Technology Plan

Office of Information Technology
Escambia County School District
Pensacola, Florida

5/19/04

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Mission

The mission of Instructional Technology (IT) and Technology Systems/Management Information Systems (MIS) is to deploy and maintain appropriate technologies in all phases of the instructional and administrative processes in a manner that supports effective delivery of the Sunshine State Standards and the school district's strategic aims. This is accomplished by the District Technology Advisory Committee acting on continuous input from all school system stakeholders, including citizens, parents, district employees, and students, regarding the funding, acquisition, access, support, and assessment of technology in the district. The forums to provide that input include, but are not limited to, the School Board and it's appointed Citizen's Advisory Committees; the Escambia Education Association; the School Advisory Councils; the PTAs; the Superintendent's Teacher Advisory Council; and the School Technology Committees and Technology Coordinators. All policies and actions regarding technology are subject to review by the Superintendent's Staff and the School Board.

District Long Term Goals (established in this document) and all district planning and deployment of technology are aligned with the following national and Florida goals for technology and education:

National Technology Goals (NTGs)

1) All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.
2) All teachers and students will have modern computers in their classrooms.
3) Every classroom will be connected to the information superhighway.
4) Effective and engaging software and on-line resources will be an integral part of every school curriculum.
5) All Florida Schools will have the assistance needed to develop technology- supported curriculum integration strategies which are thoroughly described and aligned with specific Florida Sunshine State Standards.

Florida Education Goals (FEGs)

1) Readiness to Start School: Communities and schools collaborate in a statewide comprehensive school readiness program to prepare children and families for children's success in school.
2) Graduation Rate & Readiness for Postsecondary Education and Employment: Students graduate and are prepared to enter the workforce and postsecondary education.
3) Student Performance: Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.
4) Learning Environment: School boards provide a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students.

5) School Safety and Environment: Communities and schools provide an environment that is drug-free and protects students' health, safety, and civil rights.

6) Teachers and Staff: The schools, districts, colleges of education, postsecondary institutions, and state work collaboratively to provide professional teachers and staff who possess the competencies and demonstrate the performance needed to maximize learning among all students.

7) Adult Literacy: Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship.

8) Parental, Family, and Community Involvement: Communities, school boards, and schools provide opportunities for involving parents, families, guardians, and other community stakeholders as collaborative partners in achieving school improvement and education accountability.

General Information and District Demographics

Escambia County School District Mission
To make a positive difference in students' lives and to prepare them for lifelong learning.

School District Strategic Aims
- Highest Student Achievement
- Safe Learning and Working Environment
- High Performing Workforce
- Effective and Efficient System

District Size
- The Escambia County public school system is the 85th largest district in the nation and the 14th largest in Florida.
- Escambia county is the western most county in Florida. Greater Pensacola is the largest urban area in the county with a population of 350,000.
- The district consists of:
  39 Elementary Schools, 21,168 students
  12 Middle Schools, 9,852 students
  9 High Schools, 10,724 students
  5 Alternative Education centers, 975 students
  4 Pre-K centers, 695 students
  5 Charter Schools, 583 students
  1 Vocational/Technical school, students counted in home school
  Other alternative programs, 198
  Total students 44,195

Student Racial/Ethnic Distribution
- White 55%
- Black 40%
- Other 5%

District Facts
- The Escambia County School District's average mobility rate is 33%.
- The Title One population served is 17,863 students or 41% of all district students.
- 23,531 students are receiving free and reduced lunch or 54% of all district students.
- Escambia County has 4089 current instructional computers in the schools with an average current computer to pupil ratio of 11: 1 (11,325 total instructional computers).
- The District's pupil to teacher ratio is approximately 26:1.
- The percentage of students who are continuing their education after graduation is 84%.
- The Escambia County public school system operates a food system, serving 9,400 breakfasts and 27,100 lunches daily.
- The District has 470 buses, with approximately 2,100 bus routes, which transport over 32,000 students daily, for almost 32,000 miles per day.

Personnel

- Elected Superintendent with a four year term
- District Administration approximately 65
- School Administration (principals and coordinators) approximately 100
- Professional/ Technical (auditors clerks, therapists, analysts, etc.) 255
- Teachers 2,636
- Instructional Support (counselors, librarians, visiting teachers, psychologists, classroom aides) 759
- Clerical 474
- Service Workers (custodians, food service, bus drivers) 1,132
- Other Support (skilled crafts, technicians) 105
- Total Employees 5,536
- The School Board consists of five members who represent five individual districts and are elected by the constituents in their particular district.
- Board Members must live in the districts they represent and they serve staggered, four-year terms.

Technology Planning Process

The planning process is inclusive of all stakeholders in the deployment and maintenance of technology in the instructional and administrative processes within the school district. These stakeholders include:

- Citizens
- Parents
- District employees
- Students
- Civic agencies and institutions
- Educational institutions
- Business interests/partners

Annual and incremental opportunities for input will be afforded to community committees and organizations including, but not limited to:

- Board appointed Citizens' Advisory Committees for Curriculum and Technology, Facilities, and Finance
- District Technology Advisory Committee and its subcommittees (composed of district administrators, teachers, principals and support personnel, Escambia Education Association Members, and SAC members)
- School Board
- District Web site access by community at large for input regarding technology use
- School Advisory Councils
- District and School Level PTAs
- Escambia Education Association
- Superintendent's Teacher Advisory Council
- Florida Diagnostic Learning Resource Center

- Various Civic Organizations through district membership on Citizens' Advisory Committees (Chamber of Commerce, Rotary Club, Front Porch, Milk and Honey, etc.)
- Joint Instructional Technology and Technology Systems/Management Information Systems Committee
- School Technology Committees and Coordinators
- Curriculum and Instruction Division Staff Meetings
- Superintendent's Staff Meetings
- District Purchasing and Financial offices

The continuously solicited flow of information and suggestions from these groups is referred to and considered by the District Technology Advisory Committee and the Citizens' Advisory Committee for Curriculum and Technology, both of which have broad community representation. The district Web site is also used to gather at large community input concerning expectations for the use of technology. The Directors of Instructional Technology and Technology Systems/Management Information Systems and their staffs provide leadership in the use of this information to development and periodically update the District Technology Plan. The resulting plan or its periodic modification is subject to the review of the above groups and to the formal and regularly scheduled review of the Board appointed Citizens' Advisory Committee for Curriculum and Technology, the District Technology Advisory Committee, the Superintendent and Staff, and the School Board.

