

Pilot Recruitment and Feedback Pack

CivicOS Labs

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Principal & Media Specialist Overview — Pilot Recruitment

Outreach to school principals and library media specialists who could pilot *The Open Source Student* — *Florida Educator's Edition*.

This is a recruitment document. It is short by design — about one page of substance — and is intended to help an educator or curriculum leader decide whether the Pilot Kit is worth a closer look. If the answer is yes, the next step is the full Administrator Overview (the Administrator Overview) and the Forward Packet (the Principal & Superintendent Forward Packet).

Why this matters now

Three realities make middle-school AI literacy curriculum a practical priority for Florida schools and library programs in the 2026 school year:

1. **Students are using AI already.** The question is no longer whether they will, but whether they will use it well — with judgment, verification, and the ethical habits that protect their learning.
 2. **Florida is leading on civic literacy.** AI literacy and civic literacy reinforce each other directly. A student who can verify an AI claim is exercising the same skill they need to evaluate any source in public life. The B.E.S.T. CS standards (July 2024 revision) and Florida Civics standards make this connection explicit.
 3. **Adoption-ready, standards-aligned, classroom-ready material is scarce.** Most published AI-in-education content is heavy on principles and light on practice. The Pilot Kit fills that gap with five lessons that can be taught next week.
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What you would be piloting

A five-lesson, ~5-to-6-hour middle school civic technology curriculum aligned to:

- **Florida B.E.S.T. Computer Science Standards** (grades 6–8, July 2024 revision) — primary technical alignment
- **Florida Civics and Government Standards** (grade 7 with grade 8 extensions) — co-primary alignment, especially the citizen-action benchmark SS.7.CG.2.10
- **Florida B.E.S.T. ELA Standards** (grades 6–8) — embedded throughout

The curriculum delivers five paired Teacher/Student lessons, a complete Implementation Readiness Packet (Teacher Quick Start, Administrator Overview, IT Approval Checklist, Parent/Guardian Letter, Student AI Use Agreement, Accessibility Statement, Data Privacy Statement, ESA Documentation Guide and Templates), a

per-benchmark Standards Alignment Matrix verified against public CPALMS and FDOE sources, and a Pacing Guide with multiple options (one-week intensive, two-week relaxed, five-week after-school, weekend microschool).

Cost: Free during the pilot phase.

Installation: None required for the core delivery path.

Data collection: None — the curriculum collects no student data.

Why this might fit your setting

The Pilot Kit was designed to work in five distinct settings without modification:

- **Public middle school classroom** (M/J Navigating Technology, M/J Civics, M/J Language Arts, or CTE Information Technology pathway)
- **Charter and private middle school**
- **Library media center** (after-school program, summer program, or in-school media center curriculum)
- **Microschool or co-op** (small group, parent-led)
- **Homeschool family** (single educator with one student or sibling group)

If you are a principal at any of the first three, or a library media specialist running a program in any of those, the Pilot Kit's no-install, low-prep, free-during-pilot design is structured to be easy to adopt.

What we ask of pilot adopters

Three things, totaling about 1–2 hours of administrative time:

1. **Have an educator teach the five lessons** in a setting and pacing that fits your school
2. **Capture what happens** — informal notes from the educator on what worked, where students struggled, where the curriculum delivered or fell short
3. **Submit the Pilot Adopter Feedback Form** — about 10 minutes of structured feedback that informs the curriculum's continued development

In exchange, your school is recognized as a foundational pilot adopter in the Phase 2 (nine-week module) materials, and the educator who delivers the curriculum is credited if they wish.

Three steps to decide

1. **Read this page.** (You just did.)
2. **Read the Administrator Overview** (the Administrator Overview) — about 5–10 minutes — for the full institutional fit and Q&A on common concerns
3. **If a curriculum director or superintendent needs to weigh in**, provide the Principal & Superintendent Forward Packet

If after those three you want to proceed, contact CivicOS Labs through civicoslabs.com.

Contact

CivicOS Labs · civicoslabs.com · for pilot adoption questions, scheduling, and recruitment conversations.

Microschool & Homeschool Overview — Pilot Recruitment

Outreach to homeschool families and microschool / co-op operators who could pilot *The Open Source Student* — Florida Educator's Edition.

