INSTRUCTIONAL CONTINUITY PLAN

For Emergency Closures of the Osceola School District

Every Child, Every Chance, Every Day!

CONTENTS

The Osceola School Board

VISION

The Osceola School District will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

MISSION

Inspiring all learners to reach their highest potential as responsible, productive citizens.

TERRY CASTILLO, District 1

JULIUS MELENDEZ, District 2

JON ARGUELLO, District 3

CLARENCE THACKER, District 4

ROBERT BASS, District 5

DR. DEBRA PACE, Superintendent

INTRODUCTION & OVERVIEW

The Osceola School District believes quality education is the fundamental right of every child. We value and respect the work of our principals, teachers, and staff members, and recognize the school district's role in contributing to the growth and prosperity of our community.

In the event of an emergency situation requiring school closures, district and school staff will work with students, parents, and guardians to provide a standards-based, viable curriculum through digital instruction. The Osceola School District is committed to ensuring continuous learning by providing access and equity for all learners. Mobile devices and hotspots will be available for student check-out to guarantee learning continues without interruption.

While the district plan is available to charter schools, please note charter schools are not bound by the plan. Should charter schools adopt the district plan, charters are responsible to provide all equipment, resources, and support.

The Instructional Continuity Plan (ICP) outlines the implementation plan for delivery of grade-level, viable curriculum. Core instruction and supplemental resources are outlined.

As we continue to navigate these uncertain times due to COVID-19, the district is taking necessary steps to safeguard learning for students, teachers, schools, and the community.

Through implementing the the Curriculum Unit Plans (CUPs), online professional learning communities (ePLCs), and diagnosing unfinished student learning, we will provide the necessary supports to ensure all learners experience a year and a half worth of growth from their personal starting point. When the needs of each student are met, only then does "all mean all."

The ICP provides detailed guidance for English Language Learners (ELLs) and students receiving Exceptional Student Education (ESE) services. Every child will receive high impact, equitable grade-level curriculum and instruction, without bias, from someone who believes they can achieve every chance, every day.

Every Child, Every Chance, Every Day!

COMMUNICATION PLAN

In the event of an emergency situation requiring school closures, the Osceola School District will communicate with parents, students, and the community in a number of different ways, including the district's emergency call-out phone system, text messaging through Remind, the district and school websites, parent emails, and social media.

Parents are asked to ensure that their child's school has their correct contact information, including a current cell phone number and personal email address.

CONTACT US

The Osceola School District
Dr. Debra Pace, Superintendent
817 Bill Beck Blvd, Kissimmee, FL 34744
407-870-4600

www.osceolaschools.net

The Instructional Continuity Plan can be found online, just visit
 www.osceolaschools.net/digitallearning

EMERGENCY CALL-OUT	**69,198** active phone numbers
REMIND TEXT MESSAGES	**184,691** active phone numbers and/or email addresses
DISTRICT AND SCHOOL WEBSITES	**54** up-to-date websites
SOCIAL MEDIA	**36,796** followers on social media, not including all schools and department social media pages

LET'S TALK: ONE OF OUR MOST COMPREHENSIVE COMMUNICATION AND CUSTOMER SERVICE TOOLS

The Osceola School District is committed to engaging all stakeholders in the education of our children. Only when we build strong relationships with our staff, students, families, and community members can we best meet the needs of each and every student. In order to accomplish this, we invite parents, students, and community residents to send questions, concerns, suggestions, or complaints using Let's Talk on our website. Let's Talk submissions are directed to the district employee who can best address the comment. If a response is requested, the district has a 24-hour response time policy.

ADDITIONAL RESOURCES:

Ready. Set. Start Smart! Reopening Plan: www.osceolaschools.net/startsmart

Let's Talk: www.osceolaschools.net/contact-us

Instructional Continuity Plan: www.osceolaschools.net/digitallearning

Connect with us!

@osceolaschoolsfl   @osceolaschools

ROLES IN SUPPORTING DISTANCE LEARNING

During times of school closure, the Osceola School District will make every effort to ensure that our students' education continues uninterrupted. Our Instructional Continuity Plan allows teachers the continued flexibility of delivering content and communicating with students in the manner which is the most familiar and effective to ensure continuity of service.

Guidelines have been developed to promote secure, effective, and consistent use of instructional time and platform features to ease navigation for students and parents to content, lessons, announcements, and assignments.

Teachers will provide instruction using Microsoft Teams or Canvas, and will follow the district's instructional school day. Students will be expected to participate in daily lessons for 5-6 hours with their teachers during the regular-scheduled school day.

STUDENTS

- Dedicate appropriate time to learning, using the time-on-task recommendations or as guided by teacher(s)
- Record usernames and passwords for instructional resources accessible via the district portal and/or website
- Sign into online platform daily to document attendance and receive information on live and recorded classes, assignments, and resources
- Identify a comfortable and quiet space to learn and study
- Engage in online learning activities being offered by teachers and/or provided through online resources
- Submit all assignments by due dates established by teachers

FAMILIES

- Update school with most current contact information (address, phone number, email address)
- Identify and test device and internet access at home; contact school if there is a need for a device and/or internet access for at-home use
- Monitor district communications for up-to-date information regarding school closures, instructional continuity plans, and digital learning resources. Visit the district website at www.osceolaschools.net
- Ensure learners know all usernames and passwords for instructional resources and encourage participation in digital learning offerings
- Maintain communication with teachers, school counselors, and administration
- Engage in conversations regarding assignments
- Monitor time spent engaging in online and offline learning
- Support healthy living and emotional balance by providing time for physical activity and play

TEACHERS

- Develop high-quality distance learning lessons/assignments for students to address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction
- Implement appropriate ESOL strategies for English Language Learners and provide appropriate accommodations for students with disabilities and students with Section 504 plans
- Observe established office hours to communicate with and provide feedback to students, facilitate digital lessons, and answer student questions
- Provide instructional resources and materials through digital learning platforms, Microsoft Teams, or Canvas
- Communicate regularly through Remind, among other channels, with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact the parents and the school counselor or school administration
- Participate in professional development, ePLCs, Virtual Open House, and virtual learning sessions intended to support distance learning
- Monitor district and school communications for up-to-date information regarding school closures, instructional continuity plans, and distance learning resources

CONTENT DELIVERY METHODS

Digital learning will provide instructional continuity for students who many become ill or may need to be quarantined.