Needs Assessment

Needs Assessment Process

The District Technology Advisory Committee, with the regular input and review of the School Board Appointed Citizens' Committees, reviews the needs assessment information communicated by the stakeholders who are in a position to provide quantified data concerning use of technology (Parents, District Employees, and Students). Instruments for gathering that input include:

- Technology Resources Survey and an associated index of key items lifted from that survey for purposes of computing a composite technology score for each district school (completed at the beginning of each school year for Florida Department of Education)
- Teacher/administrator competency or professional assessment instruments (completed for the district at the beginning of each school year such as the CEO Forum STAR chart, Milken Foundation Professional Competency Continuum, and the district's Teacher Technology Survey)
- School/district technology assessment instrument (such as the Milken Foundation Discrepancy Survey, the Florida Educational Technology Conference GPS and/or the technology index derived form the Technology Resources Survey)
- Public School Technology Funds (PSTF) Report
- Technology Literacy Challenge Fund Grant Report
- Internal inventory audits
- Annual and monthly expenditure reports from finance
- School Improvement Plans
- School Technology Plans
- Standardized test results from HSCT, Florida Writes, FCAT
- End User Support and Incident Tracking Software
- Instructional Technology Web based Technical Support Forum

This input not only provides direction and levels of expectation for acquisition, access, use and support of technology in the district, it is also useful to all stakeholders for:

- Assessment in gauging progress toward their vision for technology in education
- Strategizing how to incorporate technology and telecommunications into education in ways that improve student learning
- Tracking the return on public investments in education technology
- Research that will help guide studies of how and under what conditions technology is an effective tool for learning

Items identified in the Needs Assessment Processes section include not only commodities and services that are necessary to build a current technical infrastructure (workstations, network equipment, telecommunication services, etc.), but also includes those policies, procedures, and guidelines documents that are needed to help employees, parents, and students use technology effectively.

Specific Needs

1) Telecommunications

   1.1) Telco provided circuits connecting schools to district offices and FIRN POP
   1.2) District owned wireless circuits connecting schools to district offices and FIRN POP
   1.3) Leased fiber from carriers
   1.4) Hybrid solution of any of the above circuit types connecting schools to district offices and FIRN POP
   1.5) WAN bandwidth for additional data types
   1.6) Telephony
   1.7) ISP services

MIS monitors bandwidth usage on all WAN circuits. The District Technology Advisory Committee considers school and office requests concerning future needs for bandwidth intensive applications. School bandwidth needs are gathered through online Technology Plans, Technology Resource Surveys, and Needs Assessment Instruments. Office bandwidth needs are gathered from End User meetings involving clerical staff and from district administrative meetings such as those for elementary and secondary principals. Any school or office incepted project, that will require district level resources and/or technical support personnel to complete, triggers use of the Standard Operating Procedures (see appendix 6).

2) Technology Infrastructure

   2.1) Local Area Network bandwidth and backbone technology
   2.2) Network Operating Systems and server technologies
   2.3) Caching technology
   2.4) District Web presence
   2.5) Telephony, video, and other data stream needs
   2.6) Distance Learning
   2.7) Satellite Connectivity
   2.8) Local and Wide Area monitoring capabilities
   2.9) Maintenance and obsolescence/replacements
   2.10) Appropriate Use Guidelines
   2.11) LAN standards

IT and MIS monitor the effective use of the technical infrastructure and provide the resulting data to the District Technology Advisory Committee and the Citizens' Advisory Committee for analysis. The committees also review requests from schools and offices concerning upgrades to the district Technology Infrastructure needed for support of the various data stream types, instructional and administrative methods, and technical services listed above. School data is gathered through online Technology Plans, Technology Resource Surveys, needs assessment instruments, and IT support staff meetings. District office data is gathered from end users' meetings, MIS technical support staff meetings, the Strategic Planning Process, and germane Assistant Superintendents. The impact on district level technical resources is always a

consideration when considering major infrastructure initiatives as is possible use of Standard Operating Procedures (see Appendix 6).

3) Equipment

- 3.1) Student and employee workstations, portable computing devices, printers, and other peripherals
- 3.2) Establishment of District Minimum Hardware Standards
- 3.3) Local and Wide area equipment
- 3.4) Web, Network OS, and caching servers
- 3.5) Digital recording and editing equipment
- 3.6) Maintenance and obsolescence/replacement strategy
- 3.7) Develop and encourage a hardware lifecycle strategy for schools
- 3.8) District representative(s) attend relevant regional and national conferences

Research concerning computer and network equipment lifecycle, maintenance, compatibility, replacement (including cyclical lease or lease to buy agreements), instructional and administrative impact, and product quality is conducted by IT and MIS on behalf of schools and offices. This information is presented to the District Technology Advisory Committee, the Citizens Advisory Committee for Technology, and the district Purchasing Office and is used to formulate minimum hardware standards, Local and Wide area equipment standards, and out of warranty repair guidelines. Information from the district PSTF Report concerning annual computer and network equipment expenditures and from the Technology Resource Survey concerning the number and age of all the district computers is used to establish and periodically review an obsolescence and replacement cycle. This obsolescence and replacement cycle includes the role of School Board approved E-Rate expenditures for Local and Wide area equipment. The obsolescence and replacement cycle proposal is presented to the District Technology Advisory Committee, District Finance Office, germane Assistant Superintendents, and appropriate Citizens' Committees for appropriate insertion into the budget process and/or grant writing initiatives. Any school or office incepted project, that will require district level resources and/or technical support personnel to complete, triggers use of the Standard Operating Procedures (see Appendix 6).

4) Assistive Technology

- 4.1) Role of Florida Diagnostic Learning Resource Center and Escambia County Assistive Technology Team (ECATT).
- 4.2) Identification of sources for Assistive Technology
- 4.3) Appropriate placement of Assistive Technology
- 4.4) Parental input
- 4.5) Mechanisms for district awareness of current research and legislation
- 4.6) Community Resources
- 4.7) District representative(s) attend relevant regional and national conferences
- 4.8) Role of LATS (Local Assistive Technology Specialists) and ATEN (Assistive Technology Educational Network)

The district assistive technology team is called ECATT. ECATT members include Speech Pathologists, Occupational Therapists, a Physical Therapist, School Psychologists, a Vision Therapist, Technology Specialists, and Transition Specialists. This team assesses students in need of assistive technology, develops and expands assistive technology services, and provides technical assistance information and training for the implementation of assistive technology. The team is supported by the Assistive Technology Educational Network (ATEN) in Florida. ATEN provides training and technical assistance to districts and loans equipment to local teams for assessment and trial use. The district team also receives support from the ATEN Region I Lab located at FDLRS/Miccosukee. The Lab provides a variety of training related to assistive technology and has a display of current assistive technology devices, equipment, and resources. The ATEN equipment is for preview only. The Escambia County Assistive Technology Team works throughout the year to provide necessary assistive technology tools to assist exceptional students to make progress through the curriculum.