This is for parents teaching their own children, microschool facilitators running small groups, learning-pod leaders, and homeschool co-op coordinators in Florida. It is a short overview designed to help you decide whether the Pilot Kit is worth a closer look. For implementation details, use the Teacher Quick Start.

Why your kind of setting is a great fit

Homeschool families and microschools are often the *best* settings for this curriculum — better in some ways than a traditional classroom — for three reasons:

1. **Pacing flexibility.** Public school schedules constrain pacing. You don't have that constraint. The five lessons can be one intensive week, two relaxed weeks, a weekend microschool intensive, or a five-week after-school sequence. Choose what fits your child or your group.
 2. **Discussion depth.** The curriculum's reflection questions and class discussions work especially well in small-group settings. A homeschool parent or microschool facilitator can let a discussion go where students want it to go, in ways a 30-student classroom cannot.
 3. **Civic-action realism.** The Civic Tech Mini-Project (Lesson 5) asks students to engage with a real local or state issue. In a homeschool or microschool setting, the student can pick an issue their family or community actually cares about — and the educator can scaffold engagement that wouldn't fit a classroom calendar.
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What you would be teaching

A five-lesson, ~5-to-6-hour middle school civic technology curriculum:

1. **What AI Is and Is Not** — what AI actually is, what it can do, where it fails
2. **Verifying AI Answers With Sources** — building a verification habit students will use for life
3. **Media Bias, Claims, and Digital Persuasion** — reading any source critically, identifying bias and missing context
4. **Privacy, Ethics, and Academic Integrity** — using AI in ways that build students up rather than hollow them out
5. **Civic Tech Mini-Project** — applying everything to a real issue, producing a Civic Issue Brief

Each lesson produces one student artifact for the portfolio: AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief. Together they document a week of substantive work — useful for ESA records, homeschool documentation, or just your child's own portfolio.

Cost, devices, prep

- **Cost:** Free during the pilot phase
 - **Devices:** Any browser-capable device works; no installations required for the core delivery
 - **Prep time:** ~15 minutes per lesson for Lessons 1, 2, and 4. Lessons 3 and 5 typically need more (30–60 minutes) — Lesson 3 benefits from pre-selecting media examples, and Lesson 5 needs the educator to pre-curate a list of candidate local/state issues (and, in no-internet settings, a printed Source Packet of government documents and news articles for each candidate issue). Homeschool and microschool adopters often build these source packets themselves, which is part of the work but produces materials reusable across students
 - **AI access:** Optional — every lesson includes prepared example AI outputs that fully substitute for live AI demonstration if you do not want to (or cannot) provide live AI access
 - **No specialized expertise required** — the curriculum is designed for educators learning alongside their students
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Florida ESA / Family Empowerment Scholarship fit

The curriculum's structural attributes — standards alignment, instructional materials format, student work artifacts, license terms — are documented to support reimbursement applications under Florida scholarship programs:

- **FES-UA** (Family Empowerment Scholarship for Students with Unique Abilities) — for students with an IEP or qualifying disability diagnosis (per FDOE, a 504 plan alone is not sufficient for FES-UA eligibility; verify current criteria with the program before applying)
- **FTC-PEP** (Florida Tax Credit Scholarship Personalized Education Program) — for students not enrolled full-time in a public or private school; per FDOE, part-time private enrollment is an eligible use category
- **Step Up For Students** administers most Florida choice scholarships and is the primary portal for reimbursement requests

Pre-filled application templates and a pre-purchase eligibility letter are included in the ESA templates.

Reimbursement is not guaranteed by the curriculum; the determination is made by the Scholarship Funding Organization based on its rules and your family's specific situation.

What we ask of pilot adopters

Three things, totaling about 1–2 hours of your time beyond actually teaching the lessons:

1. **Teach the five lessons** at whatever pacing fits your family or group
2. **Keep brief notes** — what worked, what didn't, what your student or group did with the material
3. **Submit the Pilot Adopter Feedback Form** — about 10 minutes of structured feedback

In exchange, your family or microschool is recognized as a foundational pilot adopter in the Phase 2 materials, and you get early access to the Phase 2 nine-week module and Phase 3 full-year edition when those ship.

