



*The Efforts of*  
**Recovery**



**The Plan**  
for the Safe  
Return of  
In-Person  
Instruction  
&  
Instructional  
Continuity



*The Spirit of*  
**Resiliency**





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## RECOVERY

### Safe & Healthy Schools

**Safe & Healthy  
Learning Environments**

## RESILIENCY

### Instructional Continuity Plan

**Closing Achievement Gaps  
&  
Accelerating Student Success**

Designed to prioritize the success of all students, *The Plan for the Safe Return of In-Person Instruction & Instructional Continuity* provides the necessary access and supports to ensure high quality teaching and learning with the goal of closing achievement gaps and accelerating student success in safe and healthy learning environments.

*The Plan* serves two purposes:

1. Declares how the district will maintain the safety and health of students, educators, and other school staff as well as describe how the district will ensure continuity of services to address students' academic and social emotional needs as it returns students to in-person instruction.
2. Defines a framework of instructional continuity under the categories of academics, technology, operations, and communication and describes the decision-making that will ensure our students and teachers, as well as school leaders, families, and community have the confidence and support needed to continue instruction and learning in the event of emergency school closures.



## PART 1: A Safe Return to In-Person Instruction



A *Safe Schools Plan* exists for every school house. Developed in partnership with school stakeholders, the *Safe Schools Plan* is a framework of policies and procedures with the goal of preparing learning environments for the health and safety of students, faculty, and staff as well as being prepared to act swiftly if/when an occurrence of COVID-19 is detected to prevent the school from serving as a vehicle for community spread. General recommendations for schools to safely reopen are located within the CCPS *Safe Schools Epidemic and Pandemic General Guidelines for K-12 Schools*. Re-opening strategies from the Office of Governor DeSantis are imbedded within this document. The *Safe Schools Plan* is written utilizing current guidance of local health officials as well as the Florida Department of Education's recommendations for reopening Florida schools. It works under these realities and sets the following priorities:

- K-12 Schools are inherently high-contact settings, not built conveniently for social distancing. Therefore, while our transportation system, educational environment, and extracurricular programs should maintain maximum distance between students, staff, and families, this distance may often not reach recommended guidelines established by the CDC.
- The district and schools will promote "risk reduction" through information and training to recognize symptoms of COVID-19, screen students and staff when necessary, and respond to concerns. The district will follow all current state statutes and executive orders when instituting any screening or testing procedures.
- The district and schools will encourage the use of outside and unconventional spaces with significant options of social distancing for learning and extracurricular activities.
- The first priority should always be facilitating in-person instruction between students and teachers, so to the extent possible, the district and schools will consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools.
- The district and schools will employ risk mitigation strategies to reduce risks at six (6) key stages throughout the day: before arriving on campus, arriving on campus, moving about campus, utilizing classroom space, participating in extracurriculars, leaving campus.
- The district and schools will collaborate to develop comprehensive care plans for medically vulnerable students and staff that will consider accommodations on a case-by-case basis.
- The district and schools will adhere to CDC guidance for the cleaning and disinfection of our workspaces and schools to the greatest extent possible.

The following general mitigation strategies are recommended for all individuals:

- Review current [CDC guidelines](#) on a regular basis.
- Review current state statutes and executive orders pertaining to general mitigation strategies.
- Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol.
- Avoid touching eyes, nose, and mouth.
- Cover a cough or sneeze with an elbow or tissue.
- Clean and disinfect frequently touched items and surfaces as much as possible.
- [Monitor symptoms carefully](#).
- [If sick, stay home](#). If students become sick, the comprehensive school health protocol is to be implemented.
- If you believe you are infected with COVID-19, contact your health provider immediately. Please share the results of the visit with your child's school nurse.


Parents and community members are encouraged to visit the school district homepage ([www.yourcharlotteschools.net](http://www.yourcharlotteschools.net)) or click the following link for additional information pertaining to [Health & Wellness Protocols](#).

Local planning is essential for a safe and healthy return to our learning environments. The district will create a framework for local planning to address present and future situations requiring both immediate attention as well as proactive, forward- thinking action planning

The *District Crisis Response Team* of Charlotte County Public Schools is an ongoing effort to coordinate with the local health department and medical experts to establish protocols for support and communication. The *District Crisis Response Team* will provide daily guidance and support to all *School-Based Crisis Teams*. The *District Crisis Response Team's* guidance will adhere to all applicable state statutes and executive orders.

Charlotte County Public Schools is an education family. Plans to reopen our school buildings are rooted in sound medical judgement driven by the research of the Governor’s Task Force ([Safe. Smart. Step-by-Step. Plan for Florida’s Recovery](#)) and the Commissioner of Education’s [Reopening Florida’s Schools and the CARES Act](#). We must continue to be ready and able to tackle new challenges with both common sense and compassion. Just as important, we must have the resources available to deploy actionable steps that will continue to keep our children and workforce safe and healthy while maintaining a full-capacity return to brick-and-mortar instruction in our school buildings. The District Crisis Response Team was developed to ensure that readiness and ability to respond with the necessary prerequisite knowledge and essential resources. Student and parental recommendations and concerns were shared with the Superintendent in a series of virtual meetings with the goal of gathering input to assist in shaping an effective and safe re-opening plan.





**District  
Crisis  
Response  
Team**

Superintendent

Assistant  
Superintendent for  
Learning

Assistant  
Superintendent for  
Human Resources

Assistant  
Superintendent for  
School Support

Assistant  
Superintendent for  
District Support

Chief Financial  
Officer

Chief Technology  
Officer

District/School  
Health Staff

Certified School  
Counselor/Mental  
Health Professional

District/School  
Leaders for ESE,  
504, ELL

School Leadership

District Curriculum  
& Instruction  
Leaders

District  
Communications  
Liaison (PIO)

Supervisor for District  
Security & Emergency  
Management

Early Learning

County  
Department of  
Health

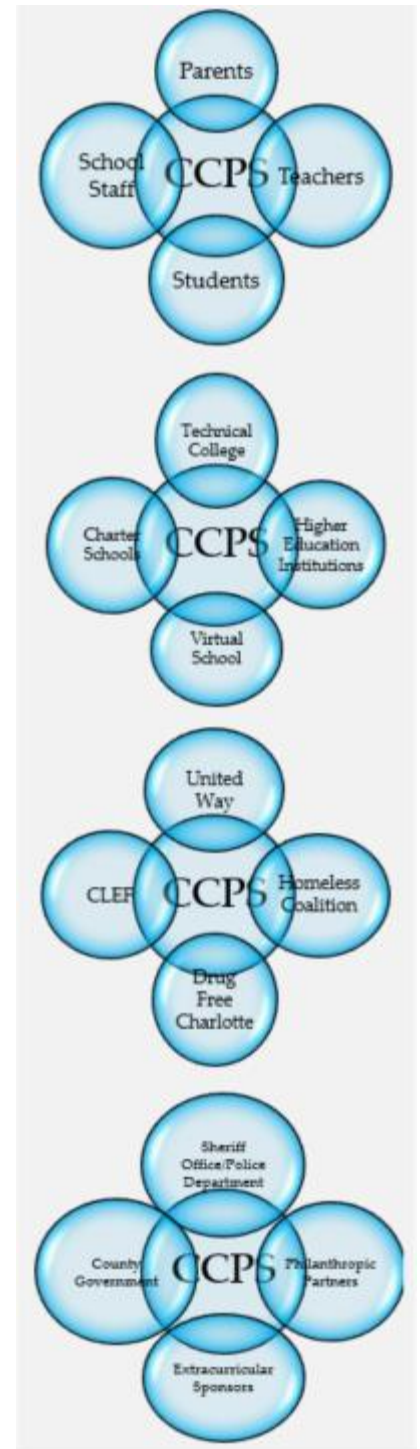
DOH appointed  
Epidemiologist

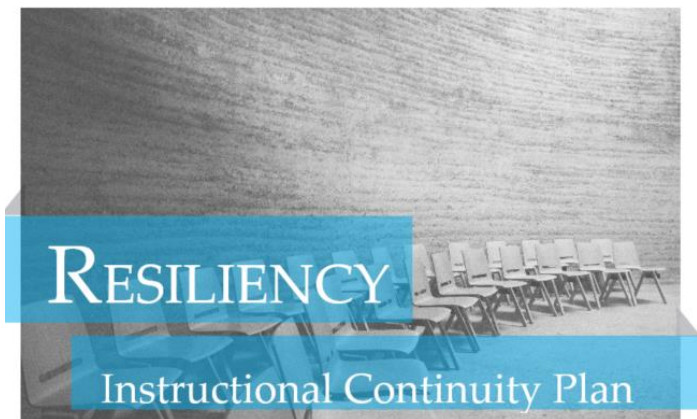
County Emergency  
Operations



Charlotte County Public Schools is proud of its relationships with the community of Charlotte County. Health risk mitigation and concerns at one school can impact the community's collective confidence. Decision-making should seldom be done in isolation and will follow all applicable guidelines set forth in state statute. The established supports and partnerships in our community have never been more important to student success than they are right now. Investment in Charlotte County Public Schools is an investment in our community's economic recovery. The necessary interventions to ensure student success will require significant investments in various aspects of our schools such as technology, access to high-speed broadband, evidence-based instructional materials to combat achievement gaps, infrastructures, health interventions, career and college supports, counseling and therapy, etc. As a result of the COVID-19 pandemic, there is an understanding that education will change in numerous and unprecedented ways. Incumbent it is upon us all to take concrete steps to restore, reconstruct, and possibly re-design our methodology to educating our children and preparing them for the challenges, but also the wonderful possibilities that await them upon graduation.

The supports and partnerships of Charlotte County Public Schools provide us all the individual and collective expertise to address the needs of students, families, staff, faculty, and our entire school community. Issues ranging from identifying concerns, to sharing best practices, to making recommendations are the responsibility of us all. With the understanding that different issues require different solutions, the first step is to find that common thread that will lead us to our common purpose: Deploying and protecting methodologies that return students to in-person instruction, and making the transition to and from distance learning as seamless as possible is essential.





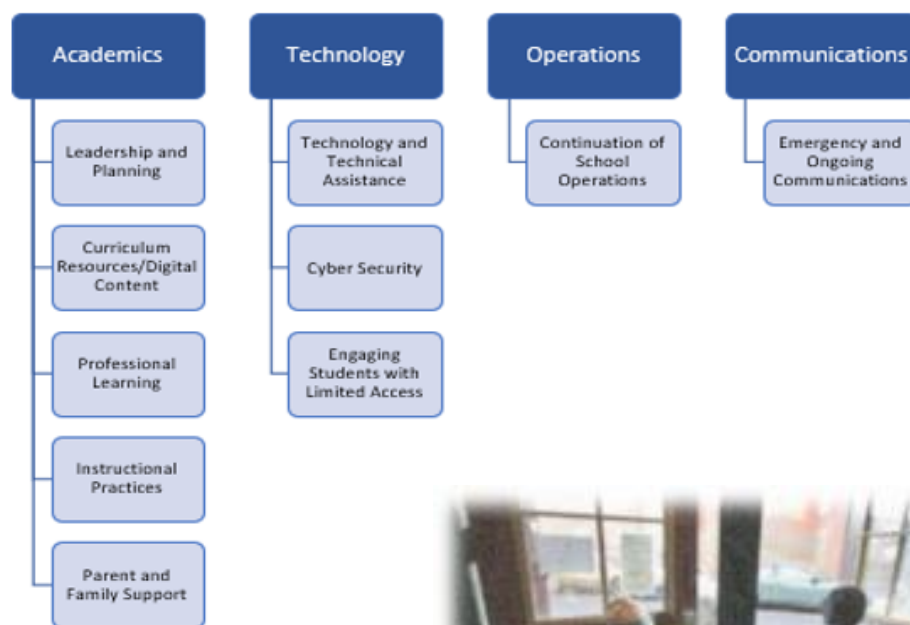
## PART 2: The Framework of Instructional Continuity



The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities.

### ICP Framework Components

The graphic below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the graphic: Academics, Technology, Operations and Communications.



# ACADEMICS

## Component 1: Leadership and Planning



**The language in the ICP should: Specify LEA or charter school personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP.**

### ***Specify LEA or charter school personnel who will serve on a cross-functional planning team.***

The members of the district's cross-functional planning team (listed below) were selected to ensure that the readiness and the ability of response to school closings will occur with the necessary prerequisite knowledge and essential resources already established so that a highly functioning *Instructional Continuity Plan* can be implemented effectively and seamlessly when necessary. The members of this team are charged with determining the five W's of the ICP:

- ★ *What* are the critical elements/success factors of the ICP?
- ★ *Who* is involved in the creation of the plan?
- ★ *When* will the plan be activated?
- ★ *Where* is the plan maintained (who owns it)?
- ★ *How* will the team coordinate efforts to create and execute the plan?

As a whole, membership of the cross-functional planning team represents academics, technology, operations, and communications. Membership includes:

- Superintendent
- Assistant Superintendent for Learning
- Assistant Superintendent for Human Resources
- Assistant Superintendent for School Support
- Assistant Superintendent for District Support
- Chief Financial Officer
- Chief Technology Officer
- District Communications Liaison (PIO)
- Director of Professional Development & PD Specialists (teachers on assignment)
- Director of Exceptional Student Education
- Director of Elementary Learning
- Director of Human Resources
- Director of Interventions and Drop-out Prevention
- Coordinator of District Health Services
- Coordinator of Psychological Services
- Coordinator for District Security & Emergency Management
- Coordinator, Early Learning

- School Leadership (Elementary, Middle, High)
- Certified School Counselor (Elementary, Middle, High)
- Curriculum & Instruction Specialists in ELA, Math, Social Studies, Science, World Languages, & Electives (teachers on assignment)
- School-based instructional staff serving as “Canvas Champions” (digital learning expert users of LMS)

### **Identify desired outcomes or goals of the ICP.**

While we hope that extended school closings are never necessary, on rare occasions, the district may be required to close a school(s) due to situations of emergency. Contingency plans to support our students away from school are a wise investment. The *Instructional Continuity Plan* (ICP) is a contingency plan. In response to the guidance and recommendations of local emergency health officials, the Center for Disease Control, and the Florida Department of Education stemming from the continued concerns of the coronavirus (COVID-19), Charlotte County Public Schools is ready to temporarily close schools and shift to district-wide online learning if called upon to do so. The goal of the *Instructional Continuity Plan* (ICP) is to ensure that all necessary processes and procedures for the continuation of all educational operations during periods of disruption of in-person learning are in place, communicated, and executed in a manner which guarantees three (3) desired outcomes:

#### **★ Outcome #1: Student Success**

In situations when a transition from in-person learning to virtual learning must occur, the ICP prioritizes the success of *all students* by providing the necessary access and support for educators, students, and parents that will ensure high-quality teaching and learning is ongoing, consistent, and resembles as much as possible the curriculum and instruction students would experience in the school building. To that end, the following is noted:

- CCPS will comply with section 504 of the Americans with Disabilities Act and the Individuals with Disabilities Education Act (IDEA) by providing continuity of accommodations and services to eligible students while engaged in virtual learning to the greatest extent possible.
- CCPS will provide continuity of mental health services to students in need using district approved virtual platforms and other available technology.
- A Multi-tiered system of support model will be used to identify students in need of additional support and will be used to match interventions to student need.

#### **★ Outcome #2: Enhanced Environments of Virtual Learning**

Learning environments change. Virtual learning has gained increased attention; however, when used inside or outside the classroom, opportunities for virtual learning should be characterized as robust learning experiences that look and feel, as much as possible, like an in-person classroom experience. Charlotte County Public Schools is committed to improve and provide enhanced virtual learning environments that offer traditional classroom characteristics like instructor-student interaction, Q&As, discussion, collaborative learning, differentiation, and assessments that monitor the progress of student learning with valid and reliable data. Teaching and learning experienced during the school closures of spring 2020 calls for the onboarding of a robust Learning Management System (LMS). As a tool for minimizing disruption and maintaining a learning environment during an extended break from brick and mortar instruction delivery, the Canvas LMS was secured by the school district in SY 2020-2021. All district teachers and school leaders will continue to engage in various differentiated professional development opportunities to build their capacity to utilize Canvas as a powerful instructional tool to engage all students. The Canvas LMS will serve as a mechanism to ensure our students are provided every opportunity to reinforce and continue their education while at home.



### ★ Outcome #3: Stakeholder Partnership

Charlotte County Public Schools will make every effort to uphold its vision of "Student Success!" during times of extended absence from sustained in-person, classroom instruction. The *Instructional Continuity Plan* defined herein supports the most effective means of continuing standards-based and evidence-based teaching and learning in times of emergency school closures, and partnerships among district, school, and community stakeholders will be available to support this learning continuity. The partnership between the district, the school, and the home to reinforce the importance of student engagement in any learning environment or model of instructional delivery, including necessary independent student study, is crucial to the success of the ICP. The continuation of school operations that are impacted by extended school closures will be enforced through strong, committed stakeholder partnerships.

### ***Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.***

To determine the achievement of the *Instructional Continuity Plan's* desired outcomes, key performance indicators identified as Critical Success Factors (CSFs) are aligned to outcome statement "look fors" to assist the district when focusing on the evaluation of the plan's actions. \*Refer to Addendum #1 – Critical Success Factors for Outcomes 1-3.

#### Critical Success Factors (CSFs) for Outcome #1: Student Success

→ Outcome statement look-fors and aligned CSF:

- ◆ "... prioritizes the success of all students. . ."
  - **CSF #1:** Teaching continues to be on acceleration, not remediation.
  - **CSF #2:** Social & emotional health supports are in place and executed.
  - **CSF #3:** IEP, 504, and ELL plan development, support, and monitoring continues.
- ◆ "... providing the necessary access and support for educators, students, and parents . . ."
  - **CSF #1:** Devices, high-speed internet access, and training to use them appropriately are provided.
  - **CSF #2:** LMS professional learning opportunities are ongoing, flexible, and support the adult learner.
  - **CSF #3:** Technology support such as help-desks are established so that issues can be resolved quickly.
  - **CSF #4:** School leadership plans for internal communication with students and staff and external communication with families and the local community.
  - **CSF #5:** District leadership plans for open communication lines with school personnel, learners, and their families.
  - **CSF #6:** 504 plans will be reviewed at the onset of virtual learning to determine the need for changes/adjustments in order to be effectively delivered/implemented within a virtual setting. Annual and triennial 504 meetings will be held through district approved virtual platforms. Additional meetings can be requested at any time by parents and/or teachers as needs arise. Additional information regarding contact information and resources can be found on the district 504 web page.
  - **CSF #7:** School based mental health staff (school counselors, social workers, and psychologists) will provide continued support and services to students in need through district approved virtual platforms as well as through other communication methods (e.g. telephone, email, text, etc...). The District mental health manual provides guidance to school based mental health staff and administrators on a variety of services and

district approved protocols. Areas include, but are not limited to suicide prevention, threat assessments, crisis intervention, telemental health services, and social/emotional learning. The mental health manual is available to school-based administrators and mental health staff through ClassLink. School based mental health staff continue to update the district mental health manual as well as the mental health website to provide helpful resources and contact information. Required five-hour mental health and alcohol and substance use/abuse education will continue to be provided to students through virtual platforms and online programs, such as CANVAS, Everfi, and district made videos. Regularly scheduled staff meetings will be held virtually with school based mental health staff members to provide additional district support and guidance.

- **CSF #8:** The MTSS district core team as well as school based MTSS teams will continue to review Early Warning Signs (EWS) as well as other pertinent student data through the EDIS database in order to determine students in need of additional Tier 2 and 3 support. Interventions will be adapted/changed in order to accommodate for the virtual learning setting. School based teacher support teams (TST) will continue to meet on a regularly scheduled basis for Tier 3 students through a district approved virtual platform. These teams will use a problem-solving process to identify the area of student need, develop targeted evidence-based interventions, and review student data to determine intervention effectiveness. TST team members include, but are not limited to, the teacher, parent, school counselor and school psychologist. EDIS lends itself nicely to a virtual setting as all interventions, data, and forms are entered into and stored with the database.
- ◆ “. . . ensure high-quality teaching and learning is ongoing, consistent, and resembles as much as possible the curriculum and instruction students would experience in the school building.”
  - **CSF #1:** Canvas data analytics show strong student participation and engagement in the learning management system.
  - **CSF #2:** Evidence-based instructional practices, instructional materials, and other supplemental resources are accessed and implemented through the learning management system.
  - **CSF #3:** A plan to produce and distribute printed materials for students with limited internet access is made.
  - **CSF #4:** Progress monitoring and formative assessments of student learning are followed by data collection, data analysis, and data-driven instruction.

#### **Critical Success Factors (CSFs) for Outcome #2: Enhanced Environments of Virtual Learning**

→ Outcome statement look-fors and aligned CSF:

- ◆ “. . . opportunities for virtual learning should be characterized as robust learning experiences that look and feel, as much as possible, like an in-person classroom experience.”
  - **CSF #1:** Expectations for Canvas usage are defined for school leaders and instructional staff.
- ◆ “. . . improve and provide enhanced virtual learning environments that offer traditional classroom characteristics like instructor-student interaction, Q&As, discussion, collaborative learning, differentiation, and assessments that monitor the progress of student learning with valid and reliable data.”
  - **CSF #1:** District staff prepare Canvas for the beginning of the school year roll-out with course templates, sample content, modules, assessments, interventions, resources, etc.

- **CSF #2:** Instructional staff customize course content within the student learning management system.
- **CSF #3:** School leadership conducts “virtual walkthroughs” by monitoring teacher and student engagement in Canvas to ensure optimal usage.
- ◆ *“All district teachers and school leaders will continue to engage in various differentiated professional development opportunities to build their capacity to utilize Canvas as a powerful, instructional tool to engage all students.”*
  - **CSF #1:** A professional learning plan is created that includes differentiated learning opportunities focused on the use of Canvas tools and instructional best practices in virtual learning.
  - **CSF #2:** The professional learning plan is reviewed on a regular basis and modified based on feedback through formal survey results and informal requests from school leaders, teachers, parents, and students.
  - **CSF #3:** Student training in Canvas continues throughout the school year.
- ◆ *“The Canvas LMS will serve as a tool to ensure our students are provided every opportunity to reinforce and continue their education while at home.”*
  - **CSF #1:** The district ensures compliance with the Emergency Rule.

#### **Critical Success Factors (CSFs) for Outcome #3: Stakeholder Partnership**

→ Outcome statement look-fors and aligned CSF:

- ◆ *“The Instructional Continuity Plan defined herein supports the most effective means of continuing standards-based and evidence-based teaching and learning in times of emergency school closures. . .”*
  - **CSF #1:** Evidence-based resources are embedded within Canvas to help mitigate any additional learning loss and focus on acceleration.
- ◆ *“The partnership between the district, the school, and the home to reinforce the importance of student engagement in any learning environment or model of instructional delivery, including necessary independent student study, is crucial to the success of the ICP.”*
  - **CSF #1:** Guidance is provided to parents/guardians to assist them on how to create distraction-free learning environments at home that are conducive to learning.
  - **CSF #2:** Develop and communicate to staff and parents/families the protocols for providing education services and accommodations for families of special populations (e.g. ESE, ELL, homeless, etc.) acknowledging that traditional accommodations for those with IEPs and 504 plans may have to be reimaged in a remote learning environment.
  - **CSF #3:** Effective two-way lines of communication with parents and families are established using a variety of media.
  - **CSF #4:** Constructive and collaborative interactions with the Charlotte FEA (CFEA) and Charlotte County Support Personnel Association (CCSPA) to ensure both opportunities for input and also to determine any impacts of the ICP on working conditions and contract language.
- ◆ *“The continuation of school operations that are impacted by extended school closures will be enforced through strong, committed stakeholder partnerships.”*
  - **CSF #1:** Regular outreach and wellness checks are conducted to help support the health and safety of students and their families.
  - **CSF #2:** A plan is in place and executed to provide food services to students and families in need during periods of school closure.

- **CSF #3:** Outreach to community organizations to provide comprehensive support to students and families during periods of remote learning occurs as needed.

**Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.** \*Refer to addendum #2 – Critical Success Factors – Action Plans, Protocols, and Execution Steps for the ICP

ACTION PLAN NAME			
<b><u>Critical Success Factors (CSFs) for Outcome #1: Student Success</u></b>			

CSF	RESPONSIBLE	STATUS	NOTES
Teaching continues to be on acceleration, not remediation.	Division of Learning; School Leadership	Complete	Ongoing & continuous
Social and emotional health supports are in place and executed.	Division of School Support Services	Complete	Modified as necessary during remote learning
IEP, 504, and ELL plan development, support, and monitoring continues.	Division of Learning; Division of School Support Services	Complete	Modified as necessary during remote learning
Devices, high-speed internet access, and training to use them appropriately are provided.	Learning Through Technology	Complete	1:1 initiative achieved; additional devices purchased to support ICP
LMS professional learning opportunities are ongoing, flexible, and support the adult learner.	Division of Learning; School Leadership	Complete	Ongoing & continuous Differentiated PD focused; present barriers
Technology support such as help-desks are established so that issues can be resolved quickly.	Learning Through Technology	Complete	Communicated to school staff
School leadership plans for internal communication with students and staff and external communication with families and the local community.	School Leadership; Learning Through Technology	Complete	Established protocol exists; refined upon ICP activation as necessary
District leadership plans for open communication lines with school personnel, learners, and their families.	All Divisions	Complete	Established protocol exists; refined upon ICP activation as necessary



<p>504 plans will be reviewed at the onset of virtual learning to determine the need for changes/adjustments in order to be effectively delivered/implemented within a virtual setting. Annual and triennial 504 meetings will be held through district approved virtual platforms. Additional meetings can be requested at any time by parents and/or teachers as needs arise. Additional information regarding contact information and resources can be found on the district 504 web page.</p>	<p>Division of School Support Services; Certified School Counselors; School Leadership</p>	<p>Onset of Virtual Learning</p>	<p>District and school based 504 coordinators will monitor both FOCUS and PEER 504 plan documentation and logs to ensure effectiveness and fidelity.</p>
<p>School based mental health staff (school counselors, social workers, and psychologists) will provide continued support and services to students in need through district approved virtual platforms as well as through other communication methods (e.g. telephone, email, text, etc...). The District mental health manual provides guidance to school based mental health staff and administrators on a variety of services and district approved protocols. Areas include, but are not limited to suicide prevention, threat assessments, crisis intervention, telemental health services, and social/emotional learning. The mental health manual is available to school-based administrators and mental health staff through ClassLink. School based mental health staff continue to update the district mental health manual as well as the mental health website to provide helpful resources and contact information. Required five hour mental health and alcohol and substance use/abuse education will continue to be provided to students through virtual platforms and Online programs, such as CANVAS, Everfi, and district made videos. Regularly</p>	<p>Division of School Support Services; Division of Learning; Certified School Counselors; School Leadership</p>	<p>In Progress</p>	<p>School based mental health staff members document services through the FOCUS database. These logs are reviewed by district administrators within the student services department for effectiveness and fidelity.</p>

scheduled staff meetings will be held virtually with school based mental health staff members to provide additional district support and guidance.			
The MTSS district core team as well as school based MTSS teams will continue to review Early Warning Signs (EWS) as well as other pertinent student data through the EDIS database in order to determine students in need of additional Tier 2 and 3 support. Interventions will be adapted/changed in order to accommodate for the virtual learning setting. School based teacher support teams (TST) will continue to meet on a regularly scheduled basis for Tier 3 students through a district approved virtual platform. These teams will use a problem-solving process to identify the area of student need, develop targeted evidence-based interventions, and review student data to determine intervention effectiveness. TST team members include, but are not limited to, the teacher, parent, school counselor and school psychologist.	Division of School Support Services; Division of Learning; Certified School Counselors; School Leadership	In Progress	The MTSS district core team reviews Early Warning Signs and other pertinent student data to determine effectiveness of interventions. EDIS usage data regarding interventions, forms, and progress monitoring will be reviewed to determine fidelity of the MTSS process.
Canvas data analytics show strong student participation and engagement in the learning management system.	Division of Learning; ICS; School Leadership	Complete	Monitoring initiated with execution of Emergency Rule
Evidence-based instructional practices, instructional materials, and other supplemental resources are accessed and implemented through the learning management system.	Division of Learning; School Leadership	Complete	Professional Learning continues at school sites
A plan to produce and distribute printed materials for students with limited internet access is made.	Division of Learning; School Leadership	Complete	Occurring when necessary,

Progress monitoring and formative assessments of student learning are followed by data collection, data analysis, and data-driven instruction.	Division of Learning; School Leadership	Complete	Progress monitoring platforms embedded inside Canvas
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ACTION PLAN NAME
<u>Critical Success Factors (CSFs) for Outcome #2: Enhanced Environments of Virtual Learning</u>

CSF	RESPONSIBLE	STATUS	NOTES
Expectations for Canvas usage are defined for school leaders and instructional staff.	Division of Learning	Complete	Ongoing & continuous
District staff prepare Canvas for the beginning of the school year roll-out with course templates, sample content, modules, assessments, interventions, resources, etc.	Division of Learning	Complete	Modified as necessary during remote learning
Instructional staff customize course content within the student learning management system.	Division of Learning	Complete	Ongoing & continuous; Modified as necessary during remote learning; differentiated to meet adult learning needs; barriers to overcome (lack of subs); PD occurring face-to-face (whole group; individual); virtual; virtual "office hours" for individualized support before and after school hours, including teaching planning periods; stipends
School leadership conducts "virtual walkthroughs" by monitoring teacher and student engagement in Canvas to ensure optimal usage.	School leadership	Complete	Ongoing & continuous; support provided as necessary
A professional learning plan is created that includes differentiated learning opportunities focused on the use of Canvas tools and instructional best practices in virtual learning.	Division of Learning	Complete	Initial Plan was established and implemented in school year 2020-2021, followed by full implementation of Canvas LMS in summer 2021
The professional learning plan is reviewed on a regular basis and	Division of Learning	Complete	Ongoing & continuous

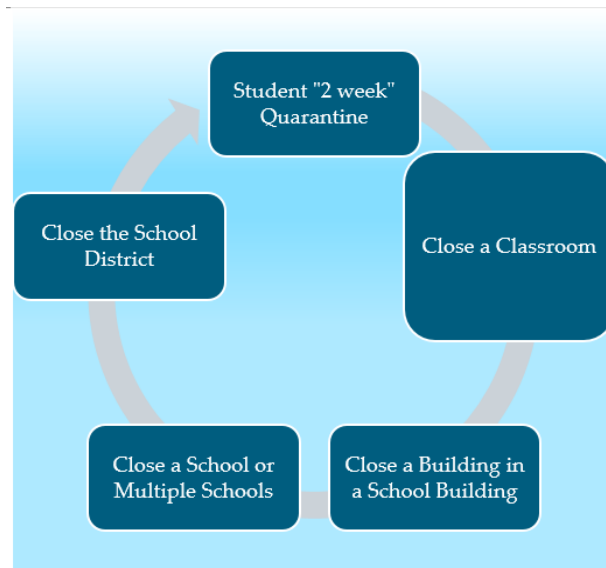
modified based on feedback through formal survey results and informal requests from school leaders, teachers, parents, and students.			
Student training in Canvas continues throughout the school year.	School Leadership	Complete	School leaders develop plan; Division of Learning support and provides resources
The district ensures compliance with the Emergency Rule.	Division of Learning; School Leadership	Complete	Parent communication regarding Canvas initiated (district letter; district website); monitoring of attendance records and Canvas analytics

ACTION PLAN NAME
<u>Critical Success Factors (CSFs) for Outcome #3: Stakeholder Partnerships</u>

CSF	RESPONSIBLE	STATUS	NOTES
Evidence-based resources are embedded within Canvas to help mitigate any additional learning loss and focus on acceleration.	Division of Learning	Complete	Additional resources to be added as necessary/identified
Guidance is provided to parents/guardians to assist them on how to create distraction-free learning environments at home that are conducive to learning.	Division of Learning	Complete	Modified as necessary during remote learning
Develop and communicate to staff and parents/families the protocols for providing education services and accommodations for families of special populations (e.g. ESE, ELL, homeless, etc.) acknowledging that traditional accommodations for those with IEPs and 504 plans may have to be reimaged in a remote learning environment.	Division of Learning; Division of School Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
Effective two-way lines of communication with parents and families are established	Learning Through Technology	Complete	Established protocol exists; refined upon ICP activation as necessary



using a variety of media.			
Constructive and collaborative interactions with the Charlotte FEA (CFEA) and Charlotte County Support Personnel Association (CCSPA) to ensure both opportunities for input and also to determine any impacts of the ICP on working conditions and contract language.	Human Resources	Complete	Ongoing and continuous
Regular outreach and wellness checks are conducted to help support the health and safety of students and their families.	Division of School Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
A plan is in place and executed to provide food services to students and families in need during periods of school closure.	Division of District Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
Outreach to community organizations to provide comprehensive support to students and families during periods of remote learning occurs as needed.	Division of District Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary



## ***Protocols and Execution Steps*** ***for the ICP/Action Plans***

- Students will have access to core content via Canvas to remain engaged in learning during the time schools remain closed.
- Although campuses are closed, school is still in session. Students will be assessed and earn grades while engaged in the Canvas Learning Management System.
- Core content via Canvas is for all students. When applicable, students on IEP/504 and Access points receive accommodations as necessary.
- Teachers will provide clear communication regarding where/how students should ask questions and seek clarification.
- School-based personnel will actively monitor email for questions and communications from students and families.
- Teachers will avoid requiring printing. All tasks must be completed on a device or uploaded as an attachment.
- School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remain in effect and are part of the Instructional Continuity Plan.
- Language regarding plagiarism and cheating as stated in the District's Code of Student Conduct remains active and enforceable under the *Instructional Continuity Plan*.
- Teachers will provide students with ample time to complete assignments and will make sure all directions for tasks are clear and detailed.
- Teachers will strictly follow the guidelines of the *Instructional Continuity Plan* and learning will take place via the Canvas learning management system.
- Chromebooks borrowed from the school district are to be utilized by students only. All activity on Chromebooks will be content filtered regardless of who is logged in.
- To address student readiness to learn, school based mental health staff will be available to meet the needs of students and brief classroom lessons in social/emotional learning will be encouraged in the first week of school.
- After the need for school closures conclude and students return to in-person learning, decision-making must stay compassionate and ensure our educators, families, and community have the confidence and support needed to return our students to the classroom. School based mental health staff will share a video with students and parents so they are aware of their services and of how to reach them. A coping skills curriculum will also be presented to all secondary students in the first few weeks of school.
- We will remain steadfast in our focus to provide accommodations and modifications whenever and as often as necessary for all students. Intervening quickly when we are aware of obstacles will help reduce and eliminate anxieties facing our most vulnerable students.
- Protect instructional minutes. Suspend or delay non-essential time out of the classroom to ensure every instructional minute is preserved and taught with rigor and fidelity.
- Schools will implement a data-fueled approach to monitor attendance rates and intervene quickly to ensure students are prepared when returning to the educational setting.
- IEP/504 teams will meet virtually. IEP/504 teams will follow a student-centered approach with a commitment to ensure that the individual needs of each student are met.

- Schools must continue to convene ELL committees when necessary to determine if additional or supplemental ELL services, interventions, and strategies are needed.
- Learning must never stop. We must be flexible and prepared to adapt to changing conditions for “anytime, anywhere, anyway” learning.



### **Important Links**

HelpDesk: <https://launchpad.classlink.com/charlotte>

ClassLink: <https://launchpad.classlink.com/charlotte>

Focus Parent Portal: <https://focus.yourcharlotteschools.net/focus/>

Parent and Student Resources: <https://www.yourcharlotteschools.net/domain/36>

**CHARLOTTE COUNTY Public Schools**

DISTRICT HOME SELECT A SCHOOL → TRANSLATE →

Home District Departments Schools Parents & Students Community Employees News Job Opportunities

**INNOVATION THROUGH TECHNOLOGY**

Department of Innovation Through Technology (DoITT)

- CCPS School Board Technology Policies
- Just In Time Video Tutorial Library

Charlotte County Public Schools > Departments > Innovation Through Technology > Department of Innovation Through Technology (DoITT)

**CCPS ITT Tech**

DIGITAL Literacy GLOBAL Competency Student SUCCESS

Click [HERE](#) to access site.

Policies, procedures, and tools are in place to address student safety and privacy in regard to the use and access of CCPS digital resources. CCPS associated student accounts and devices are monitored and are subject to content filtering standards and requirements. Digital resources are reviewed and must meet industry standards and adhere to applicable policies and legislation such as FERPA, HIPAA, CIPA, COPPA before being made available for use through CCPS. Only individuals with current CCPS student accounts and credentials may access CCPS restricted digital resources.

Access to systems containing essential records and data is strictly controlled through access privileges. Security standards and protocols will be practiced, meaning that only those users with appropriate needs will have access to confidential data. The use of CCPS digital resources is covered by School Board of Charlotte County policies 7530, 7540.00 - 7540.06, 7542, 7543, 7544 and can be found at <https://go.boarddocs.com/fla/ccpsfl/Board.nsf/Public#>

School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remains in effect during virtual learning. Teachers will ensure students understand their responsibility in this regard. Students and staff are instructed in proper use of their network credentials (Username/Password), appropriate internet use, and proper care for devices.



### *Devices and Access*

*In support of providing equitable access to all learners, Charlotte County Public Schools has acquired devices to Allow for 1:1 assignment to all K-12 students for use at School and home should the need arise. Each student Will be assigned a dedicated device to use throughout the School day. When it is necessary for devices to be shared, Such as in lab settings, established protocols regarding proper Cleaning and use of such devices will be followed.*



### *Digital Resources*

*Communication to students, families, and staff will occur through district approved and supported resources such as Remind, School Messenger, Canvas, G Suite, and Office 365. Students and staff will continue to have access to and utilize the district's Single Sign On portal, ClassLink. This portal Allows secure and easy access to digital Teaching and learning resources such as Instructional applications, FOCUS, Canvas, Communication tools, and password management.*



### *Technical Support*

*Technical support is initiated via the district's "Help Desk" and is available to all students, parents/guardians, and staff. In addition, should the need arise to distribute devices for student home use during a closure, Device Support Drive-Through sites may be established to facilitate repair and assistance. Information on these sites will be posted on the district website.*



# ***Administrative Responsibilities, Protocols, and Execution Steps***

## ***Before & During the launch of the Instructional Continuity Plan***

**Required Professional Development.** Establish a mind-set with instructional staff that all teachers are to be trained on how to deliver instruction virtually within the Canvas LMS structure. School-based Professional Learning Communities and District-led District Learning Communities will be created to support course design and lesson delivery in the virtual environment. \*In School Year 2020-2021, CCPS initiated the onboarding of Canvas for district-wide implementation. School leaders and teachers were invited to participate in an action task force of school and district level end-user groups to assist in the decision-making process for development and facilitation of a robust professional development plan that took effect in the summer of 2021.

**Flexibility.** Emphasize flexible assignment deadlines, and encourage wraparound services.

**Collaboration.** Provide teachers time to collaboratively plan and realign curriculum to account for lost learning time and acceleration of learning.

**Counseling.** Establish a robust action plan to provide student access to their Certified School Counselor and counseling services.

**Quarantine Response.** Consider how to provide students with personal computers/chromebooks, hotspots, and how to disseminate and receive student work for those students required to self-quarantine for an extended absence.

**Make-up Work Policies.** Revisit make-up work policies with teachers and ensure course syllabi are academically responsive to situations of extended school absences due to COVID-19 concerns. Students excused from school due to COVID-19 symptoms or confirmed case(s) will be allowed to make up all assignments and assessments.

**Readiness.** Evaluate the readiness of teachers to know and be able to use the Canvas Learning Management System and ensure all teachers have participated in available training opportunities.

**Contact Hours.** Ensure successful teacher “contact hours” through the established teacher contract hours of the regular school day.

**Social and Emotional Health.** In conjunction with school-based mental health staff, each school will develop and implement a plan for on-going support of student and staff social, emotional, and mental health needs.

**Monitoring.** To the fullest extent possible, assist teachers in understanding their roles and responsibilities within the Instructional Continuity Plan and monitor its implementation. Monitor student engagement and progress in the Canvas Learning Management System and intervene when necessary to offer additional support and interventions. Student attendance must be taken during an event of district-wide school closures.

**Support.** Support faculty, students, and families as they transition to remote learning



## ***Teacher Responsibilities, Protocols, and Execution Steps***

### ***Before & During the launch of the Instructional Continuity Plan***

**Required Professional Development.** Teachers are expected to identify and participate in relevant and appropriate training to establish a level of increased professional competency with the Canvas Learning Management Systems. All teachers will be trained to teach virtually. This professional development is required and will take into account various levels of user ability. In the school year 2020-2021, CCPS initiated the onboarding of Canvas, a Learning Management System for district-wide implementation. This differentiated professional development will continue throughout every school year with a focus on check-in, monitoring, and accountability for increased capacity of skill in the provision of virtual instruction. School leaders and teachers were invited to participate in an action task force of school and district level end-user groups to assist in the decision-making process for development and facilitation of a robust professional development plan.

**Communication.** In situations of a district-wide launch into remote learning, the teacher's contracted hours are to be followed as they would be in traditional, brick-and-mortar instruction. Teachers will provide clear communication to parents/guardians and students regarding where/how students should ask questions and seek clarification. All school-based personnel will actively monitor email for questions and communications. Teachers are expected to return parent and student contact within one workday. This will provide students with teacher interaction via email, telephone, and/or through the Canvas learning management systems. All teachers are strongly encouraged to utilize their district issued devices to facilitate teaching and communication needs, and use the Remind communication system for all student and parent contact (including texting and voice calls) outside of the Canvas Learning Management System, and must abide by School Board Policy 7540.04 available [here](#). Employees who

utilize their personal communication devices during this time will not be eligible for reimbursement.

**Schedule & Instruction:** In the event of district-wide school closures, teachers may be allowed flexibility in following the school's master schedule and bell schedule at the discretion of school and district leadership. Administrators will provide teachers a site-based schedule to facilitate the effective integration of periods of synchronous instruction and/or synchronous communication and instructional support as part of the asynchronous instructional model. Such a schedule will fall within the contractual instructional hours. Teachers may fluctuate between both modes of virtual instructional delivery to best meet the needs of all students. For example, where an AP student may thrive in "live" virtual instruction for the duration of a 47-minute class period, a student enrolled in an intensive reading course may excel best in an environment of a "flipped" classroom model that will require less than the normal number of minutes of "live" instruction on a daily basis. However, either scenario will require the teacher to be available and ready to communicate with the student during the teacher's contracted hours of the school day.

**Accommodations.** Core content via an online learning experience is for all students in the designated grade-level bands. When applicable, teachers ensure that the students on individualized IEP/504 plans and English Language Learners receive accommodations as necessary. Teachers of ESE/504 and ELL students are to document accommodations provided to students in their lesson plans.

**Digital Etiquette & Acceptable Use.** School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remain in effect during virtual learning. Teachers will ensure students understand their responsibility in this regard.

**Role in a virtual setting.** The teacher's role in a virtual setting is paramount to the success of the *Instructional Continuity Plan*. Primarily, these roles will fluctuate between facilitator of content, deliverer of content, and lead monitor of student progress and engagement in the virtual setting.

**Assessment.** Teachers will need data to guide curriculum and instruction in support of students, especially to ensure a continuity of learning during a remote learning emergency. Accurate, valid, and reliable assessment data can provide valuable information in times of disruption and uncertainty. However, it may not be realistic to expect that teachers, school leaders, and families will focus their attention on assessment data during this crisis or in our transitions to distance learning and back. Valid and reliable formative and interim data to guide curriculum and instruction is a must; however, in a distance learning setting, it can be complicated. School and District leaders, along with teacher groups, are to work collaboratively before, during, and after a launch of the *Instructional Continuity Plan* to determine how to best collect and interpret data that will help us mitigate the potential for a learning slowdown or slide. At minimum, teachers are to be prepared to administer assessments (teacher-made tests, quizzes, and other alternative assessment methods such as portfolios, performances, etc.) to their students during virtual learning, and the district-required progress

monitoring windows of the District Assessment Calendar are to be adhered to, even in a distance-learning setting. Programs and platforms are accessible during distance learning for student assessment and progress monitoring. Information on how to access and administer progress monitoring in the remote learning environment will be distributed prior to the opening of the assessment window.

**Grading.** In events of school closures, though the school doors may be closed, school is still in session. Students will be assessed and earn grades while in a distance-learning environment. Grading policies as defined by the Student Progression Plan and the Contract between the School Board of Charlotte County and Charlotte FEA for Instructional Employees are to be followed in situations of distance learning.

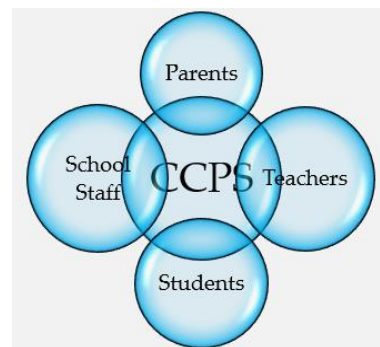
**Class Attendance.** Taking attendance and measuring student engagement is difficult during shifts to online learning. Therefore, students will be logging into Canvas and teachers will be taking attendance and logging attendance into FOCUS. Teachers will share attendance data and discuss strategies for increasing attendance and student engagement with school administration. Please refer to the [Code of Student Conduct](#) for additional information regarding attendance.



### **Develop a process for evaluating the effectiveness of the ICP.**

The Superintendent's immediate executive staff, representing Assistant Superintendents and Chief Officers in Learning, Human Resources, Food Services, Maintenance and Operations, Technology, Information/Communication, Student Support, and Finance, will serve as the district's "Executive Leadership Design Team" in situations of an executed *Instructional Continuity Plan*. This team will meet weekly (Thursday) to debrief on the implementation of the ICP and to address concerns requiring team decision-making. Each member of this team will also meet with his/her own team members on a daily basis to troubleshoot parent, student, and school staff issues as well as review the Q&As being developed from data gleaned from the Canvas hotline and the district's technology Help Desk ticket platform. In addition, when launched into remote learning, the following considerations will be in place and will evaluate the effectiveness of the ICP:

- ★ The Division of Learning, in partnership with each school principal, will immediately assess the status of the integration plan of the Canvas Learning Management System within each school. Principals will prepare teachers to launch their remote learning plan within the Canvas platform.
- ★ Instruction will be delivered by the teacher, not a program (Edgenuity, iReady, etc). Programs may be utilized as needed to supplement instruction accordingly while modeling usage as closely as possible to that which occurs during traditional, face-to-face instruction.
- ★ Whenever necessary, teachers will ensure a seamless transition in and out of brick and mortar instruction and virtual learning.
- ★ Instruction will resemble (as much as possible) the curriculum and instructional materials that would be delivered and used if schools were not closed. Considerations include the following:
  - Utilizing the district's Critical Concepts & Proficiency Scales
  - Pacing
  - Assessments (to include, but not limited to the following):
    - ◆ Teacher-made assessments (quizzes, tests, exams, performance-based assessments, etc)
    - ◆ Formative and/or Summative assessments
  - Adopted textbooks
  - Evidence-based interventions and supplemental materials
- ★ Teachers will continue to monitor the progress of student learning and engage in data analysis. This will include district-required progress monitoring tools and established windows. Instructions on how to progress monitor student learning in a virtual learning environment will be distributed to all school leaders, instructional staff, and parents/guardians as the district-required progress monitoring windows approach. Tiered support will be provided to all students who are not making adequate progress.
- ★ Teacher/student & student/student engagement is to be maintained within Canvas and monitored through analytics reports provided by Canvas/Instructure.
- ★ School leaders will ensure a methodology is in place to provide consistent and continuous feedback to students and parents. Examples of this may include using the Remind app, email, parentlink phone calls home, newsletters, etc. Students and parents will be surveyed often to determine effectiveness of school feedback.
- ★ Attendance will be taken and recorded in FOCUS.