The Escambia County School District also has individuals serving as Local Assistive Technology Specialists (LATS). LATS are individuals with expertise in assistive technology and augmentative communication. These individuals have had training in the use of both high and low technology devices. They assist in prescribing assistive technology devices, assessment, services, and funding

5) Programming

- 5.1) custom code for processing district data on district enterprise and workgroup servers
- 5.2) data access and report generation for district employees
- 5.3) alteration or supplement of commercial packages
- 5.4) submission process for requesting programming/project support
- 5.5) School and district office Web page support
- 5.6) Data collection methods
- 5.7) End User and Application Support role in responding to programming requests
- 5.8) Mechanism for input from school and offices regarding programming support

Programming support for tasks and projects of district schools and offices are submitted to and evaluated by End User and Application Support. Software packages and/or initiatives requiring long term programming support should trigger review by the District Technology Advisory Committee as per the Standard Operating Procedures Document. The Citizens' Advisory Committee for Curriculum and Technology will also provide input on the appropriateness of large scale projects/initiatives and long term use of district programming resources.

6) Software

- 6.1) Administrative
- 6.2) Instructional
- 6.3) Pre-purchase evaluation process and guidelines
- 6.4) Maintenance and obsolescence/replacement
- 6.5) Purchasing and Licensing

6.6) District representative(s) attend relevant regional and national conferences

Procedures for evaluation of instructional software are posted on the district Web site (see appendix 1). Instructional Technology Staff and Subject Area Specialists continuously monitor the effectiveness of software implemented in district schools. Subject Area Specialists research developmentally appropriate instructional software for all grade levels and subject areas. District and school based Instructional staff are made aware of DOE's Educational Software Project which provides a database of professionally evaluated software for all grade levels and subject areas. Administrative software purchases and the initiatives that are implemented through its use are reviewed by the District and Citizens' Advisory Committees. Licensing issues are negotiated by the Purchasing Office and the Directors of Instructional Technology and Technology Systems/Management Information Systems.

7) Maintenance

7.1) Warranty and Out of Warranty Repair procedures
7.2) Establishment of Out of Warranty Repair Guidelines
7.3) Emergency and Inclement weather procedures
7.4) Routine maintenance procedures for cleaning, storage, and optimizing performance
7.5) Procedures for establishing a contractual agreement for delivery of out of warranty repair service

District minimum standards for purchase of computer hardware include a 3-year, on-site, warranty requirement. Hardware repairs are provided by the hardware vendor or the vendor's sub-contracted company for that three-year period. Software support, hardware setup, and assistance with long range technology planning are always provided to schools by their assigned Instructional Technology or MIS Support Technician. Hardware, more than three years old, is repaired by the local vendor holding the district's out of warranty repair contract. This contract is awarded through a RFP/Bid process that is evaluated by MIS, IT, and Purchasing (and is board approved). Out of warranty hardware is repaired according to the District Out of Warranty Repair Guidelines, which are determined and periodically reviewed/revised by the District and Citizens' Curriculum and Technology Advisory Committee. Vendor repair bills are paid from a board approved out of warranty repair budget. Emergency and Inclement weather procedures are developed by the Instructional Technology and MIS staff and are prominently posted on the district Web site (and are discussed at the fall School Technology Coordinators' Meeting).

8) Support

8.1) School Based job descriptions (see Appendix 8)
8.2) District Level job descriptions (see Appendix 8)
8.3) Long term goals for district approach to technical support

Each school is asked to designate a staff member as their Technology Contact. This person will attend district Technology Contact meetings (3 to 4 per year). This person will also collect, prioritize, and forward faculty support requests to the Instructional Technology Technician assigned to their school. Individual faculty members are asked to relay their requests to the

school's Tech Contact and not to contact the Instructional Technology Technician directly. Direct support requests to the Instructional Technology Technician by individual faculty members confuse the support request queue and make efficient service difficult. The procedures for support of administrative computers and peripherals by MIS Support Technicians are similar with the school based data entry personnel responsible for maintenance of the support task queue.

9) Training

- 9.1) Appropriate staff development for all district and school level personnel.
  - 9.1.1) Modalities of delivery
  - 9.1.2) Workshops (building, district, conference, etc.)
  - 9.1.3) Online (building, district, outside, etc.)
  - 9.1.4) Outside training (university, vendor, etc. provided)
- 9.2) Funding for:
  - 9.2.1) Stipends and substitutes
  - 9.2.2) Outside trainers
  - 9.2.3) Facilities (labs, offices, etc.)
  - 9.2.4) Hardware and software
  - 9.2.5) Training materials
  - 9.2.6) School and district technology personnel
- 9.3) Professional development
  - 9.3.1) Inservice points
  - 9.3.2) PEGS and IPDP
  - 9.3.3) Method of providing input into preservice education at the University of West Florida and the University of South Alabama to insure technology training of education majors.
- 9.4) Methods to distribute staff development "best practices" to school based staff development personnel, including means of assessment/evaluation

The seamless integration of technology into all aspects of an education system depends in large measure on effective technology training. Results of such training are increased productivity and continuous learning for all stakeholders.

Appropriate technology training is needed by all school and district employees in order to continuously improve effectiveness and efficiency in instructional and administrative processes. This training is provided through a variety of sources, including peers, IT, MIS, and vendors, as well as by trainers outside the school district. Adequate funding is essential to the success of training if it is to produce these results.

Long term provisions for increasing the use of technology in district classrooms and media centers will be addressed by the district's Teacher Technology Standards Initiative. Delivery of Instructional Technology staff develpopment will become more prescriptive and responsive to teacher needs as a result of teacher participation in this initiative. District teachers will have access to an on-line self-evaluation instrument (Teacher Technology Survey) to determine their instructional technology training needs. A similar self-assessment instrument for administrative

and clerical personnel is planned. The Teacher Technology Survey will be used by school based staff development contacts, school based technology contacts, and administrators to enroll teachers (and eventually to enroll administrative and clerical staff through use of their survey) in group, peer to peer, or on-line versions of the components that are appropriate to individual teachers' training needs. A complete list of resources and preparation details for school based or office delivery of each of the staff development components will be posted on the district Web site.

Long Term Goals

Long Term Goals assist the district in continuously promoting uses of technology that will improve student learning, enhance curricula, and develop the expertise of all district employees in leveraging technology to improve student achievement. The reality of continuous and rapid technical innovation and the commensurate expansion of the role of technology in all district operations preclude a static description of Long Term Technology Goals. The Long Term Goals are stated in terms of the challenges that the district must continually address in order to deploy and maintain an effective technical infrastructure. The Specific Needs, cited in the Assessment component of the Technology Plan, provide the areas and methods for annual evaluation of each Long Term Goal relative to the current district status. Each Long Term Goal references the Specific Needs germane to its annual evaluation.