Three steps to decide

1. **Read this page.** (You just did.)
2. **Read the Teacher Quick Start** — about 5 minutes — to see exactly what's required to teach Lesson 1 on Monday
3. **Look at one Student Edition lesson** (start with Lesson 1 Student Edition) to see the actual student-facing material

If after those three you want to proceed, contact CivicOS Labs through civicoslabs.com. We can answer questions about pacing, ESA documentation, accommodations, or anything else specific to your family or microschool's situation.

Contact

CivicOS Labs · civicoslabs.com · for pilot adoption questions, ESA documentation guidance, and microschool / homeschool conversations.

Pilot Adopter Feedback Form

Structured feedback from educators who evaluated the Florida Pilot Kit — including those who chose not to adopt.

This form is for the **adoption-decision phase**, distinct from the post-pilot Pilot Feedback Form which captures the implementation experience after teaching the lessons. The Pilot Adopter Feedback Form captures *why* an educator decided to adopt or not adopt — the recruitment-stage signal that informs how the kit is positioned, packaged, and supported.

If you taught the lessons, please also complete the post-pilot Pilot Feedback Form.

If you evaluated the kit but decided not to teach it, please complete this form — your decision-not-to-adopt is *especially* useful information.

About 10 minutes to complete.

Section A — About you

1. Your role:

- ☐ Public school principal or administrator
- ☐ Public school teacher (subject: _____)
- ☐ Charter or private school administrator or teacher
- ☐ Library media specialist
- ☐ Microschool facilitator / co-op coordinator
- ☐ Homeschool parent
- ☐ Other (please describe): _____

2. Your educational setting:

- State / county / district: _____
- Setting type (school, microschool, homeschool, library, etc.): _____
- Approximate student count if applicable: _____

3. How did you learn about the Florida Pilot Kit?

- ☐ Direct outreach from CivicOS Labs
 - ☐ Recommendation from another educator or family
 - ☐ Florida educational community (conference, listserv, social media, etc.)
 - ☐ Web search
 - ☐ CivicOS Labs website
 - ☐ Other: _____
-

Section B — Your evaluation

4. What document(s) did you read during evaluation? (check all that apply)

- ☐ Project Orientation
- ☐ Teacher Quick Start
- ☐ Administrator Overview
- ☐ Principal & Superintendent Forward Packet
- ☐ One or more Teacher Edition lessons
- ☐ One or more Student Edition lessons
- ☐ Standards Alignment Matrix
- ☐ IT Approval Checklist
- ☐ Data Privacy Statement
- ☐ ESA Documentation Guide / ESA Templates
- ☐ One of the recruitment overview documents (Principal & Media Specialist Overview / Microschool & Homeschool Overview)
- ☐ Other: _____

5. About how long did you spend evaluating the kit before making your decision?

- ☐ Less than 30 minutes
- ☐ 30–60 minutes
- ☐ 1–2 hours
- ☐ More than 2 hours

6. Was the evaluation process clear? (1 = very confusing; 5 = very clear)

- 1 2 3 4 5
- What would have made evaluation clearer? _____

Section C — Your decision

7. What did you decide?

- ☐ **Adopting the pilot** — will teach in [setting] starting [date]
- ☐ **Considering further** — will decide by [date]
- ☐ **Not adopting** — explain in question 8

8. If you decided NOT to adopt the pilot, what was the primary reason? (Check the most important; specify other concerns in question 9.)

- ☐ Curriculum substance not the right fit for my students
- ☐ Time commitment too high for my setting
- ☐ Scheduling didn't work this year
- ☐ District / school policy concerns (about AI use, about curriculum approval, about something else)
- ☐ Standards alignment didn't match my course requirements
- ☐ Concerned about cost (not currently — pilot is free — but unclear about post-pilot pricing)
- ☐ Concerned about ongoing support / sustainability of the curriculum
- ☐ Decided to use a different curriculum
- ☐ Other: _____

9. What other concerns or hesitations factored into your decision? (open response)

Section D — Help us improve recruitment

10. **What was the most useful thing about the kit during evaluation?** (open response)
11. **What was the most confusing or frustrating thing?** (open response)
12. **If you decided not to adopt, what would change your mind?** (open response — be specific)
13. **What would have helped you decide faster?** (open response)
14. **Would you recommend that another educator at least evaluate the kit?**
- ☐ Yes, definitely
 - ☐ Yes, with caveats (please describe): _____
 - ☐ Maybe
 - ☐ No (please explain): _____
-

Section E — Continued contact

15. **May we contact you to follow up on this feedback?**
- ☐ Yes — name and contact (email or other): _____
 - ☐ No — anonymous submission preferred
16. **Would you like to be notified when Phase 2 (nine-week module) or Phase 3 (full-year edition) ships?**
- ☐ Yes (provide contact in #15)
 - ☐ No
-

How to submit

Email this form (or a paraphrased equivalent) to CivicOS Labs through civicoslabs.com. Or — if your setting has a designated CivicOS contact — submit through that contact directly.