## Component 2 Curriculum Resources/Digital Content

**The language in the ICP should: Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.**

### ***Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.***

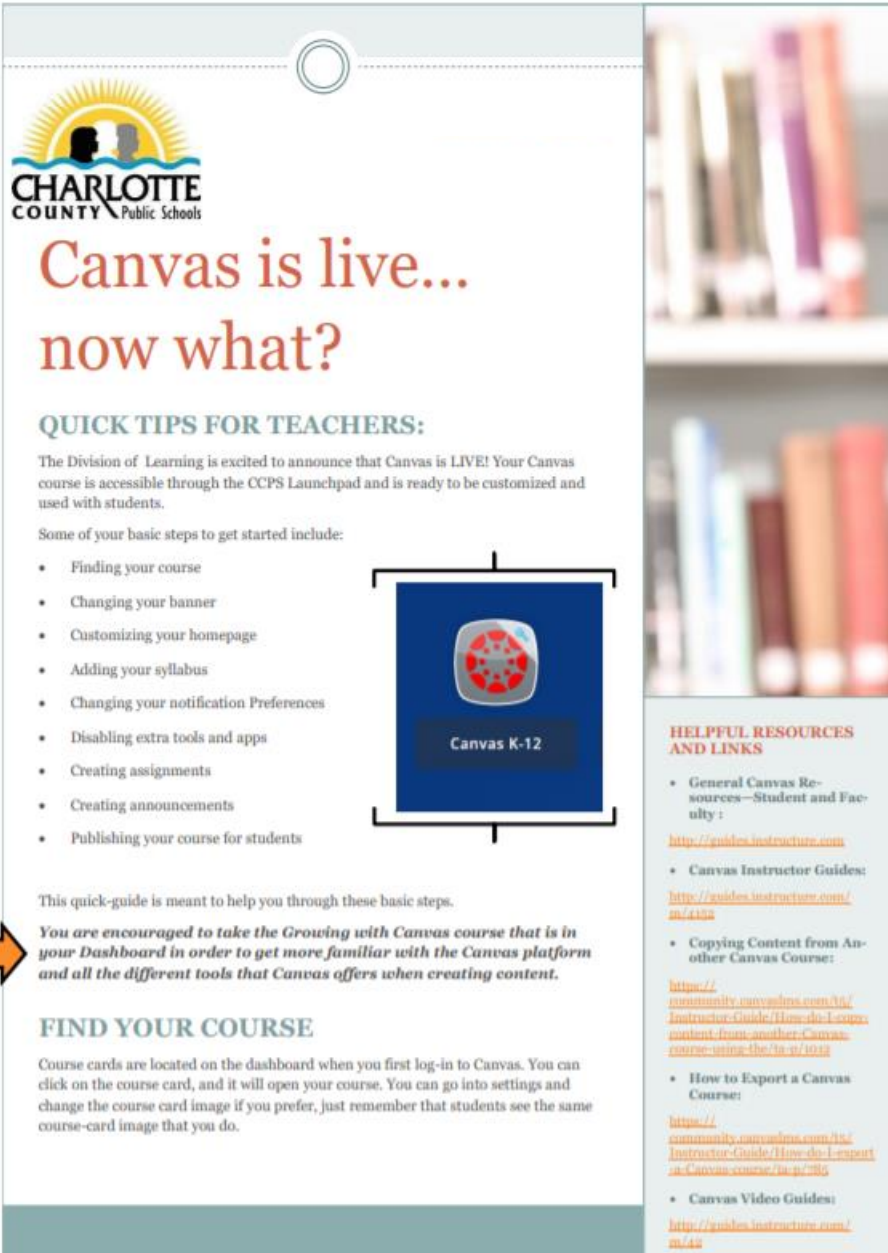
As of the 2021-2022 school year, teachers deliver content to students through Canvas, the district provided LMS. Utilization and exposure to the LMS while students are in the brick and mortar setting will ensure a seamless transition to remote learning in the event of school closures. Resources utilized via Canvas align with the core standards/benchmarks and are evidence-based. The district's pacing guides, curriculum guides, and adopted instructional materials will assist teachers as they continue to provide students with engaging lessons and activities (in a remote learning program) using the district's LMS. Students' instructional opportunities must be high-quality, differentiated learning opportunities supported with evidence-based interventions that ensure continuity from in-school instruction to a remote learning program. In addition, topics identified as "required instruction" will continue to be taught during events of remote learning. For example, the required five-hour mental health instruction and substance use and abuse education will be provided through a combination of CANVAS and Everfi modules, district made videos, and live virtual presentations.

It is important to note that the expectation of the district is that Canvas is the learning management system to be executed across all grade levels (K-12) and content areas. The district made the decision to implement one LMS, rather than provide a menu of LMS options, in an effort to assist and support our parents/guardians who have children in different grades and/or at different schools. Learning how to navigate just one LMS will support parents/guardians to help their children stay engaged in their learning at home. This decision eliminates confusion, streamlines efforts, and supports a quick transition to remote learning at home whenever necessary.

**Confirm LMS providers and if selecting a new provider, schedule product demonstrations.**

Prior to the school year 2020-2021, Charlotte County Public Schools did not have a learning management system. During summer 2020, the Division of Learning previewed several available learning management systems through product demonstrations. The Canvas LMS was purchased in school year 2020-2021 with ESSER 1 funds.

Below is a snippet of the “Canvas is Live” newsletter distributed to all school and district staff. It continues to be shared with the new teachers and is used as a constant resource for educators continuing to build their capacity in Canvas. *\*Refer to addendum #3 – Newsletter – Canvas is Live.* Additional Canvas resources for teachers are available by visiting the district’s website by clicking [HERE](#). *\*Refer to addendum #4 – District Website - Welcome to Canvas - Resources for Teachers, Parents, and Students.*



**CHARLOTTE COUNTY Public Schools**

## Canvas is live... now what?

### QUICK TIPS FOR TEACHERS:

The Division of Learning is excited to announce that Canvas is LIVE! Your Canvas course is accessible through the CCPS Launchpad and is ready to be customized and used with students.

Some of your basic steps to get started include:

- Finding your course
- Changing your banner
- Customizing your homepage
- Adding your syllabus
- Changing your notification Preferences
- Disabling extra tools and apps
- Creating assignments
- Creating announcements
- Publishing your course for students



This quick-guide is meant to help you through these basic steps.

**You are encouraged to take the Growing with Canvas course that is in your Dashboard in order to get more familiar with the Canvas platform and all the different tools that Canvas offers when creating content.**

### FIND YOUR COURSE

Course cards are located on the dashboard when you first log-in to Canvas. You can click on the course card, and it will open your course. You can go into settings and change the course card image if you prefer, just remember that students see the same course-card image that you do.

### HELPFUL RESOURCES AND LINKS

- General Canvas Resources—Student and Faculty :  
<http://guides.instructure.com/>
- Canvas Instructor Guides:  
<http://guides.instructure.com/in/4188>
- Copying Content from Another Canvas Course:  
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-copy-content-from-another-Canvas-course-using-the/ta-p/1019>
- How to Export a Canvas Course:  
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-export-a-Canvas-course/ta-p/1019>
- Canvas Video Guides:  
<http://guides.instructure.com/in/4188>





## CHANGE YOUR BANNER

If you want to change the image on the banner that appears at the top of your home page, you can do so by following these steps:

1. Make sure you are on the Home Page of your course.
2. Click the "Edit" button.
3. Click on the banner image.
4. On the far right, click on the "Images" tab.
5. You can search images in "Flickr" OR you can upload images from your computer OR you can insert

graphics from the files that are already within Canvas.

6. Scroll to the bottom of the page and hit "Save".

You can insert other images on this home page as well. You can insert a picture of yourself, your classroom, materials you use, whatever you want. This Home page will be what parents and students see when they log in to your course, so personalize it as you see fit.

*"Canvas has an Inbox system that collects messages from different activities within your courses. It may look like an email system, but it is not. You can access your inbox at any time, but it only speaks within the Canvas system."*

## NOTIFICATION PREFERENCES

Canvas allows you to choose what notifications you're interested in, when you want to receive them, and how you want to receive them.

1. Go to your Profile located at the top right of your screen.
2. On the left hand side of the screen, click the tab labeled Notifications.
3. Once there, you'll see a list of multiple notifications you have control over. Customize the settings to your preference.
4. Click Save Preferences, located at the bottom.
5. Once you are finished up during your assignment, click Update Assignment.

## CUSTOMIZE YOUR HOMEPAGE AND SYLLABUS

**There are many options for personalizing the Home Page.**

Instructors can customize what their home page will look like to their students. It is a way for instructors to direct their students' attention in the direction they want.

To customize a homepage of a course:

1. Click Home, located on the left.
2. In the middle section of your screen, click Change Home Page Layout.
3. You will be given options for your homepage in a drop-down menu.
4. After you choose an option, click Update.

**Canvas provides an easy way for you to keep your syllabus organized and complete.**

The syllabus compiles all your assignments, quizzes, tests, and other graded work into one place. Students can view it to see all of the assignments they have to complete. You may upload other syllabus content by editing the Syllabus, or by including content on the homepage, on another page, or on a page in a module. The bottom portion of a Canvas syllabus is auto compiled from your assignments. On the right side of the screen, above the calendar is a button. Click the Edit Syllabus Description button if you wish to edit your description. You can add images, files, and media by using the right side of the screen. Once you finish, click the Update Syllabus button located in the middle under the toolbar. In the middle of the screen is a table containing all of your assignments, quizzes, and tests that you have entered previously. If you click on the title of one of the assignments, it will take you to that assignment. You can edit, grade, or view them. On the right side of the screen, under the calendar, is a table that is automatically filled with information you entered previously for your graded work. The table contains all of your groups of assignments and how much they are weighted. The calendar, located on the right side of the screen, allows you to view a certain day and whether or not anything is due.



## CREATE MODULES AND PAGES

**Modules are units of study.** They organize and unify course content into structural components. They can be grouped by week, topic, or day. Modules can be set up to require students to complete materials in a sequential order. You already have a sample module in your template.

1. Click the course you wish to add a module to.
2. On the left, scroll down until you see Modules. Click Modules.
3. On the top right, click Add a New Module.
4. A box will appear. Name your module and choose the settings for it.
5. Click Add Module.

To add content to your module:

1. Choose the designated course.
2. On the left, click Modules.
3. Find the module listed on the page.
4. Under the name, click Add item to Module.
5. In the Add dropdown menu, choose the file type.
6. Choose [New Assignment], located at the bottom of the list, or choose another assignment in the list if you wish to associate the module with an already existing one.
7. Choose an indentation if desired.
8. Click Add Item.

**Pages** provide an area for instructors to display information that does not necessarily fit into an assignment or into any of the other areas.

To Create a page:

1. First go to the desired course and click Pages on the left side of the screen.
2. Click Create a New Page located on the right side of the screen.
3. Enter a name for the new page and click Create.
4. Enter the desired information in the textbox.
5. You can insert content in the page by using the right side of the screen.
6. You can also add media.
7. You can choose to hide a page from students, who can edit the page, and whether to notify students of changes by looking under the textbox in the middle of the screen.
8. Click Save Changes to complete your page.

## CREATE AN ASSIGNMENT

To create a new assignment:

1. Choose the desired course from the course tab on the main dashboard.
2. On the left, click Assignments.
3. Optional: On the right, located under the Add Assignment button, choose the desired group in the drop menu.
4. Click Add Assignment.
5. Name your assignment.
6. Enter a due date for the assignment. You can either type out the date or click the blue calendar icon to the right of the box and choose the specific date.
7. Under the name, there is a small drop menu where you choose the type of assignment.
8. Enter the number of points the assignment is worth in the points box.
9. You can then either click up date or click More Options, which is under the points box.





## TEMPLATE PAGES WHERE YOU NEED TO ADD COURSE-SPECIFIC CONTENT:

These pages are all specific to you and how you run your class. No two teachers have the same protocols and procedures, so these pages are filled with space-fillers at the moment. If you don't personalize them to your course, then all students and parents will see is place holder language like "cupcake licorice cotton candy floats".

The pages that need to be personalized are:

- Home Page
- Parent Resource Pages
- Substitute Module
- Raise Your Hand (Student Support Page)
- Welcome to Class

*"Helpful tip: If you want to copy an entire module inside a course (because you like the format), quizzes can NOT be copied. They are living content-documents. Your quiz will not copy. You can move the quizzes out of the module and then copy them."*

## CANVAS CALENDAR



Canvas provides a calendar for students, faculty, and staff in order to create new events and assignments in an organized structure. This feature can be used by clicking on the Calendar tab at the top of your screen, clicking a desired date, and then creating a new event or a new assignment.

## ENABLE AND DISABLE EXTRA TOOLS AND APPS



Once you start exploring your course, you may notice that there are extra tools, apps, and links that might not apply to your specific course. These are located in the left-hand side bar. As you read through them you may be wondering where the Quiz, Discussion, Syllabus, and Files links are.

You are going to want to personalize these links before you publish the course for students to work in. If there are too many links, kids won't know what to click on, and some courses may need to have additional links activated. We want the experience to be user-friendly for students of all ages.

You disable and enable tools and apps by going into Settings, then into Navigation, and then you can disable the tools, apps, and links that do not apply to your course. You can drag and drop links into the disable or enable categories.

### CREATING AN ANNOUNCEMENT

In Canvas, announcements are used to let your students know new information relating to a course. As soon as you create the announcement, Canvas sends out a message to all of your students in that course. There are many different features for announcements.

To create an announcement:

1. To get to announcements, choose your desired course at the top, and click Announcements, located on the left side of the screen.
2. Click Create Announcement button, located on the right side of the screen.
3. Insert a title in the title box.
4. Add your content in the textbox for your announcement. If you want to add a file, click Attach File, located under the textbox, then click Browse.
5. Optional: You have more options by clicking More options, located under the textbox. These include: Delay posting this message. Replies are not visible until after users post.
6. Click Add Announcement when you are finished creating your announcement.

5

### CHECKLIST: BEFORE YOU HIT "PUBLISH"

Before you click Publish to make your course live for students, did you...

- change your banner?
- personalize your notification preferences?
- customize your home page?
- insert your syllabus materials?
- enable or disable extra tools and apps?
- adapt the "Parent Resource" pages?
- personalize the "Substitute Module"?
- make the "Student Support: Raise Your Hand" page course-specific?
- write your "Welcome to Class" message?



### PUBLISH YOUR COURSE

Once you are happy with how your course look and you have previewed it in student-view, now it is time to make it available for your students.

You can do this by clicking the Publish button. The Publish button appears when the instructor goes to the Course Setup Checklist and clicks the link to Publish Course.

Note: This is a one-time setting. Once published, the course cannot be un-published.

### QUESTIONS? CONCERNS?

If you have any questions or concerns, you should begin by contacting Canvas directly. They have support available 24 hours a day, 7 days a week for educators and administrators. There is a "Help" button on the left hand navigation bar.

If you have content-related questions, please reach out to your District Curriculum and Instruction Specialist:

Dawn Johnson- Math K-12

Diana Dunaway- Social Studies K-12

Ellen Harvey- Art, PE/Health, ELL, Drama, Music K-12

Gaylin Morris- Science K-12

Heather Garcia- K-12 English Language Arts

Phoebe Westby- K-5 English Language Arts





***Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.***

Members of the district's cross-functional planning team were selected to ensure that readiness and ability to respond to school closings occur with the necessary prerequisite knowledge and essential resources. This team consists of members from the Superintendent's senior staff as well as the Division of Learning, Student Support Services, District Support Systems, Human Resources, Professional Development, ICS, Learning Through Technology, Department of Exceptional Student Education, Children and Families, Early Learning, school leadership, and school and district-based instructional staff. This team will periodically review the performance and usage of the Canvas Learning Management System, within that team member's specific lens of expertise and advocacy for various district stakeholders, and make recommendations for improvements or modifications.

- Superintendent
- Assistant Superintendent for Learning
- Assistant Superintendent for Human Resources
- Assistant Superintendent for School Support
- Assistant Superintendent for District Support
- Chief Financial Officer
- Chief Technology Officer
- District Communications Liaison (PIO)
- Director of Professional Development & PD Specialists (teachers on assignment)
- Director of Exceptional Student Education
- Director of Elementary Learning
- Director of Human Resources
- Director of Interventions and Drop-out Prevention
- Coordinator of District Health Services
- Coordinator of Psychological Services
- Coordinator for District Security & Emergency Management
- Coordinator, Early Learning
- School Leadership (Elementary, Middle, High)
- Certified School Counselor (Elementary, Middle, High)
- Curriculum & Instruction Specialists in ELA, Math, Social Studies, Science, World Languages, & Electives (teachers on assignment)
- School-based instructional staff serving as "Canvas Champions" (digital learning expert users of LMS)

***Provide ongoing training and professional learning ensuring new hires are included.***

Initial training for new hires will take place during the New Educator Training (NET) Academy either face-to-face (if hired at the beginning of the school year) or through self-paced coursework (for educators hired during the school year). Additional support for new hires will be offered through mentors and coaching by designated school-based "Canvas Champions." Canvas Champions are prepared to deliver on-site professional learning to colleagues in the form of group PD or individualized coaching. Canvas Model Classrooms will be established to provide opportunities for teachers to observe Canvas resources utilized effectively in the brick and mortar setting to successfully deliver content and engage students. The Professional Learning Plan includes ongoing differentiated training in the Canvas Learning Management System for all educators, new and returning, to ensure effective implementation.

***Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.***

While full implementation of the Canvas Learning Management System did not take place until Summer 2021, professional learning pertaining to digital instruction and content began in the spring of 2020 and continues. A myriad of differentiated training opportunities continue to be ongoing to support new teachers and build capacity of all teachers. These include hands-on labs, content creation sessions, exploration of digital tools in Canvas sandboxes, etc. In addition, content area specialists from the Division of Learning provided Canvas training opportunities during PLCs at the request of principals. “Canvas Champions” (Canvas remote learning teacher experts) are in place at each school site as a resource and to coach educators as they migrate to the Canvas Learning Management System.

### Component 3: Professional Learning

**The language in the ICP should: Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.**

***Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.***

The school closures of spring 2020 catapulted the District into remote learning environments of digital instructional resources that either were not curriculum, but rather supplements to curriculum, providing students the opportunity to practice already-introduced content, or curriculum that was delivered by instructional programs forcing the teacher into “facilitator” rather than “instructor” and therefore significantly reducing and sometimes eliminating true teacher/student interaction and engagement. Informal surveys and conversations of school leaders, teachers, parents, and students regarding their experiences during this time underscored the importance of establishing an Instructional Continuity Plan that allows for a welcoming and productive learning environment for students, stays conducive to transitions between in-person and remote teaching, and keeps the role of the teacher as the deliverer of curriculum content and assessment of learning. District stakeholders identified a critical need to secure and launch a robust Learning Management System. In response, a five-year agreement with Instructure for the purchase of Canvas (made possible with ESSER funding) was secured at the beginning of the 2020-2021 school year.

The District acknowledges that the enormous task of being prepared to move quickly and seamlessly in emergency situations when in-person instruction must be suspended can only be accomplished when the learning needs and the resources (e.g., time, people, and money) of the District’s school leaders and instructional staff are understood. Therefore, in the 2020-2021 school year the District’s Division of Learning (spearheaded by the Professional Development Center) initiated and maintained a yearlong plan for professional learning in Canvas that would extend into future school years as professional learning needs change from understanding the Learning Management System’s platform to actual implementation at the classroom level with students. The question of “How will teachers be prepared to teach course content in Canvas effectively, whether in-person or remotely, while



*still meeting the needs of each student?”* was answered by completing a needs assessment encompassing multiple survey opportunities. These surveys of participants prior to and following each professional development event provided real time data to determine professional learning needs and future, ongoing professional learning offerings. Examples of such surveys include the following:

- Survey of paraprofessionals and school leaders of paraprofessional **(support staff)** professional learning needs
- Survey of teachers and school leaders of teacher **(instructional staff)** professional learning needs
- Survey of school leaders of principal and assistant principal **(school leadership)** professional learning needs

The results of these surveys proved that meeting the professional learning needs of various staff members in a Learning Management System (Canvas) would be challenging as both District and school staff continued to be faced with barriers still being felt due to the consequences of the pandemic and the closure of schools in the spring of 2020. Barriers to professional learning included:

1. high absenteeism rates among students and school staff
2. scheduling and staffing hardships, including a debilitating substitute teacher shortage
3. the necessity to preserve instructional time with students
4. lack of time and motivation resulting in declining self-efficacy issues among school leaders and teachers
5. the prioritization of a Canvas launch and onboarding over other immediate and essential professional learning needs

In order to address these barriers, it was quickly ascertained that the planning and implementation of professional learning needed to take on both traditional and non-traditional professional learning sessions. It was also clear that professional learning sessions would need to be robust without being overbearing. They also needed to be ongoing and sensitive to the various levels of expertise in Learning Management Systems, specifically Canvas. Finally, professional learning in Canvas needed to be offered in real-time and immediately applicable to the in-person learning experience so that the value of the Learning Management System could be fully realized as a teaching tool to help teachers be better at their craft and assist in accelerating the learning process for all students while being “at the ready” to launch into fully remote learning in the event of rolling school closures or student exclusions to school attendance.

***Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.***

School leaders and staff are expected to identify and participate in relevant and appropriate professional learning events to establish a level of increased professional competency with online learning management systems. All teachers will be trained to teach virtually in Canvas taking a proactive approach to unanticipated school closures or extended student exclusions from in-person learning as a result of the pandemic or other natural occurrences such as hurricanes. In addition, teacher training and usage in Canvas as a vital and engaging instructional tool for in-person learning is also expected. This professional development is required and will take on various levels of user ability.

Professional learning in Canvas launched in the fall of the 2020 - 2021 school year with the expectation of district-wide (K-12) usage and implementation at the classroom level in the school year 2021-2022. The launch commenced with an invitation extended to school and teacher leaders to participate in the District-initiated

“Action Task Force for Instructional Continuity.” The work of this action task force culminated in the District’s 2020-2021 Instructional Continuity Plan titled *“Reopening the School Doors of Charlotte County Public Schools, 2020-2021”* developed with school and district level end-user groups in mind to assist in the decision-making process for development and facilitation of a robust professional development plan geared towards the audience of district and school-based stakeholders to include students and parents. Professional learning continued in the 2021-2022 school year allowing for formal and informal check-in, monitoring, and accountability of increased capacity of skill in virtual instruction of all stakeholders. Surveys of school leaders and instructional staff to determine actual need for professional learning revealed five (5) barriers with the common theme of “time” or lack thereof. These barriers included high absenteeism rates among students and school staff, scheduling and staffing hardships (including a debilitating substitute teacher shortage), the necessity to preserve instructional time with students, a lack of time and motivation resulting in declining self-efficacy issues among school leaders and teachers, and the need for prioritization of a Canvas launch and onboarding over other immediate and essential professional learning needs. These barriers emphasized the need for creativity in the development of non-traditional professional learning events in an effort to arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners. Clearly, the timing of professional learning needs to occur with flexibility in mind. This flexibility in the arrangement of time for professional learning includes the following:

*Professional Learning Time PRIOR to the need to launch the ICP (in-person, brick and mortar instructional days occurring - no school closures in place) and DURING an executed launch of the ICP (remote learning during school closures) include, but are not limited to, the following:*

- During the school day, classroom coverage provided – full day, half day (morning or afternoon), one-hour, two-hour increments depending on the availability of substitute teachers
- During the school day - teacher planning times and teacher duty periods - job embedded coaching (e.g. school-based professional learning communities)
- Outside of the school day – evenings, days off – full day, half day (morning or afternoon), one-hour, two-hour increment (e.g. stipend professional development events for teachers to build Canvas course content with district curriculum and instructional specialists)
- Summer professional development events (CCPS’ Curriculum, Instruction, and Assessment two-day Academy)
- After school hours live and remote training sessions (e.g. “Canvas Champion Check-Ins” and “Tech Tuesdays”)
- During the school day “virtual office hours” with district curriculum and instructional specialists and professional development specialists
- Reprioritized school leader and teacher leader monthly meeting agendas with district learning and professional development staff concentrating on “found time” for Canvas professional learning
- Canvas help desks available 24/7
- Canvas Training Service Portal
- Self-paced Courses
- Tech Tuesdays
- Curriculum and Instruction Specialist Office hours

It is important to note that this flexibility is not possible without school principal buy-in and encouragement of school staff for participation. It is also important to note that the District would not have had the opportunity to be flexible with time if it was not for a robust and laser focused plan of “behind the scenes” preparation and

development in Canvas. This foundational work took a significant amount of Canvas “prep time” off the plates of school-based leaders and teachers thus allowing the acceleration of the Canvas experience immediately upon the start of the school year.