A tri-annual review/revision of the District Technology Plan, combined with annual use of the Assessment component to evaluate the progress being made on Long Term Goals, will ensure maintenance of a dynamic planning document that is responsive to all stakeholders.

1) To continuously evaluate and deploy network technologies appropriate to long term instructional and administrative needs regarding access to global telecommunications and transmission of data, voice, video, and emerging data stream types (Specific Needs, 1.1-1.7, 2.1-2.11, 3.3, 3.4, 8.1, 8.2, NTGs -3,4 and FEGs-3, 4).
2) To continuously deploy systemic support and training that encourages technically integrated instruction aligned with district and state curricula and that promotes professional and efficient use of administrative technical resources (Specific Needs, 2.1-2.7, 4.1, 4.8, 5.5, 8.1-8.3, 9.1-9.4, NTGs-1, 4, 5 and FEGs-3, 4, 6).
3) To continuously identify and refine assessment methods that evaluate effectiveness of the district's use of technology and the goals that reflect the expansion of the role of technology in district administrative and instructional processes (Specific Needs, 1.2, 1.5, 2.1-2.11, 3.2, 3.6-3.8, 4.5, 4.7, 5.6-5.8, 6.3, 6.6, 8.3, 9.4, NTGs-1, 2, 3, 4, 5 and FEGs-2, 3, 4, 6).
4) To continuously identify and refine avenues of input for all stakeholders concerning the deployment and maintenance of technology in the district instructional and administrative processes (Specific Needs, 2.9, 3.2, 3.6, 3.7, 4.4-4.6, 4.8, 5.2, 5.4, 5.5, 5.7, 5.8, 6.3, 6.5, 7.1-7.5, 8.3, NTGs-1, 2, 3, 4, 5 and FEGs-1, 2, 3, 4, 5, 6, 7, 8).
5) To continuously identify and provide methods of equitable and effective access to all members of the district learning community which extend the opportunities for interaction with administrative and instructional processes (Specific Needs, 1.1-1.7, 2.1-2.11, 3.1-3.8, 4.1-4.8, 5.5, 6.1, 6.2, 9.1, 9.2, 9.4, NTGs-1, 2, 3, 4, 5 and FEGs-1, 2, 7, 8).

6) To continuously and proactively compile appropriate policy and guidelines documents that promote the effective and efficient use of the district technical infrastructure (Specific Needs, 2.9, 2.10, 2.11, 3.2, 3.6, 3.7, 4.1, 4.8, 5.4, 5.8, 6.3-6.5, 7.1-7.5, 8.1-8.3, 9.3, NTGs-1, 2, 3, 4, 5 and FEGs-1, 2, 3, 4, 5, 6, 7, 8).
7) To continuously assist district schools and offices in the selection and purchase of hardware and software that are appropriate to the district's current needs and that anticipate emerging technologies, administrative mandates, and instructional theory. (Specific Needs, 3.1-3.8, 4.1-4.8, 5.3, 6.1-6.6, NTGs-2, 3, 4, 5 and FEGs-1, 2, 3, 4, 5, 6, 7, 8).
8) To continuously identify and deploy strategies that leverage the Internet to enhance instruction, extend the learning environment, and increase efficiency in all instructional and administrative processes (Specific Needs, 1.1-1.7, 2.1-2.11, 3.1-3.8, 5.5, 5.6, NTGs-1, 2, 3, 4, 5 and FEGs-1, 2, 3, 4, 6, 7, 8).

Funding Plan

The District's Technology Funding Plan describes:

1) The process for acquiring the funding necessary to address the needs listed in the Needs Assessment component of the District Technology Plan and their associated long-term goals.
2) The budgeting procedures employed to deliver Technology funding to the germane departments and offices for appropriate expenditure.
3) The financial reporting procedures required of the district Budgeting Office to provide the Technology expenditure information necessary for adjusting district spending to reflect the annual needs assessment process.
4) The strategy for adjusting district spending to reflect the annual needs assessment process described in the District Technology Plan.
5) The district's allocation of funds from the 00/01 Public School Technology Fund (appendix 2).

The funding available to the district for technology expenditures falls within three major categories (for specific appropriations of those funds within the District Budget and appropriation amounts see the Budget Document, appendix3)

1) Funds from state and/or federal block grants and appropriations to various divisions and departments whose annual reception is contingent upon a variety of conditions including: district FTE; proof of continued compliance with the grants'/appropriations' expenditure guidelines; and proof of the existence of the targeted student population, instructional conditions, and/or fiscal circumstance associated with the grants/appropriations. These funds are also subject to continued state and federal legislation/appropriation and Florida or Federal DOE interpretation of statute. The percentage of those block grant/appropriation funds, used for technology and for other expenditures, is determined by the Superintendent's Staff with the input of the Citizens' and District Advisory Committees, and the board (amounts are reflected in district budget appropriations, see the Budget Document, appendix 3).

Specific funding sources in this category used, at least in part, for Technology expenditures include, but are not limited to:

- Supplemental Academic Instruction
- Public School Technology
- Teacher Training
- Workforce Development
- Instructional Materials
- School Recognition/Merit Schools
- Vocational Education Acts
- Job Training Partnership Act
- Individuals with Disabilities Education Act, IDEA
- Elementary and Secondary Education Act, Title I
- Elementary and Secondary Education Act, Title VI
- Public Education Capital Outlay
- Classrooms First

- National School Lunch Act
- School Breakfast Supplement
- School Lunch Supplement
- Florida Education Finance Program

2) Funds from state and/or federal grants, with finite funding cycles, to various divisions, departments, and schools. Reception is contingent upon competitive applications completed and submitted by the district divisions, departments, and schools. The proviso language in a specific grant's RFP and the language developed by the district personnel in a specific grant proposal, determine the percentage of these funds used for technology expenditures. The Grant's Management office and the Citizens' and District Advisory Committees conduct a review of all expenditures in grant proposals prior to the submission of the application to the Board for approval to proceed with the application process.

Specific funding sources in this category used for technology include but are not limited to:
- NCLB:EETT Grant (replaces Technology Literacy Challenge Fund Grant-see appendix 10)
- Federal Magnet School Grant
- E-Rate

3) Funding resulting from the local tax effort which qualifies the district for additional in kind funding (from state and/or federal block grants and appropriations cited in category). These funds go to various district divisions and departments. Continued reception is contingent on local referendum and applicable state statute. The percentage of these funds, used for technology expenditures, is determined by the Superintendent's Staff with the input of the Citizens' and District Advisory Committees, and the board (amounts are reflected in district budget appropriations, see the Budget Document, appendix 3).