Whether you adopt or not, the feedback you provide **directly informs** how the Pilot Kit and the Phase 2 / Phase 3 curricula are designed, packaged, and supported. The decision-not-to-adopt feedback is the kind of signal that's hardest to get and most useful for getting the curriculum right.

Thank you for taking the time to evaluate the Pilot Kit and for sharing your feedback.

Pilot Feedback Form

Structured feedback from Pilot Kit educators to inform the full curriculum.

This form takes about 10 minutes to complete after you finish teaching the five Pilot Kit lessons. Your feedback shapes Phase 2 (the nine-week module) and Phase 3 (the full-year edition). There are no wrong answers; honest feedback is the only useful kind.

Preferred submission path: use the online Google Form created from the Online Pilot Feedback Form Pack in this Implementation Readiness Packet. The Google Form is the live pilot intake mechanism.

Offline fallback: use this Markdown form only when a school, library, homeschool group, or family cannot use Google Forms. Completed offline responses can be returned through the CivicOS Labs contact channel and transcribed into the pilot response Sheet by CivicOS staff.

About you and your setting

Educator name (optional, for follow-up if you allow it):

Role: - ☐ Classroom teacher - ☐ Homeschool parent - ☐ Microschool facilitator - ☐ Library media specialist - ☐ After-school program leader - ☐ Other (please specify):

Setting: - ☐ Florida public middle school - ☐ Florida private middle school - ☐ Florida charter school - ☐ Florida homeschool (single family) - ☐ Florida homeschool co-op - ☐ Florida microschool - ☐ Florida library or community center - ☐ Other (please specify):

Approximate location in Florida (county or region, optional):

Number of students taught with the Pilot Kit:

Grade levels of students: - ☐ Grade 6 - ☐ Grade 7 - ☐ Grade 8 - ☐ Grade 9 - ☐ Mixed (please specify):

Pacing you used: - ☐ One-Week Intensive (default) - ☐ Two-Week Relaxed - ☐ Five-Week After-School Program - ☐ Weekend Microschool Intensive - ☐ Single-Day (not recommended, but used) - ☐ Custom pacing (please describe):

Are you willing to be contacted for follow-up questions? - ☐ Yes, contact me at: _____
- ☐ No, anonymous feedback only

About what you taught

Did you teach all five lessons? - ☐ Yes - ☐ No, I taught _____ of 5 (and which ones)

If you did not teach all five, what stopped you?

[free response]

Did you use the no-install default delivery, the local-installation extension, or both? - [] No-install default only - [] No-install default for most students; some students did the installation extension - [] Most or all students did local installation - [] Neither (used different approach — please describe)

Did you use any commercial AI services for teacher demonstration during lessons? Which ones?

[free response]

What worked

Which lesson worked best in your setting? Why?

[free response]

Which activity, exercise, or discussion landed most strongly with students?

[free response]

What surprised you in a good way?

[free response]

Were the Differentiation Notes useful? Did you use them?

- ☐ Yes, they were essential
- ☐ Yes, I used some of them
- ☐ I read them but did not use them this time
- ☐ No, I did not use them
- ☐ I did not see them

[Optional follow-up: which differentiation strategies were most useful?]

What did not work

Which lesson was hardest to deliver in your setting? Why?

[free response]

Where did students get stuck or disengage?

[free response]

What did you have to skip or modify because it didn't fit your setting?

[free response]

What was missing from the materials that you needed?

[free response]

What was confusing in the Teacher Edition?

[free response]

What was confusing in the Student Edition?