The snip below is an example of the district’s monthly professional learning and support newsletter, *Canvas KEY Communication*. Archived newsletters are kept on the district’s website on the Canvas homepage for educator access. Click [HERE](#) to access the published *Canvas KEY Communication* newsletters. \*Refer to addendum #5 – *Canvas KEY Communication – Professional Learning Monthly Newsletter*.



### Canvas KEY Communication 082621 Professional Learning and Support

#### Canvas Training Services Portal

- **Live One-Hour Webinars:** Additional training is available directly from Canvas. To access any of the live one-hour webinars listed below which are scheduled for next week go to ClassLink>Canvas>Help>Training Services Portal>Training Calendar. Submit your certificate of completion through External Credit Request so your in-service credit appears on your My PLC transcript. Sessions are repeated frequently throughout the month. The calendar of webinars is updated monthly in Canvas.

Monday Aug 30	Tuesday Aug 31	Wednesday Sep 01	Thursday Sep 02	03
<a href="#">Creating Assessments with New Quizzes</a> <a href="#">Managing Assessments with New Quizzes</a> <a href="#">Assessment Tools for Admins</a> <a href="#">Integrating Google</a> <a href="#">Sanitize LTI Tips and Tools</a> <a href="#">Integrating Office365</a> <a href="#">Assignments</a>	<a href="#">Outcomes &amp; Rubrics for Instructors</a> <a href="#">Gradebook &amp; Speedgrader</a> <a href="#">Accessibility</a> <a href="#">Canvas in Math &amp; Science</a> <a href="#">Mobile Apps: Supporting Students</a> <a href="#">Data for Teachers</a> <a href="#">Course Design Considerations</a> <a href="#">Content Pages</a>	<a href="#">Quiz Basics</a> <a href="#">Content Pages</a> <a href="#">Canvas for Lillies</a> <a href="#">Course Design Considerations</a> <a href="#">Customizing Account Settings</a> <a href="#">Managing Quizzes</a> <a href="#">Accessibility</a> <a href="#">Exploring the Canvas Commons</a>	<a href="#">Canvas for Performance-Based Teaching</a> <a href="#">Mobile Apps: Teacher App</a> <a href="#">Being an Everyday Admin</a> <a href="#">Group Work &amp; Collaboration</a> <a href="#">Leveraging Modules</a> <a href="#">Outcomes &amp; Rubrics for Instructors</a> <a href="#">Course Communication Tools</a> <a href="#">Gradebook &amp; Speedgrader</a>	<a href="#">Assignments</a> <a href="#">Home Pages</a> <a href="#">Leveraging Modules</a>

- **Self-paced Courses:** The Canvas Learning Library which contains self-paced courses of various length can be accessed by going to ClassLink>Canvas>Help>Training Services Portal>Learning Library. Submit your certificate of completion through External Credit Request so your in-service credit appears on your My PLC transcript.
- **Canvas Guides:** Detailed guides developed by Canvas for all users including educators, students and parents are available by going to ClassLink>Canvas>Help>Canvas Guides. This is a great resource!

#### Tech Tuesdays

- **Leveraging Modules:** Join us virtually ([#23081](#)) or face-to-face ([#23082](#)) at the PDC for our next session on September 7, 4:30-5:30. Participants will learn how to create a flow within a course by organizing and structuring content with the Modules tool. Session attendees will explore how to create and manage content modules, leverage progress monitoring capabilities, and scaffold student access to course content.

#### Additional Support

- **C & I Office Hours:** Connect with the Curriculum and Instruction Specialist for your content area to get additional support with textbooks and other curricular materials available in Canvas.

Thursday September 2	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Tuesday September 7	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Monday September 13	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Friday September 24	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12

It is important to note that this flexibility is not possible without school principal buy-in and encouragement of school staff for participation. It is also important to note that the District would not have had the opportunity to be

flexible with time if it was not for a robust and laser focused plan of “behind the scenes” preparation and development in Canvas. This foundational work took a significant amount of Canvas “prep time” off the plates of school-based leaders and teachers thus allowing the acceleration of the Canvas experience immediately upon the start of the school year.

***Provide for implementation of professional learning for educational staff.***

Professional learning in Canvas for teachers and school leaders will be differentiated based on staffing structures, school schedules, and urgent student need for remote learning. For example, the topic of engaging students in remote learning via an instructional continuity plan is a top priority for teachers who experience a roster of students excluded from learning via the District’s “stay at home” safety and security plan of COVID-19 exposure and/or symptoms and diagnosis, as well as staying compliant with *Emergency Rule 6AER21-01, Pupil Attendance Records for COVID-19*. On the other extreme, it will be a lesser priority for teachers teaching in-person, though still necessary, to ensure they’re prepared if there are rolling closures. For all teachers, scaffolding to grade-level instruction will be a high priority regardless of learning modality at play.

The implementation of professional learning opportunities in Canvas includes the following:

- Continuous differentiated opportunities focused on learner needs
- Layered coaching support
- Regularly scheduled check-ins with coaches and school leaders to determine additional support needed based on performance and survey results of participants
- Implementation of the “Canvas Champions” PD model
- Curriculum and Instructional Specialist modeled lessons in Canvas
- The use of Canvas to ensure compliance with *Emergency Rule 6AER21-01, Pupil Attendance Records for COVID-19*
- Embedded instructional materials and other resources in Canvas
- Planning for and implementing collaborative learning
- Planning for and implementing observation, feedback, and coaching in Canvas
- Communicating with parents and students in Canvas
- “Canvas Key Communication” newsletters from the District’s Professional Development Center. For example:

\*Several of these professional learning opportunities are communicated via the district’s *Canvas KEY Communication* monthly newsletters.

Professional learning will be implemented through a variety of methods, including the following:

- Live webinar
- Recorded webinar
- On-line, synchronous
- On-line, asynchronous
- Self-paced
- Face-to-face
- Model Classroom Innovators

\*Refer to addendum #6 –Model Classroom Innovators - Charlotte County FL Fall Cohort 2022



## Model Classroom Innovators Charlotte County Public Schools - Fall Cohort 2022

### Description:

Recent disruptions to the education landscape have positioned teachers to reimagine how we leverage technology and other resources to amplify learning for all students. A renewed approach to instructional practices can empower learners, accelerate progress, and amplify learning outcomes.


Charlotte County Public Schools selected Canvas as a Learning Management System (LMS), and appreciate the power of this resource to support student outcomes through a variety of learning formats. Canvas states that it "is built to make teaching and learning easier for everyone," but innovating with Canvas may not come easy to all. Teachers need support and can benefit by seeing what an innovative Canvas classroom looks like.

Participants in this course are teachers who are comfortable with Canvas and are finding ways to integrate the LMS into their teaching. **Participants will challenge themselves to continue to learn ways to successfully incorporate Canvas into their classroom and share their approaches with colleagues who also want to enhance their practice. The efforts of these participants will result in improved teaching and learning - building and districtwide - in order to better serve all students in Charlotte County Public Schools.**

### Course participants will:

- Create a personal professional goal aligned to the [Technology Innovation Matrix](#) (TIM) from the Florida Center for Instructional Technology in University of South Florida's College of Education.
- Design learning experiences that leverage technology and apply high-yield instructional practices.
- Document their journey by logging evidence and engaging in reflection at the end of each cycle.
- Between design cycles, engage in 1-on-1, 30-minute virtual coaching sessions with the coach from Advanced Learning Partnerships (ALP).
- Open their classrooms for visits from curious colleagues as a means to help them see Canvas innovation in context and serve as a model encouraging refinement of approaches to teaching and learning.
- Celebrate their achievements with the cohort as well as school and district leaders.

### Suggested Dates:

 <b>Model Classroom Innovators Fall Cohort 2022</b>	
Kickoff	Wednesday, September 7, 4:30-6:30pm - <a href="#">Zoom Link</a>
Synchronous Coaching: Round 1	One-on-one 30 min. coaching session, Mon Sept. 12 OR Tues Sept. 13
Asynchronous Work	Submit a lesson and/or artifacts, Answer reflection questions
Synchronous Coaching: Round 2	One-on-one 30 min. coaching session, Wed. Oct. 5 OR Thurs Oct. 6
Asynchronous Work	Submit a lesson and/or artifacts, Answer reflection questions via Flipgrid
Synchronous Coaching: Round 3	One-on-one 30 min. coaching session, Thurs Nov. 3 OR Fri Nov. 4
Asynchronous Work	Submit video of a "model lesson" and/or artifacts with an optional visitor present, Answer reflection questions
Celebration	Wednesday, November 16 from 4:30-6:00 pm - <a href="#">Zoom Link</a>



→ Leadership Learning Series: *\*Refer to addendum #7 – Leadership Learning Series- Supporting Canvas Integration in the Classroom - Fall 2021*


## Leadership Learning Series - Supporting Canvas Integration in the Classroom

### Description:

The Canvas ecosystem holds great potential to engage students in active learning. Teachers will need support from their administrators to gain confidence to explore the features, take chances, and apply solutions to current teaching and learning challenges. During the Leadership Learning Series, a former principal and technology integration specialist will guide a cohort of forward thinking administrators through a series of protocol driven, synchronous and asynchronous experiences to support the implementation of Canvas and other technologies in the classroom.

### Participating Leaders Will Have Opportunities to:

- Explore what quality Canvas integration looks like.
- Apply strategies to scale high-yield technology integration practices.
- Grapple with challenges and share ideas with administrators from across the district.
- Celebrate the achievements of the Model Classroom Innovators.

 <b>CHARLOTTE COUNTY</b> Public Schools         Leadership Learning Series Fall 2021	
<b>Learning Series Kickoff</b>	Meet the Leadership Learning Series facilitator and learn more about how this series will dovetail with the Model Classroom Innovator experience to strengthen your collective efforts to scale technology integration. Walk away with concrete strategies you can use the next day. Week of September 27th - Date/Time to be determined by participants
<b>Asynchronous Challenge 1</b>	<b>Scavenger Hunt:</b> Model Classroom Innovators will be exploring ways to leverage Canvas and other technologies for <i>Active, Collaboration, Constructive, Authentic and Goal-Directed</i> learning. This challenge invites you to find and share one or more examples of students applying technology for ONE of these. Share in Canvas to spark ideas and launch discussion. October 4th - October 15th
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices we are seeing and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of October 18th - Date/Time to be determined by participants
<b>Asynchronous Challenge 2</b>	<b>Interview a Student:</b> Take advantage of a five minute conversation with a student to learn about their experiences. Questions to consider: What is one Canvas activity that stands out for you? On a scale of 1-10 (with 10 being the best activity you've ever done in school), how would you rate the learning activity? What makes it at X instead of X-1? What would make it X+1? October 25th - November 5th
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices students are talking about and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of November 8 - Date/Time to be determined by participants
<b>Asynchronous Challenge 3</b>	<b>Caption Contest:</b> Make the story of learning visible by capturing and captioning a picture or video of Canvas in action. Share the context with our group, in your school newsletter, or on social media. November 15th - December 3rd
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices we are seeing and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of December 6th - Date/Time to be determined by participants
<b>Celebration with Model Classroom Innovators</b>	Share success stories alongside your amazing Model Classroom Innovators. Thursday, December 16 from 4:30-6:00 pm



*Implementation of Canvas professional learning for educational and leadership staff will occur in each of these areas before the school year starts and then throughout the school year to support deeper learning in each area (teachers and school leaders will also need to share promising practices and troubleshoot challenges): \*Refer to addendum #8 – Canvas Professional Learning for Educational & Leadership Staff.*

Teachers	School Leaders
<ul style="list-style-type: none"> <li>❖ Strategies to support students to learn remotely (e.g., daily lists, checklists, reflection on learning). <ul style="list-style-type: none"> <li>➤ Use community building strategies such as consistently using breakouts, arranging for each student to share out every day, and enabling connection points for students</li> <li>➤ asynchronous instruction (e.g., discussion boards, peer reviews of work). Establish norms, and then teach and offer coaching and feedback as students learn to work together in these settings.</li> </ul> </li> <li>❖ Instructional strategies to introduce new content remotely.</li> <li>❖ Ensure students receive regular feedback on work and participation, using an asset-based feedback approach that includes making positive connections with students, acknowledging the difficulty of the task, affirming students' ability to succeed, and providing specific feedback that advances learning</li> <li>❖ Check-in with each student daily and provide support to families and students on how to use the online platform, including language or translation features, and norms and expectations for building a respectful online community before learning begins.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Communicating and building trust and relationships with teachers and families regarding the onboarding of Canvas in their school.</li> <li>❖ Focusing the first grading period of school on capacity building in Canvas</li> <li>❖ Developing and managing a system to identify students excluded from school due to pandemic related "stay at home" directives and ensuring teacher access to Canvas to promote instructional continuity with these students.</li> <li>❖ Creating structures to check-in with the families who are most vulnerable and/or disconnected from school due to a lack of technology.</li> <li>❖ Supporting weekly collaborative planning and problem solving among teachers who teach the same grade, content, and/or students and their best practices and experiences with Canvas professional learning and implementation.</li> <li>❖ Supporting intentional professional learning time for teachers of SWD, 504, and ELL in best practice use of Canvas in both in-person and remote learning situations.</li> <li>❖ Ensuring there is a yearlong plan for how to use Canvas.</li> <li>❖ Providing orientation, initial training, and ongoing support and community to new teachers in Canvas.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Being clear with families and students about how remote learning is and is not similar from Spring 2020 school closures.</li> <li>❖ Assessing student learning remotely with the goal of supporting grade-level access and avoiding over-remediation (progress monitoring and formative assessments)</li> <li>❖ Strategies to engage students and build community in remote learning (e.g., engagement with peers): <ul style="list-style-type: none"> <li>➤ Students are present and able to engage.</li> <li>➤ Students feel safe, comfortable, and part of the community.</li> <li>➤ Students know how to engage.</li> </ul> </li> </ul>	
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*The professional learning of instructional support staff will likely relate to the topics listed under teachers, differentiated based on their roles and responsibilities.*

***Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.***

Professional learning is essential to support school leaders' and teachers' social-emotional health and sense of efficacy in this ever-changing time. It will prepare them to lead and teach in new ways, in a dynamic environment with students with varied needs, and in close partnership with families and caregivers.

The District's Division of Learning will support school leaders and teachers navigate the District's Learning Management System and will assess the effectiveness of the District's professional learning efforts of traditional and non-traditional professional learning sessions, school-based collaborative planning time and observation, feedback, and coaching. The District's professional development plan will be assessed on how well it aligns to these priorities. The Division of Learning will focus on how teachers are organized to participate in Canvas, and

ensure that professional learning is determined by the content the teachers are teaching, the students teachers are teaching, and the way the teacher is teaching (in-person or remote).

As the architects of school-based professional learning plans, principals should focus on building their own understanding of the above in order to effectively observe, give feedback, coach, and build the school around Canvas to support teachers.

The effectiveness of professional learning efforts to inform continuous improvement processes and ensure relevant opportunities in the future include the following:

- Surveys of participants following each PD event attended
- Monitor the use of the district's Learning Management System (Canvas) within each school house
- Parent/student experience survey
- Data analysis of student and teacher canvas logins

## Component 4: Instructional Practices

**The language in the ICP should: Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.**

### ***Identify needs of educators relative to online and hybrid teaching experience and expertise.***

Needs of educators will be identified through surveys and monitoring of instruction. Along with self identification of needed professional learning, school-based leaders determine through observation and monitoring of usage data next steps regarding individualized professional development. Once this data is collected, teachers will be invited to participate in ongoing professional learning targeting areas of need relative to online learning and the Canvas LMS, which is the platform for continuing education during school closure.

### ***Determine which teachers have extensive background in these delivery models, and which will need more help.***

Support will be differentiated based on teacher need and level of comfort using Canvas LMS and engaging students through distance learning. Teachers who have extensive experience and success with utilization of Canvas have been identified as school-based “Canvas Champions” and are utilized as coaches to support those who need more assistance and growth opportunities. Canvas Champions will experience their own cohort of professional learning and support on a biweekly/monthly basis for “Canvas Champions Check-Ins” with district professional development leadership and staff.

### ***Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.***

Guidance and resources on best practices for distance learning are available in a plethora of locations including, on the district website, in the Canvas LMS, on school websites, etc. Those who need additional assistance during onboarding have access to the aforementioned resources in addition to individualized support from Canvas Champions, New Educator Training (NET) Mentors, school-based leadership, district-based Curriculum and Instruction Specialists, and Professional Development Specialists. For more information, reference additional guidance, resources, and training in ICP Component 3: Professional Learning. The following list identifies the guidance, resources, and training on best practices for distance learning that are currently available on a shared google drive, accessible through our district website, Canvas homepage - *\*Refer to addendum #9 – Distance Learning Best Practices – Guidance, Resources, and Training*



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Key Communications

What is the Teacher role.pdf

Using Savvas in Canvas.pdf

Using IXL with Canvas.pdf

Tech Tuesdays Semester 1 2021.pdf

Teacher Monitoring Student Usage.pdf

Teacher Access to Benchmark

Studies Weekly Online Student Reference Guide.pdf

Studies Weekly Online Reference Guide.pdf

Principals Monitoring Teacher and Student Usage.pdf

Online Teacher Resources.pdf



















How to use the Teacher Mobile App.pdf

How to Publish your LA Course in Canvas.pdf

How to Cross List Courses.pdf

How to Create an Assignment.pdf

How to Create an Assignment-Progress Monitoring.pdf

	<a href="#">How to create a video quiz in Studio.pdf</a>
	<a href="#">How to add a module.pdf</a>
	<a href="#">How Students Access an Assignment.pdf</a>
	<a href="#">How do I share a course in the Commons.pdf</a>
	<a href="#">How do I import from the Commons.pdf</a>
	<a href="#">How do I create a hyperlink or imbed a file from the Google Drive.pdf</a>
	<a href="#">Generating Parent Pairing Codes as a Teacher.pdf</a>
	<a href="#">FOCUS Grade Passback.pdf</a>
	<a href="#">First Day Ready Resources.docx.pdf</a>
	<a href="#">Creating Assignment Groups.pdf</a>
	<a href="#">Copy content from another Canvas course using the Course Import Tool.pdf</a>
	<a href="#">Canvas Integrations.pdf</a>
	<a href="#">Canvas Implementation Continuum.pdf</a>
	<a href="#">Canvas Cheat Sheet.pdf</a>
	<a href="#">Annotating Tool in Canvas.pdf</a>
	<a href="#">Adding Captions to Canvas Studio Media.pdf</a>
	<a href="#">Accessibility.pdf</a>
	<a href="#">5 Reasons to Use Canvas in the Classroom.pdf</a>

***Implement professional learning about best practices for hybrid teaching for educational staff.***

Professional learning about student engagement and best practices in distance learning has been ongoing since the March 2020 school closure. Charlotte County Public Schools purchased the Canvas LMS with ESSER 1 funds and this system was implemented in the school year 2020-2021. After assessing the needs of our teachers in the utilization of Canvas, differentiated Professional Development opportunities to meet the varying abilities have been made available. The Professional Development opportunities continue to be ongoing.



***Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.***

Charlotte County Public Schools' distance learning delivery method is the Canvas Learning Management System. School principals and district personnel will be monitoring the usage and engagement of all students. Additional professional development and support will be provided to teachers who are identified as in need of assistance. Canvas Champions will be available to coach virtually and provide support to any teacher who needs help with instructional delivery within Canvas as well as engagement of students. Principals and other school personnel will reach out to families to offer additional support and guidance to increase engagement and ensure student success.



Our district vision is Student Success! To ensure we don't leave any student behind, Canvas provides a consistent and equitable student experience in a 1:1 learning environment. Canvas equips educators with an easy to use and comprehensive learning ecosystem which gives our students access remotely (if needed), and allows educators to teach, communicate, and grade all in one place.



Teacher Resources



Parent Resources



K-5 Student Resources



6-12 Student Resources

Click [here](#) to visit the Canvas resource center on the district's website.

Click [here](#) to watch a short video introducing Canvas.

***What is an ASYNCHRONOUS learning environment blended with live "real time" synchronous learning?***

Live "real time" synchronous learning is when the teacher facilitates instruction in real time with students. In other words, the teacher will identify and communicate to the student (parent/guardian) the day and time the student is requested to login to Canvas or Google Classroom as if the student were attending classes in the brick-and-mortar setting. The student will login to the Learning Management System (Canvas, Google Classroom) at the time of the regularly scheduled class period, or at a time decided upon between the school principal and teacher, and the teacher will conduct class "live." In this setting, the teacher will determine the appropriateness of "time online" considering the student's grade level, subject area, ability level, and/or course assignment. The teacher reserves the autonomy of instructional delivery, albeit that delivery is in a virtual or E-learning mode.

The teacher will acknowledge that barriers may exist that will keep a student from logging into course instruction that is periodically delivered "live." In these situations, students will be excused from participation in "live" synchronous instruction. Teachers will provide the lesson's materials in an asynchronous environment for these students. Asynchronous options include pre-recorded lesson delivery.

The teacher is expected to remain available to students during the contracted work day regardless of whether or not the teacher facilitates the entire class period entirely online.

*\*Refer to addendum #10 – Launching Canvas, a Learning Management System – A message from the Assistant Superintendent for Learning*

## ***Launching Canvas, a Learning Management System – A message from the Assistant Superintendent for Learning***

**Stephen Dionisio**  
Superintendent



### **School Board**

**Wendy Atkinson, Chairman**  
**Cara Reynolds, Vice-Chairman**  
**Kim Amontree**  
**Bob Segur**  
**Ian Vincent**

Dear Parents and Guardians,

I hope this finds both you and your family doing well and staying healthy. Please rest assured that our school district is committed to ensuring the safety and well-being of our students, and we continue to be steadfast in our resolve to provide current and ongoing information regarding your child's learning and opportunities for continued academic success.

Learning environments change. Virtual learning has gained increased attention; however, when used in or outside the classroom, opportunities for virtual learning should be characterized as a robust learning experience that feels like a classroom experience, offering the traditional classroom characteristics (like instructor-student interaction, Q&As, discussion, games, collaborative projects, quizzes, etc.). Achieved through a Learning Management System (LMS), these important learning environments create the level of interaction and engagement students need.

Charlotte County Public Schools has launched Canvas, a Learning Management System, in all schools, grades K-12. Canvas bundles assessments, grading, state standards, instructional materials, messaging, learning data, and more—while keeping everything simple and in one place. Canvas provides a wide range of easy to use tools for teachers, students and parents. It will foster communication between your child and his/her teacher in the event of Covid-related quarantines from school, and it will allow your child the opportunity to continue his/her education by continuing access to assignments and curriculum your child would be receiving were he/she physically present in school. In addition, it will allow our teachers and students to use our 1:1 technology more efficiently and more effectively.

For more information regarding Canvas, please visit our district's website at [yourcharlotteschools.net](http://yourcharlotteschools.net) and look for this Canvas icon on the home page:



Parent and student resources in Canvas are available by clicking on this icon and visiting the Canvas homepage. For specific information on how your school is preparing your child to use Canvas in and outside of the classroom, please contact your school's principal.