Specific funding sources in this category used for technology include but are not limited to:
- District School Tax
- Food Service
- Capital Improvement
- Proceeds from Loans
- Premium Revenue

A coherent funding, purchasing, and life cycle management policy is maintained over this broad range of technology funding sources by close cooperation among germane advisory committees composed of district, board, and board appointed personnel (see Technology Acquisition Plan component). These committees were cited earlier and include:

- Board appointed Citizens' Advisory Committees for Curriculum and Technology, Facilities, and Finance
- District Technology Advisory Committee and its subcommittees (composed of district administrators, teachers, principals, support personnel, Escambia Education Association Members, and SAC members)
- School Board

- District Web site access by community at large for input regarding technology use
- School Advisory Councils
- District and School Level PTAs
- Escambia County Education Association
- Superintendent's Teacher Advisory Council
- Florida Diagnostic Learning Resource Center
- Various Civic Organizations through representation on district/board committees (Chamber of Commerce, Rotary Club, Front Porch, Milk and Honey, etc.)
- Joint Instructional Technology and Technology Systems/Management Information Systems Committee
- School Technology Committees and Coordinators
- Curriculum and Instruction Division Staff Meetings
- Superintendent's Staff Meetings
- District Purchasing and Financial offices

The continuously solicited flow of information and suggestions from these groups is referred to and considered by the District Technology Advisory Committee and the Citizens' Advisory Committee for Curriculum and Technology. The Directors of Instructional Technology and Technology Systems/Management Information Systems and their staffs provide leadership in the use of this information to development and periodically update the District Technology Funding Plan. The resulting plan and/or its periodic modification is subject to the review of the above groups and to the formal and regularly scheduled review of the Board appointed Citizens' Advisory Committee for Curriculum and Technology, the District Technology Advisory Committee, the Superintendent and Staff, and the School Board. Criteria for review of the Funding Plan and the entire Technology Plan, by the above-mentioned committees, are contained in the Needs Assessment and Long Range Goals sections of this document. If the annual review of the Long-Range Goals reveals that some Needs Assessment areas are not progressing satisfactorily, then the corresponding Technology Expenditure areas/objects will be examined to determine if appropriate and corrective shifts in Technology expenditures and funding initiatives should be pursued.

The information needed to make appropriate and corrective shifts in Technology expenditures and funding initiatives will be obtained by an annual request made to the Budgeting Office for a report using the following criteria to run against their budgetary data:

- all projects showing expenditures in any Technology related area/object (hardware, software, support, maintenance, networking, telecommunications, or training)
- the departments/offices that approve expenditures in those projects
- the percentage of each technology related area/object expenditures and total technology expenditures comprised by each of the departments/offices

Additionally, specific objects for expenditures on technology training as opposed to training in general and specific objects for expenditures on networking as opposed to other types of renovations and construction will need to be established to allow efficient disaggregation of the relevant budgetary data. The report for technology related area/object expenditures and total technology expenditures comprised by each of the departments/offices (without the needed

objects mentioned above) for fiscal year 99/00 is attached as appendix 4. A more general report, with data from the departmental/office projects whose expenditures comprise the greatest percentage of District Technology expenditures, is attached as appendix 3. Examination of the data in these reports will help determine the form of an annually requested report from the Budget Office.

Technology Acquisition Plan

Funding Sources for Computer Hardware, Software, and Training
The majority of the funding sources listed below is categorical and must be used to place Technology in areas that meet the profile specified by the state, federal, or local agency providing the funds. Schools' Technology Plans, which are submitted to Instructional Technology on an annual basis, specify the amount of technology to be purchased during a fiscal year and identify the funding source(s) with which the technology will be purchased.

Funding Sources	Dispensing/Approving Office	Technology Expenditures Only
SAI	Elementary and Secondary Education	no
PSTF	Instructional Technology	yes
Title I	Title I	no
Applied Tech	Applied Technology	no
ESE	Exceptional Student Education	no
Grants	Grants Management	no
New Const/Capital Outlay	Facilities Management,/schools/offices	no
School Improvement	SACs/School Staff	no
A+ Plan funds	School Staff	no
School fundraisers	School Staff	no
Risk Management	Risk Management	no
School Operational Budget	School Staff	no
E-Rate	Instructional Technology	yes

1) Purchase of Computer Hardware and Network Equipment
All hardware purchases, for schools and administrative offices, must comply with the minimum hardware standards maintained by the District Technology Advisory Committee and Citizens' Advisory Committee for Curriculum and Technology. Network equipment purchases are subject to minimum standards set by the district's contracted network engineering firm. School hardware purchases are determined by the goals of School Improvement and Technology Plans, the results of a school's technology assessment tool, the results of DOE's Technology Resources Survey, and through consultation with the specific district office dispensing the funds. District Site Based Management philosophy allows schools the autonomy to purchase computer hardware based on the needs established in their planning processes. The purchases are made from approved sources of supply that consist of the state contract tier one vendors and the district tier two vendors. District tier two vendors were established by a RFP/Bid process which was evaluated by MIS, IT, and Purchasing (and were board approved). If the total purchase exceeds $45,000, district approved vendors are sent specifications and requested to respond for evaluation. This process is at the discretion of Purchasing for purchases under $45,000. The Citizens' Advisory Committee for Curriculum and Technology reviews all computer hardware expenditures.

Tier One Computer Hardware Vendors	Tier Two Computer Hardware /Local Vendors
Compaq	Innovative Tech
Gateway	Tech Advanced
Dell	Gulf Coast Computer Services
IBM	

2) Maintenance of Computer Hardware
District minimum standards for purchase of computer hardware include a 3-year, on-site, warranty requirement. Hardware repairs are provided by the hardware vendor or the vendor's sub-contracted company for that three-year period. Software support, hardware setup, and assistance with long range technology planning are always provided to schools by their assigned Instructional Technology or MIS Support Technician. Hardware, more than three years old, is repaired by the local vendor holding the district's out of warranty repair contract. This contract is awarded through a RFP/Bid process that is evaluated by MIS, IT, and Purchasing (and is board approved). Out of warranty hardware is repaired according to the District Out of Warranty Repair Guidelines, which are determined and periodically reviewed/revised by the District Technology Advisory Committee and Citizens' Advisory Committee for Curriculum and Technology. Vendor repair bills are paid from a board approved out of warranty repair budget.

