: NGSSS Social Studies benchmarks should be addressed daily. Benchmarks may be addressed individually or integrated with ELA instruction.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies benchmarks should be addressed daily for K-5. Social studies benchmarks may be addressed individually or integrated with ELA instruction.					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

**Standard Curriculum for Core Content  
Secondary 6th-12th**

**ELA (as enrolled)**

\*Note: 45 Minutes Total ELA Instruction per day. A minimum of 30 minutes of ELA instruction per day must come from the core curriculum; however, all 45 minutes of ELA instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of ELA instruction per day comes from the core curriculum, then an additional 15 minutes of ELA instruction per day may be determined and directed by the teacher. Based on

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of ELA instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

**Math (as enrolled)**

\*Note: 45 Minutes Total Math Instruction per day. A minimum of 30 minutes of Math instruction per day must come from the core curriculum; however, all 45 minutes of Math instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of Math instruction per day comes from the core curriculum, then an additional 15 minutes of Math instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of Math instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

**Science (as enrolled)**

\*Note: 45 Minutes Total Science Instruction per day. A minimum of 30 minutes of Science instruction per day must come from the core curriculum; however, all 45 minutes of Science instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of Science instruction per day comes from the core curriculum, then an additional 15 minutes of Science instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of Science instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

**Social Sciences (as enrolled)**

\*Note: 45 Minutes Total SS Instruction per day. A minimum of 30 minutes of SS instruction per day must come from the core curriculum; however, all 45 minutes of SS instruction per day may come from the core curriculum materials. If a minimum of 30 minutes of SS instruction per day comes from the core curriculum, then an additional 15 minutes of SS instruction per day may be determined and directed by the teacher.

Student					Teacher				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Complete 45 minutes of SS instructional activities as assigned by teacher (see *note above).					Plan for and deliver lessons to students (see *note above); review student performance; follow up with students to guide learning and achievement. Record on weekly Teacher Communication Tool				

<b>MTSS Interventions</b>	
<b>Elementary (K-5)</b>	
<b>Student</b>	<b>Teacher</b>
<b>ELA</b>	<b>ELA</b>
<b>Achieve 3000</b>	<b>Achieve 3000</b>
Achieve 3000-Smarty Ants (Pre K-3) (15-30 minutes, 4 days a week) Achieve 3000- KidBiz (4-5) (30 minutes, 5 days a week)	Achieve 3000-Smarty Ants (Pre K-3) (15-30 minutes, 4 days a week) Achieve 3000- KidBiz (4-5) (30 minutes, 5 days a week)  <b>Imagine Learning Language &amp; Literacy (ELL Students)</b> (K-2) (15-20 minutes daily) (3-5 20-30 minutes daily) Licenses are assigned;  <b>Brainpop ELL (ELL Students)</b> (2-5) (15 minutes, 5 days a week) (username: Bayesol password: Baydistrict2020)
<b>Math</b>	<b>Math</b>
<b>Dreambox</b>	<b>Dreambox</b>
(K-5) (20 minutes, 4 days a week) For Parents DreamBox Resource Padlet - to support at-home use	(K-5) (20 minutes, 4 days a week) Teacher DreamBox Resource Padlet
<b>Khan Academy</b>	<b>Khan Academy</b>
(K-5) (15-30 minutes, 4 days a week)	(K-5) (15-30 minutes, 4 days a week)  <b>Imagine Learning</b> Math Fluency Facts (new) 20 minutes a day, 3 days a week)
<b>Behavior Interventions</b>	<b>Behavior Interventions</b>
<a href="#">Primary Daily Point sheet (see link)</a> BDS 360 Check-in with a trusted adult each day Centervention	<a href="#">Encourage students to use a Primary Daily Point sheet (see link)</a> Check in/out with students (5 minutes AM & 5 minutes PM) Monitor report/usage for BDS 360
<b>Secondary (6-12)</b>	
<b>Student</b>	<b>Teacher</b>
<b>ELA</b>	<b>ELA</b>
<b>Achieve 3000</b>	<b>Achieve 3000</b>
Achieve 3000- TeenBiz (45 minutes, 5 days a week)	Achieve 3000- TeenBiz (45 minutes, 5 days a week)  <b>Imagine Learning Language and Literacy (ELL Students)</b> (6-8 with a license already assigned) 30 minutes daily  <b>ESL Reading Smart (ELL Students)</b> (6-12 with a license already assigned - more licenses are available upon request) 20-30 minutes daily  <b>Exact Path for ELLs (ELL Students)</b>
<b>Math</b>	<b>Math</b>
<b>Dreambox</b>	<b>Dreambox</b>
(6-8) (20 minutes, 5-8 lessons a week) For Parents DreamBox Resource Padlet - to support at-home use	(6-8) (20 minutes, 5-8 lessons a week) Teacher DreamBox Resource Padlet
<b>Khan Academy</b>	<b>Khan Academy</b>
(6-12) (45 minutes, 5 days a week)	(6-12) (45 minutes, 5 days a week)  <b>Imagine Learning (ELL Students)</b> Math Fluency Facts (new) 20 minutes a day, 3 days a week)  <b>Exact Path for ELLs (ELL Students)</b>
<b>Behavior Interventions</b>	<b>Behavior Interventions</b>
<a href="#">Intermediate Daily Point Sheet (see link)</a> BDS 360 Check-in with a trusted adult each day Centervention	<a href="#">Encourage students to use a Intermediate Daily Point Sheet (see link)</a> Check in/out with students (5 minutes AM & 5 minutes PM) Monitor report/usage for BDS 360 Centervention <a href="#">PBIS</a>