[free response]

About the format and structure

The Teacher Edition format included Lesson at a Glance, Background, Procedure with timings, Student Reading with annotations, Activities with answer keys, Reflection prompts, Differentiation Notes, Assessment Rubric, Extensions, and No-Install Adaptation Notes. Was this the right set of components? - ☐ Yes, this is the right set - ☐ Mostly right; one or two things could be cut (please specify): - ☐ Missing something important (please specify): - ☐ Too many components; could be simpler (please specify):

The Student Edition format included Lesson Title and Goal, Vocabulary, Student Reading at grade level, Activities, Reflection Questions, Self-Check, and Portfolio Artifact. Was this the right set of components? - ☐ Yes - ☐ Mostly right; one or two things could be cut (please specify): - ☐ Missing something important (please specify): - ☐ Too many components; could be simpler (please specify):

Was the reading level appropriate for your students? - ☐ Yes, well-matched - ☐ Slightly too hard - ☐ Significantly too hard - ☐ Slightly too easy - ☐ Significantly too easy - ☐ Mixed across students

Was the lesson timing realistic? - ☐ Yes - ☐ Generally too long - ☐ Generally too short - ☐ Too long for some lessons, too short for others (specify) - ☐ Wildly off

About the institutional support materials

Did you use the Implementation Readiness Packet (Teacher Quick Start, Administrator Overview, Principal & Superintendent Forward Packet, Google Classroom Upload Pack, IT Approval Checklist, Parent Letter, Student AI Use Agreement, Accessibility Statement, Data Privacy Statement, Pilot Feedback Form, ESA Documentation Guide, and the ESA Templates collection)?

- ☐ Yes, I used several of these documents
- ☐ Yes, I used one or two
- ☐ No, but I might use them next time
- ☐ No, I did not need them in my setting

Which Implementation Readiness Packet documents were most useful?

[free response]

Which were not useful or were missing something important?

[free response]

Did you encounter institutional resistance (administrator, IT, parent) that the Implementation Readiness Packet did not adequately address?

[free response]

About student learning

Did students reach the curriculum's learning objectives in your view?

For each lesson, please indicate whether students achieved the lesson's stated objectives:

- Lesson 1 (What AI Is and Is Not): ☐ mostly yes ☐ partly ☐ mostly no
- Lesson 2 (Verifying AI With Sources): ☐ mostly yes ☐ partly ☐ mostly no
- Lesson 3 (Media Bias, Claims, and Persuasion): ☐ mostly yes ☐ partly ☐ mostly no
- Lesson 4 (Privacy, Ethics, and Academic Integrity): ☐ mostly yes ☐ partly ☐ mostly no
- Lesson 5 (Civic Tech Mini-Project): ☐ mostly yes ☐ partly ☐ mostly no

Were students more engaged with this curriculum than with comparable curricula you have taught? -

☐ More engaged - ☐ Comparable - ☐ Less engaged - ☐ Hard to say

What did your students take away that you did not expect?

[free response]

What student misconceptions or questions surfaced that the curriculum did not address well?

[free response]

About civics co-primary framing

The curriculum's framing positions AI literacy and civic technology literacy as co-primary pillars. **Did this framing land with your students?**

- ☐ Yes, students engaged seriously with the civic dimension
- ☐ Partially — students engaged with AI content but the civic framing was less central
- ☐ No, the civic framing felt forced or did not land
- ☐ My setting did not really exercise the civic dimension (please explain)

Did the Civic Tech Mini-Project (Lesson 5) work?

- ☐ Yes, students produced meaningful work
- ☐ Partially — students produced something but it was thin
- ☐ No, this lesson did not land in our setting

What civic issue(s) did students choose for their Mini-Projects? (anonymized; we want to know what students cared about)

[free response]

About broader feedback

If you had to choose one thing to change before the next version, what would it be?

[free response]

If you had to choose one thing to keep exactly as it is, what would it be?

[free response]

Would you teach this curriculum again next year? - ☐ Yes - ☐ Maybe; depends on revisions - ☐ Probably not (please explain) - ☐ Yes if a longer version were available

Would you adopt the full nine-week module (Phase 2) or full-year edition (Phase 3) when they become available? - ☐ Yes, full nine-week module - ☐ Yes, full-year edition - ☐ Maybe; depends on what they look like - ☐ No (please explain)

Would you recommend this curriculum to other Florida educators? - ☐ Yes, strongly - ☐ Yes, with caveats (please specify) - ☐ Probably not (please explain) - ☐ No (please explain)

About the next phase

What feature, lesson, or material would you most want to see in the full curriculum?

