



# **Educator Instructional Continuity Guide**

Updated: March 20, 2020

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March 23, 2020

Teachers,

Moving to a digital environment is both exciting and overwhelming. As we begin this transition, we will do so under the first two Core Values of our district:

*Commitment to children, families and the community  
Respectful and caring relationships*

We want our children and our families to receive the best education we can provide them, regardless of the method or means in which it will be carried out. In doing so, we want to continue our commitment to respectful and caring relationships, especially in an online environment. How can we still make sure we are “connecting” with our students? How can we keep them excited and engaged in learning through digital learning? Teachers are always the critical factor as to what extent students like school and, of course, teachers are the most important factor in student achievement. As we make this digital transition, we hope you’ll find ways to keep the “fire alive” for both you and our students.

The Teaching and Learning Division has put together this Educator Instructional Continuity Guide to prepare you for the first week ahead (March 23-27). We are here to assist every step along the journey.

Each content area specialist has been working to compile a list of resources to assist you. You will find these lessons in the [PCS Gateway Curriculum Resources](#) (click the course or grade that you need on the left).

Sincerely,

Kevin Hendrick, Associate Superintendent  
Michael Feeney, Executive Director for Elementary Education  
Dr. Dywayne Hinds, Executive Director for Middle School Education  
Dr. Rita Vasquez, Executive Director for High School Education

## Helpful Websites and Resources

### [Digital Learning for Educators \(public webpage\)](#)

This page contains basic information about online learning for teachers. It contains links to other resources and basics such as FOCUS. If you ever forget how to access the Sharepoint site or the Educator Guide, this site will be available and contain the basics.

### [Digital Learning for Students \(public webpage\)](#)

This page includes a list of all resources available to students at each grade level in Clever. This is a great place to begin planning for the resources you might use.

### [Microsoft Teams Sharepoint Site](#)

This site features videos and resources to begin using Teams as your new virtual classroom. Watch the “Getting Started” video and the Top Ten Tips and Tricks to begin. Additional “In Depth” videos are available as you become more skilled in using the platform.

### [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?](#)

The Tech Help desk will continue to be available (727-588-6060). Please follow your normal process of submitting a Tech Ticket for technical assistance.

### [Who do I contact for support in using Teams and other digital curriculum resources?](#)

Contact your school-based Library Media Technology Specialist or contact the Digital Learning team.

The Digital Learning team will host office hours March 24-27 each day from 8:00 a.m.-10:00 a.m., 11:00 a.m.-1:00 p.m., 2:00 p.m.-4:00 p.m. and 5:00 p.m.-6:00 p.m. Join our office hours here

<https://livestream.com/accounts/28459943/pcs-teams>

The Digital Learning team is also offering training on other instructional technology resources such as: FORMS, BrainPop, Nearpod, Adobe Spark, Padlet, Safari Montage, etc. Stay tuned for more information on webinars and live instruction.

## Planning: March 23-30

The following section is designed to help plan your week: March 23-30

### Monday, March 23

- Obtain computer and instructional resources from school between the hours of noon and 3:00 p.m. (This includes laptop, power cords, textbooks, a headset, and other needed personal items.).
- Watch Microsoft Teams intro video (30 min), review the Top Ten Tips and Tricks document and watch the "In Depth" videos.
- Begin to investigate resources in Teams and other online resources.
- Attend your school's virtual faculty meeting (your principal will send details).
- Your school administration will develop a plan to distribute digital devices to families.

### Tuesday, March 24

- Attend digital faculty meeting on Microsoft Teams Tuesday morning.
- Activate your classes in Teams, follow the instructions in the "Start Here" video if help is needed.
- Complete 3<sup>rd</sup> quarter grades and update FOCUS accordingly.
- Begin to build online assignments in Teams for students to access.

### Wednesday, March 25

- Assign other instructional staff to your MS Teams classes where appropriate. For example, ESE support teachers and associates and ESOL teachers and bilingual assistants, if appropriate.
- Virtually collaborate with instructional teammates for lessons (such as grade level/content teammates, pull out or push in teachers, such as EL, ESE, Interventionists, CDA's).
- Send out welcome message on Teams and ask students and families to respond by noon on Thursday. See the sample Welcome assignment on the Teams Sharepoint (coming Monday, March 23).
- Attend virtual faculty meetings, as necessary.
- Continue to build online assignments in Teams for students to access.