Sincerely,

**Cheryl LaPorta Edwards, Ed.S.**  
Assistant Superintendent for Learning

## Component 5: Parent and Family Support

**The language in the ICP should: Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.**

### ***Identify the household technology capabilities and needs of students and their families.***

Families will receive phone surveys to assess current needs of students for devices and connectivity. CCPS has purchased LTE enabled and content filtered Chromebooks for use by students with identified connectivity needs. Each school will receive an allocated number based on the Family needs survey conducted in September. In addition to internet and device access will be survey questions regarding to technical and user support

### ***Establish effective two-way lines of communications with parents and families of students using a variety of media.***

A variety of media including telephone, website, Remind, virtual meeting platforms etc. have been established and have proven to be effective two-way lines of communication during the Spring 2020 school closures. In addition to the aforementioned, the implementation of the Canvas LMS is another system of two-way communication. Translation services are available for any family requiring communication in their native language. Special populations will have additional supports as outlined below:

ELL - The District Liaison will be available for ELL families via telephone and email to ensure effective communication. Web postings of information including best practices PowerPoints will be kept current and available on the district and each schools' web site. ELL virtual parent meetings will be organized and recorded for parents to view any time.


School based mental health staff members will use district approved virtual platforms to provide continuity of mental health services (e.g. counseling, mentoring, student engagement, consultation with parents/staff members, etc...). School based mental health staff will ensure that students have access to laptops and internet through MiFis for ongoing mental health services. Instructions for implementing virtual mental health supports while protecting sensitive information are provided within the district's mental health manual.

Staff supporting students with disabilities will maintain the previously established effective two way communication with parents, and ensure that parents, family members and students are able to access their ESE teachers, administrators, and related service providers. The primary format for this communication will be through the use of virtual meeting platforms such as Microsoft Teams and Google Meets. For those parents and families for whom access to these platforms is a barrier to communication, staff will utilize phone calls, email and written communication to ensure that at all times, parents are able to fully participate in the education of their students with disabilities.

**Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.**

Key school staff, including Achievement Family Associates at the elementary school level, are provided professional development to support families in creating distraction free learning environments at home that are conducive to learning. Helpful tips will be posted on the district and school websites. Also posted on the website are professional learning opportunities for parents provided by discretionary projects such as Florida Diagnostic Learning Resource System (FDLRS) and Florida Inclusion Network (FIN). The district will provide guidance to parents and families by directing them to the Charlotte County Public Schools website for extensive resources such as “7 Tips for Parents - Distraction Free Learning at Home:”


*\*Refer to addendum #11 – 7 Tips for Parents – Distraction Free Learning at Home*




**Charlotte County Public Schools | INSTRUCTIONAL CONTINUITY PLAN**

**7 Tips for Parents**


We know that many families expect to have their kids participate in some form of distance learning this school year. Here are some practical suggestions to help you set up a learning space at home for your child to study, do homework, or attend online classes.



1. Choose a location based on your child's learning preferences. If they prefer silence, a spare room or their bedroom could be good options. If they enjoy some background noise, consider choosing a spot in the kitchen or near your office if you are working from home. If there are several location options, you can have your child try each one to see which works best for them.
2. Eliminate distractions. Ask your child to turn off their phone and social media when they are learning, and have the TV off as well. For older children, you may want to check out apps and tools that can help eliminate distractions. You can experiment with playing instrumental music to block other sounds or to break silence. Some find this helpful and others do not.
3. Make it comfortable—but not too comfortable. Choose a chair that your child can comfortably sit in for long periods of time, and ensure they have a desk or other flat surface that can accommodate their books, laptops, and other learning supplies. Note: we do not recommend using a bed as learning space; you do not want your child to fall asleep in the middle of the lesson! In addition, doing things besides sleeping in bed can lead to trouble falling and staying asleep at bedtime.



4. Ensure the learning space has good lighting. This can include natural lighting from windows or light from lamps.
5. Have all of your child's supplies—pencils, paper, calculators, for example—easily accessible in their learning space. Encourage your child to keep their space organized and clutter-free. Perhaps you could incentivize them with a small reward each week if they successfully keep their space clean.
6. Encourage your child to personalize their learning space. Add decorations, artwork, or anything else that might help them to stay motivated and be inspired.
7. If possible, the learning space should only be used for learning; this includes attending classes, doing homework, studying, for example. If this is not possible, and you will be using a shared or multipurpose space, do what you can to signal to your child when it's time to learn. Clear away all other materials from that space, have your child's studying supplies at hand, keep it organized, and ensure there is good lighting and no distractions. Having decorations that are only used when learning could also help signal to your kids that it is time to learn.



*If you have multiple children and limited space, try staggering the use of the shared space by giving each child a schedule for using the space. Give children a box to organize and store their studying materials. They can take this box and set up in various spaces as needed.*



# Set Schedules Generate Goals

Once you have established a learning space for your child, it's time to collaborate with them to set goals for the school year and create a weekly schedule for how they'll use the space. You can develop your child's learning schedule based on the guidance you receive from the school, such as recommended hours of online learning per week.

Be sure to include time for breaks, meals, and physical activity in your schedule. Be generous with the number of short breaks during learning time, especially with younger learners. Regardless of the age of your children, you may want to schedule in time that they can expect to spend with you and have you check on them.

Student Engagement and Motivation While Learning at Home – Parents should ask themselves two questions:

1. How can I help them believe they will be successful?
2. How can I increase the value of the activity?

Goal setting and progress monitoring Goal setting and progress monitoring are powerful motivators because they affect both the expectancy of success and the value of the task. Some tips for good goal setting:

- ✓ **Check in with your child's teacher about goals for the class and your child.** How is the teacher tracking met goals? If the teacher has already set clear goals and tracking methods, post them clearly and have conversations with your child about their progress. You can skip down to the last two bullets in this list.
- ✓ **Have a goal-setting conversation with your child.** When students are part of the conversation, they develop ownership of the goal, which makes it more valuable. Here are some quick examples for different ages:
  - **Age 6:** At this age, give the child short-term goals and very specific choices. Example: "Let's pick one thing we really want to make sure we get done this morning. We could write the sentences to go with these three pictures, or we could finish these 10 addition problems."
  - **Age 11:** Work with children this age to create longer-term goals that are broken into smaller pieces. The parent should continue to provide guidance like, "Hmmm... how will your Friday-self feel if you wait to do all your work on Friday?" Example: "Let's set your math goals for each day this week. Let us look at your material. What do you want to have done by the end of the week? (Alternatively, what does your teacher say you need to have done by the end of the week?) How do you want to break that up over the five days this week?"
  - **Age 16:** Focus students of this age on what they want to learn, and then shift to what they need to do in order to learn it. Example: "So what do you need to learn in this unit? What do you need to do to learn that? How long are you working on this unit? How will you break up what you need to do over that time?"
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- ✓ **Make sure the goal is reasonable and accomplished in a short time.** If you choose a longer-term goal, set milestones along the way. Setting a reasonable target helps ensure students experience success, which will motivate them to make further progress.
- ✓ **Determine how you will know if the student is making progress toward the goal and how you will know they have reached it.** Think of how many apps we have that track our exercise or budgets. We can similarly track good learning behavior. Having a measurable goal is key to knowing if you have reached it, and therefore getting those positive feelings that come with success.
- ✓ **Talk about how the goal relates to things your child values.** Is it a skill they are interested in learning or related to a hobby? Is the goal related to a future job they want? Is it related to something else they want to learn? Making the activity relevant to the child increases its value.
- ✓ **Document what your child can do if they are stuck.** Students are not going to be 100% successful when they are learning. Make a plan for how they will get help when they are stuck so they are less likely to quit and see a path to success even when they struggle.

***Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.***

During each annual and initial IEP meeting or more often if needed, LEA Representatives will work closely with all IEP team members to ensure that a Distance Learning Plan is developed which reflects the services and accommodations listed in the current IEP. The purpose of these plans is explained to parents at each meeting. This plan details the provision of Specially Designed Instruction, accommodations and related services during a school closure and a copy of this plan is provided to parents as well as housed in each student's school-based file. Teachers will have access to these Distance Learning Plans as well.

Virtual ELL parent meetings will be scheduled on an as needed basis by the District ELL Liaison. The District Liaison will explain what special accommodations the student will need/have for students labeled ELL. A copy of the LEP plan will be translated, simplified and sent home. Best practices and ELL applications will be included.

504 plans will be reviewed to ensure accommodations can be met within the virtual learning environment. Parents will be notified how to access these accommodations virtually. If accommodations need to be added/changed, a virtual 504 meeting will be held to update the plan. All annual and triennial meetings/evaluations will be conducted through an approved CCPS virtual platform. Additional information regarding 504 contacts and plans can be found on the district website.

***Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.***

Schools will communicate with all ELL families to ensure needs are met. Services from outside organizations like Boys and Girls Club, Big Brothers and Big Sisters, the Health Department, food banks and human services will be available to meet the needs of the families and will be suggested services for them if the needs arise. Building long term relationships with families of all ELL students is essential to supporting student learning as all families are valued and treated as partners.

Teachers are expected to monitor student engagement through regular participation/attendance in assigned courses and to communicate with school social workers when students are chronically absent. School social workers will provide interventions and support to already identified families of at-risk students as well as those newly referred.

Teachers are expected to report mental health concerns to school based mental health staff when observed. School based mental health staff will provide mental health interventions and support to already identified and newly referred students. Parents and families will be made aware of the district's mental health website, which includes various school and community based mental health resources and contact information.

***Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.***

Aside from basic needs and communication, family and school relationships will be cultivated to continue the education of the child. Families will be contacted to proactively meet their unique needs. Teachers and families will be supported by administration with open communication as a way to build and strengthen the collaboration between home and school.



For our SWDs, we strive for a seamless transition of support to our students and their families should we need to once again move to distance learning. During any school closure, we continue to focus on maintaining the strong collaborative relationships that are built during brick and mortar instruction. This support includes the use of virtual meeting platforms such as Microsoft Teams or Google Meets to ensure that parents and other required IEP team members are able to provide needed input at any and all meetings and can continue to fully participate in the development of the IEP. Our school and district-based LEA representatives and ESE Administration continuously monitor annual IEP review due dates, reevaluation due dates and other areas related to compliance to meet all required timelines.

The district ELL liaison will ensure that ELL students are receiving appropriate accommodations and access to resources and programs that assist with English language proficiency growth. These programs are easily accessible via our LMS- Canvas. The ELL liaison will communicate with all families to ensure that student needs are being met and will also keep an open communication line with families, teachers, and schools, and host virtual parent meetings.

The Homeless Liaison will provide ongoing services to identified homeless students utilizing district approved virtual platforms. The Homeless Liaison will continue to work with community agencies and school staff to identify and reach out to additional students in need. Additional resources and contact information are available on the district's website.

Middle and high school students in need of an alternative education program can be referred by completing an online application available on the district's website.

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*\*Refer to addendum #12 – ESE – Roles and Responsibilities*

***ESE Director will provide a detailed list of roles and responsibilities to each principal and ESE teacher/ services provider***

<b><i>Teachers of SWDs &amp; Gifted</i></b>	<b><i>Service Providers/Behavioral Specialists</i></b>
<ul style="list-style-type: none"> <li>• Participate in Canvas and virtual support training sessions offered by their school or district. Teachers may also access training tutorials located on the CCPS District website or utilize a “Virtual Office Hours” session facilitated by the Division of Learning. Maintain classroom “office” hours for regular student and parent support as outlined on pg. 3 of this document</li> <li>• Monitor and track student progress, review student work and adjust learning as needed</li> <li>• Continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings scheduled by your ESE Liaison</li> <li>• Facilitate the provision of Specially Designed Instruction or enrichment through on-line learning platforms, student interactions and parent support</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Therapists and Behavior Specialists</i> are to participate in Canvas and other virtual support training sessions offered by their school or district</li> <li>• <i>Therapists and Behavior Specialists</i> are to maintain classroom “office” hours for regular student and parent support</li> <li>• <i>Therapists and Behavior Specialists</i> monitor and track student progress, review student work and adjust therapy/services as needed</li> <li>• <i>Therapists</i> continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings scheduled by your ESE Liaison</li> <li>• Therapists facilitate the provision of related services through on-line learning platforms, student interactions and parent support and the utilization of a virtual</li> </ul>

<ul style="list-style-type: none"> <li>• Continue to provide consult services via phone or virtual platform (Email is not appropriate)</li> <li>• Monitor daily student usage and lesson performance</li> <li>• Communicate lack of student usage time to School Principal upon request</li> <li>• Collaborate with assigned general ed team members (co-teachers and support facilitation providers) to collaborate and support SDI through the facilitation of the <i>Instructional Continuity Plan</i></li> <li>• Communicate with students and provide timely feedback.</li> <li>• Teachers are strongly encouraged to complement their instruction with supplemental and digital resources via Canvas</li> </ul>	<p>interactive platform (such as Zoom, Google Meet, or Skype) for provision of services</p> <ul style="list-style-type: none"> <li>• Continue to provide consult services via phone or virtual platform (Email is not appropriate)</li> <li>• Collaborate with other members of the core team/department to network and support one another in the facilitation of the <i>Instructional Continuity Plan</i></li> <li>• Communicate with students and provide timely feedback</li> <li>• Communicate with parents on a weekly basis to discuss learning needs and supports for generalization in the home setting</li> <li>• Monitor and track student progress on therapy goals and objectives</li> <li>• Continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings if needed</li> <li>• Develop a schedule to be shared with families, gen ed teachers and liaison of the provision of virtual supports to students</li> </ul>
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# TECHNOLOGY

## Component 6: Technology and Technical Support

The language in the ICP should: Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.



### ***Identify the technology staff members who will be key to the ICP planning process.***

- Chief Technology Officer
- Director of Information and Communication Services
- Network Manager
- IT Project Manager
- Network Specialist
- Network Technicians

### ***Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.***

CCPS has completed upgrading network capabilities to include a ring design that offers resiliency for WAN (site) connections to the district office. In addition, the district has two Internet Access circuits traveling two separate physical routes utilizing two different carriers with failover functionality that has been configured and tested. All major systems have a primary and secondary backup with tertiary to be deployed shortly. The district has also increased the student mobile device ratio to 1.15:1.0 with an additional 1,500 LTE enabled Chromebooks and 1,200 LTE enabled iPads.

### ***Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).***

CCPS currently has inventory to support 1:1 to facilitate assigning individual mobile devices to students.

***Survey students and families to determine which are in need of internet access and provide this access as needed.***

Families receive phone surveys to assess current needs of students for devices and connectivity. CCPS has purchased LTE enabled and content filtered Chromebooks for use by students with identified connectivity needs. Each school will receive an allocated number based on the Family needs survey.

***Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).***

CCPS currently has an adequate inventory of student devices that support digital instructional resources on a variety of platforms such as Apple, Chrome, and Windows devices to meet various identified student needs. Any student needing assistive technology via the IEP in order to access the digital curriculum and meet IEP goals and objectives will be provided with needed technology and parent training and support will also be provided. The Canvas LMS contains a variety of accessibility tools to allow students to access and interact with the needed curriculum.

***Identify and implement a web content filtering solution for all devices used by students and staff.***

CCPS has a content filtering system and MDM solutions for all student and staff devices that exceed CIPA requirements both on and off network.

***Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.***

CCPS Information Technology Services has staff dedicated for both onsite and remote support for students, families, and staff through a helpdesk ticket system and remote service capabilities to address access, hardware, and application access issues. Support staff can be repositioned to serve areas of need and an operational helpline can be activated if needed.

## Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

***Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.***

CCPS utilizes a combination of IT security framework components such as:

- NIST
- COBIT
- ITIL
- ISO

CCPS is also a member of MS-ISAC and CoSN.

***Include a business continuity plan tailored to the LEA or charter school operations.***

CCPS regularly reviews an existing Business Continuity Plan and Disaster Recovery Plan. These plans are confidential in nature and not available for public viewing.

***Include an incident response plan tailored to the LEA or charter school operations.***

CCPS regularly reviews an existing Cyber Security Incident Response Plan. This plan is confidential in nature and not available for public viewing. The CIRP includes the following components and phases:

- Roles and Responsibilities
- Incident Response Framework
- Phase I – Preparation
- Phase II - Identification and Assessment Identification
- Phase III – Containment and Intelligence
- Phase IV – Eradication Details
- Phase V – Recovery Details
- Phase VI - Lessons Learned

***Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.***

Safeguards:

- password complexity and 60 day expiration
- Multi Factor Authentication (MFA)
- DDoS mitigation
- content filtering with 24/7 alerts
- GEO blocking
- application blocking
- Advanced Threat Protection
- restricted VPN access,
- file access logging
- local and cloud based system management of CCPS devices
- network monitoring performance and alerts
- dynamic content updates
- critical system updates and patching management

Additional measures:

- threat hunt
- penetration testing
- vulnerability scan
- risk assessment
- cyber security insurance with associated assistance resources
- third party CISO on retainer,
- third party threat monitoring and threat services.

***Include an executive summary of the LEA's or charter school's current security posture.***

National Institute of Standards and Technology (NIST) defines security posture as the security status of an enterprise's networks, information, and systems based on information security resources (e.g., people, hardware, software, policies) and capabilities in place to manage the defense of the enterprise and to react as the situation changes.

The latest organizational assessment of security posture conducted for CCPS scores overall higher than average and covered the areas of:

- Administrative Control
- Physical Controls
- Technical Controls (Internal)
- Technical Controls (External)

Areas scoring below average or weaker than others are being addressed. CCPS security posture covers from prevention measures (technical and personal behaviors) to detection, isolation, remediation, and recovery.

***Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.***

Cyber Security Goals:

- Continual assessment and mitigation of vulnerabilities
- Planned response protocols with identified resources
- User awareness and training
- Multiple layers of protection from end-user devices to network systems to connectivity services
- Continuous and multi-faceted approach for data back-up and restoration
- Mitigation strategies to ensure secure and reliable operation of organizational resources

## Component 8: Engaging Students with Limited Access

**The language in the ICP should: Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; Research and implement best practices in online special education.**

***Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and support for their child.***

CCPS has identified existing vendors that are used to acquire appropriate end-user devices, additional site-based connectivity, digital instructional applications, and remote user support.

School leaders such as principals and assistant principals are the point people who ensure appropriate staff reach out to families about their needs for support for their children. For example, a certified school counselor would be considered a point person for non-engaged students at risk. Schools will designate case managers to students on 504 plans as well as those receiving support/interventions through a multi-tiered system of support (MTSS).



***Develop a plan to communicate early and often with students and parents to identify needs and ensure support.***

Survey results will be used to identify family needs and guide the procurement and deployment of needed resources such as devices, connectivity, access to applications, and support. Communication will occur through multiple systems such as family messaging system, parent portal, learning management system, and digital media such as websites and social media. Printed materials will be made available on an as needed basis for families with limited or no internet access.

Early Warning Signs as well as other progress monitoring data will be reviewed to determine students at-risk and in need of additional intervention support. Teacher Support Teams (TST) are school-based problem-solving teams that meet on a regularly scheduled basis through a virtual platform (e.g., Google Meets or Microsoft Teams) to review students currently receiving and/or in need of Tier 3 intervention(s) through a Multi-Tiered System of Support (MTSS). Each school is responsible for facilitating their own virtual TST meetings. Referrals to this team are data driven and may come from parents, teachers, or other knowledgeable staff members. TST team membership includes the child's parent, teacher, school counselor, school psychologist, and any other knowledgeable team member as determined by the TST. TST teams develop, track, and review progress of student interventions. Documentation of meeting notes, forms, and progress monitoring will continue to be tracked through the EDIS platform. Additional guidance and technical assistance is provided by the psychological services department on an as-needed basis.

***Ensure that LEA leadership is engaged with special education service providers to deliver needed support and resources to educators, learners and families.***

School based LEA representatives work collaboratively with special education service providers and parents to ensure that a Distance Learning Plan is completed at each annual and new IEP meeting. These plans allow the teams to consider access of families to the internet and if families may need materials printed or provided via a flash drive as well as discuss current accommodations and if these may need to be revised to support students during distance learning. Additionally, District ESE administration and school-based administration work with educators to ensure that they have access to materials and supplies needed to deliver instruction.

A list of virtual 504 accommodations will be available to students and staff on the district website.

***Research and implement best practices in online special education.***

CCPS Information Technology Services works with ESE Services to identify and acquire appropriate technology resources best suited to meet individual student needs. The ESE department leadership will research best practices in online special education and connect service providers with these resources. ESE Administration will work with FLDOE Discretionary projects such as FDLRS and FIN and our district Professional Development department to ensure that all instructional and related service providers have access to and training in the implementation of best practices in online special education. ESE Administration and LEA representatives will provide individualized coaching when needed and connect staff in need of support with the appropriate training.

# OPERATIONS

## Component 9: Continuation of School Operations



**The language in the ICP should: Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.**

***Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.***

The Human Resources/Labor Relations team will need to determine the comprehensive impacts of adjusted working conditions and job descriptions, based on execution of the ICP. Once determined, each impact will need to be explored and discussed with the CFEA and CCSPA, as appropriate. In the event that impact bargaining is necessary, such opportunities will be scheduled and conducted with any resulting language changes and or operational impact(s) shared with all stakeholders.

In the event of any school closures the Maintenance, Operations and Custodial teams will continue to maintain the facilities and specifically the Heating Ventilation and Air Conditioning (HVAC) systems in good working condition. Teams will take advantage of being out of buildings to perform needed renovation, maintenance, and upkeep. They will closely monitor the building for any facility related issues. The custodial teams will continue to clean and disinfect the buildings following all CDC recommendations. In addition, operation staff such as bus drivers and custodians will be repurposed to help with other critical needs, when necessary.

School based mental health staff are essential to help support the academic and mental health needs of CCPS students. These staff are especially important during times of crisis, during which students, staff, and families are facing increases in stress, trauma, and loss. School based mental health staff members face the challenge of maintaining continuity of services, reinforcing student engagement, and providing support in the lives of students and families as they navigate the transition to virtual learning. The services of the Homeless Liaison are impacted by school closures, resulting in an increased reliance on community agencies for identification of homeless students.

504 committees and teacher support teams will continue to function during times of virtual learning using a district approved virtual platform to ensure the continued provision of needed accommodations and support.

Extended school closures could result in the pivoting to remote learning. From an IT support of technology perspective, personnel resources would be available to deliver remote support for user access and technical

support. CCPS currently has device inventories to supply each student and staff with a mobile device should the need arise.

***Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures.***

Each charter school will be responsible for determining its own staffing adjustments and communicating those adjustments to their stakeholders, as well as CCPS leadership.

Once impact bargaining has finished, the Human Resources/Labor Relations team will communicate the individual components of all agreements to the District Leadership Team and all Instructional and Support employees. The implementation of any such agreements should be handled at the individual school and department levels. Critical considerations for any implementation should include:

1. Specific changes to work days, hours, and/or reporting location(s)
2. Specific variations to any individual job description (temporary or permanent)
3. Specific expectations for use of software, curriculum, and/or communication modalities
4. Specific expectations for lesson planning
5. Specific expectations for student assessment and grading

***Develop and communicate an execution plan to provide food services to students and families in need during school closures.***

At the time of need, Food & Nutrition Services will provide Curbside Service of breakfast and lunch meals to Parents and Guardians of quarantined students while adhering to the USDA and FDACS guidelines. The location(s) will be based on the availability of the staff, school sites, proximity and size of the kitchens.

***Develop and execute a plan to provide special education services and accommodations to students in need during school closures.***

Counseling services will be provided according to the student's IEP, 504, and/or individual plan of care through a CCPS approved virtual platform. During each annual and initial IEP meeting or more often if needed, LEA Representatives will work closely with all IEP team members to ensure that a Distance Learning Plan is developed which reflects the services and accommodations listed in the current IEP. The purpose of these plans is explained to parents at each meeting. This plan details the provision of Specially Designed Instruction, accommodations and related services during a school closure and a copy of this plan is provided to parents as well as housed in each student's school-based file. Teachers will have access to these Distance Learning Plans as well.

***Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.***

School based mental health staff will continue to collaborate with various community organizations through virtual platforms to provide support to students and families. Psychiatric and mental health consultation appointments through Charlotte Behavioral Health Care (CBHC) will continue to be available to students as needed through a virtual platform.

# COMMUNICATIONS

## Component 10: Emergency and Ongoing Communications



The language in the ICP should: Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

***Identify stakeholder groups within the school community along with the appropriate communication channels for each group.***

The stakeholder groups belonging to the community of Charlotte County Public Schools will receive communication regarding the execution of the instructional continuity plan via an identified responsible party and scope/schedule for that communication. As circumstances change, so will the necessary communication channels.