[free response]

What other Florida educators do you know who might be interested in piloting the curriculum?

[free response, with permission to contact them]

Is there anything else we should know?

[free response]

How to submit

When you have completed this form:

1. Save your responses (the form is structured so you can complete it in any text editor or word processor)
2. Contact CivicOS Labs at civicoslabs.com and indicate you have Pilot Kit feedback to submit

3. We will provide submission instructions appropriate to your setting

For pilot adopters who want a more interactive feedback session: we offer 30-minute virtual conversations with the curriculum team in lieu of (or in addition to) the form. Contact us through the website to schedule.

Thank you

Real classroom and homeschool feedback is what makes this curriculum better. Pilot adopters are foundational contributors to the work — your feedback shapes what gets built next, what gets revised, and what gets cut. We genuinely appreciate the time and care you put into the pilot and into this feedback.

Online Pilot Feedback Form Pack

Google Forms setup guide for collecting Pilot Kit feedback online.

The online feedback form is the preferred collection path for active pilots. The static Markdown Pilot Feedback Form remains an offline fallback for schools, libraries, homeschool groups, or families that cannot use Google Forms.

This folder contains:

- `Create_CivicOS_Pilot_Feedback_Form.gs` — Google Apps Script that creates the Google Form and logs the live form URL
 - this setup guide — how to create, test, share, and close the form
-

What the form collects

The online form collects educator / facilitator feedback about:

- pilot setting, role, grade levels, student count, pacing, and delivery path
- which lessons were taught and what blocked completion, if anything
- lesson clarity, student engagement, timing, differentiation usefulness, and institutional adoption friction
- Google Classroom, IT approval, ESA documentation, and implementation-readiness needs
- student learning evidence and civic mini-project outcomes
- willingness to pilot the Phase 2 nine-week module or Phase 3 full-year edition
- optional follow-up contact information

The form should not collect student names, IEP documents, diagnoses, disability details, student emails, student work uploads, or student personally identifiable information. It is an adult educator / facilitator feedback form only.

Setup steps

1. Sign into the Google account that will own the form.
2. Go to <https://script.google.com/>.
3. Create a new Apps Script project.
4. Replace the starter code with the contents of `Create_CivicOS_Pilot_Feedback_Form.gs`.
5. Run `createCivicOSPilotFeedbackForm`.
6. Approve the requested Google Forms permissions.
7. Open the execution log and copy both URLs:
 - the edit URL for CivicOS internal administration
 - the published URL for pilot educators

8. Open the form, confirm every question appears correctly, and submit one test response.
 9. In Google Forms, create or link a response spreadsheet.
 10. Delete the test response before sharing the form externally.
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Recommended form settings

- **Collect email addresses:** off by default, unless the pilot agreement explicitly tells educators that email is collected
 - **Limit to one response:** off, unless all pilot educators are in the same Google Workspace domain
 - **Allow response editing:** on during pilot phase if educators may update feedback after a debrief
 - **Accepting responses:** on only while the pilot window is active
 - **Presentation message:** "Thank you. Your feedback will be reviewed by CivicOS Labs and used to improve the Phase 2 and Phase 3 curriculum."
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Where to place the link

After the published URL exists, add it to:

- the Pilot Feedback Form header
- the Principal & Superintendent Forward Packet adoption steps
- the Teacher Quick Start closing step
- any outbound pilot recruitment email
- the CivicOS publishing portal document card or feedback widget

Use a stable short link if the form URL is long. The public PDF should reference the online form as the preferred feedback path, but the live Google Form itself should remain outside the PDF.

Response review cadence

During a live pilot, review responses at least twice per week. After a pilot cohort closes, export responses to a spreadsheet and mark:

- immediate blockers that require patching before the next pilot
- repeated friction points that should inform Phase 2 scope
- strong quotes or evidence points that may support adoption materials, only if the respondent gave permission for follow-up or attribution
- educator contacts to invite into a debrief call

Do not publish or quote educator names, school names, student anecdotes, or identifiable details without explicit written permission.

Offline fallback

If an educator cannot use Google Forms, send the Markdown Pilot Feedback Form and ask them to return it by email or through the CivicOS contact channel. Manually enter the response into the Google response Sheet with a note that the response was transcribed from an offline submission.
