MyPCS Online K-12 Instructional Guide

Table of Contents

Helpful Websites and Resources

Reopening Plan Resources (public webpage)
This public page contains information about the PCS Reopening plan, including health protocols, learning options, technology, and more.

MyPCS Online Public Webpage
This public page includes a list of commonly asked questions for parents, students, and teachers. This page will be updated as MyPCS Online adapts to the health needs of the community.

Canvas Sharepoint Site
This site features videos and resources to use Canvas as your teaching platform in MyPCS Online. All of the videos from the original training are on the site as well as more in-depth webinars and tips and tricks.

Microsoft Teams Sharepoint Site
This site features videos and resources to assist with using Teams for live meetings as needed. Teams is not used as the primary classroom location for students.

PCS Gateway
This site contains all the curriculum resources for teachers by grade level and course. Each link on the left side of the page will be (or has been) updated with digital resources to support the transition to digital learning.

Technical Assistance and Support

Who do I contact for Technical Assistance?
For assistance on Canvas, there are multiple opportunities for support:
- Questions about the functions within Canvas may be directed Canvas Support at 866-930-9185 24/7 or access live chat by clicking on the Help button on their Canvas dashboard.
- Non-Canvas technical questions or concerns should be entered a PCS Tech Ticket at techhelp2.pcsb.org
- Questions about course content or the Resource Center should be directed to the subject area Content Specialist.

Who do I contact for support in using Canvas and other digital curriculum resources?
Contact your school-based Library Media Technology Specialist or contact the Digital Learning team. The Digital Learning team hosts office hours to assist teachers and there is a dedicated Technology Integration Coordinator for your school. The Digital Learning team is also offering training on other instructional technology resources such as: Microsoft Office 365, BrainPop, Nearpod, Adobe Spark, Padlet, Safari Montage, etc. Visit the Digital Learning Tech Toolbox for more information on webinars and live instruction.

Who do students and families contact for Technical Assistance?

Teachers are the first support for resolving technical issues. There are several troubleshooting questions that will help you identify the problem:

1. If a student can't log in to Clever, they should reset their password if they have pre-registered for password reset (Hint: encourage all students to register for password reset at www.pcsb.org/passwords.) Teachers can reset student passwords at https://spr.pcsb.org/. Or, parents can call 588-6060.

2. Ask what internet browser they are using. Google Chrome is the preferred browser and some resources will not work with any other browser.

3. Ask them to clear their browsing history. Open Chrome. At the top right, click on the vertical breadcrumbs. Click *More Tools* and then *Clear Browsing Data*. At the top, choose a time range. To delete everything, select *All Time*. Next to "cookies and other site data" and "cached images and files," check the boxes. Click *Clear Data*.

If the issue remains unresolved, submit a Tech Help ticket at techhelp.pcsb.org. For fastest results, provide a description of the issue, including a screenshot or photo of what the student is seeing on their device. Provide information about the device they are using. Your Library Media Technology Specialist will review the ticket, assist if possible and if not, will escalate the issue to your district Technology Technician.

What if my technology is not working while I am supposed to be delivering instruction?

If you are teaching from home and your technology is not working, immediately contact your supervisor. Depending on the length of the outage, your administrator or another individual may be able to post a message in Canvas so students can be alerted to the problem and complete asynchronous learning. You will need to find another work location with reliable service as soon as possible to complete your teaching assignment.

Online Professionalism

As professionals, students and families look to you as models of appropriate behavior in an online setting. Consider the guidelines below as you move to a digital learning environment:

- Maintain separate spaces for personal and professional use. Do not use your personal email addresses, websites, or social media sites for online teaching or communication.

- Dress appropriately when appearing in video. As a model, students need to see that this is "regular school."

- Be cognizant of background noises in phone and video conversations. Find a quiet place for meeting online. Background noises from pets, television, and conversations from others in the household can be distracting in an online setting.

- Prior to appearing online, make sure you are in a professional setting or blur your background. This includes removing food and drink from your workstation when meeting online.

- Make sure all links, streamed activities and online content is completely vetted and appropriate prior to sharing with students.

- Use of electronic resources continues to be governed by district policy *Use of Electronic Resource- 7540.04*. A copy of this policy is provided in Appendix A of this document.