Stakeholder groups include the following (communication channel identified):

- Students (Teachers, Certified School Counselors, Social Workers, School Psychologists)
- Teachers and other instructional employees (Principal and Assistant Principal)
- SAC, PTO and other school parent and community groups (Principal)
- Support Staff (Principal and Assistant Principal)
- Students, parents, and school staff (Division of School Support; MTSS District Core Team and school based teacher support teams)
- Homeless students and families (Division of School Support; Homeless Education Liaison)
- District Leadership Team (Human Resources)

<u>Stakeholder Group</u>	<u>Responsible Party</u>	<u>Scope and Schedule</u>
Students	Teachers	Daily instruction through Canvas Learning Management System
Teachers	Principal and Assistant Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.
SAC, PTO and other school parent and community groups	Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.

Support Staff	Principal and Assistant Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.
Students/Parents/School Staff	Division of School Support: MTSS District Core Team and School based Teacher Support Teams	TST meetings will be held through district approved virtual platforms. MTSS documentation and review of data will continue to be housed in the EDIS database.
Homeless Students & Families	Division of School Support: Homeless Education Liaison	The provision of homeless education services will be communicated through the use of technology, district website, and home visits
Students/Parents/School Staff	Division of School Support: School Based Mental Health Staff (i.e. school counselors, social workers, and psychologists)	The provision of mental health services will be communicated through the use of technology in addition to the district mental health website
Students/Parents/School Staff	Division of School Support: School and District 504 Coordinator(s)	Annual and triennial meetings will be held virtually through district approved virtual platforms. Resources and contact information will be available through the district 504 website.
District Leadership Team	Human Resources	Changes to employee days and hours, Bargained Agreements, MOUs, Amended Job Descriptions <i>Sent as needed by Joint Communication with Unions</i>
Instructional Employees	Direct Supervisors (Principals)	Changes to employee days and hours, Implementation of Amended Job Descriptions. <i>As needed</i>
Support Employees	Direct Supervisors (Principals)	Changes to employee days and hours, Implementation of Amended Job Descriptions. <i>As needed</i>

**Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.**

- Teachers will provide student instruction through the Canvas Learning Management System.
- Teachers will provide clear communication to parents/guardians and students regarding where/how students should ask questions and seek clarification.

- School support staff will actively monitor email for questions and communications from parents/guardians.
- To ensure continuity of care to the greatest extent possible, school-based mental health staff members (i.e. school counselors, school social workers, and school psychologists) will work collaboratively to effectively communicate with students, parents, school staff and community service providers. Communication methods may include telephone, text, virtual platforms, email, and/or postal mail.
- Communications for Curbside Meal Service will be conducted through SchoolMessenger software and handouts of information such as menus and serving days given directly to Parents and Guardians.
- Communications regarding bargained agreements will be conducted through email on an as-needed basis and when appropriate. District Leadership Team members will receive updates during the bargaining process as appropriate.

***Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.***

- Communications regarding bargained agreements will be conducted through email on an as-needed basis and when appropriate. District Leadership Team members will receive updates during the bargaining process as appropriate.
- Communication sent to stakeholders by student support personnel may include a variety of mental health resources and supports. Communication may be daily, weekly, quarterly, annually, or just a one-time check-in. The level of student need may be determined by individual school-based mental health staff, 504 committees, and/or TST teams. The frequency of communication is fluid and may be adjusted throughout the school year as student needs change.
- 504 meetings will continue to be scheduled on an annual basis and will be communicated with stakeholders through the district-approved virtual platform. Additional meetings can be requested by stakeholders at any time by emailing the school counselor.
- The MTSS District Core Team will continue to meet monthly through a virtual platform to develop and monitor virtual protocols/procedures. Appropriate MTSS virtual protocols will be shared with selected MTSS School-Based representatives (MTSS Champions) to communicate with their individual school staff.

***Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.***

The district's website includes a webpage on instructional continuity/Canvas resources for staff, parents, and students. Mental health resources and contact information can be obtained through the district's mental health website.

**Learning must never stop. We must be flexible and prepared to adapt to changing conditions for “anytime, anywhere, anyway” learning in the event of long-term student absences or emergency school closures. Schools will be ready to implement an *Instructional Continuity Plan* if ever a need is required to launch back into district-wide virtual learning.**



## Addendum #1: Critical Success Factors for Outcomes 1-3.

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### Critical Success Factors for Outcomes 1-3

*Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.*

To determine the achievement of the *Instructional Continuity Plan's* desired outcomes, key performance indicators identified as Critical Success Factors (CSFs) are aligned to outcome statement "look fors" to assist the district when focusing on the evaluation of the plan's actions.

#### Critical Success Factors (CSFs) for Outcome #1: Student Success

→ Outcome statement look-fors and aligned CSF:

- ◆ "... prioritizes the success of all students. . ."
  - CSF #1: Teaching continues to be on acceleration, not remediation.
  - CSF #2: Social & emotional health supports are in place and executed.
  - CSF #3: IEP, 504, and ELL plan development, support, and monitoring continues.
- ◆ "... providing the necessary access and support for educators, students, and parents . . ."
  - CSF #1: Devices, high-speed internet access, and training to use them appropriately are provided.
  - CSF #2: LMS professional learning opportunities are ongoing, flexible, and support the adult learner.
  - CSF #3: Technology support such as help-desks are established so that issues can be resolved quickly.
  - CSF #4: School leadership plans for internal communication with students and staff and external communication with families and the local community.
  - CSF #5: District leadership plans for open communication lines with school personnel, learners, and their families.
  - CSF #6: 504 plans will be reviewed at the onset of virtual learning to determine the need for changes/adjustments in order to be effectively delivered/implemented within a virtual setting. Annual and triennial 504 meetings will be held through district approved virtual platforms. Additional meetings can be requested at any time by parents and/or teachers as needs arise. Additional information regarding contact information and resources can be found on the district 504 web page.
  - CSF #7: School based mental health staff (school counselors, social workers, and psychologists) will provide continued support and services to students in need through district approved virtual platforms as well as through other communication methods (e.g. telephone, email, text, etc...). The District mental health manual provides guidance to school based mental health staff and administrators on a variety of services and district approved protocols. Areas include, but are not limited to suicide prevention,

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threat assessments, crisis intervention, telemental health services, and social/emotional learning. The mental health manual is available to school-based administrators and mental health staff through ClassLink. School based mental health staff continue to update the district mental health manual as well as the mental health website to provide helpful resources and contact information. Required five hour mental health and alcohol and substance use/abuse education will continue to be provided to students through virtual platforms and Online programs, such as CANVAS, Everfi, and district made videos. Regularly scheduled staff meetings will be held virtually with school based mental health staff members to provide additional district support and guidance.

- **CSF #8:** The MTSS district core team as well as school based MTSS teams will continue to review Early Warning Signs (EWS) as well as other pertinent student data through the EDIS database in order to determine students in need of additional Tier 2 and 3 support. Interventions will be adapted/changed in order to accommodate for the virtual learning setting. School based teacher support teams (TST) will continue to meet on a regularly scheduled basis for Tier 3 students through a district approved virtual platform. These teams will use a problem-solving process to identify the area of student need, develop targeted evidence based interventions, and review student data to determine intervention effectiveness. TST team members include, but are not limited to ,the teacher, parent, school counselor and school psychologist. EDIS lends itself nicely to a virtual setting as all interventions, data, and forms are entered into and stored with the database.
- ◆ *“... ensure high-quality teaching and learning is ongoing, consistent, and resembles as much as possible the curriculum and instruction students would experience in the school building.”*
  - **CSF #1:** Canvas data analytics show strong student participation and engagement in the learning management system.
  - **CSF #2:** Evidence-based instructional practices, instructional materials, and other supplemental resources are accessed and implemented through the learning management system.
  - **CSF #3:** A plan to produce and distribute printed materials for students with limited internet access is made.
  - **CSF #4:** Progress monitoring and formative assessments of student learning are followed by data collection, data analysis, and data-driven instruction.

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### Critical Success Factors (CSFs) for Outcome #2: Enhanced Environments of Virtual Learning



→ Outcome statement look-fors and aligned CSF:

- ◆ "... opportunities for virtual learning should be characterized as robust learning experiences that look and feel, as much as possible, like an in-person classroom experience."
  - **CSF #1:** Expectations for Canvas usage are defined for school leaders and instructional staff.
- ◆ "... improve and provide enhanced virtual learning environments that offer traditional classroom characteristics like instructor-student interaction, Q&As, discussion, collaborative learning, differentiation, and assessments that monitor the progress of student learning with valid and reliable data."
  - **CSF #1:** District staff prepare Canvas for the beginning of the school year roll-out with course templates, sample content, modules, assessments, interventions, resources, etc.
  - **CSF #2:** Instructional staff customize course content within the student learning management system.
  - **CSF #3:** School leadership conducts "virtual walkthroughs" by monitoring teacher and student engagement in Canvas to ensure optimal usage.
- ◆ "In the school year 2021-2022, all district teachers and school leaders will continue to engage in various differentiated professional development opportunities to build their capacity to utilize Canvas as a powerful, instructional tool to engage all students."
  - **CSF #1:** A professional learning plan is created that includes differentiated learning opportunities focused on the use of Canvas tools and instructional best practices in virtual learning.
  - **CSF #2:** The professional learning plan is reviewed on a regular basis and modified based on feedback through formal survey results and informal requests from school leaders, teachers, parents, and students.
  - **CSF #3:** Student training in Canvas continues throughout the school year.
- ◆ "The Canvas LMS will serve as a tool to ensure our students are provided every opportunity to reinforce and continue their education while at home."
  - **CSF #1:** The district ensures compliance with the Emergency Rule.

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### Critical Success Factors (CSFs) for Outcome #3: Stakeholder Partnership

→ Outcome statement look-fors and aligned CSF:

- ◆ *"The Instructional Continuity Plan defined herein supports the most effective means of continuing standards-based and evidence-based teaching and learning in times of emergency school closures. . ."*
  - **CSF #1:** Evidence-based resources are embedded within Canvas to help mitigate any additional learning loss and focus on acceleration.
- ◆ *"The partnership between the district, the school, and the home to reinforce the importance of student engagement in any learning environment or model of instructional delivery, including necessary independent student study, is crucial to the success of the ICP."*
  - **CSF #1:** Guidance is provided to parents/guardians to assist them on how to create distraction-free learning environments at home that are conducive to learning.
  - **CSF #2:** Develop and communicate to staff and parents/families the protocols for providing education services and accommodations for families of special populations (e.g. ESE, ELL, homeless, etc.) acknowledging that traditional accommodations for those with IEPs and 504 plans may have to be reimaged in a remote learning environment.
  - **CSF #3:** Effective two-way lines of communication with parents and families are established using a variety of media.
  - **CSF #4:** Constructive and collaborative interactions with the Charlotte FEA (CFEA) and Charlotte County Support Personnel Association (CCSPA) to ensure both opportunities for input and also to determine any impacts of the ICP on working conditions and contract language.
- ◆ *"The continuation of school operations that are impacted by extended school closures will be enforced through strong, committed stakeholder partnerships."*
  - **CSF #1:** Regular outreach and wellness checks are conducted to help support the health and safety of students and their families.
  - **CSF #2:** A plan is in place and executed to provide food services to students and families in need during periods of school closure.
  - **CSF #3:** Outreach to community organizations to provide comprehensive support to students and families during periods of remote learning occurs as needed.

## Addendum #2: Critical Success Factors – Action Plans, Protocols, and Execution Steps for the ICP

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#### Critical Success Factors - Action Plans, Protocols, and Execution Steps for the ICP

ACTION PLAN NAME
<u>Critical Success Factors (CSFs) for Outcome #1: Student Success</u>

CSF	RESPONSIBLE	STATUS	NOTES
Teaching continues to be on acceleration, not remediation.	Division of Learning; School Leadership	In progress	Ongoing & continuous
Social and emotional health supports are in place and executed.	Division of School Support Services	Complete	Modified as necessary during remote learning
IEP, 504, and ELL plan development, support, and monitoring continues.	Division of Learning; Division of School Support Services	Complete	Modified as necessary during remote learning
Devices, high-speed internet access, and training to use them appropriately are provided.	Learning Through Technology	In progress	1:1 initiative achieved; additional devices purchased to support ICP
LMS professional learning opportunities are ongoing, flexible, and support the adult learner.	Division of Learning; School Leadership	In progress	Differentiated PD focused; present barriers (lack of subs)
Technology support such as help-desks are established so that issues can be resolved quickly.	Learning Through Technology	Complete	Communicated to school staff
School leadership plans for internal communication with students and staff and external communication with families and the local community.	School Leadership; Learning Through	Complete	Established protocol exists; refined upon ICP activation as necessary

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	Technology		
District leadership plans for open communication lines with school personnel, learners, and their families.	All Divisions	Complete	Established protocol exists; refined upon ICP activation as necessary
504 plans will be reviewed at the onset of virtual learning to determine the need for changes/adjustments in order to be effectively delivered/implemented within a virtual setting. Annual and triennial 504 meetings will be held through district approved virtual platforms. Additional meetings can be requested at any time by parents and/or teachers as needs arise. Additional information regarding contact information and resources can be found on the district 504 web page.	Division of School Support Services; Certified School Counselors; School Leadership	Onset of Virtual Learning	District and school based 504 coordinators will monitor both FOCUS and PEER 504 plan documentation and logs to ensure effectiveness and fidelity.
School based mental health staff (school counselors, social workers, and psychologists) will provide continued support and services to students in need through district approved virtual platforms as well as through other communication methods (e.g. telephone, email, text, etc...). The District mental health manual provides guidance to school based mental health staff and administrators on a variety of services and district approved protocols. Areas include, but are not limited to suicide prevention, threat assessments, crisis intervention, telemental health services, and social/emotional learning. The mental health manual is available to school-based administrators and mental health staff through ClassLink. School based mental health staff continue to update the district mental health manual as well as the mental health website to provide helpful resources and contact information. Required five hour mental health and alcohol and substance use/abuse education will continue to be provided to students through virtual platforms and Online	Division of School Support Services; Division of Learning; Certified School Counselors; School Leadership	In Progress	School based mental health staff members document services through the FOCUS database. These logs are reviewed by district administrators within the student services department for effectiveness and fidelity.



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programs, such as CANVAS, Everfi, and district made videos. Regularly scheduled staff meetings will be held virtually with school based mental health staff members to provide additional district support and guidance.			
The MTSS district core team as well as school based MTSS teams will continue to review Early Warning Signs (EWS) as well as other pertinent student data through the EDIS database in order to determine students in need of additional Tier 2 and 3 support. Interventions will be adapted/changed in order to accommodate for the virtual learning setting. School based teacher support teams (TST) will continue to meet on a regularly scheduled basis for Tier 3 students through a district approved virtual platform. These teams will use a problem-solving process to identify the area of student need, develop targeted evidence based interventions, and review student data to determine intervention effectiveness. TST team members include, but are not limited to ,the teacher, parent, school counselor and school psychologist.	Division of School Support Services; Division of Learning; Certified School Counselors; School Leadership	In Progress	The MTSS district core team reviews Early Warning Signs and other pertinent student data to determine effectiveness of interventions. EDIS usage data regarding interventions, forms, and progress monitoring will be reviewed to determine fidelity of the MTSS process.
Canvas data analytics show strong student participation and engagement in the learning management system.	Division of Learning; ICS; School Leadership	In progress	Monitoring initiated with execution of Emergency Rule
Evidence-based instructional practices, instructional materials, and other supplemental resources are accessed and implemented through the learning management system.	Division of Learning; School Leadership	In progress	Professional Learning continues at school sites
A plan to produce and distribute printed materials for students with limited internet access is made.	Division of Learning; School Leadership	In progress	Occurring now, when necessary, to ensure Emergency Rule compliance

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Progress monitoring and formative assessments of student learning are followed by data collection, data analysis, and data-driven instruction.	Division of Learning; School Leadership	In progress	Progress monitoring platforms embedded inside Canvas - initial usage/practice through social studies (US History/Civics) - Mastery Connect
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ACTION PLAN NAME			
<u>Critical Success Factors (CSFs) for Outcome #2: Enhanced Environments of Virtual Learning</u>			

CSF	RESPONSIBLE	STATUS	NOTES
Expectations for Canvas usage are defined for school leaders and instructional staff.	Division of Learning	In progress	Ongoing & continuous
District staff prepare Canvas for the beginning of the school year roll-out with course templates, sample content, modules, assessments, interventions, resources, etc.	Division of Learning	Complete	Modified as necessary during remote learning
Instructional staff customize course content within the student learning management system.	Division of Learning	In progress	Ongoing & continuous; Modified as necessary during remote learning; differentiated to meet adult learning needs; barriers to overcome (lack of subs); PD occurring face-to-face (whole group; individual); virtual; virtual "office hours" for individualized support before and after school hours, including teaching planning periods; stipends
School leadership conducts "virtual walkthroughs" by monitoring teacher and student engagement in Canvas to ensure optimal usage.	School leadership	In progress	Ongoing & continuous; support provided as necessary
A professional learning plan is created that includes differentiated learning opportunities focused on the use of	Division of Learning	Complete	Initial Plan was established and implemented in school year 2020-2021, followed by full implementation of Canvas

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Canvas tools and instructional best practices in virtual learning.			LMS in summer 2021
The professional learning plan is reviewed on a regular basis and modified based on feedback through formal survey results and informal requests from school leaders, teachers, parents, and students.	Division of Learning	In progress	Ongoing & continuous
Student training in Canvas continues throughout the school year.	School Leadership	In progress	School leaders develop plan; Division of Learning support and provides resources
The district ensures compliance with the Emergency Rule.	Division of Learning; School Leadership	In progress	Parent communication regarding Canvas initiated (district letter; district website); monitoring of attendance records and Canvas analytics

ACTION PLAN NAME
<u>Critical Success Factors (CSFs) for Outcome #3: Stakeholder Partnerships</u>

CSF	RESPONSIBLE	STATUS	NOTES
Evidence-based resources are embedded within Canvas to help mitigate any additional learning loss and focus on acceleration.	Division of Learning	Complete	Additional resources to be added as necessary/identified
Guidance is provided to parents/guardians to assist them on how to create distraction-free learning environments at home that are conducive to learning.	Division of Learning	In progress	Modified as necessary during remote learning

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Develop and communicate to staff and parents/families the protocols for providing education services and accommodations for families of special populations (e.g. ESE, ELL, homeless, etc.) acknowledging that traditional accommodations for those with IEPs and 504 plans may have to be reimaged in a remote learning environment.	Division of Learning; Division of School Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
Effective two-way lines of communication with parents and families are established using a variety of media.	Learning Through Technology	Complete	Established protocol exists; refined upon ICP activation as necessary
Constructive and collaborative interactions with the Charlotte FEA (CFEA) and Charlotte County Support Personnel Association (CCSPA) to ensure both opportunities for input and also to determine any impacts of the ICP on working conditions and contract language.	Human Resources	In process and ongoing	Request to bargain use of Canvas has been made by CFEA
Regular outreach and wellness checks are conducted to help support the health and safety of students and their families.	Division of School Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
A plan is in place and executed to provide food services to students and families in need during periods of school closure.	Division of District Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary
Outreach to community organizations to provide comprehensive support to students and families during periods of remote learning occurs as needed.	Division of District Support Services	Complete	Established protocol exists; refined upon ICP activation as necessary

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## Component 1: Leadership and Planning



### ***P**rotocols and **E**xecution **S**teps for the ICP/Action Plans*

- Students will have access to core content via Canvas to remain engaged in learning during the time schools remain closed.
- Although campuses are closed, school is still in session. Students will be assessed and earn grades while engaged in the Canvas Learning Management System.
- Core content via Canvas is for all students. When applicable, students on IEP/504 and Access points receive accommodations as necessary.
- Teachers will provide clear communication regarding where/how students should ask questions and seek clarification.
- School-based personnel will actively monitor email for questions and communications from students and families.
- Teachers will avoid requiring printing. All tasks must be completed on a device or uploaded as an attachment.
- School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remain in effect and are part of the Instructional Continuity Plan.
- Language regarding plagiarism and cheating as stated in the District's Code of Student Conduct remains active and enforceable under the *Instructional Continuity Plan*.
- Teachers will provide students with ample time to complete assignments and will make sure all directions for tasks are clear and detailed.
- Teachers will strictly follow the guidelines of the *Instructional Continuity Plan* and learning will take place via the Canvas learning management system.
- Chromebooks borrowed from the school district are to be utilized by students only. All activity on Chromebooks will be content filtered regardless of who is logged in.
- To address student readiness to learn, school based mental health staff will be available to meet the needs of students and brief classroom lessons in social/emotional learning will be encouraged in the first week of school.
- After the need for school closures conclude and students return to in-person learning, decision-making must stay compassionate and ensure our educators, families, and community have the confidence and support needed to return our students to the classroom. School based mental health staff will share a video with students and parents so they are aware of their services and of how to reach them. A coping skills curriculum will also be presented to all secondary students in the first few weeks of school.
- We will remain steadfast in our focus to provide accommodations and modifications whenever and as often as necessary for all students. Intervening quickly when we are aware of obstacles will help reduce and eliminate anxieties facing our most vulnerable students.



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- Protect instructional minutes. Suspend or delay non-essential time out of the classroom to ensure every instructional minute is preserved and taught with rigor and fidelity.
- Schools will implement a data-fueled approach to monitor attendance rates and intervene quickly to ensure students are prepared when returning to the educational setting.
- IEP/504 teams will meet virtually. IEP/504 teams will follow a student-centered approach with a commitment to ensure that the individual needs of each student are met.
- Schools must continue to convene ELL committees when necessary to determine if additional or supplemental ELL services, interventions, and strategies are needed.
- Learning must never stop. We must be flexible and prepared to adapt to changing conditions for “anytime, anywhere, anyway” learning.



### Important Links

HelpDesk: <https://launchpad.classlink.com/charlotte>

ClassLink: <https://launchpad.classlink.com/charlotte>

Focus Parent Portal: <https://focus.yourcharlotteschools.net/focus/>

Parent and Student Resources: <https://www.yourcharlotteschools.net/domain/36>



Charlotte County Public Schools

Home District Departments Schools Parents & Students Community Employers News Job Opportunities

INNOVATION THROUGH TECHNOLOGY

Department of Innovation Through Technology (ITT)

- CCPS School Board Technology Policies
- Just In Time Video Tutorial Library

CCPS ITT Tech

Click [HERE](#) to access site.



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## Component 1: Leadership and Planning



Policies, procedures, and tools are in place to address student safety and privacy in regard to the use and access of CCPS digital resources. CCPS associated student accounts and devices are monitored and are subject to content filtering standards and requirements. Digital resources are reviewed and must meet industry standards and adhere to applicable policies and legislation such as FERPA, HIPAA, CIPA, COPPA before being made available for use through CCPS. Only individuals with current CCPS student accounts and credentials may access CCPS restricted digital resources.

Access to systems containing essential records and data is strictly controlled through access privileges. Security standards and protocols will be practiced, meaning that only those users with appropriate needs will have access to confidential data. The use of CCPS digital resources is covered by School Board of Charlotte County policies 7530, 7540.00 - 7540.06, 7542, 7543, 7544 and can be found at <https://go.boarddocs.com/fla/ccpsfl/Board.nsf/Public#>

School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remains in effect during virtual learning. Teachers will ensure students understand their responsibility in this regard. Students and staff are instructed in proper use of their network credentials (Username/Password), appropriate internet use, and proper care for devices.