3) Disposal and Recycling of Obsolete Computer Hardware
District experience has shown that hardware manufacturers typically reduce production of the parts necessary for repair of specific models about six to seven years after the date of manufacture of those models. The vendor, providing the district with out of warranty repair services, notifies Instructional Technology and MIS when specific models are exceeding the repair expenditure guidelines established by the District Technology Advisory Committee and Citizens' Advisory Committee for Curriculum and Technology (because repair parts have become either very expensive and/or difficult to obtain). These committees remove those models, which can no longer be repaired and serviced efficiently, from the authorized repair list that is provided to the district's out of warranty repair vendor. Schools are encouraged to budget a portion of their annual technology dollars for cyclical replacement of obsolete computer hardware. Schools either use their own technology dollars to continue to repair and support the computer models no longer within Out of Warranty Repair Guidelines or they can request a property disposal disposition from Inventory Systems. These computers are then eligible for auction (a CPU and monitor bring about $1.00), disposal, or for use as a source for spare parts for those schools still using these older computer models. Negotiations are currently in progress to utilize the district's major supplier of instructional computers to gather obsolete equipment for recycling and allowance of a district credit toward future purchases and/or to dispose of the obsolete hardware in an environmentally appropriate manner.

4) Purchase of Software
Instructional software is recommended and reviewed by the Office of Instructional Technology, Subject Area Specialists, School Technology Committees, School Advisory Councils, principals, and the District Technology Advisory Committee, and the Citizens' Advisory Committee for Curriculum and Technology. Smaller purchases that do not involve district or site licenses are reviewed at the school level. Larger license purchases (greater than $15,000.00) automatically require review of the School Board and the Citizens' Advisory Committee for Curriculum and Technology.

Administrative software is recommended and reviewed by the Office of Instructional Technology, Technology Systems/Management Information Systems (MIS), and the Citizens' and District Technology Advisory Committees. Smaller purchases that do not involve district or

site licenses are reviewed at the Office of Instructional Technology and/or MIS department level. Larger license purchases (greater than $15,000.00) automatically require review of the School Board and the Citizens' Advisory Committee for Curriculum and Technology.

The Florida Educational Software Catalog is available for all stakeholders to consult. This online catalog (http://www.itrc.ucf.edu/doecat/), maintained by Florida Department of Education, Bureau of Educational Technology, enables educational institutions to:

- acquire software products in variety of formats at substantial discounts
- purchase without the need for an internal bid process from each district
- access associated information regarding quality, proper/intended use, and Sunshine State Standard coverage

The district Standard Operating Procedures Document contains instructional and administrative guidelines for software copyright compliance, requesting in-house software development, software registration and inventory, software installation, and backup. These guidelines are appropriate for both instructional and administrative software. Procedures for evaluation of instructional software are posted on the district Web site (see appendix 1).

The following discussion points should be employed by the Office of Instructional Technology, Subject Area Specialists, Schools' Technology Committees, Schools' Advisory Councils, principals, and the Citizens' and District Technology Advisory Committees when considering long term and/or district wide use of ILS (Integrated Learning System) software.

1) The speed at which the Internet versions of the ILS software run is largely a function of the access speed available on the district WAN. The broadband speeds are available to schools on the fiber portion of our WAN only. Other schools will experience considerably slower performance and would likely have to use the CD version of the software (higher maintenance). Expeditious pursuit of the district High Speed Connectivity Initiative will address that problem.

2) Some district schools (as well as the district itself) already have considerable investments in large ILSs and/or curriculum alignment software. A plan for integrating any new ILS software with existing ILS/alignment packages or a phased retreat from use of the existing software to minimize loss of investment is appropriate.

3) Considerable district resource has been used in the development of a system for the automated import/export of grades between TERMS and a standard electronic grade book. This system also creates report cards without bubble sheets and can maintain information on benchmark mastery relevant to the new teacher of responsibility data element associated with individual student records. This initiative uses a software package that is already owned by the district (TTS Navigator). A plan for integrating new ILS/alignment software with this initiative is appropriate.

4) The resources necessary to successfully implement new ILS/alignment software at individual schools are not inconsequential. The Internet version of this software requires browser plug-ins to be downloaded and properly installed. The download, installation, and maintenance processes are complex. The CD version of the software will require maintenance of a server and the associated curriculum and student history data. Either situation is most efficiently handled by a school based support person, which many schools do not have.

5) Any district wide implementation of new ILS/alignment software should include an implementation committee that has broad representation from all stakeholders including but not limited to EEA, principals, teachers, the District Technology Advisory Committee, and the

Citizens' Advisory Committee for Curriculum and Technology. Development of guidelines for a successful and broadly supported implementation of new ILS/alignment software being the committee's primary function.

The district Purchasing Office, with the input of the reviewing bodies mentioned above, acts as the district representative in negotiation of licensure fees with software vendors.

5) Purchase of Technology Training

Technology training purchases are orchestrated by the various district offices whose budgets are responsible for placing significant amounts of hardware in the field (see Appendix 3). The offices of Instructional Technology, Technology Systems/Management Information Systems, Title I, Applied Technology, and Exceptional Student Education evaluate training needs within their departments with the assistance of their user group organizations, plan their training schedules, and purchase their required training (with the sanction of the appropriate district and board oversight committees). Long term provisions for increasing the use of technology in district classrooms and media centers will be addressed by the district's Teacher Technology Standards Initiative. This initiative provides district teachers with access to an on-line self-evaluation instrument (Teacher Technology Survey) to determine their instructional technology training needs. Survey results will help the offices of Instructional Technology and Staff Development and school-based administrators determine their respective Technology Training purchases. Similar Web based instruments for gathering training and planning data are planned for the other offices mentioned above.

6) Planning Documents for Technology Purchase, Maintenance, Disposition

District Technology Plan
School Improvement Plans
School Technology Plans (aligned with District Technology Plan and School Improvement Plans)
District Minimum Hardware Standards
District Out of Warranty Repair Guidelines
Public School Technology Funds Report (DOE)
Technology Resources Survey (DOE)
Florida Educational Software Catalog

7) Additional/Clarifying Information

The larger and most frequently used funding sources cited in this document, such as Title I, Exceptional Student Education, and Applied Technology, must supplement, not supplant existing technology budgets and/or serve a highly specific student population. Creation of a single district budget for hardware expenditures would be extremely difficult to orchestrate, since these categorical funds are not available for pooling with other funding sources to create an annual district wide technology allocation. Observance of the procedures cited in this plan results in a six to seven year computer hardware life cycle with the budget process, purchase, maintenance, and final disposition controlled by established policies and guidelines. This cycle requires a combined annual effort of approximately 4 million dollars for computers and peripherals. The presence of computer hardware purchase items on virtually all board agendas reflects the continuous efforts of schools and offices to work within these procedures, to expend computer

hardware funds appropriately, and to maintain a current fleet of computer hardware for district instruction
and administration. This has resulted in relatively stable number of computers with a *student to computer* ratio of 5:1 (including hardware older than seven years).