- Teachers will record their lessons so students may watch them at a later time for review
- Teachers will provide "digital" office hours and opportunities for small-group instruction. Students will be provided with multiple communication channels to teachers and school counselors.
- Parents and students will have on-demand access to training content, troubleshooting, and technology support available on the district website and YouTube channel

These methods allow students to engage in the learning experience, campus connections, and community. It provides for an easy transition back to face-to-face instruction when parents are comfortable sending their children back to school for face-to-face instruction.

TEACHER-DIRECTED DIGITAL INSTRUCTION

Via collaboration/communication tools

- Teacher-provided resources/instruction

- Live instruction or recorded live sessions through digital platforms, Microsoft Teams, or Canvas

- Student communication through phone, video, or other digital platforms selected by the teacher

- Use of teacher-selected materials (e.g., digital links, print materials, district-adopted textbooks)

TEACHER-ASSIGNED ASYNCHRONOUS INSTRUCTION

Teacher-assigned, self-paced, personalized experience

- Resources accessed through the ClassLink student portal

- Instruction provided through district-licensed online content resources (e.g., Edgenuity, Achieve 3000, Khan Academy)

- Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task, and task completion

- Student communication through district-licensed online content resources, laptop, phone, or other digital platforms indicated by the teacher

BLENDED DIGITAL INSTRUCTION

Combines teacher-directed instruction with self-paced digital content

- Use of teacher-selected materials (e.g., print, district-adopted textbooks, digital content)

- Instruction recorded or live sessions through digital platforms, Microsoft Teams, or Canvas

- Instruction provided through district-licensed online content resources (e.g., Edgenuity, Pearson, Khan Academy)

- Student communication through phone or other digital platforms indicated by the teacher

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GUIDELINES FOR STUDENT TIME ON TASK (K-5)

This is a recommended academic schedule for elementary students (K-5). The recommended time-on-task is 5.5 hours daily. These minutes follow the Osceola School District Master Schedule for Elementary Students K-5.

SUBJECT AREA	TIME ON TASK	ACTIVITY/ STUDENT EXAMPLE
Reading Language Arts Writing	10 hours/week 120 minutes/day Interventions-small groups (up to 50 minutes daily) *dependent on master schedule	
Mathematics	5 hours/week 60 minutes/day *dependent on master schedule	
Science	K-3: 2.5 hours/week 30 minutes/day 4-5: 3.75 hours/week 45 minutes/day *dependent on master schedule	☐ Teacher lessons/assigned activities developed using Curriculum Unit Plans (CUPs) ☐ Log into Teams through ClassLink daily, during scheduled class time, to engage in live instruction and complete assignments
Social Studies	Integrated into the ELA Reading Block *dependent on master schedule	
Special Area/Block	Approx. 100 minutes/week *dependent on master schedule	
P.E.	150 minutes/week *dependent on master schedule	
Lunch	2.5 hours/week 30 minutes/day *dependent on master schedule	
Recess	1 hour 40 minutes/week 20 minutes/day *dependent on master schedule	☐ Supervised, safe, and unstructured free play
Brain Break Suggestions		☐ Log into Code.org through ClassLink to learn code ☐ Visit https://kids.scholastic.com/kids/games to participate in Scholastic's Read-A-Palooza ☐ Visit National Geographic for Kids
Social Emotional		Curriculum Unit Plans provide Social Emotional suggested activities which are embedded throughout lessons in all content areas
Total Recommended Student Time on Task Per Week: Approximately 5.5 hours daily		*Subject Area, Time on Task, and Assignments are all inclusive of ELL and ESE students utilizing ESOL strategies and ESE accommodations. **Teachers have access to CUPs through ClassLink. ***Teacher may make determination regarding appropriate time on task based on individualized need(s) of their ESE students.

GUIDELINES FOR STUDENT TIME ON TASK (6-8)

This is a recommended academic schedule for middle school students (6-8). The recommended time-on-task is 5 to 5.5 hours daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

SUBJECT AREA	TIME ON TASK	ACTIVITY/ STUDENT EXAMPLE
Language Arts	3.75 hours/week 45 minutes daily *dependent on master schedule	☐ Teacher lessons/assigned activities developed using Curriculum Unit Plans (CUPs) ☐ Log into Teams through ClassLink daily, during scheduled class time, to engage in live instruction and complete assignments
Reading		
Mathematics		
Science		
Social Studies		
Special Area/Electives		
Social Emotional		CUPs provide SEL suggested activities which are embedded throughout lessons in all content areas.
Total Recommended Student Time on Task Per Week: 26-27 hours/week (Approx. 5-5.5 hours daily)		*Subject Area, Time on Task, and Assignments are inclusive of ELL and ESE students utilizing ESOL strategies and ESE accommodations. **Teachers have access to the CUPs through ClassLink. ***Teacher may make determination regarding appropriate time on task based on individualized need(s) of their ESE students.

GUIDELINES FOR STUDENT TIME ON TASK (9-12)

Here is a recommended academic schedule for high school students (9-12) Students should be engaged in academic activities for approximately 6 hours daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

Goal 1: Inform families of online learning process and demonstrate how we will support students throughout learning

Goal 2: Students will log into Teams and become familiar with the online instructional tools available to them.

Goal 3: Teachers and students will engage with each other through the Teams platform to enhance the digital learning experience.

SUBJECT AREA	TIME ON TASK	ACTIVITY/ STUDENT EXAMPLE
Reading Language Arts Writing		
Mathematics	5 hours/week 60 minutes daily *dependent on master schedule	☐ Teacher lessons/assigned activities developed using Curriculum Unit Plans (CUPs)
Science		☐ Log into Teams through ClassLink daily, during scheduled class time, to engage in live instruction and complete assignments
Social Studies		☐ Locate assignments in Teams and complete online instructions
Electives	3 hours/week 35 minutes daily *dependent on master schedule	
Social Emotional		CUPs provide SEL suggested activities which are embedded throughout lessons in all content areas.
Total Recommended Student Time on Task Per Week: 27-30 hours (Approx. 6 hours/day)		*Subject Area, Time on Task, and Assignments are inclusive of ELL and ESE students utilizing ESOL strategies and ESE accommodations. **Teachers have access to the CUPs through ClassLink. ***Teacher may make determination regarding appropriate time on task based on individualized need(s) of their ESE students.