Schedule and Hours

Teachers will work the normal school hours for their home school and follow the regular bell schedule for their grade level (elementary) or secondary school. MyPCS Online teachers are expected to participate in all meetings and PLC's that other teachers at the school participate in. In secondary schools, teachers will use the regular bell schedule on Friday, but are expected to have small group and individual instruction with their students during the regularly scheduled class time.

Live Lessons

Frequency

Teachers should have live lessons each day according to the regular bell schedule of the school. Live lessons should occur at the start of each period in secondary schools and at the start of each teaching block in elementary school according to the school schedule.

Daily lessons

You should begin each teaching block or period with a direct, live instruction and post an academic activity for your students each day in each class for each subject (academic activities may be combined over several days so long as communication is clear) in Canvas. Plan on a "full" academic day, but also realize that this is a new environment for both staff and students and should look differently than what was experienced in spring 2020. Adjustments will need to be made as teachers understand more about reasonable workloads. The activity may include some combination of a video (live or on tape), text reading, formative response, online resource (i.e. iStation, NewsELA, iReady, Khan Academy, Dreambox, Personalized Learning Pathway, etc.) or other activity. There should be an expectation that students will interact with the content and respond in some method (chat post, online response, online conversations, online quiz, or other method).

Quality and Duration

As mentioned above, live lessons in elementary schools should start at the beginning of each teaching block (content area).   Lesson delivery can be flexible based on the content being introduced and/or reviewed. Duration of lessons should be similar to a face-to-face lesson, in that teachers should be introducing and modeling content, allowing students the opportunity to engage with content prior to releasing students to engage in a related task to the day's lesson. Direct instruction times will vary based on delivery models and content delivery but should typically range from 10-20 minutes prior to releasing students to an independent task. All live lessons should be recorded and posted in the chat and/or Canvas for students to be able to access as needed for review and/or enrichment.   As one would in face-to-face instruction teachers can meet with small groups, check-in with individual students and/or pull students back to reteach content if warranted.

Sample flow of the day

8:45-9:00 (15)   Morning Meeting
9:00-9:10 (10)   Read Aloud (live classroom teacher)

9:10-9:30 (20)	Explicit Reading Instruction (provided recorded lesson and live conferring)
9:30-10:10 (40)	Independent Practice and Small Group Instruction (live classroom teacher)
10:10-10:30 (20)	Recess
10:30-10:40 (10)	Shared Reading-New Book (live classroom teacher)
10:40-11:00 (20)	Word Work (provided recorded lesson)
11:00-11:30 (30)	Explicit Writing Instruction and independent practice (provided recorded lesson and live conferring)
11:30-12:00 (30)	Intervention (live classroom teacher)
12:00-12:30 (30)	Lunch
12:30-12:50 (10)	Number Routines (provided recorded lesson)
12:50-1:20 (40)	Core Instruction (provided recorded lesson and live classroom teacher small group)
1:20-1:40 (20)	Practice and Intervention (live classroom teacher small group)
1:40-2:30 (50)	Specials
2:30-2:55 (25)	Science (provided recorded lesson)

Live lesson in secondary schools

Secondary teachers are to facilitate daily live lessons each day according to the regular bell schedule of the school. Each live lesson should occur at the start of each class period. The two types of classes below are listed as general guidelines, but teachers may adjust as necessary.

MyPCS Online (all students within the period are online):
- Daily live lessons may range in duration from 20 to 30 minutes per class (all lessons should be recorded and posted to the class for future reference).   The recordings could be used for multiple classes as well.
- Teachers are to be available during the entire class period to support students.

Simultaneous Teaching (MyPCS Online and Face-to-Face students at the same time):
- Daily live lessons may range in duration from 30 to 45 minutes per class as teachers may utilize different instructional models to engage students (all lessons should be recorded and posted to the class for future reference). The recordings could be used for multiple classes as well.
- Teachers are to be available during the entire class period to support students

Communicating with Students and Parents

Teachers and staff are expected to communicate with students via the digital learning platform as they would at school: friendly and supportive tone, use of academic dialogue with professional attire. Establish a consistent location in your home or classroom where you can access WiFi and communicate with your students effectively. You should use district approved means of communicating with students including using Canvas, district email, telephone conversations, and, when needed, in-person communication at your school building. Google Voice is an effective means of using your telephone without having your phone number made public. Microsoft Teams also allows for online conversations with students and parents.