### Devices and Access

*In support of providing equitable access to all learners, Charlotte County Public Schools has acquired devices to Allow for 1:1 assignment to all K-12 students for use at School and home should the need arise. Each student Will be assigned a dedicated device to use throughout the School day. When it is necessary for devices to be shared, Such as in lab settings, established protocols regarding proper Cleaning and use of such devices will be followed.*



### Digital Resources

*Communication to students, families, and staff will occur through district approved and supported resources such as Remind, School Messenger, Canvas, G Suite, and Office 365. Students and staff will continue to have access to and utilize the district's Single Sign On portal, ClassLink. This portal Allows secure and easy access to digital Teaching and learning resources such as Instructional applications, FOCUS, Canvas, Communication tools, and password management.*



### Technical Support

*Technical support is initiated via the district's "Help Desk" and is available to all students, parents/guardians, and staff. Use this [link](#) to access more information Filling out the form will notify District technology staff, and contact will be made in the order it was received. In addition, should the need arise to distribute devices for student home use during a closure, Device Support Drive-Through sites may be established to facilitate repair and assistance. Information on these sites will be posted on the district website.*

# ACADEMICS

## Component 1: Leadership and Planning



### *Administrative Responsibilities, Protocols, and Execution Steps Before & During the launch of the Instructional Continuity Plan*

**Required Professional Development.** Establish a mind-set with instructional staff that all teachers are to be trained on how to deliver instruction virtually within the Canvas LMS structure. School-based Professional Learning Communities and District-led District Learning Communities will be created to support course design and lesson delivery in the virtual environment. \*In School Year 2020-2021, CCPS initiated the onboarding of Canvas for district-wide implementation. School leaders and teachers were invited to participate in an action task force of school and district level end-user groups to assist in the decision-making process for development and facilitation of a robust professional development plan that took effect in the summer of 2021.

**Flexibility.** Emphasize flexible assignment deadlines, and encourage wraparound services.

**Collaboration.** Provide teachers time to collaboratively plan and realign curriculum to account for lost learning time and acceleration of learning.

**Counseling.** Establish a robust action plan to provide student access to their Certified School Counselor and counseling services.

**Quarantine Response.** Consider how to provide students with personal computers/chromebooks, hotspots, and how to disseminate and receive student work for those students required to self-quarantine for an extended absence.

**Make-up Work Policies.** Revisit make-up work policies with teachers and ensure course syllabi are

academically responsive to situations of extended school absences due to COVID-19 concerns. Students excused from school due to COVID-19 symptoms or confirmed case(s) will be allowed to make up all assignments and assessments.

**Readiness.** Evaluate the readiness of teachers to know and be able to use the Canvas Learning Management System and ensure all teachers have participated in available training opportunities.

**Contact Hours.** Ensure successful teacher "contact hours" through the established teacher contract hours of the regular school day.

**Social and Emotional Health.** In conjunction with school-based mental health staff, each school will develop and implement a plan for on-going support of student and staff social, emotional, and mental health needs.

**Monitoring.** To the fullest extent possible, assist teachers in understanding their roles and responsibilities within the Instructional Continuity Plan and monitor its implementation. Monitor student engagement and progress in the Canvas Learning Management System and intervene when necessary to offer additional support and interventions. Student attendance must be taken during an event of district-wide school closures.

**Support.** Support faculty, students, and families as they transition to remote learning



# ACADEMICS

## Component 1: Leadership and Planning



### ***T**eacher **R**esponsibilities, **P**rotocols, and **E**xecution **S**teps Before & During the launch of the Instructional Continuity Plan*

**Required Professional Development.** Teachers are expected to identify and participate in relevant and appropriate training to establish a level of increased professional competency with the Canvas Learning Management Systems. All teachers will be trained to teach virtually. This professional development is required and will take into account various levels of user ability. In the school year 2020-2021, CCPS initiated the onboarding of Canvas, a Learning Management System for district-wide implementation. This differentiated professional development will continue throughout the 2021-2022 school year and beyond with a focus on check-in, monitoring, and accountability for increased capacity of skill in the provision of virtual instruction. School leaders and teachers were invited to participate in an action task force of school and district level end-user groups to assist in the decision-making process for development and facilitation of a robust professional development plan.

**Communication.** In situations of a district-wide launch into remote learning, the teacher's contracted hours are to be followed as they would be in traditional, brick-and-mortar instruction. Teachers will provide clear communication to parents/guardians and students regarding where/how students should ask questions and seek clarification. All school-based personnel will actively monitor email for questions and communications. Teachers are expected to return parent and student contact within one workday. This will provide students with teacher interaction via email, telephone, and/or through the Canvas learning management systems. All teachers are strongly

encouraged to utilize their district issued devices to facilitate teaching and communication needs, and use the Remind communication system for all student and parent contact (including texting and voice calls) outside of the Canvas Learning Management System, and must abide by School Board Policy 7540.04 available [here](#). Employees who utilize their personal communication devices during this time will not be eligible for reimbursement.

**Schedule & Instruction:** In the event of district-wide school closures, teachers may be allowed flexibility in following the school's master schedule and bell schedule at the discretion of school and district leadership. Administrators will provide teachers a site-based schedule to facilitate the effective integration of periods of synchronous instruction and/or synchronous communication and instructional support as part of the asynchronous instructional model. Such a schedule will fall within the contractual instructional hours. Teachers may fluctuate between both modes of virtual instructional delivery to best meet the needs of all students. For example, where an AP student may thrive in "live" virtual instruction for the duration of a 47 minute class period, a student enrolled in an intensive reading course may excel best in an environment of a "flipped" classroom model that will require less than the normal number of minutes of "live" instruction on a daily basis. However, either scenario will require the teacher to be available and ready to communicate with the student during the teacher's contracted hours of the school day.

**Accommodations.** Core content via an online learning experience is for all students in the designated grade-level bands. When applicable,

# ACADEMICS

## Component 1: Leadership and Planning

teachers ensure that the students on individualized IEP/504 plans and English Language Learners receive accommodations as necessary. Teachers of ESE/504 and ELL students are to document accommodations provided to students in their lesson plans.

Digital Etiquette & Acceptable Use. School Board Policy 7540.03, STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remain in effect during virtual learning. Teachers will ensure students understand their responsibility in this regard.

Role in a virtual setting. The teacher's role in a virtual setting is paramount to the success of the *Instructional Continuity Plan*. Primarily, these roles will fluctuate between facilitator of content, deliverer of content, and lead monitor of student progress and engagement in the virtual setting.

Assessment. Teachers will need data to guide curriculum and instruction in support of students, especially to ensure a continuity of learning during a remote learning emergency. Accurate, valid, and reliable assessment data can provide valuable information in times of disruption and uncertainty. However, it may not be realistic to expect that teachers, school leaders, and families will focus their attention on assessment data during this crisis or in our transitions to distance learning and back. Valid and reliable formative and interim data to guide curriculum and instruction is a must; however, in a distance learning setting, it can be complicated. School and District leaders, along with teacher groups, are to work collaboratively before, during, and after a launch of the *Instructional Continuity Plan* to determine how to best collect and interpret data that will help us mitigate the potential for a learning slowdown or slide. At minimum, teachers are to be prepared to administer assessments (teacher-made tests, quizzes, and other alternative assessment methods such as portfolios, performances, etc.) to their students during virtual



learning, and the district-required progress monitoring windows of the District Assessment Calendar are to be adhered to, even in a distance-learning setting. ClearSight, Mastery Connect, USA Test Prep, APM, Moby Max, IXL, STAR 360, iReady, etc. are accessible during distance learning for student assessment and progress monitoring. Information on how to access and administer progress monitoring in the remote learning environment will be distributed prior to the opening of the assessment window.


Grading. In events of school closures, though the school doors may be closed, school is still in session. Students will be assessed and earn grades while in a distance-learning environment. Grading policies as defined by the Student Progression Plan and the Contract between the School Board of Charlotte County and Charlotte FEA for Instructional Employees are to be followed in situations of distance learning.

Class Attendance. Taking attendance and measuring student engagement is difficult during shifts to online learning. Therefore, students will be logging into Canvas and teachers will be taking attendance and logging attendance into FOCUS. Teachers will share attendance data and discuss strategies for increasing attendance and student engagement with school administration. Please refer to the Code of Student Conduct for additional information regarding attendance.





### Addendum #3: Newsletter – Canvas is Live




# Canvas is live... now what?

## QUICK TIPS FOR TEACHERS:

The Division of Learning is excited to announce that Canvas is LIVE! Your Canvas course is accessible through the CCPS Launchpad and is ready to be customized and used with students.

Some of your basic steps to get started include:

- Finding your course
- Changing your banner
- Customizing your homepage
- Adding your syllabus
- Changing your notification Preferences
- Disabling extra tools and apps
- Creating assignments
- Creating announcements
- Publishing your course for students




This quick-guide is meant to help you through these basic steps.

*You are encouraged to take the Growing with Canvas course that is in your Dashboard in order to get more familiar with the Canvas platform and all the different tools that Canvas offers when creating content.*

## FIND YOUR COURSE

Course cards are located on the dashboard when you first log-in to Canvas. You can click on the course card, and it will open your course. You can go into settings and change the course card image if you prefer, just remember that students see the same course-card image that you do.



### HELPFUL RESOURCES AND LINKS

- General Canvas Resources—Student and Faculty:  
<http://guides.instructure.com>
- Canvas Instructor Guides:  
<http://guides.instructure.com/in/crs>
- Copying Content from Another Canvas Course:  
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-copy-content-from-another-Canvas-course-using-the/ta-p/1012>
- How to Export a Canvas Course:  
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-export-a-Canvas-course/ta-p/1705>
- Canvas Video Guides:  
<http://guides.instructure.com/in/crs>



## CHANGE YOUR BANNER

If you want to change the image on the banner that appears at the top of your home page, you can do so by following these steps:

1. Make sure you are on the Home Page of your course.
2. Click the "Edit" button.
3. Click on the banner image.
4. On the far right, click on the "Images" tab.
5. You can search images in "Flickr" OR you can upload images from your computer OR you can insert

graphics from the files that are already within Canvas.

6. Scroll to the bottom of the page and hit "Save".

You can insert other images on this home page as well. You can insert a picture of yourself, your classroom, materials you use, whatever you want. This Home page will be what parents and students see when they log in to your course, so personalize it as you see fit.

*"Canvas has an Inbox system that collects messages from different activities within your courses. It may look like an email system, but it is not. You can access your inbox at any time, but it only speaks within the Canvas system."*

## NOTIFICATION PREFERENCES

Canvas allows you to choose what notifications you're interested in, when you want to receive them, and how you want to receive them.

1. Go to your Profile located at the top right of your screen.
2. On the left hand side of the screen, click the tab labeled Notifications.
3. Once there, you'll see a list of multiple notifications you have control over. Customize the settings to your preference.
4. Click Save Preferences, located at the bottom.
5. Once you are finished updating your assignment, click Update Assignment.

## CUSTOMIZE YOUR HOMEPAGE AND SYLLABUS

There are many options for personalizing the Home Page.

Instructors can customize what their home page will look like to their students. It is a way for instructors to direct their students' attention in the direction they want.

To customize a homepage of a course:

1. Click Home, located on the left.
2. In the middle section of your screen, click Change Home Page Layout.
3. You will be given options for your homepage in a drop down menu.
4. After you choose an option, click Update.

Canvas provides an easy way for you to keep your syllabus organized and complete.

The syllabus compiles all your assignments, quizzes, tests, and other graded work into one place. Students can view it to see all of the assignments they have to complete. You may upload other syllabus content by editing the Syllabus, or by including content on the homepage, on another page, or on a page in a module. The bottom portion of a Canvas syllabus is auto compiled from your assignments. On the right side of the screen, above the calendar is a button. Click the Edit Syllabus Description button if you wish to edit your description. You can add images, files, and media by using the right side of the screen. Once you finish, click the Update Syllabus button located in the middle under the textbox. In the middle of the screen is a table containing all of your assignments, quizzes, and tests that you have entered previously. If you click on the title of one of the assignments, it will take you to that assignment. You can edit, grade, or view them. On the right side of the screen, under the calendar, is a table that is automatically filled with information you entered previously for your graded work. The table contains all of your groups of assignments and how much they are weighted. The calendar, located on the right side of the screen, allows you to view a certain day and whether or not anything is due.





## CREATE MODULES AND PAGES

**Modules** are units of study. They organize and unify course content into structural components. They can be grouped by week, topic, or day. Modules can be set up to require students to complete materials in a sequential order. You already have a sample module in your template.

1. Click the course you wish to add a module to.
2. On the left, scroll down until you see Modules. Click Modules.
3. On the top right, click Add a New Module.
4. A box will appear. Name your module and choose the settings for it.
5. Click Add Module.

To add content to your module:

1. Choose the designated course.
2. On the left, click Modules.
3. Find the module listed on the page.
4. Under the name, click Add item to Module.
5. In the Add dropdown menu, choose the file type.
6. Choose [NewAssignment], located at the bottom of the list, or choose another assignment in the list if you wish to associate the module with an already existing one.
7. Choose an Indentation if desired.
8. Click Add Item.

**Pages** provide an area for instructors to display information that does not necessarily fit into an assignment or into any of the other areas.

To Create a page:

1. First go to the desired course and click Pages on the left side of the screen.
2. Click Create a New Page located on the right side of the screen.
3. Enter a name for the new page and click Create.
4. Enter the desired information in the textbox.
5. You can insert content in the page by using the right side of the screen.
6. You can also add media.
7. You can choose to hide a page from students, who can edit the page, and whether to notify students of changes by looking under the textbox in the middle of the screen.
8. Click Save Changes to complete your page.

## CREATE AN ASSIGNMENT

To create a new assignment:

1. Choose the desired course from the course tab on the main dashboard.
2. On the left, click Assignments.
3. Optional: On the right, located under the Add Assignment button, choose the desired group in the drop menu.
4. Click Add Assignment.
5. Name your assignment.
6. Enter a due date for the assignment. You can either type out the date or click the blue calendar icon to the right of the box and choose the specific date.
7. Under the name, there is a small drop menu where you choose the type of assignment.
8. Enter the number of points the assignment is worth in the points box.
9. You can then either click up date or click More Options, which is under the points box.





## TEMPLATE PAGES WHERE YOU NEED TO ADD COURSE-SPECIFIC CONTENT:

These pages are all specific to you and how you run your class. No two teachers have the same protocols and procedures, so these pages are filled with space-fillers at the moment. If you don't personalize them to your course, then all students and parents will see is place holder language like "cupcake licorice cotton candy floats".

The pages that need to be personalized are:

- Home Page
- Parent Resource Pages
- Substitute Module
- Raise Your Hand (Student Support Page)
- Welcome to Class

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*"Helpful tip: If you want to copy an entire module inside a course (because you like the format), quizzes can NOT be copied. They are living content-documents. Your quiz will not copy. You can move the quizzes out of the module and then copy them."*

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## CANVAS CALENDAR

Canvas provides a calendar for students, faculty, and staff in order to create new events and assignments in an organized structure. This feature can be used by clicking on the Calendar tab at the top of your screen, clicking a desired date, and then creating a new event or a new assignment.



## ENABLE AND DISABLE EXTRA TOOLS AND APPS

Once you start exploring your course, you may notice that there are extra tools, apps, and links that might not apply to your specific course. These are located in the left-hand side bar. As you read through them you may be wondering where the Quiz, Discussion, Syllabus, and Files links are.

You are going to want to personalize these links before you publish the course for students to work in. If there are too many links, kids won't know what to click on, and some courses may need to have additional links activated. We want the experience to be user-friendly for students of all ages.

You disable and enable tools and apps by going into Settings, then into Navigation, and then you can disable the tools, apps, and links that do not apply to your course. You can drag and drop links into the disable or enable categories.

## CREATING AN ANNOUNCEMENT

In Canvas, announcements are used to let your students know new information relating to a course. As soon as you create the announcement, Canvas sends out a message to all of your students in that course. There are many different features for announcements.

To create an announcement:

1. To get to announcements, choose your desired course at the top, and click Announcements, located on the left side of the screen.
2. Click Create Announcement button, located on the right side of the screen.
3. Insert a title in the title box.
4. Add your content in the textbox for your announcement. If you want to add a file, click Attach File, located under the textbox, then click Browse.
5. Optional: You have more options by clicking More options, located under the textbox. These include: Delay posting this message. Replies are not visible until after users post.
6. Click Add Announcement when you are finished creating your announcement.

5

## CHECKLIST: BEFORE YOU HIT “PUBLISH”

Before you click Publish to make your course live for students, did you...

- change your banner?
- personalize your notification preferences?
- customize your home page?
- insert your syllabus materials?
- enable or disable extra tools and apps?
- adapt the “Parent Resource” pages?
- personalize the “Substitute Module”?
- make the “Student Support: Raise Your Hand” page course-specific?
- write your “Welcome to Class” message?



## PUBLISH YOUR COURSE

Once you are happy with how your course look and you have previewed it in student-view, now it is time to make it available for your students.

You can do this by clicking the Publish button, The Publish button appears when the instructor goes to the Course Setup Checklist and clicks the link to Publish Course.

Note: This is a one-time setting. Once published, the course cannot be un-published.

## QUESTIONS? CONCERNS?

If you have any questions or concerns, you should begin by contacting Canvas directly. They have support available 24 hours a day, 7 days a week for educators and administrators. There is a “Help” button on the left hand navigation bar.

If you have content-related questions, please reach out to your District Curriculum and Instruction Specialist:

Dawn Johnson– Math K-12  
Donna Dunakey– Social Studies K-12  
Ellen Harvey– Art, PE/Health, ELL, Drama, Music K-12  
Gaylin Morris– Science K-12  
Heather Garcia–6-12 English Language Arts  
Phebe Westby– K-5 English Language Arts





#### Addendum #4: District Website – “Welcome to Canvas” – Resources for Teachers, Parents, and Students

##### DISTRICT WEBSITE – “Welcome to Canvas” – Resources for Teachers, Parents, and Students

Click [HERE](#) to visit the “Welcome to Canvas” homepage on the District’s website!

The screenshot displays the Charlotte County Public Schools website. The header features the district logo and navigation links: DISTRICT HOME, SELECT A SCHOOL →, and TRANSLATE →. A main navigation bar includes Home, District, Departments, Schools, Parents & Students, Community, Employees, News, and Job Opportunities. A search icon is located on the right. Below the navigation bar, a breadcrumb trail reads: Charlotte County Public Schools > Departments > Professional Development > Canvas Learning Management System. The left sidebar is titled 'PROFESSIONAL DEVELOPMENT' and lists links: Home, Aspiring Leaders, Calendar, Canvas Learning Management System (with sub-links for Canvas Key Communications and Certification Exams - Content Review), and Certification Exams - Content Review. The main content area features the 'welcome to canvas' logo with the tagline 'BY INSTRUCTURE'. Below the logo, a paragraph states: 'Our district vision is Student Success! To ensure we don't leave any student behind, Canvas provides a consistent and equitable student experience in a 1:1 learning environment. Canvas equips educators with an easy to use and comprehensive learning ecosystem which gives our students access remotely (if needed), and allows educators to teach, communicate, and grade all in one place.' To the right of this text are four resource tiles: 'Teacher's Resources', 'Parent Resources', 'K-5 Student Resources', and '6-12 Student Resources'.

Click [here](#) to watch a short video introducing Canvas.

## Addendum #5: Canvas Key Communication – Professional Learning Monthly Newsletter



### Canvas KEY Communication 082621 Professional Learning and Support

#### Canvas Training Services Portal

- **Live One-Hour Webinars:** Additional training is available directly from Canvas. To access any of the live one-hour webinars listed below which are scheduled for next week go to [ClassLink>Canvas>Help>Training Services Portal>Training Calendar](#). Submit your certificate of completion through External Credit Request so your in-service credit appears on your My PLC transcript. Sessions are repeated frequently throughout the month. The calendar of webinars is updated monthly in Canvas.

Monday Aug 30	Tuesday Aug 31	Wednesday Sep 01	Thursday Sep 02	03
<a href="#">Creating Assessments with New Quizzes</a> <a href="#">Managing Assessments with New Quizzes</a> <a href="#">Assessment Tools for Admins</a> <a href="#">Integrating Google</a> <a href="#">Turnitin LTI Tips and Tools</a> <a href="#">Integrating Office365</a> <a href="#">Assignments</a>	<a href="#">Outcomes &amp; Rubrics for Instructors</a> <a href="#">Gradebook &amp; Speedgrader</a> <a href="#">Accessibility</a> <a href="#">Canvas in Math &amp; Science</a> <a href="#">Mobile Apps: Supporting Students</a> <a href="#">Data for Teachers</a> <a href="#">Course Design Considerations</a> <a href="#">Content Pages</a>	<a href="#">Quiz Basics</a> <a href="#">Content Pages</a> <a href="#">Canvas for LITLES</a> <a href="#">Course Design Considerations</a> <a href="#">Customizing Account Settings</a> <a href="#">Managing Quizzes</a> <a href="#">Accessibility</a> <a href="#">Exploring the Canvas Commons</a>	<a href="#">Canvas for Performance-Based Teaching</a> <a href="#">Mobile Apps: Teacher App</a> <a href="#">Being an Everyday Admin</a> <a href="#">Group Work &amp; Collaboration</a> <a href="#">Leveraging Modules</a> <a href="#">Outcomes &amp; Rubrics for Instructors</a> <a href="#">Course Communication Tools</a> <a href="#">Gradebook &amp; Speedgrader</a>	<a href="#">Assignments</a> <a href="#">Home Pages</a> <a href="#">Leveraging Modules</a>

- **Self-paced Courses:** The Canvas Learning Library which contains self-paced courses of various length can be accessed by going to [ClassLink>Canvas>Help>Training Services Portal>Learning Library](#). Submit your certificate of completion through External Credit Request so your in-service credit appears on your My PLC transcript.
- **Canvas Guides:** Detailed guides developed by Canvas for all users including educators, students and parents are available by going to [ClassLink>Canvas>Help>Canvas Guides](#). This is a great resource!

#### Tech Tuesdays

- **Leveraging Modules:** Join us virtually ([#23081](#)) or face-to-face ([#23082](#)) at the PDC for our next session on September 7, 4:30-5:30. Participants will learn how to create a flow within a course by organizing and structuring content with the Modules tool. Session attendees will explore how to create and manage content modules, leverage progress monitoring capabilities, and scaffold student access to course content.

#### Additional Support

- **C & I Office Hours:** Connect with the Curriculum and Instruction Specialist for your content area to get additional support with textbooks and other curricular materials available in Canvas.

Thursday September 2	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Tuesday September 7	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Monday September 13	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12
Friday September 24	6:30-9am Social Studies and Science K-12 7:45-9am ELA and Math 6-12; Electives K-12 1:30-4pm ELA and Math 6-12; Electives K-12

## Addendum #6: Model Classroom Innovators – Charlotte County FL Fall Cohort 2022



### Model Classroom Innovators Charlotte County Public Schools - Fall Cohort 2022

#### Description:

Recent disruptions to the education landscape have positioned teachers to reimagine how we leverage technology and other resources to amplify learning for all students. A renewed approach to instructional practices can empower learners, accelerate progress, and amplify learning outcomes.


Charlotte County Public Schools selected Canvas as a Learning Management System (LMS), and appreciate the power of this resource to support student outcomes through a variety of learning formats. Canvas states that it “is built to make teaching and learning easier for everyone,” but innovating with Canvas may not come easy to all. Teachers need support and can benefit by seeing what an innovative Canvas classroom looks like.

Participants in this course are teachers who are comfortable with Canvas and are finding ways to integrate the LMS into their teaching. **Participants will challenge themselves to continue to learn ways to successfully incorporate Canvas into their classroom and share their approaches with colleagues who also want to enhance their practice. The efforts of these participants will result in improved teaching and learning - building and districtwide - in order to better serve all students in Charlotte County Public Schools.**

#### Course participants will:

- Create a personal professional goal aligned to the [Technology Innovation Matrix](#) (TIM) from the Florida Center for Instructional Technology in University of South Florida's College of Education.
- Design learning experiences that leverage technology and apply high-yield instructional practices.
- Document their journey by logging evidence and engaging in reflection at the end of each cycle.
- Between design cycles, engage in 1-on-1, 30-minute virtual coaching sessions with the coach from Advanced Learning Partnerships (ALP).
- Open their classrooms for visits from curious colleagues as a means to help them see Canvas innovation in context and serve as a model encouraging refinement of approaches to teaching and learning.
- Celebrate their achievements with the cohort as well as school and district leaders.