DIGITAL LEARNING: STUDENT BEHAVIOR EXPECTATIONS

Follow the Osceola School District Student Code of Conduct.

Use equipment as outlined in our Acceptable Use Policy.

Log in and remain engaged for the full digital lesson. Actively participate to learn.

Dress for digital success. Collared shirts, school spirit shirts, or sweatshirts are acceptable. Pajamas, tank tops, spaghetti straps, etc. are not acceptable.

Be prepared for class. Complete and submit all assignments on a timely basis.

Engage or collaborate with your teachers and fellow classmates respectfully. Profanity, name-calling, and bullying is never appropriate.

YOU got This

Don't purposely distract others Example: Don't practice TikTok dance moves on video.

Complete your own work independently; all plagiarism rules will apply.

Mute your microphone when others are talking. Background noise is distracting.

Be on time and return from established breaks on time. Tip: Set a timer!

Communicate with your teacher and examine feedback and grades.

Be patient with yourself and others. We are all learning together!

Be kind to everyone.

Seek help when you are stuck or overwhelmed. This includes from your teacher, guidance counselor, or principal.

CONTENT DELIVERY CHART
DIGITAL RESOURCES: Core Academics

	PREK ESE	K-5				6-8				9-12			
		ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES
D.I.G.	●												
Discovery Education Science Techbook								●					
HMH Journeys: Think Central		●											
HMH: Ed Your Friend												●	
HMH: Environmental												●	
HMH: Florida Connections						●				●			
Math Nation							●				●		
McGraw Hill ConnectED												●	
McGraw Hill ConnectED Social Studies					●								
McGraw Hill ConnectED with LearnSmart									●				●
My HRH: Holt McDougal Online												●	
MyMathLab											●		
Savvaas Realize: Elevate Science				●									
Savvaas Realize: enVision Florida Mathematics			●				●						
Success Maker							●						
Unique Learning System (Modified Only)		●	●	●	●	●	●	●	●	●	●	●	●

CONTENT DELIVERY CHART
DIGITAL RESOURCES: *Supplemental Materials*

	PREK ESE	K-5				6-8				9-12			
		ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	MATHEMATICS	SCIENCE	SOCIAL STUDIES
AMSCO | Perfection Learning, Supplemental AP Texts													●
Argument Driven Inquiry								●				●	
AP Classroom										●	●	●	●
Biology Corner												●	
Code.org			●	●									
CommonLit										●			
Corrective Reading Decoding A-B2 (Intervention)						●				●			
Cpalms		●	●	●	●	●	●	●	●	●	●	●	●
Flinn Scientific								●				●	
Footsteps2Brilliance	●	●											
Gale Digital		●	●	●	●	●	●	●	●	●	●	●	●
Gateway to US History Supplemental Text													●
Glenco Virtual						●							
i-Ready Toolbox						●							
Junior Achievement													●
Khan Academy			●				●			●	●	●	
Learning A-Z (DHH Only)		●				●				●			
MackinVia	●	●	●	●	●	●	●	●	●	●	●	●	●
National Geographic (Kids and Standard)		●	●	●								●	
National Council for History Education (NCHE)										●			●
NewsELA		●	●	●	●					●	●	●	●
NOAA												●	
Osceola County Library		●	●	●	●								
PBS		●	●	●					●			●	
PheT								●				●	
physicsclassroom.com interactives												●	
Second Step	●												
Safari Montage	●	●	●	●	●	●	●	●	●	●	●	●	●
Science4Inquiry								●					
Smart Lab	●	●	●	●	●	●	●	●	●	●	●	●	●
Sonday System (Reading Intervention)		●				●				●			
Starfall.com	●	●	●										
Study Jams								●					
TeachTown BASICS (Modified ASD Only)	●	●	●	●									
TeachTown enCore (Modified ASD Only)		●	●	●	●								
Ted Ed								●					

CONTENT DELIVERY CHART
DIGITAL RESOURCES: *Elective Classes*

Grade	Class	Action for Healthy Schools	AgEdNet.com	Animal Care Technologies	American Heart Association	Applied Education System	AutoDesk	BrainPOP	Code.org	Darbees	Davis Art	Discovery Education	Gmetrix	Human Kinetics	iCEV Online, Inc.	Intuit Education	Khan Academy (Art History)	KnowledgeMatters.com	Learning.com	MyAVID.org	Orlando Philharmonic Sound	OPEN Phys Ed	Quaver Music (Select Schools)	Safari Montage	ShapeAmerica.org	SPARK	The Body Coach TV	TestOut
K-5	Art							●			●	●												●				
K-5	Music							●			●												●	●		●		
K-5	CTE											●																
6-8	Art										●	●												●				
6-8	AVID																			●								
6-8	CTE					●						●			●				●									
6-8	Drama											●												●				
6-8	Dance											●												●				
6-8	Music											●											●	●				
6-8	PE/Health	●			●					●				●								●				●	●	●
9-12	Art										●	●					●							●				
9-12	AVID																			●								
9-12	CTE					●						●												●				
9-12	Drama											●												●				
9-12	Dance											●												●				
9-12	Leadership Development											●												●				
9-12	Music											●											●	●				
9-12	PE/Health	●			●					●				●								●				●	●	●
9-12	Agriculture, Food, and Natural Resource		●	●								●																
9-12	Architecture and Construction					●																						
9-12	Arts, A/V Technology, and Communications					●							●															●
9-12	Education and Training					●							●															
9-12	Finance												●			●		●										
9-12	Government and Public Administration					●																						
9-12	Health Science				●																							
9-12	Human Services					●																						
9-12	Information Technology						●					●																
9-12	Law, Public Safety, Corrections, & Security							●																				
9-12	Manufacturing					●																						
9-12	Marketing											●																
9-12	Science, Technology, Engineering, & Math						●					●																
9-12	Transportation Distribution and Logistics							●																				

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SAMPLE PACING & LESSON PLAN TEMPLATE (K-5 ELA)