Using Canvas Effectively

Canvas is designed to be relatively easy to get started and yet has many helpful features that you will add to your toolkit over time. You should start with the three hour Getting Started with Canvas course in PLN. Once you have accessed this information, the course will stay on your dashboard and you can refer to it as a reference as needed. The Digital Learning team is curating many helpful resources, visit their blog at techtoolbox.pcsb.org frequently to find helpful information, tips and tricks. Review the Opening Moves document on the blog to begin creating your course(s).

Textbooks

Traditional textbooks and other texts are available to students through the regular school textbook checkout process. Additionally, most content areas have made digital curriculum and texts available through Canvas and/or Clever. If your normal classroom textbook has online access, you will continue to have online access. Check your Clever dashboard to see what resources are available to students in your classes.

Example lessons, suggested resources, and help for teachers to build out their daily lessons

Teaching and Learning provides curriculum guides and daily lessons in most grade levels and subjects and will do the same for MyPCS Online. Access these new resources in the PCS Resource Center in Clever. Traditional resources are also available in the PCS Gateway. Contact the Content Specialist for your subject area with any questions.

Attendance

Taking Attendance

Attendance must be recorded in Focus daily. In elementary school attendance is taken by the Homeroom teacher each day. In secondary schools, attendance will be taken each period. The attendance tab in Canvas can support your attendance procedures, but this information does not pass back to Focus. Students are expected to attend the start of the period for live instruction. If they are late, they may be marked tardy just like in a regular school setting. Even though Fridays in secondary schools are reserved for small group and asynchronous instruction, attendance will still be taken at the start of each period. Simultaneous classes should still begin with live instruction or directions, and then can move to small groups or may continue with whole group instruction. **Unlike in spring 2020, attendance must be completed each day. There will not be a three-day window to take attendance.** Canvas includes a Course Statistics page that may be helpful in tracking student engagement in the course and, for live meetings, Microsoft Teams keeps track of who attended the meeting and when they logged in.

Teachers should work with students and families that experience technology issues, remembering that this may also happen to teachers. If a student has a technology issue that prevents them from being on time, the teacher may mark them as present if the student completes the work and it is documented. This should be infrequent and not a regular way of work.

Attendance and Grading

Attendance is never utilized as a factor for a student's grade.

Make-up Work and Attendance

Students should be marked absent if they are not in attendance for live instruction. Unlike the 4th quarter of the 2019-20 school year where students could attend instruction at any time during a 24-hour period, students are expected to attend during the regularly scheduled class times. If they are not present, they must complete the make-up work and will receive full credit but will still be marked absent.

Grading

Classwork and assignments

You will grade students on the work you assign in the normal method you would in your classroom. As normal, all assignments and assessments should be standards- and content-based. FOCUS remains the official location of student grades. Canvas features a grade passback function that allows for easy transfer of grades from Canvas to FOCUS. There is also a speedgrade function in Canvas that assists teachers and create efficiencies in grading.

Specific grading feedback should accompany every grade issued, i.e., addresses student by name and reference the work he or she did on the specific assignment. Student work that demonstrates a low comprehension of material can also include an invitation to review and resubmit in order to move toward content mastery. Grades assigned to student work must match the level of mastery demonstrated by the submitted work. The number of resubmission attempts possible varies by assignment type and is up to the individual teacher.

Grading of English Learner (EL) and ESE students should be monitored and evaluated against grade level standards. ELs should be graded based on their academic progress at their level of English proficiency. A grade of D or F may only be assigned to an EL or ESE student if they received appropriate accommodations to the extent possible.

Assessments

Teachers will continue to give assessments for students attending school through MyPCS Online. Teacher-developed quizzes and tests can still be administered and proctored as needed using Canvas and/or Performance Matters. Content specialists also have unit assessments that can be used by teachers and pushed out to students using Performance Matters.

For required district assessments such as MAP, district cycle tests, and reading and math program diagnostics (iReady, IXL, etc.), students can access these assessments from home via the respective testing platform sites just as they would while at school (for example: Performance Matters or the NWEA MAP test site)

Teachers will monitor district assessments via live Canvas sessions whereby students are accessing the assessments just like they would in the traditional classroom. Teachers will be asked to provide instructions to students during the live session via Microsoft Teams, which can be opened simultaneously.