The district's long range goal for a *student to current computer ratio* is 5:1 (excluding hardware older than seven years). This ratio is inline with research concerning effective integration of instructional technology within the school environment and curriculum. A mixture of lab and classroom based computers, that reflects a school's curriculum philosophy and level of technology integration, is found in most district schools. School hardware purchasing patterns are constantly monitored through various instruments such as the annual Public School Technology Funds Report (DOE requirement), the Technology Resources Survey (DOE requirement), and School Technology Plans (District requirement). The current data obtained from the Technology Resources Survey indicates that progress is being made toward the *student to current computer* ratio of 5:1.

Internet delivered curriculum, increasingly affordable bandwidth/Internet access, and increasingly affordable Portable/Thin Client technologies are beginning to offer the possibility of providing all district students with an affordable Internet appliance that can be used at school and at home. The feasibility of this emerging instructional model is being monitored by MIS and IT staff (and is currently being evaluated through use of grant funds within selected district schools). Conceptions concerning the appropriate *student to current computer ratio* and the pace at which the district pursues this instructional and technical shift will be accomplished through appropriate policy and guidelines decisions (conceived/sanctioned by the Citizens' and District Technology Committees and reflected in the District and School Technology Plans). As the price of an Internet appliance approaches 20% of the per unit instructional computer cost, this model becomes increasingly feasible (assuming that the present annual hardware effort remains fiscally sustainable). Long range school wide configuration would include a 5:1 ratio supplemented by portable wireless Internet appliances. This configuration would allow a broad range of instructional strategies such as collaboration and the 1:1 ratio when instructionally appropriate.

8) Five Year Plan for Migration to New Technology Acquisition Procedures

Although the purchasing procedures described above will continue to successfully place computers and related hardware in district schools and offices, the increasingly critical role that technology will play in the delivery of district curricula requires consideration of a plan to expedite the technology procurement process. There are several issues, which if properly addressed, will modify the current process to allow technology to reach district facilities more efficiently with hardware more precisely configured for its intended use. Review of each month's extensive list of technology purchases, by the Citizens' Curriculum and Technology Advisory Committee, is time consuming. The variety of hardware appearing on the board purchasing agenda precipitates extensive debate and confusion regarding instructional and administrative appropriateness. Current purchasing procedures are based on various technology funding sources and purchasing patterns spread over numerous projects and departments; minimum district hardware standards that are not targeted for specific instructional and/or administrative intent;

and oversight committee review process using institutionalized purchasing procedures that were never intended for collaborative use. Migration from these procedures to a district wide purchasing policy that leverages district funding through volume purchasing, multi-year lease to buy, equity buyout, and fair market buyout agreements to address fleet obsolescence; student to computer ratio; and standardization of configuration offerings will be difficult to accomplish in a single step; however, a single department or a group of "high volume" departments could enter into a purchasing agreement to provide data with which possible changes to current procedures could be evaluated. Several possible purchasing scenarios, to which the entire district might migrate over the next five years are described below.

Fair market buyout purchasing process:
This process can triple or quadruple the buying power of existing district funds by entering into a three or four year loan (which allows you to purchase three or four time your annual budgeted amount in year one of the loan period) One third or one fourth of the loan principal is paid annually and the interest is paid at the end of the loan period by buying all hardware for seven percent of the loan principal or by returning the hardware to the vendor (hardware has a fair market that covers the loan interest). The district would then start a new loan and equipment purchase cycle.

Lease to buy purchasing process:
This process can triple or quadruple the buying power of existing district funds by entering into a three or four year lease (which allows you to purchase three or four time your annual budgeted amount in year one of the lease period). One third or one fourth of the loan principal and the interest is paid annually. At the end of the lease period the district can buy the hardware for one dollar or return the hardware for credit on a new lease and equipment purchase cycle.

Equity buyout purchasing process:
This process can triple or quadruple the buying power of existing district funds by entering into a three or four year lease (which allows you to purchase three or four times your annual budgeted amount in year one of the lease period). One third or one fourth of the loan principal and the interest is paid annually. At the end of the first year of the lease period, the district negotiates a new lease to add an amount of technology that is equal to the amount that has been paid on the principal plus the balance owed on the principal from the first lease agreement (roughly the same amount that was financed the first year). The payment will remain roughly the same indefinitely, one years payment on principal and interest on the original lease amount, for replacing either one third or one fourth of the hardware depending on the length of the lease (amount will slowly track up over time). Older hardware can be traded back to the vendor to defray that gradual increase in the annual payment caused by the accumulating interest on principal. The district would never be more than three or four years from paying off the lease depending on the lease period and the annual lease payment could track down if the amount of hardware leased decreased or if the price of hardware decreased.

There are nine district level departments responsible for 80% of the district's $6.1 million in annual technology purchases (capitalized and non-capitalized software/hardware). Those nine offices would form a purchasing consortium to negotiate a series of consecutive three or four-

year purchasing cycles using one of the purchasing agreements described above. The consortium members would budget one third or one fourth of their combined annual technology purchasing budgets, depending on the length of the cycle, toward payment of year one of the lease/purchasing agreement (two thirds in year two and a full annual budget amount in year three or in one fourth increments in a four year agreement). In year one of the first agreement, the district would take possession of hardware/software equal to three or four times the first year's payment. That is the same amount of hardware that would have been received had the full amount been paid in an outright purchase. This process would be repeated for three or four consecutive years, depending on the length of the agreements. At the beginning of the third or fourth year, the amount required to make all of the accrued annual payments would be equal to the annual amount that the consortium had been budgeting prior to use of the lease/purchasing agreements. At that time, the amount of hardware and software placed in district schools and offices would be either 33% or 38% more than what would have been in place using annual outright purchases over the same period. The maximum fiscal exposure to the district at the end of the first lease/purchase agreement would be either: 1) two consecutive annual payments at two thirds and one third of a regular annual budget payment 2) three consecutive annual payments at three fourths, one half, and one fourth of a regular annual budget payment. Additionally, all of the options available with the lease/purchase agreements regarding equipment trade in, buy out, equity leverage, and reduced annual purchase would be available at the end of each of the consecutive agreements for adjustment to the district's fiscal circumstances.

As indicated earlier, a consortium of district level departments will migrate to use of these purchasing strategies, as their directors feel comfortable with fiscal implications of the change. This will provide data for district level evaluation of these purchasing strategies and allow expeditious district wide adoption (within five years) to address fleet obsolescence, student to computer ratio, and standardized instructional and administrative configurations.

Access

The district's long range plans for providing equitable access for the educational community it serves include, but are not limited to, the district personnel, policies, procedures, and infrastructure detailed below.

Access to district technology resources during after-school hours

After-school hours access to the District technology infrastructure is provided through, though not limited to, the following means.

1) Extended Access to Library Media Services—District participation in this DOE grant initiative, (when available/funded) has allowed from three to five school district media centers to remain open after school hours providing student, parent, and community access to the computers, Internet Connectivity, online reference resources, and media specialists assistance available in those media center facilities. The participating media centers have been a combination of elementary and secondary schools.