### Thursday, March 26

- By noon, report to your principal the students that have not responded on Microsoft Teams.
- By the end of the day, ensure lessons are built out for Monday and Tuesday.

### Friday, March 27

- Ensure 3<sup>rd</sup> quarter grades are finalized and submitted in FOCUS.
- Complete lessons for Wednesday through Friday.
- Participate in virtual faculty meeting.

Monday, March 30

- Begin instruction. Teachers should be available online between 9:00 a.m. and 11:30 a.m. and then again from 1:00 p.m. to 3:30 p.m.
- Asynchronous instruction, meaning not at the same time, is the expectation. Teachers and schools will determine a schedule for live lessons and chats; however, it is not recommended that these happen every day for every subject/class.

## 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 you take this seriously and it is “business as usual.”
- 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 work station 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 from 8:30 a.m. to 3:30 p.m. Teachers should be available for students and families online from 9:00 a.m. to 11:30 a.m. and 1:00 p.m. to 3:30 p.m. Schools have the flexibility to create a schedule for live lessons outside of these times, as needed, and adjust individual hours for affected teachers. (For example: a high school teacher may host a live lesson at 8:00 a.m., as this is the normal class meeting time.)

## Live Lessons

### Frequency

You are encouraged, and should, host live lessons for your students each week, but certainly not each day. A live lesson takes place in the Teams Meeting, where you invite your students to watch a “traditional” lesson where you lecture, show a PowerPoint, or share your computer screen. You will have the ability to mute or unmute students and determine if you want to allow video camera. Before you experiment with live lessons, you should first work on recording lessons that can be uploaded for your students to watch. Managing the Teams Meetings (muting students and facilitating) will take skill and practice. Start by recording lessons and posting them for students.

## Expectations

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. It is important that we establish consistency and normalcy for children and staff in making this transition successful. Establish a consistent location in your home or other academic setting where you can access WiFi and communicate with your students effectively.

## Online Lessons and Learning Resources

### Creating an Announcement in Your Teams Course

It's important to make sure your students still feel connected to you when doing distance learning. One way to do that, is to post a weekly announcement in the General Channel of your Teams course(s). This announcement should include:

- How to contact you
- Your office hours, and
- Any helpful details or information for the week
- A positive message that makes students feel welcomed to your class

More specific instructions are included in Appendix B of this document.

### Daily lessons

You should post an academic activity for your students each day in each class for each subject. Plan on a "full" academic day, but also realize that this is a new environment for both staff and students. Adjustments will need to be made as we understand more about reasonable workloads. The activity should include some combination of a video (one you've created or linked to), text reading, formative response, online resource (i.e. iStation, 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 quiz, or other method).

### Textbooks

Traditional textbooks are not necessarily available to students. But if your normal classroom textbook had online access previously, it will continue to have online access through the end of the school year. Students will have access to resources available in Clever. Check your Clever dashboard to see what resources are available to students in your classes. In many cases textbooks are available digitally.

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

Just as we provide curriculum guides and daily lessons in most grade levels and subjects, Teaching and Learning will do the same as we transition to a digital environment. Access these new resources in the PCS Gateway where you will find other instructional resources. They will be listed as **Instructional Continuity Resources**. The T&L team is busy building these resources and will continue to update the site. Contact your Content Specialist or the level director if you have any questions.

## Attendance

You must take attendance each day for each class that you teach. You will take attendance in FOCUS each day as you normally would. If a student participates in your class in any way in the day's activities,



mark them present. This includes attempting the assignment, entering the Teams space, participating in the live lesson or any other interaction.

## Grading

### Classwork and assignments

You will grade students on the work you assign in the normal method you would in your classroom. All assignments and assessments should be standards- and content-based as they would normally be in your classroom. It is expected that student grades are posted in FOCUS as appropriate (daily or within 48 hours of submission).

Specific grading feedback should accompany every grade issued, i.e., addresses student by name and references 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.

### Assessments

You may give tests and assessments online. Performance Matters assessments are still available to be used online. Tips for creating quality online assessments will be shared, including how to create assignments that produce authentic student responses. Many content specialists also have unit assessments that can be used by teachers and pushed out to students using Performance Matters.

The Assessment, Accountability and Research department is preparing to host daily webinars for teachers on how to build and administer classroom assessments in Performance Matters and how to import those grades into FOCUS.

## 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 a few online options for verifying authentic responses. Teachers can 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.