SECOND GRADE ELA CURRICULUM PACING GUIDE 2020-2021		
TOPIC	**B.E.S.T STANDARDS LANGUAGE ARTS FLORIDA STANDARDS**	**SUGGESTED TIMEFRAME**
1. Family	R.1.1, R.1.2, R.1.3, R.2.1, R.2.2, R.2.3, R.2.4, R.3.2, R.3.3	QUARTER 1
2. Helping Others	R.1.1, R.1.2, R.1.3, R.3.1, R.3.3 RL.3.7	
3. Life Lessons	R.1.1, R.1.2, R.1.3, R.3.2, R.3.3 RL.3.7	QUARTER 2
4. Poetry	R.1.1, R.1.2, R.1.4, R.3.1, R.3.2 RL.2.4	
5. Influential People	R.2.1, R.2.2, R.3.2, V.1.3 RI.1.3, RI.2.6	QUARTER 3
6. Nature	R.2.1, R.2.2, R.2.4, R.3.1, R.3.3, V.1.3 RI.1.1, RI.2.6, RL.2.4, RL.3.7	
7. Living Things	R.2.1, R.2.2, R.3.2, V.1.3 RI.1.3, RI.2.6	QUARTER 4
8. Relationships	R.1.1, R.1.2, R.1.3, R.3.2, R.3.3 V.1.3 RL.3.7	

THIRD GRADE ELA CURRICULUM PACING GUIDE 2020-2021		
TOPIC	**LANGUAGE ARTS FLORIDA STANDARDS**	**SUGGESTED TIMEFRAME**
1. Community	RL.1.1, RL.1.2, RL.1.3, RL.2.5, RL.2.6, RL.3.7 RI.2.5, RI.3.7	QUARTER 1
2. Consequences	RL.1.1., RL.1.2, RL.1.3, RL.3.7, RL.3.9	
3. Determination	RI.1.1, RI.1.2, RI.1.3, RI.2.4, RI.2.5, RI.2.6, RI.3.7	QUARTER 2
4. Cooperation/ Collaboration	RL.1.1, RL.1.2, RL.1.3, RL.2.4, RL.2.5, RL.2.6, RL.3.9 RI.1.2, RI.2.5, RI.2.6	
5. Engineering and Technology	RL.1.1, RL.1.3, RL.2.4 RI.1.2, RI.2.4, RI.2.5, RI.2.6, RI.3.7, RI.3.8, RI.3.9	QUARTER 3
6. Making a Difference	RL.1.2, RL.1.3, RL.2.5, RL.3.7 RI.1.2, RI.1.3, RI.2.5, RI.3.7, RI.3.8	
7. Animals	RL.1.2, RL.1.3, RL.2.4, RL.2.5 RI.1.3, RI.2.4, RI.2.5, RI.3.7, RI.3.8, L.3.4	QUARTER 4
8. American History	RL.1.2, RL.1.3, RL.3.7 RI.1.3, RI.2.4, RI.3.7, RI.3.9	

SAMPLE PACING & LESSON PLAN TEMPLATE (GRADE 7 ELA)

7TH GRADE ELA	UNIT 1 - COLLECTION 5: THE STUFF OF CONSUMER CULTURE - INFORMATIONAL TEXTS	
TIMELINE	**QUARTER 1**
BASELINE ASSESSMENT	NWEA - Q1
BASELINE ASSESSMENT	OSCEOLA WRITES - Q1 - Baseline Data Only
STATE/DISTRICT OBLIGATIONS	I-Safe Internet Safety Lessons - 3 Lessons
ESSENTIAL STANDARDS	RI.1.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (DOK 2) RI.1.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (DOK 2) RI.1.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events0 (DOK 2) RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (DOK 2) W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (DOCK 4)
SUPPORTING STANDARDS	RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (DOK 2) L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening (DOK 3) a. Choose language to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies (DOK 2)
ACADEMIC VOCABULARY	analyze, convey, relevant, cohesion, thesis, scaffold, outline, informative, central idea, text evidence
GRADE LEVEL / CONTENT VOCABULARY	austere, surfeit, intangible, superfluity, exhort, taper, hearth, archaeology, proliferation, precipitous, materialism

SAMPLE PACING & LESSON PLAN TEMPLATE (HIGH SCHOOL SOCIAL STUDIES)

ECONOMICS

2020-2021 School Calendar

July 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2020						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Legend:
- Red — End of Marking Period
- Black — No School
- Green — Beginning of Marking Period
- Yellow — Review/Spriral back/extra days
- Blue — Teacher Work Day/PD, No Students

Units of Study

Introduction to Economics	Economic Systems	Labor and Earning Income	Buying Goods and Services	Saving	Investing	Using Credit
Protecting and Insuring	Supply and Demand	Market Structures and Business Organizations	Fiscal Policy, Monetary Policy, and Taxes	Measuring Economic Performance	The Global Economy	Review and Final Exam

QUARTER 1: August 10-October 8th
You will cover from Introduction to Economics through the Global Economy

QUARTER 2: October 13 – December 18
You will cover from Labor and Earning Income through the Final Exam

QUARTER 3: January 5 – March 11
You will cover from Introduction to Economics through the Global Economy

QUARTER 4: March 22- May 11
You will cover from Labor and Earning through the Final Exam

INSTRUCTIONAL GUIDANCE

- Establish "digital" office hours. It's recommended teachers select two days a week during their planning period

- Claim and verify rostered classes in Remind

- Maintain regular and frequent communication with parents and students via email, phone, Remind, or other district-approved digital platforms

- Plan, post, and communicate assignments via digital learning platforms (Teams or Canvas)

- Complete student daily attendance of digital learning students in FOCUS

- Provide regular and frequent feedback to students on assignments at a minimum of one time weekly (see grading expectations)

- Engage with colleagues through ePLCs for one hour per week at a mutually agreed upon date and time via digital platforms

- Plan/post lessons and assignments to sync with face-to-face

- Complete weekly monitoring of student usage and assignment completion

- Communicate with parents based on student needs if a student falls below 60% for the week or is not on pace with digital learning assignments

- Provide one-on-one or small group digital conference for students scoring 60% or less for the week on graded assignments via Teams

- Conduct online lessons via Teams or Canvas

- Record and update digital learning grades for students in FOCUS at least weekly to keep student information current

- Document student and parent communication in FOCUS

- Work with students on Individual Education (IEP) and Section 504 plans. Content glossaries will be made available to support ELLs.