To ensure the most valid test results, strict procedures and test administration scripts have been developed by our district's Assessment, Accountability, and Research (AAR) Department. Teachers will be asked to proctor and monitor the tests remotely as best they can to ensure that students are taking

assessments properly, under the required time constraints and without assistance from third-party websites (such as Google) or from others in the home. For both teachers and students, the district's academic integrity protocols remain in place as a way of promoting the importance of gathering reliable and authentic test results.

Tips for creating quality online assessments will be shared via our assessment division, including how to create assignments that produce authentic student responses. Assessment protocols and resources will be available to teachers within Canvas.

AAR will also host webinars for teachers on how to build and administer classroom assessments in Performance Matters and how to import those grades into FOCUS.

Lesson Plans and Substitute Plans

Teachers should follow the regularly established lesson plan process for their school. Obviously, Canvas allows for teachers to demonstrate much more than a typical lesson plan template.

All teachers should create three days of substitute lesson plans in Canvas as they normally would in a face to face environment. These plans should be "unpublished" and not viewable to students unless the need arises in the case of an emergency. These emergency plans should be asynchronous, allowing for students to work on content materials at their own pace with minimal supports. An example is below:

1. Teachers can build a module to create emergency sub activities
2. Teachers should include directions for the emergency coverage in the module
3. On the day emergency coverage is needed, the module and activity need to be published

Should the need arise, an administrator could publish and activate the plans for students to view and complete in a teacher's absence.

Academic Integrity

Academic integrity is an important part of all learning, including in a digital environment. Remember that virtual schools, college online classes, and our PCS Hospital Homebound/Teleschool provide online assignments and assessment year-round with success.

There are several online options for verifying authentic responses and this is included within Canvas. Called a Similarity Score, teachers can find this useful feature in the Canvas gradebook. Teachers may also use resources such as Turn-it-In.com to ensure students are submitting their own work. Additionally, you can cut and paste responses right into Google and find their sources. For quizzes, just like in a regular classroom, varying responses and question types limits dishonesty. You can use Performance Matters to help as well.

Use of Other Digital Learning Platforms

Canvas will be the official place for the class to meet and Teams is the platform for live lessons. Teachers may use other digital platforms, but the majority of the class materials and instructions, as well as communications must be done in Canvas.

Supporting Students with Unique Needs

One of the keys to ensuring the success of students with unique needs is to include their supporting teachers and associates as co-teachers or observers in your Canvas classes. In this manner, they will be able to individually support your students. There are several accommodations built into Microsoft products such as text-to-speech and language translators that your colleagues can help students implement.

English Learners

Just like in regular instruction, it is critical to know the language proficiency of English Learners in order to engage them in meaningful and comprehensible instruction. These scores can be found in the Focus - Test History screen. In schools with full time ESOL teachers, ESOL teachers may assist students and teachers by planning collaboratively with their assigned cluster EL teachers, "pulling" small groups in MS Teams and modifying assignments for ELs where appropriate. Also, bilingual assistants and/or Lionbridge (24/7 phone interpreters services) will need to be utilized to communicate with families in their native languages. Contact the ESOL Office for assistance karacn@pcsb.org. Additional Frequently Asked Questions for ESOL teachers are posted in the ESOL Gateway site.

ESOL Teacher or Bilingual Assistant small group or individual instruction through Teams

You will create a Team for the small group and/or individual and will add them using their R2D2 numbers. The R2D2 numbers can be found in FOCUS.

The general education/homeroom teacher will invite you into the Canvas class. The services can be provided collaboratively. You will also have the option of setting up a Team with the students that you serve, in order to provide additional clarification on assignments and/or to pre-teach and re-teach, should that be necessary for the student to make progress towards English Language Proficiency (ELP)

goals. Collaboration is key! It will be important to make sure that teachers are planning together and ensuring students receive the appropriate and allowable accommodations to access their virtual learning.

Evaluations, Re-evaluations and EL Committee Meetings

ELP Eligibility testing with the CELLA Online will be available for remote administration on the first day of school for students. Updates and PD will be provided during DWT. **All** students coded LP will need this test and with any "YES" responses on the HLS will need to be tested.