## Use of Other Digital Learning Platforms

Teams will still be the official place for the class to meet and the platform for live lessons. However, if you are already using a digital platform for lessons (such as Canvas, the St. Petersburg College dual enrollment platform, or similar arrangement), continue to use what your students are familiar with and post instructions in Teams for students to access the additional resource.

If you already post everything online in FOCUS and your students are used to going there for work, you may continue this practice. You'll still need to host live lessons in Teams each week, but continue to use the platform students are most familiar with in your class.

## 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 in your Teams 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](mailto:karacn@pcsb.org). Additional Frequently Asked Questions for ESOL teachers are posted in the ESOL Gateway site.

## Exceptional Student Education

### [ESE Teacher or Therapist 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.

### [Access Points Standards](#)

Creating daily live or pre-recorded sessions that are chunked will allow teachers to continue to work on communication and learning targets. Teachers can create individual or smaller group sessions to focus on individual needs where needed.

### [Absences During Live Virtual Sessions](#)

We understand that there may be barriers that prevent a student from engaging in lessons online. If that happens, please make sure that the attendance shows that the student was absent for that sessions. All lessons can be recorded in advance or during live sessions for access at a later time. All teachers should incorporate office hours in their daily schedule for parents/students to log in to ask questions and gather additional information.

### [VE Resource teacher or therapists](#)

The general education/homeroom teacher will invite you into the Teams 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 IEP goals. Collaboration is key! It

will be important to make sure that teachers are planning together and ensuring students receive the accommodations necessary to access their virtual learning.

### Documenting goals addressed

A document will be posted that should be used to track which goals were addressed and data collected during each virtual session. This will be critical to ensure FAPE during this time. If a student is absent, this needs to be noted on the document.

### Facilitate IEP meetings with compliance

Many of you have reached out with questions about IEP meetings that were scheduled for the week of March 23 - 27. Since schools are closed that week, we understand that those meetings will need to be rescheduled as soon as possible. There will be no lapse in services while working with families to reschedule. ESE Leadership is working on a plan for schools to hold virtual IEP meetings, if needed, beginning the week of March 30.

For the meetings that were scheduled March 23-27, during the rescheduled annual review, IEP teams should document that there was no lapse in services, and that the IEP meeting was postponed in response to school closures caused by the COVID-19 virus. If you have any questions regarding this, please send them to Julie Robinson at [robinsonjul@pcsb.org](mailto:robinsonjul@pcsb.org).

### Evaluations, Re-evaluations and Timelines for Consent

- Complete reports for all cases of ESE evaluation & re-evaluation when all components of assessment are finished.
- Plan for completing as much assessment as possible for incomplete ESE evaluations & reevaluations
  - Indirect assessment procedures such as Record Reviews, Interviews, and Rating Scales can be completed remotely and with Teams/telephone.
  - Focus on completing all reasonable components that can be accomplished remotely and write up the reports to the extent possible.
  - We will continue to review potential plans and strategies to accomplish direct assessment (cognitive assessment, speech/language assessment, achievement assessment, etc.). However, take care of every other component first and write everything up in preparation for when direct assessment can ***safely*** resume for students and staff, the case can be done quickly.

### Counseling and Social Skills Instruction

- Plan for the required IEP & 504 counseling as a related service minutes for students at your school
  - Student Services staff identify the students and communicate with their parents to set up a weekly schedule for service starting the week of 3/30.

- Include primary provider (likely SW) and backup provider (likely SP or SC).
- MATCH-ADTC could be a good resource here.
- Plan for social skills support as specially designed instruction if indicated on the IEP.
  - Identify the students with social skills as SDI and ESE staff ensure they have a plan to incorporate social skills support as needed into their work. Student Services staff can support as needed.
- Plan for counseling/social skills support that was a component of a student's PBIP, Tier 2, Check & Connect/Check in Check Out.
  - Student Services staff identify the students and communicate with their parents to set up a weekly schedule for service starting the week of 3/30.
  - Include primary provider (likely SP or SC) and backup provider (likely SW).
  - MATCH-ADTC could be a good resource here.

### [Curriculum Resources and Support for Virtual Instruction](#)

Instructional Staff Developers will provide assistance and support on using Microsoft Teams to deliver instruction as well as resources available to use for virtual instruction. You will also find a folder on the PCS Gateway containing Instructional Continuity Resources.