- Notify parents, site-based administrators, school counselors, or deans when students are not engaging in lessons or digital learning assignments

EXCEPTIONAL STUDENT EDUCATION
CURRICULUM, ASSIGNMENTS, RESPONSIBILITIES, AND DOCUMENTATION
Grades K-12

CONTINUUM OF SERVICES	TEACHER	STUDENT
Pre-K ESE (Ages 3-5)	• Develop a daily schedule to include direct instruction, small group, and individual instruction in core academics, social skills instruction, student break times, and office hours. • Follow the PreK ESE Pacing Guide to provide lessons. • Select activities from the Department of Education - TATS site to send home to parents, including Hand Washing Routine. • Provide parents access code for ABC Mouse.com, Footsteps2Brilliance, and Starfall.com • Utilize TeachTown and Second Step curriculum for social skills. • Create a daily schedule for parents to access in the home and provide visual supports. • Progress monitor student performance and communicate with parents and students according to district ICP teacher expectations. • Monitor daily student usage and lesson performance and communicate with parents and students according to district ICP teacher expectations. • Create a toileting schedule/plan to provide to parents as needed by individual students. • In collaboration with parents, design special tools and/or supports for parents to maintain appropriate expectations, including reinforcement plans, first/then, for distance learning. • Consider unique accommodations and/or supports, as needed, based on individual student needs.	• Access ABC Mouse.com, Footsteps2Brilliance, and Starfall.com via access codes. • Access TeachTown and Second Step activities via access codes. • Teacher(s) will utilize either email, Teams, Remind, or Focus to communicate with you. Monitor these resources frequently. • Inform your ESE teacher when you need assistance or help. • Follow Student Roles in Supporting Distance Learning as outlined in the district ICP.
VE Consultation (All Grades)	• Follow the Instructional Continuity Plan for general education. • Consult with each student's general education teacher to ensure student access to general education lessons. • Ensure that accommodations are in place for the digital lessons and assignments. • Progress monitor student performance and usage of specially-designed tools and supports to access curriculum, i.e, strategies, graphic organizers, calendar, etc. Increase consultation time as needed. • Consult with general education teacher(s) to monitor student usage and lesson performance. • Schedule individual times to provide consultation with student. • Maintain a consultation log, to include specific times direct consultation was provided to student and any communication with parent.	• Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. • Inform your ESE teacher when you need assistance or help.
Support Facilitation and Co-Teach (All Grades)	• Follow the Instructional Continuity Plan for general education. • Ensure you've been added to the digital platform for the subjects that you support. • Ensure that accommodations are in place for the digital lessons and assignments. • Monitor student usage and lesson performance and communicate with parents and students 2-3 times per week. • Develop a daily schedule to include meeting with general education teacher, support facilitate during direct instruction, small group intensive instruction, and office hours. • Progress monitor student performance and usage of specially-designed tools and supports to access curriculum, i.e. strategies, graphic organizers, calendar, etc.	• Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. • Inform your ESE teacher when you need assistance or help.
VE Social Skills (Grades K-8)	• Utilize Second Step or Zones of Regulation social skills curriculum to provide direct instruction lessons to students according to social emotional and/or FBA/BIP goals. • Communicate with parents and students on progress and assignment completion according to the district ICP teacher expectations.	• Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. • Inform your ESE teacher when you need assistance or help.

EXCEPTIONAL STUDENT EDUCATION
CURRICULUM, ASSIGNMENTS, RESPONSIBILITIES, AND DOCUMENTATION
Grades K-12

CONTINUUM OF SERVICES	TEACHER	STUDENT
Learning Strategies (Grades 6-12)	- Utilize Read to Achieve curriculum and SIMS strategies to develop and provide daily online lessons. - Provide instruction on the usage of virtual accommodations - Ensure that students understand the virtual accommodations they need in order to access digital lessons. - Provide lessons to students online based on their goals. - Provide direct instruction lessons to students according to social emotional and/or FBA/BIP goals.	- Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. - Inform your ESE teacher when you need assistance or help.
Classrooms for Students with Emotional/ Behavior Disabilities (All Grades)	- Develop a daily schedule to include direct instruction, small group and individual instruction in core academics, social skills instruction, and student break times. Provide a suggested daily schedule for parents. - Follow the Instructional Continuity Plan for general education. - For social skills instruction, provide direct instruction lessons to students according to social emotional and/or FBA/BIP goals utilizing: - Grades KG-5: Second Step and/or Zones for Regulation Materials - Grades 6-8: Online Second Step curriculum - Grades 9-12: Provide direct instruction lessons - For grades 9-12: Edgenuity and monitor class completion. Communicate with School Counselor to upload next course. - Progress monitor student performance and usage of specially-designed tools and supports to access curriculum, i.e. strategies, graphic organizers, calendar, etc., and communicate with parents and students according to district ICP teacher expectations. - In collaboration with parents, design special tools and/or supports for parents to maintain appropriate expectations, including reinforcement plans, for distance learning.	- Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. - Inform your ESE teacher when you need assistance or help.
Classrooms for students with Intellectual Disabilities receiving instruction through Access Point Standards (All Grades)	- Develop a daily schedule to include direct instruction, small group, and individual instruction in core academics, social skills instruction, and student break times. Provide a suggested daily schedule for parents utilizing Symbol Sticks. - For K-12 and Transition: Utilize ULS online platform and/or supplemental curriculum. - Progress monitor student performance and usage of ULS curriculum and specially-designed tools and supports to access curriculum, i.e. strategies, graphic organizers, calendars, etc. Communicate with parents and students according to the district ICP teacher expectations. - Create social stories, as warranted. - In collaboration with parents, design special tools and/or supports for parents to maintain appropriate expectations, including reinforcement plans, for distance learning.	- Sign in to ULS online platform per directions provided by teacher. - Inform your ESE teacher when you need assistance or help. - Follow Student Roles in Supporting Distance Learning as outlined in the district ICP.
Classrooms for students with Autism receiving instruction through Access Points Standards (All Grades)	- Develop a daily schedule to include direct instruction, small group, and individual instruction in core academics, social skills instruction, and student break times. Create a visual daily schedule for parents using Boardmaker. - For K-5: Utilize enCore curriculum/TeachTown Basics to create activities for each core subject area. - For 6-12 and Transition: Utilize ULS online platform. - Progress monitor student performance of curriculum and specially-designed tools and supports to access curriculum, i.e. strategies, graphic organizers, calendar, etc. Communicate with parents and students according to district ICP. - In collaboration with parents, design special tools and/or supports for parents to maintain appropriate expectations, including reinforcement plans, first/then, for distance learning.	- For K-5: Log in to enCore curriculum/TeachTown Basics online platforms. - For 6-12 and Transition students: Log in to ULS online platform. - Inform your ESE teacher when you need assistance or help. - Follow Student Roles in Supporting Distance Learning as outlined in the district ICP.