Additionally, Extension of Services and some exits/reclassification based on the new ACCESS for ELs scores and [unsatisfactory] LF monitoring will require immediate EL Committee meetings. Please reach out to the ESOL Office for assistance karacn@pcsb.org with scheduling of the meetings.

All EL Committee meetings will be conducted virtually via Ellevation. An "electronic signature" feature has been added to support appropriate documentation. As always, an administrator must attend each meeting with a minimum of three school staff attendees and a documented parent invitation.

Assessment Accommodations

It is critical to remember that in addition to students coded LY, LF students also need to be provided all allowable and appropriate assessment accommodations. Please reach out to the ESOL Office for assistance karacn@pcsb.org. The ESOL office will assist with providing dictionaries for students who are coded LY and LF, have literacy skill sin their native language and know how to use a dictionary. Email karacn@pcsb.org with the number of dictionaries needed for each listed language.

Canvas Resources for ELs

Following Canvas pages were created with specific, student-facing resources to support the work of ESOL teacher and bilingual assistants. These pages support the work with beginning level English speakers.

1st Grade ESOL Newcomers
2nd Grade ESOL Newcomers
3rd Grade ESOL Newcomers
4th Grade ESOL Newcomers
5th Grade ESOL Newcomers
DLA A, Intensive Language Development, grades 6-12

DLA B 6-12, Academic Language Development for LTELs and Intermediate ELs

Pages listed below contain resources specific to teachers of ELs and EL Chairs:
ESOL Compliance
ESOL Elementary Curriculum Support
ESOL Secondary Curriculum Support

Exceptional Student Education Companion Document

The ESE Department recognizes that exceptional students are general education students first and will need specially designed services that are reasonably calculated to provide a student with a Free and

Appropriate Public Education (FAPE). It is also recognized that in times of natural disaster or crisis, the services provided to ESE students may look different. The ESE Department remains committed to working with stakeholders to provide ongoing updates to keep communication clear and to ensure that guidance is based upon current information as released by the FDOE and CDC. During the 2020-2021 school year, it will be more important than ever to communicate succinctly and often with families to ensure the students safety and well-being is our top priority. In addition, we will need to assess students diagnostically to determine if, and when adjustments to the IEP may be needed. This companion document serves to provide further clarification upon the reopening of schools.

[ESE Companion](#) (click to access)

Career, Technical and Adult Education

Adult education and Adult CTE teacher requirements for conducting virtual lessons

Adult education instruction will continue using virtual lessons through Blackboard (not Canvas). Contact your site administrator (Adult Education Sites and Pinellas Technical College) or your content area specialist for resources.

School Counselors, Social Workers and Student Services Staff

MyPCS Online teachers should remember that Student Services Staff is available to assist students and staff in need of supports. Any student that is experiencing attendance problems should be referred to the school based Child Study/Student Services Team for support.

Simultaneous Instruction Best Practices

Simultaneously managing students in a classroom and online presents teachers with novel and difficult challenges that will need to be addressed by blending powerful face-to-face practices and techniques with innovative digital tools and learning management systems. Solutions to these challenges will require innovative adaptations of both pedagogy and instructional materials.

Suggestions for Optimizing Learning Experiences in Simultaneous Environments
- ➢ **Use Canvas as the "go to place" for both face to face and MyPCS Online classes.**
  - o In doing so, you may access the Canvas course as you teach simultaneously, showing the resources to both groups of students. If face to face students are absent, they will be able to easily catch up and stay on pace in the class. Where possible, consider having all students, face-to-face and online, submit their work through CANVAS for safer and more efficient assignment management.
  - o Teachers will access course resources created by district Content Specialists through the Resource Center which will be posted in Clever. This will include not only teacher resources like curriculum guides, but also student facing modules that can be directly dropped into teacher courses as activities and assignments.
- ➢ **For technology and direct teaching, think simple.** Direct teaching will work best from the seated position, projecting your screen on the SmartBoard for face to face students to see and sharing your screen for students in MyPCS Online to see. If lecturing, conducting a read aloud or some other non-SmartBoard activity, place the computer in front of you, so that student in MyPCS Online can see and hear you clearly.
- ➢ **Use "Road Maps" for Learning.** As often as possible during each class period, orient each student as to where they are during the learning process. Remind students of the intended learning outcomes for the day and the path they will take to master the day's learning target (time frames are very helpful guides for students, too). It is best practice to remind both face-to-face and online students what segment of the planned learning process they are in as the class flows. This can be done in multiple ways:
  - o Learning Goals and Scales
  - o Agendas
  - o Flow of the Day
- ➢ **Use Student Collaboration between face-to-face and online students to manage learning effectively and ensure students are collaborating on critical content.** Needing to ensure students are mentally wrestling with our content is the same for when students are face-to-face or online, and this can become very creative and fun when you have a mix of students face-to-face and online. In fact, it can help us keep students socially distanced. Remember too that transitions within online environments will take time as well, so plan for that time when transitioning students to collaborative spaces online.
  - o Utilize in-meeting text chat to allow students to collaborate, ask questions, and support each other's social and emotional needs without interrupting the teacher's lesson.