## Appendix A

### Resources for Distance Learning

Accessing Canvas through BDS Launchpad	<a href="#">Click Here</a>
Combining classes in Canvas <i>if you teach the same class (course) multiple times during the day we can combine your classes in Canvas so that you are only "doing the work once" - this is primarily for secondary teacher or any content based elementary teacher</i>	Email <a href="mailto:TOSA@bayk.12.fl.us">TOSA@bayk.12.fl.us</a>
Publishing your Canvas course for students to see <i>this MUST be done for your students to see your course or course content</i>	<a href="#">Click Here</a>
Sending a message to students in your class	<a href="#">Click Here</a>
Creating an announcement for your class <i>this is a great way to provide important information to your class (ex: "March 30th please complete 20 mins in Dreambox)</i>	<a href="#">Click Here</a>
Edit an existing page in your class <i>if your course already has pages in Canvas this an easy way to EDIT those pages</i>	<a href="#">Click Here</a>
Creating a discussion topic for your class <i>creating a group discussion led by the teacher</i>	<a href="#">Click Here</a>
Creating an assignment for your class <i>the simplest way to do an online assignment is by using the "text entry" submission type</i>	<a href="#">Click Here</a>
Creating a quiz for your class	<a href="#">Click Here</a>
Creating a blank page in Canvas <i>this is where the teacher can put anything (text, image, video, link, etc) on a page using the editor text box</i>	<a href="#">Click Here</a>
Publishing content for your class <i>content in your class must be published for students to view it</i>	<a href="#">Click Here</a>
Creating codes for Parent App <i>gives parents access via mobile app to important information within your Canvas course</i>	<a href="#">Click Here</a>
Directions for parents to obtain access to Canvas Parent App <i>step by step instructions for parents - both text and video instructions provided</i>	<a href="#">Click Here for Step by Step</a> <a href="#">Click Here for Video</a>

#### Google Classroom

[The Google Classroom Quick-Start Guide + resources, tips and tricks!](#)

Google Classroom Teacher Directions	Click <a href="#">here</a>
Google Classroom Student Login Directions	Click <a href="#">here</a>

[Click Here for Additional Help Links for ClassDojo](#)

[Click Here for More Information on Remote Learning for Teachers, School Leaders, and Parents/Families](#)

<b>Teachers: Signing Up for a Dojo Account</b>	<a href="#">Click Here</a>
<b>Adding or Creating a Class</b>	<a href="#">Click Here</a>
<b>Inviting Parents to Join a Class</b>	<a href="#">Click Here</a>
<b>Sending Messages to Parents (or Class)</b>	<a href="#">Click Here</a>
<b>Sending Photos or Other Attachments to Parents</b>	<a href="#">Click Here</a>
<b>Print Parent Codes in Another Language</b>	<a href="#">Click Here</a>
<b>Adding Multiple Parents on ClassDojo</b>	<a href="#">Click Here</a>
<b>How to Disconnect a Parent</b>	<a href="#">Click Here</a>
<b>What Does a Student See?</b>	<a href="#">Click Here</a>
<b>What Does a Parent See?</b>	<a href="#">Click Here</a>
<b>How to Enable, Disable, and Delete Comments on a Story Post</b>	<a href="#">Click Here</a>
<b>How to Schedule a Message to Send to Parents</b>	<a href="#">Click Here</a>
<b>How to Delete a Message Sent to Parents</b>	<a href="#">Click Here</a>
<b>How to Download and Print Your Message History</b>	<a href="#">Click Here</a>
<b>How to Translate Class Story Posts for Parents</b>	<a href="#">Click Here</a>

# Accessing Digital Resources Using BDS Launchpad

**Step 1:** Log into BDS Launchpad. Can use the link <https://launchpad.classlink.com/bayschools> and bookmark or go to Bay District website [www.bay.k12.fl.us](http://www.bay.k12.fl.us) and use the shortcut on the right side



**Step 2:** Enter your BDS username and password. This is the one you use to log into FOCUS, BDS computer, or BDS wifi (capital X + last 7 of student ID is the password for elementary students)



**Step 3:** Click on the BDS Backpack or look in the resources folder. There is also a SEARCH bar in the top right where a title of a program can be entered.