EXCEPTIONAL STUDENT EDUCATION
CURRICULUM, ASSIGNMENTS, RESPONSIBILITIES, AND DOCUMENTATION
Grades K-12

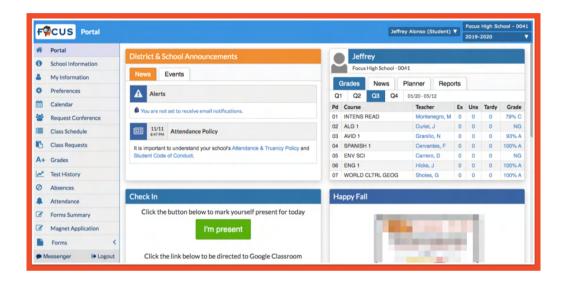| CONTINUUM OF SERVICES	TEACHER	STUDENT
Vision (Pre-K - Transition)	- Ensure students access the Instructional Continuity Plans appropriate for their current classroom schedule. - Vision teacher will communicate at least one time per week with General Education teacher via email to ensure accommodations are available for students. - Vision and Orientation and Mobility teacher will contact students and ensure they know how to access their virtual accommodations and/or to provide assistance according to student need. - Follow district procedure to checkout equipment as appropriate for student need. - Orientation and Mobility Teacher will create online materials for practice of skills and provide to students. - For students utilizing Braille: Vision teacher will consult with General Education teacher and create Braille materials as needed to provide to student for pickup. - Progress monitor student performance and usage of curriculum and specially-designed tools and supports to access curriculum.	- Follow Student Roles in Supporting Distance Learning as outlined in the district ICP. - Inform your ESE teacher when you need assistance or help.
Speech and Language Services (Pre-K - Transition)	- Speech and Language pathologist (SLP) and Speech and Language Therapist (SLT) will use the SLP Assist online program and/or teletherapy platform to provide virtual services. - Sign in students to SLP Assist program and generate lessons per individual student goals. - Create a schedule for lesson completion and provide to student/parent. - Monitor student progress and learning performance on individual student goals.	- Sign in to SLP assist and/or teletherapy platform - Inform your SLP therapist when you need assistance or help. - Follow Student Roles in Supporting Distance Learning as outlined in the district ICP.
Deaf, Hard of Hearing (Pre-K - Transition)	- Ensure students access the Instructional Continuity Plan appropriate for their current classroom schedule. - Teacher of the DHH ensures they have been added to the Teams folder for the subjects that they support. - Ensure that virtual accommodations are in place, to include visuals. - Utilize Learning A-Z as supplement - create online access. - Ensure closed caption is available and student is able to access. - Facilitate the use and scheduling of an ASL interpreter and consult with the classroom teacher to ensure interpreting services are being accessed. - Follow district procedure to checkout equipment as appropriate for student need. - Monitor student progress and learning performance on individual student goals.	- Follow Student Roles in Supporting Distance Learning as outlined in the District ICP - Log in to Learning A-Z supplemental online platform as directed by the teacher - Inform your ESE teacher when you need assistance or help
Occupational Therapy and Physical Therapy (Pre-K - Transition)	- Develop individual activities to meet individual student goals - Provide activities with instructions to parent via YouTube videos through teletherapy. - Consultation services: consult with parent, student, and teachers. - Monitor student progress and learning performance on individual student care plans.	- Log into teletherapy - Log into YouTube as directed by OT/PT - Complete activities provided by OT/PT - Follow Student Roles in Supporting Distance Learning as outlined in the District ICP

ENGLISH LANGUAGE LEARNERS

CURRICULUM, ASSIGNMENTS, RESPONSIBILITIES, AND DOCUMENTATION

Grades K-12

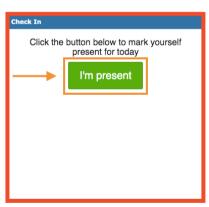| CONTINUUM OF SERVICES	TEACHER RESPONSIBILITIES	STUDENT RESPONSIBILITIES
Curriculum	• Implement Instructional Continuity Plans to ensure grade level instruction. • Implement and monitor the use of Language Goals. • Ensure ELL scaffolds and accommodations are in place per student's ELL Plan. • ELL scaffolds and accommodations are provided during core instruction (Tier 1) as well as Tier 2 and Tier 3. • Tier 2 will focus on pre-teaching and front-loading vocabulary, cognates, and supporting standards. • Progress monitor student performance and usage of ELL supports to access curriculum, i.e., content glossaries, cognate words, and graphic organizers with word banks, sentence stems, etc. • Engage students in meaningful dialogue and increase participation through active and purposeful communication using Remind, Canvas, Teams, ClassDojo, or any other means of communication teachers currently use.	• Log into the distance learning platform, engage in digital instruction, and complete teacher assigned lessons. • Utilize the Instructional Continuity Plan and complete current grade level's Core Content assignments using online textbook and other links to district resources. • Actively participate and communicate when your teacher communicates with you.
Assignments and Assessments (i.e Formative and Summative/Teacher and District-created)	• Utilize ACCESS for ELLs Can Do Descriptors to accommodate assignments and assessments per student level and language demand of the assignment or assessment. • Utilize ELLevation to obtain activities and strategies to scaffold assignments according to language level. • Utilize unit-specific cognates, content glossaries, and language goals to minimize language demands. • Progress monitor student performance and usage of tools and supports to modify language supports according to student progress. • Participate in ePLCs t focus on the essential standards to drive instruction, as well as ELL intentional scaffolds and accommodations. • Use Remind, Canvas, Teams, ClassDojo, or any other means of communication teachers currently use to communicate with parents and students.	• Log into the distance learning platform and complete teacher assigned assignments and assessments. • Complete your current level assignments utilizing ELL scaffolds and supports per instructions from teacher. • Actively participate and communicate when your teacher communicates with you.
Procedures for Communication	• Develop a schedule to include office hours and instruction time. • Communicate with parents and students on progress and assignment completion at least one time per week.	• Complete your assessments utilizing ELL scaffolds and supports per instructions from teacher. • Actively participate when your teacher communicates with you.
Grading	• Grades should reflect content knowledge, not language acquisition (ensure scaffolds and accommodations are provided for graded items and recorded for documentation purposes). • One grade per week, per subject (nothing should be graded until students have had ample time to practice). • Diagnostics or district formative assessments such as NWEA and NSGRA should not be graded.	• Log into the distance learning platform and complete teacher assigned assignments and assessments. • Complete your grade level assignments and assessments utilizing ELL scaffolds and supports per instructions from teacher. • Actively participate when your teacher communicates with you.
Additional Support	• Pre-teaching by classroom teacher during Tier 2. • Pre-teaching by paraprofessional in small groups. • Provide CUPs and resources to ESOL paraprofessionals to facilitate small groups providing support for Non-English Speakers (NES).	• Log into the distance learning platform and participate in Tier 2, Tier 3, and/or small group instruction. • Engage with the teacher or paraprofessional and classmates utilizing scaffolds and accommodations. • Ask questions and request support when needed.