- o Have face-to-face students help you know when online students have a question or are stuck on a teaching point and need clarification to ensure you don't have to monitor the online chat space alone while making a teaching point
  - o [This guide](#) will walk you through creating and running your Teams meetings via Canvas. Take advantage of tools like Nearpod to engage students both in person and online in your content. Students attending in person can use school devices or personal phones to participate in the lesson as well.

- ➤ **Use Pre-Recorded Lectures/Lessons Whenever Possible.** Sitting passively through a long lecture or presentation is difficult both face-to-face and online for students
  - o Pre-record Lectures/Presentations/Direct Teaching Points that are longer than 5-7 minutes so that the information is available for synchronous presentation to whole group during the direct instruction part of the class, or to be accessed by students as they work during the more independent or collaborative group time of the class period, or that they can even access asynchronously 24/7 as they extend learning to non-school hours.
  - o Check out the digital teaching video resources that are ready-made and have been curated/linked for your courses within CANVAS.
  - o In the flipped classroom model, the rule of thumb is that the part the student does on his own prior to class is a maximum of 10 minutes long—so around an hour/day outside of class
  - o Use of pre-recorded lessons will also better free teacher up to have "eyes-on", and better awareness of what students online and face-to-face are doing during playing of recording. Teachers can stop/start the recording as needed if teachers sees kids not following or not understanding to further elaborate in person. Teachers can also see if hands are raised for the online students or if they've typed questions into the chat space.

- ➤ **Leverage the Principles of Universal Design for Learning (UDL) for lesson planning.** Ensure you have planned for multiple ways for how students will access, engage with and demonstrate mastery of content.
  - o Use resources such as Common Lit, NewsELA, PBS Learning Media, etc. to provide texts at various levels, videos and practice activities to help students learn new concepts.
  - o Provide guiding questions/graphic organizers to help students focus on most important information.
  - o Enable (and teach students to use) accessibility resources in Microsoft such as text-to-speech and speech-to-text.
  - o Use choice boards to create a variety of activities to engage students. Allow students to complete some, but not all activities.
  - o Create open ended questions that tie directly to the standards and allow students to answer in various formats (essay, presentation, video, visual explanation, diagram, flow chart).
  - o Provide a rubric for the final assessment at the beginning of the unit/lesson so students can see what they are expected to do for each area.

FAQ: Simultaneous Instruction

➢ Why are we placing MY PCS Online students with students scheduled into face-to-face classrooms instead of just scheduling them in stand-alone My PCS Online sections to meet course demand?
  - o Undertaking the schedule changes that are needed now that parents and students have selected their Learning Option for the 2020-21 school year cannot be done without consideration of the number of students that will remain scheduled into our brick and mortar traditional school classrooms.
  - o The simultaneous model helps us ensure that the numbers for face-to-face students in our brick and mortar classes are lower for better social distancing which has been the overwhelmingly major teacher request across all grade levels.

➢ Will there be an issue with the bell schedule for teachers who have some face-to-face classes, some stand-alone My PCS Online classes or simultaneous classes?
  - o The students who are online, either in stand-alone My PCS Online classes or in these simultaneous classes will follow the bell schedule for your school and will be on synchronously with you and your face-to-face students each day.