### [Speech-to-text and Similar Accommodations](#)

Office 365, when accessed online, has accessibility features built in. A document with these features is available in multiple places, including on the PCS Gateway in the Instructional Continuity Resources.

### [Behavior Specialists](#)

If you have students assigned to you through Unique Skills or you provide small group social skills instruction, you will continue to provide that through Teams. You should also consult with the general education/ESE teachers to monitor student behavior, social interaction and to provide suggestions for behavior where needed. FBAs should be reviewed and updated during this time, including all data collection to date.

## **Career, Technical and Adult Education**

### [Adult education and Adult CTE teacher requirements for conducting virtual lessons](#)

You are to continue instruction using virtual lessons. Contact your site administrator (Adult Education Sites and Pinellas Technical College) or your content area specialist (K-12) for resources.

### [Hands-on Career and Technical classrooms/shops](#)

Teachers cannot open their classrooms/shops for students to complete assignments. As an alternative to hands-on shop work, teachers can develop assignments that can determine student understanding and mastery of processes, steps and/or procedures in completing hands on tasks. Once school resumes, teachers can observe student skill demonstration on these tasks.

Adult education progress monitoring tests (TABE, CASA's, etc.)

The Pearson testing labs are closed during the COVID-19 emergency. The GED vendor, Person Testing, has suspended all GED testing until April 30, 2020.

### **School Counselors, Social Workers and Student Services Staff**

Initially, Student Services Staff will be critical to design virtual Child Study Teams to engage with families and students that need assistance with virtual learning or who are not attending. Additional information will be shared with Student Services Staff from Executive Director, Donna Sicilian.

## 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.

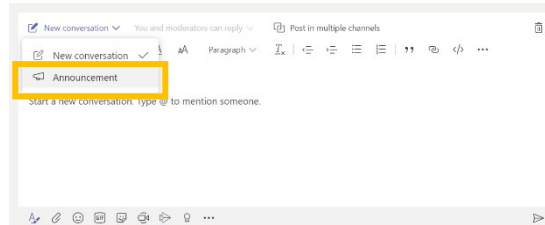


## Appendix B: How to Create an Announcement in Teams Course

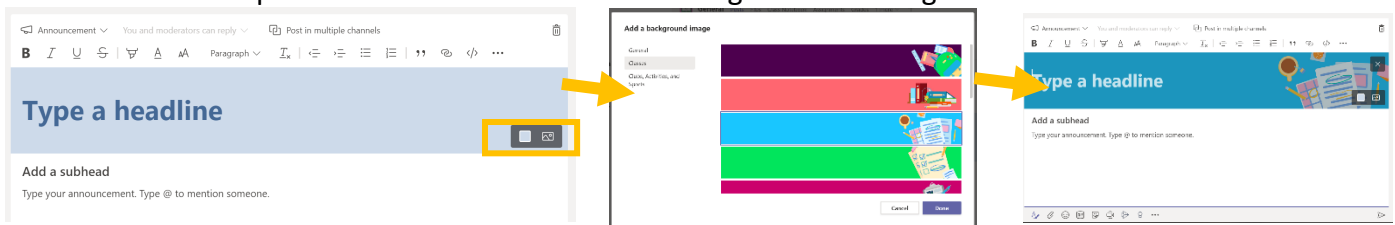
1. Click on the General Channel for the course you want to post the announcement in.
2. On the bottom of the page, you will see a field like the image below. Click on the A icon to expand your conversation post options.



3. Once the field expands, click on the New conversation dropdown menu and choose 'Announcement'



4. The generic announcement will open. Add a headline to the announcement. For example, "Week of March 30<sup>th</sup> to April 3<sup>rd</sup> Information." If you want to make it catchier for your students, click on the picture icon to select a different image for the background.



5. Select the background you want and click Done.

Completed example of a Teams weekly announcement:

**Truelson Sarah** 12:42 PM

# Week of March 30-April 3rd

Welcome Ms. Truelson's class! Office Hours 8am-11:30am & 12:30pm-3:30pm  
If you need me, please contact me by email or phone.  
**Contact Information:** [truelsons@pcs.org](mailto:truelsons@pcs.org) or give me a call at 727-588-6534

**Live Lesson Schedule for this Week - Click on the meeting link for this class in your calendar!**  
**Tuesday, March 31st from 9:00am-9:45am**  
**Thursday, April 2nd from 9:00am-9:45am**

Make sure to check out your assignments for the week we have lots of great things for you to do and learn.  
[See less](#)