ATTENDANCE PROCEDURES

STUDENT ATTENDANCE PROCESSING

The new Check In portal block allows students to "check in" for class directly through their Focus Student Portal. Upon the student logging into Focus, the following Portal layout will display by default.

When the student clicks the "I'm Present" button, they will be marked present for every section that they are actively scheduled into that is meeting on that day.

Once the student has marked themselves as present, the "I'm Present" button will be grayed out.
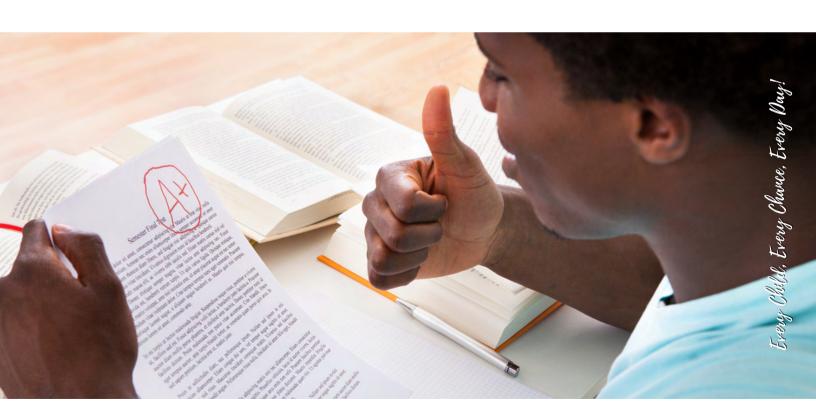
GRADING EXPECTATIONS

Per the Osceola School District Student Progression Plan, commensurate to that of face-to-face instruction, each student shall have at least one grade per week that assesses the student's work in a specific area.

A marking-period grade shall not be based solely upon a single project or test. No single project or test shall count more than 20% of the student's final marking-period grade.

It is also expected that instructional employees update their FOCUS Gradebook at least weekly to keep student information current.

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ACCESS TO MEALS

In the event digital learning goes district-wide or as an option for parents, student meal service will occur curbside at the school the student is registered.

Meals will:

- Include a breakfast and a lunch and multiple days of meals
- Meal pick-up will be on select days and times
- Meal cost is based on student status or school-based program status
- Students will receive their meals at the school they are registered
- Student identification to receive the meals will be determined by state regulations at the time of the event

For more information, please visit our district's School Nutrition Services website at **www.osceolaschools.net/schoolnutrition**

DIGITAL DEVICE DISTRIBUTION

In the event that digital instruction becomes necessary districtwide, the following processes will need to be followed to ensure that those students in need of devices are able to obtain them in a timely and efficient manner.

These steps include surveying parents regarding device need, preparing staff computers for distribution, and preparing student computers for distribution. Individual schools will use a distribution method best suited to their specific situation.

1 PARENT SURVEY
CONDUCT SURVEY TO DETERMINE DIGITAL STUDENT TECHNOLOGY NEEDS

2 STAFF COMPUTER CHECKLIST

- Families of students (non-charter) in grades K-12 will be surveyed to determine if students have access to internet-accessible devices at home
- The survey will be distributed via live Microsoft Form link, or via Remind, about availability of devices for checkout
- Survey data will determine how many devices at each site to prepare for distribution
- Schools may check out devices to students based on prioritized need and availability of devices
- Schools may use their current inventory of devices, including devices on carts, to serve students
- Devices must be checked out and tracked
- Schools will follow the Device Distribution Guidelines
- Schools will distribute on a schedule determined by the district

- ☐ Update Borrower's Form, if necessary
- ☐ Make the user an Admin on the local computer
- ☐ User needs to log in while on the SDOC Network
- ☐ User needs to open any applications to be used as this will update application credentials
- ☐ Register on FIM, if necessary
- ☐ Change the password and log in with new password, if necessary
- ☐ Verify wired and wireless connections
- ☐ Verify Jabber works and the user knows how to access it
- ☐ If VPN is utilized by the user, be sure Cisco AnyConnect VPN client is up-to-date (version 4.7 at least)*
- ☐ If VPN in required by the user, the district will need the username and machine name to drop it in the proper collection*
- ☐ Verify microphone, speakers, and camera are functioning correctly
- ☐ If using a headset, be sure it is paired

only required for non-instructional employees

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☐ Borrower's Form needs to be completed for digital learning device (computer or iPad) and hotspot if applicable

☐ Computer needs to be in the Student Computer OU

☐ Computers should be at the root of the Student Computer OU

☐ Do not place them in sub-level OUs as SCCM software will not push past the main Student Computer OU

☐ Run gpupdate /force (this may need to be run more than once) This will push any of the Student Group Policies to the machine. Running the update does not force SCCM to install software

☐ To force SCCM software to install, update the Student Collection in SCCM and run Machine Policy Retrieval and Application Deployment Evaluation Cycle. This will install Content Keeper 7.32, NWEA Browser, iStation, and disable "Reset this PC"

☐ Student will need to log in to the computer before leaving the campus while connected to the SDOC Network. This is to allow the student's profile and password to cache on the machine for log on outside of the district network

☐ Verify a working version of Office and Teams is installed and licensed

☐ Verify wired and wireless connections

☐ Verify microphone, speakers, and camera are functioning correctly

DIGITAL LEARNING SUPPORT

DIGITAL LEARNING RESOURCE TOOLS

Osceola School District teachers and students have several technology tools to help with distance learning. The link below will serve as a library of tutorials to navigate some of the tools available.