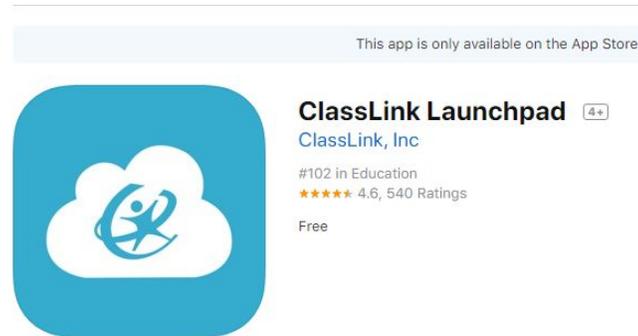


**Step 4:** Click on the appropriate icon. Remember **not all icons are accessible to all students** even though they may be visible in the backpack.



There is also an app in the app store that can be downloaded on mobile devices. However, remember that not all vendors have developed their program to work on mobile devices. When using this app the school code is bayschools.

#### App Store Preview



**If you need assistance or training with instructional technology resources, please send an email to the TOSA team at [tosa@bay.k12.fl.us](mailto:tosa@bay.k12.fl.us).**



## Appendix B

**WILLIAM V. HUSFELT III**  
**SUPERINTENDENT**

1311 Balboa Avenue  
Panama City, Florida  
32401

(850) 767-4100  
Hearing Impaired Access  
(800) 955-8770 Voice  
(800) 955-8771 TDD

[www.bay.k12.fl.us](http://www.bay.k12.fl.us)

Board Members:

Jerry Register  
District 1

Ginger Littleton  
District 2

Pamm Chapman  
District 3

Ryan Neves  
District 4

Steve Moss  
District 5

Dear Families, Guardians, and Caregivers,

We know that missing school is not easy for your children – or for you. In order to keep teaching and learning on track and meet state requirements, the district has submitted the Bay District Schools’ Instructional Continuity Plan to the Florida Department of Education. A collection of online content, digital resources, and paper-based lessons is available for students to access at home.

Your child’s teacher will provide you with assignments for students to complete. Students with access to the internet and a device will complete assignments online. Students without internet or access to a device will complete paper-based instruction and learning materials which can be picked up at the school. For paper-based assignments, students should return completed assignments to their school as soon as possible.

Teachers will review all completed work to assign grades and record attendance.

Some tips for making at-home learning as successful as possible include:

- designate a comfortable reading and work space,
- work on each subject area as identified by the teacher with frequent breaks as needed,
- for paper-based instructional and learning materials, keep student work organized to return to student’s school for review for attendance and grades.

Please remember that paper-based instructional and learning materials are only available for students who do not have internet access or digital devices. All other students will complete online assignments pushed out by the teacher.

We have an outstanding team available to help make your at-home learning experience meaningful. Please call us at (850) \_\_\_\_\_ if there is a way we can support you in this process.

We know with consistent effort all of our students will continue their tremendous progress.

Happy Learning!

Superintendent

Principal



**WILLIAM V. HUSFELT III**  
**SUPERINTENDENT**

1311 Balboa Avenue  
 Panama City, Florida  
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Board Members:

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 District 1

Ginger Littleton  
 District 2

Pamm Chapman  
 District 3

Ryan Neves  
 District 4

Steve Moss  
 District 5

Queridas Familias, Tutores, y Cuidadores,

Sabemos que no estar en la escuela no es fácil para sus hijos o para usted. Para mantener la enseñanza y el aprendizaje como está planeado y cumplir con los requisitos estatales, el distrito ha presentado el Plan de Continuidad de Instrucción de Bay District Schools al Departamento de Educación de Florida. Una colección de contenido en línea, recursos digitales y lecciones en papel está disponible para que los estudiantes tengan acceso en casa.

El maestro de su hijo le proporcionará tareas para que completen los estudiantes. Los estudiantes con acceso a Internet y un dispositivo completarán las tareas en línea. Los estudiantes sin internet o acceso a un dispositivo completarán la instrucción en papel y los materiales de aprendizaje los cuales pueden recogerse en la escuela. Para las tareas en papel, los estudiantes deben devolver las tareas completadas a su escuela lo antes posible.

Los maestros revisarán todo el trabajo completado para asignar calificaciones y registrar la asistencia.

Algunos consejos para hacer que el aprendizaje en el hogar sea lo más exitoso posible incluyen:

- designar un espacio de lectura y trabajo cómodo,
- trabajar en cada materia según lo identificado por el maestro con descansos frecuentes según sea necesario,
- para materiales de enseñanza y aprendizaje en papel, mantenga el trabajo del alumno organizado para regresarlo a la escuela del alumno para su revisión de asistencia y calificaciones.

Recuerde que los materiales de instrucción y aprendizaje en papel solo están disponibles para estudiantes que no tienen acceso a Internet o dispositivos digitales. Todos los demás estudiantes completarán las tareas en línea expuestas por el maestro.

Tenemos un excelente equipo disponible para ayudarlo a que su experiencia de aprendizaje en el hogar sea significativa. Llámenos al (850) \_\_\_\_\_ si hay una manera en que podemos ayudarlo en este proceso.

Sabemos que con un esfuerzo constante que todos nuestros estudiantes continuarán con un progreso tremendo.

Happy Learning!

Superintendent

Principal