➢ With all of these tools, how will I know where to put my learning resources?
  - o CANVAS will be the learning management system where you can manage your courses for both the face-to-face and online students.
  - o Teams will be the platform that will allow the online students to view your classroom instruction and participate in your live lessons (as in responding to your questions).
  - o You will be able to set up Teams meetings right in your CANVAS calendar for your students to easily see and access your live meetings each day.

➢ What technology will my students and I need in MYPCS Online?
  - o You will need your district laptop (which must have a camera). You may also find a doc camera and your interactive projector useful. A hardwired connection always works better than wireless, so you may consider the ability to hardwire in your classroom.
  - o Your online students will need a device to access the internet. Your F2F students would benefit from an individual device, even a cell phone, to participate in online content alongside remote students, but it is not necessary. In-person students can still do face to face activities if social distance is maintained.

➢ How will I take attendance for students who are physically present versus those who are online?
  - o Your My PCS Online students will have an icon by their name depicting them as being online students so you can easily take face-to-face attendance and attendance for your online students each day

➢ Could the simultaneous model help me deal with students who are absent from my brick and mortar classroom or do they not have access to those learning systems because they did not choose online learning?

- Face-to-face students have FULL access to the CANVAS and Teams Platforms, and any other digital resource or tool you employ in your classroom. In fact, any face-to-face student who becomes ill for any reason and needs to miss school, can easily jump into the CANVAS and Teams platforms to engage in your course so they can stay on top of content and coursework which will help teachers manage absences more smoothly
- Canvas allows you to grade assignments and have those grades "transfer" to your Teacher Gradebook in FOCUS (more about his in the Canvas PD session, as it requires understanding specific settings in Canvas).

Appendix A: District Policy: Use of Electronic Resources- 7540.04

The District provides electronic resources (including, but not limited to, computers, networks, software, Internet access, telephones, electronic communication devices, and facsimile machines) to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and school staff, and to conduct District business.

Property of the District; No Expectation of Privacy:
The District retains control, custody, and supervision of all electronic resources owned or leased by it. All messages created, sent, or retrieved through electronic resources are the property of the District. Any information generated, stored, or sent through electronic resources is the same as any written document and may be subject to Florida's Public Records Act, F.S. Chapter 119. The District reserves the right to monitor all use of electronic resources by employees and other users. Employees have no expectation of privacy in their use of electronic resources.

Use of District electronic resources constitutes consent to monitoring of such use. Such monitoring may occur at any time and will usually go unnoticed even by skilled users. The scope of the monitoring is unlimited. All information, including personal information, placed on or sent over District systems by use of District electronic resources may be monitored.

Acceptable Uses:
Employees are to use the District's electronic resources for school-related purposes and performance of job duties consistent with the District's strategic directions and goals. Users may access the network only through District-owned computers and access points unless otherwise approved by the Superintendent. For acceptable use of social media, refer to the Communication Guide on the district website under the Strategic Communication Department. When using electronic resources, all users must adhere to the provisions of this policy, the District's standards of conduct, and the Code of Ethics and Principles of Professional Conduct of the Education Profession in the State of Florida, F.A.C. 6B-1.001 and 6B-1.006.

Acceptable Use governs all District equipment/devices. In addition any personal or private equipment/device must adhere to Acceptable Use when connecting, accessing and/or utilizing the District network.

Incidental Personal Use:
Incidental personal use of electronic resources is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Incidental personal use" means use by an individual employee for occasional personal communications, in the same manner as an employee might reasonably use the District's telephone for occasional personal calls. Such personal use must comply with this policy.

Unacceptable Uses:
General rules and expectations for professional behavior and communication apply to use of the District's electronic resources. Examples of unacceptable uses that are prohibited include, but are not limited to, the following:

A. Any use that is illegal or in violation of other District policies, including harassing, discriminatory, or threatening communications and behavior. Bullying, harassing, defamatory, insulting, or profane language or pictures are not permitted. It is not permitted to transmit messages with derogatory or inflammatory remarks about a person's race, color, sex, creed, religion, legal marital status, national origin, age, handicap, physical attributes, or sexual orientation.
B. Any use involving materials, language, or pictures that are obscene, pornographic, sexually explicit, or sexually suggestive.
C. Any inappropriate communications with students or minors.
D. Any use for private commercial, advertising, or business solicitation purposes.
E. Any use of electronic resources as a forum to solicit, advocate, or communicate the personal, political, or religious views of an individual or non-school-sponsored organization. However, the District may establish limited forums to solicit and communicate the personal views of employees or members of the public on specific topics. The Superintendent or designee shall determine the appropriate hour and duration that a forum will be available.