#### Suggested Dates:

 <b>CHARLOTTE COUNTY</b> Public Schools <b>Model Classroom Innovators Fall Cohort 2022</b>	
Kickoff	Wednesday, September 7, 4:30-6:30pm - <a href="#">Zoom Link</a>
Synchronous Coaching: Round 1	One-on-one 30 min. coaching session, Mon Sept. 12 OR Tues Sept. 13
Asynchronous Work	Submit a lesson and/or artifacts, Answer reflection questions
Synchronous Coaching: Round 2	One-on-one 30 min. coaching session, Wed. Oct. 5 OR Thurs Oct. 6
Asynchronous Work	Submit a lesson and/or artifacts, Answer reflection questions via Flipgrid
Synchronous Coaching: Round 3	One-on-one 30 min. coaching session, Thurs Nov. 3 OR Fri Nov. 4
Asynchronous Work	Submit video of a “model lesson” and/or artifacts with an optional visitor present, Answer reflection questions
Celebration	Wednesday, November 16 from 4:30-6:00 pm - <a href="#">Zoom Link</a>



## Addendum #7: Leadership Learning Series – Charlotte County FL Fall Cohort 2021




### Leadership Learning Series - Supporting Canvas Integration in the Classroom

#### Description:

The Canvas ecosystem holds great potential to engage students in active learning. Teachers will need support from their administrators to gain confidence to explore the features, take chances, and apply solutions to current teaching and learning challenges. During the Leadership Learning Series, a former principal and technology integration specialist will guide a cohort of forward thinking administrators through a series of protocol driven, synchronous and asynchronous experiences to support the implementation of Canvas and other technologies in the classroom.

#### Participating Leaders Will Have Opportunities to:

- Explore what quality Canvas integration looks like.
- Apply strategies to scale high-yield technology integration practices.
- Grapple with challenges and share ideas with administrators from across the district.
- Celebrate the achievements of the Model Classroom Innovators.

 <b>Leadership Learning Series Fall 2021</b>	
<b>Learning Series Kickoff</b>	Meet the Leadership Learning Series facilitator and learn more about how this series will dovetail with the Model Classroom Innovator experience to strengthen your collective efforts to scale technology integration. Walk away with concrete strategies you can use the next day. Week of September 27th - Date/Time to be determined by participants
<b>Asynchronous Challenge 1</b>	<b>Scavenger Hunt:</b> Model Classroom Innovators will be exploring ways to leverage Canvas and other technologies for <i>Active, Collaboration, Constructive, Authentic and Goal-Directed</i> learning. This challenge invites you to find and share one or more examples of students applying technology for ONE of these. Share in Canvas to spark ideas and launch discussion. October 4th - October 15th
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices we are seeing and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of October 18th - Date/Time to be determined by participants
<b>Asynchronous Challenge 2</b>	<b>Interview a Student:</b> Take advantage of a five minute conversation with a student to learn about their experiences. Questions to consider: What is one Canvas activity that stands out for you? On a scale of 1-10 (with 10 being the best activity you've ever done in school), how would you rate the learning activity? What makes it at X instead of X-1? What would make it X+1? October 25th - November 5th
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices students are talking about and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of November 8 - Date/Time to be determined by participants
<b>Asynchronous Challenge 3</b>	<b>Caption Contest:</b> Make the story of learning visible by capturing and captioning a picture or video of Canvas in action. Share the context with our group, in your school newsletter, or on social media. November 15th - December 3rd
<b>Synchronous Coffee and Connection</b>	During this short connection point we will discuss some of the high-yield practices we are seeing and unpack potential solutions to 1-2 challenges we face as we support our teachers and learners. Week of December 6th - Date/Time to be determined by participants
<b>Celebration with Model Classroom Innovators</b>	Share success stories alongside your amazing Model Classroom Innovators. Thursday, December 16 from 4:30-6:00 pm

## Addendum #8: Canvas Professional Learning for Educational & Leadership Staff

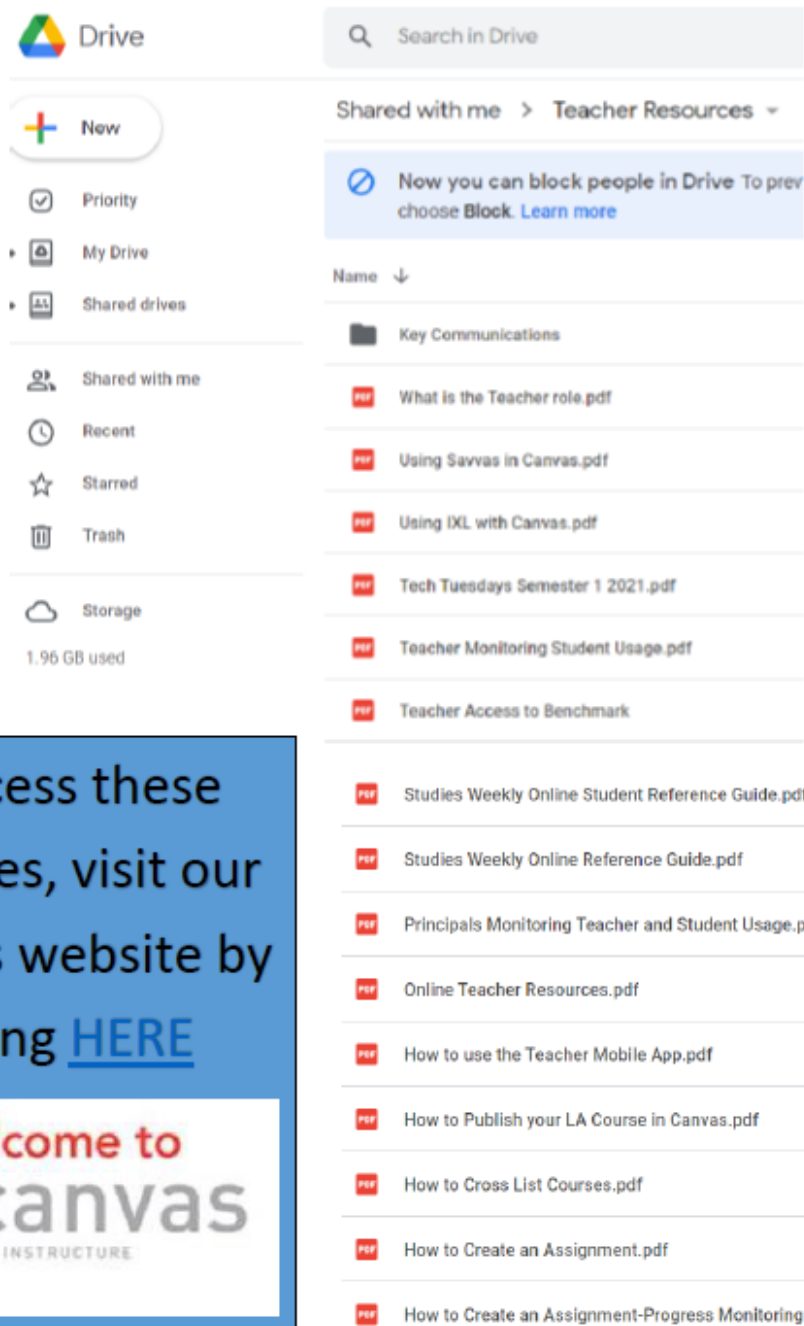


### Canvas Professional Learning for Educational & Leadership Staff

Teachers	School Leaders
<ul style="list-style-type: none"> <li>❖ Strategies to support students to learn remotely (e.g., daily lists, checklists, reflection on learning).               <ul style="list-style-type: none"> <li>➤ Use community building strategies such as consistently using breakouts, arranging for each student to share out every day, and enabling connection points for students</li> <li>➤ asynchronous instruction (e.g., discussion boards, peer reviews of work). Establish norms, and then teach and offer coaching and feedback as students learn to work together in these settings.</li> </ul> </li> <li>❖ Instructional strategies to introduce new content remotely.</li> <li>❖ Ensure students receive regular feedback on work and participation, using an asset-based feedback approach that includes making positive connections with students, acknowledging the difficulty of the task, affirming students' ability to succeed, and providing specific feedback that advances learning</li> <li>❖ Check-in with each student daily and provide support to families and students on how to use the online platform, including language or translation features, and norms and expectations for building a respectful online community before learning begins.</li> <li>❖ Being clear with families and students about how remote learning is and is not similar from Spring 2020 school closures.</li> <li>❖ Assessing student learning remotely with the goal of supporting grade-level access and avoiding over-remediation (progress monitoring and formative assessments)</li> <li>❖ Strategies to engage students and build community in remote learning (e.g., engagement with peers):               <ul style="list-style-type: none"> <li>➤ Students are present and able to engage.</li> <li>➤ Students feel safe, comfortable, and part of the community.</li> <li>➤ Students know how to engage.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Communicating and building trust and relationships with teachers and families regarding the onboarding of Canvas in their school.</li> <li>❖ Focusing the first grading period of school on capacity building in Canvas</li> <li>❖ Developing and managing a system to identify students excluded from school due to pandemic related "stay at home" directives and ensuring teacher access to Canvas to promote instructional continuity with these students.</li> <li>❖ Creating structures to check-in with the families who are most vulnerable and/or disconnected from school due to a lack of technology.</li> <li>❖ Supporting weekly collaborative planning and problem solving among teachers who teach the same grade, content, and/or students and their best practices and experiences with Canvas professional learning and implementation.</li> <li>❖ Supporting intentional professional learning time for teachers of SWD, 504, and ELL in best practice use of Canvas in both in-person and remote learning situations.</li> <li>❖ Ensuring there is a yearlong plan for how to use Canvas.</li> <li>❖ Providing orientation, initial training, and ongoing support and community to new teachers in Canvas.</li> </ul>

## Addendum #9: Distance Learning Best Practices – Guidance, Resources, and Training

### Distance Learning Best Practices - Guidance, Resources, and Training





















The screenshot displays the Google Drive interface. On the left sidebar, the 'New' button is highlighted, along with options for Priority, My Drive, Shared drives, Shared with me, Recent, Starred, Trash, and Storage (1.96 GB used). The main area shows a folder named 'Teacher Resources' which is shared with the user. A notification banner at the top of the folder states: 'Now you can block people in Drive To prevent choose Block. Learn more'. Below this, a list of files is shown under the heading 'Name ↓'. The files are:

- Key Communications
- What is the Teacher role.pdf
- Using Savvas in Canvas.pdf
- Using IXL with Canvas.pdf
- Tech Tuesdays Semester 1 2021.pdf
- Teacher Monitoring Student Usage.pdf
- Teacher Access to Benchmark
- Studies Weekly Online Student Reference Guide.pdf
- Studies Weekly Online Reference Guide.pdf
- Principals Monitoring Teacher and Student Usage.pdf
- Online Teacher Resources.pdf
- How to use the Teacher Mobile App.pdf
- How to Publish your LA Course in Canvas.pdf
- How to Cross List Courses.pdf
- How to Create an Assignment.pdf
- How to Create an Assignment-Progress Monitoring.pdf

To access these resources, visit our district's website by clicking [HERE](#)



	<a href="#">How to create a video quiz in Studio.pdf</a>
	<a href="#">How to add a module.pdf</a>
	<a href="#">How Students Access an Assignment.pdf</a>
	<a href="#">How do I share a course in the Commons.pdf</a>
	<a href="#">How do I import from the Commons.pdf</a>
	<a href="#">How do I create a hyperlink or imbed a file from the Google Drive.pdf</a>
	<a href="#">Generating Parent Pairing Codes as a Teacher.pdf</a>
	<a href="#">FOCUS Grade Passback.pdf</a>
	<a href="#">First Day Ready Resources.docx.pdf</a>
	<a href="#">Creating Assignment Groups.pdf</a>
	<a href="#">Copy content from another Canvas course using the Course Import Tool.pdf</a>
	<a href="#">Canvas Integrations.pdf</a>
	<a href="#">Canvas Implementation Continuum.pdf</a>
	<a href="#">Canvas Cheat Sheet.pdf</a>
	<a href="#">Annotating Tool in Canvas.pdf</a>
	<a href="#">Adding Captions to Canvas Studio Media.pdf</a>
	<a href="#">Accessibility.pdf</a>
	<a href="#">5 Reasons to Use Canvas in the Classroom.pdf</a>

**Addendum #10: Launching Canvas, A Learning Management System – A Message from the Assistant Superintendent for Learning**

**Stephen Dionisio**  
Superintendent



**School Board**

**Wendy Atkinson, Chairman**  
**Cara Reynolds, Vice-Chairman**  
**Kim Amontree**  
**Bob Segur**  
**Ian Vincent**

Dear Parents and Guardians,

I hope this finds both you and your family doing well and staying healthy. Please rest assured that our school district is committed to ensuring the safety and well-being of our students, and we continue to be steadfast in our resolve to provide current and ongoing information regarding your child's learning and opportunities for continued academic success.

Learning environments change. Virtual learning has gained increased attention; however, when used in or outside the classroom, opportunities for virtual learning should be characterized as a robust learning experience that feels like a classroom experience, offering the traditional classroom characteristics (like instructor-student interaction, Q&As, discussion, games, collaborative projects, quizzes, etc.). Achieved through a Learning Management System (LMS), these important learning environments create the level of interaction and engagement students need.

Charlotte County Public Schools has launched Canvas, a Learning Management System, in all schools, grades K-12. Canvas bundles assessments, grading, state standards, instructional materials, messaging, learning data, and more—while keeping everything simple and in one place. Canvas provides a wide range of easy to use tools for teachers, students and parents. It will foster communication between your child and his/her teacher in the event of Covid-related quarantines from school, and it will allow your child the opportunity to continue his/her education by continuing access to assignments and curriculum your child would be receiving were he/she physically present in school. In addition, it will allow our teachers and students to use our 1:1 technology more efficiently and more effectively.

For more information regarding Canvas, please visit our district's website at [yourcharlotteschools.net](http://yourcharlotteschools.net) and look for this Canvas icon on the home page:



Parent and student resources in Canvas are available by clicking on this icon and visiting the Canvas homepage. For specific information on how your school is preparing your child to use Canvas in and outside of the classroom, please contact your school's principal.

Sincerely,

Cheryl LaPorta Edwards, Ed.S.  
Assistant Superintendent for Learning



## Addendum #11: Tips for Parents – Distraction Free Learning at Home



### Charlotte County Public Schools | INSTRUCTIONAL CONTINUITY PLAN

#### DISTRACTION FREE LEARNING AT HOME |

## 7 Tips for Parents

We know that many families expect to have their kids participate in some form of distance learning this school year. Here are some practical suggestions to help you set up a learning space at home for your child to study, do homework, or attend online classes.



1. Choose a location based on your child's learning preferences. If they prefer silence, a spare room or their bedroom could be good options. If they enjoy some background noise, consider choosing a spot in the kitchen or near your office if you are working from home. If there are several location options, you can have your child try each one to see which works best for them.
2. Eliminate distractions. Ask your child to turn off their phone and social media when they are learning, and have the TV off as well. For older children, you may want to check out apps and tools that can help eliminate distractions. You can experiment with playing instrumental music to block other sounds or to break silence. Some find this helpful and others do not.
3. Make it comfortable—but not too comfortable. Choose a chair that your child can comfortably sit in for long periods of time, and ensure they have a desk or other flat surface that can accommodate their books, laptops, and other learning supplies. Note: we do not recommend using a bed as learning space; you do not want your child to fall asleep in the middle of the lesson! In addition, doing things besides sleeping in bed can lead to trouble falling and staying asleep at bedtime.



4. Ensure the learning space has good lighting. This can include natural lighting from windows or light from lamps.
5. Have all of your child's supplies—pencils, paper, calculators, for example—easily accessible in their learning space. Encourage your child to keep their space organized and clutter-free. Perhaps you could incentivize them with a small reward each week if they successfully keep their space clean.
6. Encourage your child to personalize their learning space. Add decorations, artwork, or anything else that might help them to stay motivated and be inspired.
7. If possible, the learning space should only be used for learning; this includes attending classes, doing homework, studying, for example. If this is not possible, and you will be using a shared or multipurpose space, do what you can to signal to your child when it's time to learn. Clear away all other materials from that space, have your child's studying supplies at hand, keep it organized, and ensure there is good lighting and no distractions. Having decorations that are only used when learning could also help signal to your kids that it is time to learn.



*If you have multiple children and limited space, try staggering the use of the shared space by giving each child a schedule for using the space. Give children a box to organize and store their studying materials. They can take this box and set up in various spaces as needed.*



## Set Schedules Generate Goals

Once you have established a learning space for your child, it's time to collaborate with them to set goals for the school year and create a weekly schedule for how they'll use the space. You can develop your child's learning schedule based on the guidance you receive from the school, such as recommended hours of online learning per week.

Be sure to include time for breaks, meals, and physical activity in your schedule. Be generous with the number of short breaks during learning time, especially with younger learners. Regardless of the age of your children, you may want to schedule in time that they can expect to spend with you and have you check on them.

**Student Engagement and Motivation While Learning at Home – Parents should ask themselves two questions:**

1. How can I help them believe they will be successful?
2. How can I increase the value of the activity?

Goal setting and progress monitoring are powerful motivators because they affect both the expectancy of success and the value of the task. Some tips for good goal setting:

- ✓ Check in with your child's teacher about goals for the class and your child. How is the teacher tracking met goals? If the teacher has already set clear goals and tracking methods, post them clearly and have conversations with your child about their progress. You can skip down to the last two bullets in this list.
- ✓ Have a goal-setting conversation with your child. When students are part of the conversation, they develop ownership of the goal, which makes it more valuable. Here are some quick examples for different ages:
  - Age 6: At this age, give the child short-term goals and very specific choices. Example: "Let's pick one thing we really want to make sure we get done this morning. We could write the sentences to go with these three pictures, or we could finish these 10 addition problems."
  - Age 11: Work with children this age to create longer-term goals that are broken into smaller pieces. The parent should continue to provide guidance like, "Hmmm... how will your Friday-self feel if you wait to do all your work on Friday?" Example: "Let's set your math goals for each day this week. Let us look at your material. What do you want to have done by the end of the week? (Alternatively, what does your teacher say you need to have done by the end of the week?) How do you want to break that up over the five days this week?"
  - Age 16: Focus students of this age on what they want to learn, and then shift to what they need to do in order to learn it. Example: "So what do you need to learn in this unit? What do you need to do to learn that? How long are you working on this unit? How will you break up what you need to do over that time?"
- 
- ✓ Make sure the goal is reasonable and accomplished in a short time. If you choose a longer-term goal, set milestones along the way. Setting a reasonable target helps ensure students experience success, which will motivate them to make further progress.
- ✓ Determine how you will know if the student is making progress toward the goal and how you will know they have reached it. Think of how many apps we have that track our exercise or budgets. We can similarly track good learning behavior. Having a measurable goal is key to knowing if you have reached it, and therefore getting those positive feelings that come with success.
- ✓ Talk about how the goal relates to things your child values. Is it a skill they are interested in learning or related to a hobby? Is the goal related to a future job they want? Is it related to something else they want to learn? Making the activity relevant to the child increases its value.
- ✓ Document what your child can do if they are stuck. Students are not going to be 100% successful when they are learning. Make a plan for how they will get help when they are stuck so they are less likely to quit and see a path to success even when they struggle.

## Addendum #12: ESE Roles and Responsibilities

### ESE – ROLES AND RESPONSIBILITIES

<i>Teachers of SWDs &amp; Gifted</i>	<i>Service Providers/Behavioral Specialists</i>
<ul style="list-style-type: none"> <li>• Participate in Canvas and virtual support training sessions offered by their school or district. Teachers may also access training tutorials located on the CCPS District website or utilize a "Virtual Office Hours" session facilitated by the Division of Learning. Maintain classroom "office" hours for regular student and parent support as outlined on pg. 3 of this document</li> <li>• Monitor and track student progress, review student work and adjust learning as needed</li> <li>• Continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings scheduled by your ESE Liaison</li> <li>• Facilitate the provision of Specially Designed Instruction or enrichment through on-line learning platforms, student interactions and parent support</li> <li>• Continue to provide consult services via phone or virtual platform (Email is not appropriate)</li> <li>• Monitor daily student usage and lesson performance</li> <li>• Communicate lack of student usage time to School Principal upon request</li> <li>• Collaborate with assigned general ed team members (co-teachers and support facilitation providers) to collaborate and support SDI through the facilitation of the <i>Instructional Continuity Plan</i></li> <li>• Communicate with students and provide timely feedback.</li> <li>• Teachers are strongly encouraged to complement their instruction with supplemental and digital resources via Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Therapists and Behavior Specialists</i> are to participate in Canvas and other virtual support training sessions offered by their school or district</li> <li>• <i>Therapists and Behavior Specialists</i> are to maintain classroom "office" hours for regular student and parent support</li> <li>• <i>Therapists and Behavior Specialists</i> monitor and track student progress, review student work and adjust therapy/services as needed</li> <li>• <i>Therapists</i> continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings scheduled by your ESE Liaison</li> <li>• Therapists facilitate the provision of related services through on-line learning platforms, student interactions and parent support and the utilization of a virtual interactive platform (such as Zoom, Google Meet, or Skype) for provision of services</li> <li>• Continue to provide consult services via phone or virtual platform (Email is not appropriate)</li> <li>• Collaborate with other members of the core team/department to network and support one another in the facilitation of the <i>Instructional Continuity Plan</i></li> <li>• Communicate with students and provide timely feedback</li> <li>• Communicate with parents on a weekly basis to discuss learning needs and supports for generalization in the home setting</li> <li>• Monitor and track student progress on therapy goals and objectives</li> <li>• Continue to keep detailed data on student progress towards goals and objectives</li> <li>• Participate in virtual IEP meetings if needed</li> <li>• Develop a schedule to be shared with families, gen ed teachers and liaison of the provision of virtual supports to students</li> </ul>

*The ESE Director will provide a detailed list of roles and responsibilities to each principal and ESE teacher/ services provider upon an executed launch of the Instructional Continuity Plan.*

## Addendum #13: Communication Channels – Stakeholder Groups



### COMMUNICATIONS

Component 10: Emergency and Ongoing Communications



### Communication Channels - Stakeholder Groups

*Purpose: The stakeholder groups belonging to the community of Charlotte County Public Schools will receive communication regarding the execution of the Instructional Continuity Plan via the responsible party and scope/schedule as outlined below. As circumstances change, so will the necessary communication channels.*

<u>Stakeholder Group</u>	<u>Responsible Party</u>	<u>Scope and Schedule</u>
Students	Teachers	Daily instruction through Canvas Learning Management System
Teachers	Principal and Assistant Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.
SAC, PTO and other school parent and community groups	Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.
Support Staff	Principal and Assistant Principal	Regularly scheduled meetings will be held through district approved virtual platforms. Information will be communicated via email, telephone, website, Remind, etc.
Students/Parents/School Staff	Division of School Support: MTSS District Core Team and	TST meetings will be held through district approved virtual



## COMMUNICATIONS

### Component 10: Emergency and Ongoing Communications



	School based Teacher Support Teams	platforms. MTSS documentation and review of data will continue to be housed in the EDIS database.
Homeless Students & Families	Division of School Support: Homeless Education Liaison	The provision of homeless education services will be communicated through the use of technology, district website, and home visits
Students/Parents/School Staff	Division of School Support: School Based Mental Health Staff (i.e. school counselors, social workers, and psychologists)	The provision of mental health services will be communicated through the use of technology in addition to the district mental health website
Students/Parents/School Staff	Division of School Support: School and District 504 Coordinator(s)	Annual and triennial meetings will be held virtually through district approved virtual platforms. Resources and contact information will be available through the district 504 website.
District Leadership Team	Human Resources	Changes to employee days and hours, Bargained Agreements, MOUs, Amended Job Descriptions  <i>Sent as needed by Joint Communication with Unions</i>
Instructional Employees	Direct Supervisors (Principals)	Changes to employee days and hours, Implementation of Amended Job Descriptions. <i>As needed</i>
Support Employees	Direct Supervisors (Principals)	Changes to employee days and hours, Implementation of Amended Job Descriptions. <i>As needed</i>