ICP Digital Learning Resources: **https://bit.ly/SDOCDLResources**

Resource videos include:
- Getting Started with Distance Learning
- Teacher Account Set Up
- Ways to Distribute Files and Content
- Ways to Collect Files and Content
- Video or Virtual Presentation
- How to Use Teams
- Accessing ClassLink at Home
- Changing or Validating Your Password in ClassLink
- Tips for Students
- And more!

FIND THIS IMAGE ON OUR DIGITAL LEARNING WEBSITE FOR A QUICK LINK TO THE PLAYLIST!

CLICK HERE FOR DIGITAL LEARNING YOUTUBE TUTORIALS FOR STUDENTS!

DIGITAL LEARNING SUPPORT

TECHNOLOGY TO-DO LIST FOR DIGITAL LEARNING

☐ Plug your district-assigned laptop into the wired network, turn it on, and log in to receive critical updates to software

☐ Do not unplug the device until all updates have been installed

☐ You may be asked to restart the computer to compete the updates

☐ If you have issues, notify your school tech

☐ Next, verify your password has not expired and you can log in to ClassLink, Microsoft Office, and FOCUS

☐ If you need any documents from your "U Drive" or "Staff Share" Drive, copy or download the files to your device

☐ Remember, OneDrive is available for storage through Office365

☐ Verify with school tech that you have administrative rights to your laptop

☐ Take home your laptop and power supply/adapter

☐ Take home your external mouse and/or headset with integrated microphone if you use one in the classroom. These are great tools to have if you are recording a video or conducting an online meeting through Teams

☐ Watch training videos on Teams, Remind, and ePLCs

☐ Set up your classes for students in Teams or Canvas

☐ If you are a grade level or department chair, create an ePLC in Teams or Canvas for your grade level or department

☐ Verify your Remind classes are set up and start communicating with your students, including your expectations and office hours

☐ Collaborate with your grade level or subject area colleagues through ePLCs for a minimum of one hour each week

☐ Create assignments for students in Teams or Canvas

TECHNICAL SUPPORT

The Osceola School District is committed to providing parents and students with the latest information and support as things unfold during a school closure period.

All resources for students and families are available through the ClassLink platform, which students are familiar with using, on the district website at **www.osceolaschools.net** and can be accessed using any digital device (smartphone, laptop, desktop computer, or tablet).

HELPFUL LINKS:
All Digital Resources: **www.osceolaschools.net/digitalresources**

Teacher Digital Resources: **www.osceolaschools.net/teacherdigitalresources**

Student Digital Resources: **www.osceolaschools.net/studentdigitalresources**

TECHNICAL SUPPORT

ACCESSING THE LEARNING PLATFORM
Parents are asked to know their student's ID number and password so they can login to ClassLink. If you or your student do not know their ID number, please contact our Digital Learning Hotline at 407-870-4037.

DIGITAL DEVICE NEEDS
Should your student need access to a digital device to engage with school work, the Osceola School District has a limited number of laptops and WiFi hotspots that will be made available to loan to students. The district will continue to notify families as more district laptops become available for those who are still in need of a device to participate in digital learning.

STUDENTS IN EXCEPTIONAL STUDENT EDUCATION
If you are having specific challenges with digital learning, please contact your resource compliance specialist at you school for support

STUDENT INSTRUCTIONAL HOURS
We expect students to spend between five and a half to six hours on their assignments each day, Monday through Friday, adhering to the regular school schedule

NOTE TO STAFF
You can always reference your Cisco Finesse User Guide, the district-approved Technology Awareness and Security Handbook, as well as any board policies regarding network use

Every Child, Every Chance, Every Day!

DIGITAL LEARNING: STUDENT BEHAVIOR EXPECTATIONS

Students must log in each day, in every period, to not be counted as absent.

Follow the Osceola School District Student Code of Conduct.

Use equipment as outlined in the Osceola School District Acceptable Use Policy.

Be prepared for class.

Log in and remain engaged for the full digital lesson and actively participate to learn.

Complete and submit all assignments based on teacher expectations.

Engage or collaborate with your teachers and fellow students respectfully. Profanity, name-calling, and bullying is never appropriate.

Complete your own work independently; all plagiarism rules will apply.

Mute your microphone when others are talking. Background noise is distracting.

Don't purposely distract others. Be aware your behavior may disrupt class.

Be on time and return from established breaks on time. Set a timer.

Seek help when you are stuck or overwhelmed. This includes from your teacher, guidance counselor, or principal.

Be kind to everyone.

Be patient with yourself and others. We are all learning together!

Plan to communicate once a week with your teacher and frequently review your grades.

YOU got This

APRENDIZAJE DIGITAL: EXPECTATIVAS DE COMPORTAMIENTO DEL ESTUDIANTE

Los estudiantes deben entrar al sistema todos los días, en cada período para que no se cuenten como ausentes.

Siga las instrucciones del Código de conducta de Distrito Escolar de Osceola.

Utilice el equipo como se describe en la póliza de Usos Aceptable de Distrito Escolar de Osceola.

Este Preparado para la Clase.

Entre al sistema y permanezca comprometido con la lección digital. Participe activamente para aprender.

Complete y envíe todas las tareas según las expectativas del maestro.

Involucrarse o colaborar con sus maestros y compañeros de clase con respeto. Blasfemias, insultar, y intimidar nunca es apropiado.

Complete su propio trabajo de forma independiente; se aplicarán todas las reglas de plagio.

Silencie su micrófono cuando otros estén hablando. Ruidos distraen.

No distraigas a los demás a propósito. Tenga en cuenta que su comportamiento puede interrumpir la clase.

Llegue a tiempo y regrese de las pausas a tiempo. Ponga una alarma.

Busque ayuda cuando esté estancado o ansioso (maestros, consejeros, o administradores pueden asistir).

¡Sea amable con todos!

Tengan paciencia con ustedes mismos y con sus maestros, ¡todos estamos aprendiendo juntos!

Planifique comunicarse una vez a la semana con su maestro y revise con frecuencia sus calificaciones

YOU got This