F. Any use to raise funds for any non-school-sponsored purpose, whether profit or not-for-profit, except as approved by the Superintendent or designee.

G. Any use to convey a threat of violence.

H. Any use to disseminate false information that impacts the credibility of the District.

I. Any communication that represents personal, political, or religious views as those of the District or that reasonably could be misinterpreted as such.

J. Opening or forwarding any e-mail attachments (executable files) from unknown sources or that may contain viruses. Employees should take all necessary precaution to prevent viruses from entering the District's network.

K. Sending or forwarding mass e-mails or chain letters to District users or outside parties for District or non-district purposes without the permission of the principal or department administrator ("site administrator").

L. Any use that disrupts a District activity, including but not limited to the District's electronic resources. Deliberate attempts to degrade or disrupt systems performance will be viewed as criminal activities under applicable State and Federal law.

M. Any misuse or damage to the District's electronic resources.

N. Misuse of computer passwords or accounts. Users may not use others' passwords without their explicit permission and may not share passwords with others. Employees should change their passwords according to Technology and Information Systems (TIS) password procedures to protect the security of the network. Trespassing in others' folders, documents, or files is unacceptable. The employee is responsible for his/her actions and activities involving District electronic resources, and for his/her computer files, passwords, and accounts.

O. Any attempt to access unauthorized sites by bypassing the District's Internet filtering system.

P. Hardwiring personal computers to the district network.

This policy provides general guidance and examples of prohibited uses for illustrative purposes, but does not attempt to state all required or prohibited activities by users. Employees or other users who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the site administrator. If the site administrator is unsure of the answer, the site administrator should contact the office of Instructional Technology and Information Systems (TIS).

Supervision By Staff:
Employees who have the responsibility to supervise students or staff shall provide that supervision during the use of electronic resources.

Confidential Information:
Users may not share confidential information on students or employees with users who are not authorized to have such information. All users who have access to or may have access to personally identifiable student records shall adhere to all standards included in the Family Education Rights and Privacy Act (FERPA); Protection of Pupil Rights Amendment Act (PPRA); F.S. 228.093 and 231.291; and other applicable laws and regulations, as they relate to the release of student and employee information.

Copyright Infringement:
Policy 2531, Copyrighted Works, will govern the use of material accessed through the District network. It is a violation of the copyright laws to load software onto a District computer without a license authorizing the use of that software on that computer. Employees shall take reasonable precautions to prevent the copying or the use of unauthorized copies of software on District equipment, and to avoid the use of single copies of software or CD-ROM products across a network with multiple users unless such use is permitted by the application license agreement.

Unauthorized Charges:
The District assumes no responsibility for any unauthorized charges made by employees, including, but not limited to, credit card charges, subscriptions, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

No Warrantee:
The District makes no warranties of any kind, either expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or errors or omissions including any and all viruses. Use of any

information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Penalties for Non-Compliance:
 Failure to comply with this policy may result in suspension or revocation of the user's privilege of access, and may subject the user to civil liability or criminal charges. Employees may also be subject to disciplinary action up to and including termination as defined in Board policy and/or the collective bargaining agreement dealing with staff discipline.

Appendix B:

Can you login to Clever successfully?

If the student cannot login successfully to Clever, Focus or other PCS online resource, reset their password using the Student Password Reset system https://spr.pcsb.org/

Supporting MyPCS Online Students

Questions to Ask for Identifying & Troubleshooting Common Issues

What internet browser are you using?

Google Chrome is the preferred browser for Clever and resources found in Clever. Some resources are not fully supported using other internet browsers.

Have you cleared your browsing history?

On your computer, open Chrome. At the top right, click the vertical breadcrumbs. Click More tools and then Clear browsing data. At the top, choose a time range. To delete everything, select All time. Next to "Cookies and other site data" and "Cached images and files," check the boxes. Click Clear data.

What error are you getting/issue are you having?

Ask for a description of the issue, including a screenshot or photo of what the student is seeing on their device. Ask for information about the device they are using.