2) Area Adult and Community Education Programs—After school hours technology and computer science classes are held at sites located throughout Escambia County. Area Adult and Community Education (ACE) Program Coordinators can be reached at each area's central office located at one of the schools located within the area. See the Area Adult and Community Education Programs description provided later in this section.

3) Family Resource Centers (high free/reduced lunch is targeted population)—Family Resource Centers are located in Pensacola at the Henry McMillan Learning Center and in the Sid Nelson Center in Cantonment. The Family Resource Centers have a wide variety of materials available for parents to use and/or check out to help them provide educational support for their children. This includes such items as games, books, videos, computers, toys, puppets, and craft materials. Hours are from 8:00 A.M. to 5:00 P.M, Monday - Friday

4) Family Resource Centers, Technology on Wheels (high free/reduced lunch is targeted population)—This mobile Family Resource Center (housed in a converted school bus) provides many of the same services as the centers at the Henry McMillan Learning Center and in the Sid Nelson Center, but emphasizes bringing technology and computer access to convenient locations for community parents and students.

5) Neighborhood Learning Centers (high free/reduced lunch is targeted population)—These centers provide after school hours access to educational and technology resources in various community facilities and selected schools' cafeterias and classrooms.

6) District Web portal—Provision of access for citizens, teachers, parents, and students to best teaching practices and curriculum resources through technology will be accomplished by a district Web portal (developed under the district Technology Integration/Web Portal Initiative) that will contain links to a range of Web based

educational resources. See section immediately below concerning equitable distribution of resources to support the Sunshine State Standards and current pedagogy in district schools.

7) Technology Camp (during summer months, high free/reduced lunch is targeted population)—To be eligible, students must be entering the 3rd, 4th, 5th, 6th, 7th or 8th grade and must attend a Title I school or live in a Title I school's district in Escambia County. Students must provide their own transportation. Free breakfast and lunch will be served daily. There are no fees or charges for attending Technology Camp. Camp students will participate in two one-week units. Each unit involves finding and recording information, using reference materials, and utilizing computers, the Internet, laser disc players, digital & video cameras and going on an associated field trip. Students will work in small groups to prepare their research and will complete each unit by participating in the preparation and presentation of a techno-project. The public is invited to visit Friday afternoons to see the student's presentations.

Equitable distribution of resources to support the Sunshine State Standards and current pedagogy in district schools

Equitable distribution of resources to support the Sunshine State Standards and current pedagogy in district schools is provided by a variety of Internet, WAN, LAN, and stand alone delivered instructional resources based on the instructional priorities identified in individual School Improvement and Technology Plans. These resources are aligned with the Sunshine State Standards and include but are not limited to titles such as:

- SIRS
- InfoTrack
- NewsBank
- Groliers
- CCC
- Compass Learning
- A+LS
- Accelerated Reader
- Accelerated Math
- Star Reading
- Star Math
- Reader Rabbit
- Math, Word, and Algebra Blasters
- Carmen Sandiego
- Encarta
- Millie's Math House
- Oregon Trail
- Schoolhouse Rock
- TimeLiner
- Word Munchers

- A variety of other titles by publishers including, but not limited to Edmark / Riverdeep, Sunburst Communications, Boxer Learning, Learning Company, Broderbund, Creative Wonders, Tom Snyder Productions, Classroom Connect, DK Multimedia, Apple, and Microsoft.

Adequate funding, hardware, support, and network infrastructure to deliver these titles at all schools is ensured by supplementing school budgets with technology dollars from PSTF, Title I, SAI, and E-Rate, etc. The speed and quality of WAN and Internet delivered resources will be improved over the next five years through implementation of the district's High Speed Connectivity Initiative. The High Speed Connectivity Initiative proposes connectivity clusters of three to five schools. Schools within each cluster, designated as feeders, will be connected by separate wireless circuits to one school that aggregates all the traffic through use of a core switch. This switch will act as a collapsed backbone for all schools in the cluster and will be compliant with the district LAN standard (making H.323 video conferencing and other delay sensitive applications possible within the cluster). The aggregated traffic will be transmitted over a fiber circuit or a trunk wireless circuit to the district's core switch, which will act as a collapsed backbone for all clusters in the district. This switch will also be compliant with the LAN standard (making H.323 video conferencing and delay sensative applications possible district wide).
Continuous progress on the High Speed Connectivity Initiative (both WAN and LAN components) will improve district wide access to Internet delivered tutorial/remedial software in all content areas at all levels, LAN delivered resources in K5 (including AR, AM, Star, Reader Rabbit, Math Blasters, etc), LAN delivered reading tutorial/remedial and reading skills software in K-12. Placement of Internet Caching servers at all district schools and centers and placement of a district level Internet Caching server at the gateway to the local FIRN POP will also enhance WAN/LAN access speeds. These servers will be put in place as the High Speed Connectivity Initiative proceeds.

Provision of access for teachers, parents and students to best teaching practices and curriculum resources through technology will be accomplished by a district Web portal (developed under the district Technology Integration/Web Portal Initiative) that will contain links to a range of Web based educational resources. The Office of Instructional Technology, with the district Media Services Office and the Offices of Elementary and Secondary Education, is developing the portal. This portal will provide password controlled access to Web based software that is licensed to the district for classroom and home use (compliance with federal Electronic and Information Technology Accessibility Standards is a priority). Links to resources provided by DOE (Florida Department of Education, i.e. FCAT Explorer); Florida ITRCs and Universities (Instructional Technology Resource Centers and STEPS); federally funded education sites (Regional Laboratories such as SERVE and Federal TLCF sites such as the Beacon Learning Center); and other public domain resources will be present. An interactive forum, for district teachers and parents to submit public domain resources, will be included as well as a technical solutions forum for school network administrators, teachers, and technology contacts.

Provision of access for students with assistive technology needs

Access

Provision of access for students with assistive technology needs, including those students with disabilities, is addressed by a group of specifically trained district personnel including, but not limited to: ECATT (Escambia County Assistive Technology Team); an Instructional Technology staff member that is also a member of ECATT (paid for with IDEA funding to assist ECATT with technology needs and to orchestrate IT staff resources for support of ESE teachers and students); a LATS technician and a regional lab housed by the district; and ATEN (Assistive Technology Educational Network).

The district assistive technology team is called ECATT. ECATT members include Speech Pathologists, Occupational Therapists, a Physical Therapist, School Psychologists, a Vision Therapist, Technology Specialists, and Transition Specialists. This team assesses students in need of assistive technology, develops and expands assistive technology services, and provides technical assistance information and training for the implementation of assistive technology. The team is supported by the Assistive Technology Educational Network (ATEN) in Florida. ATEN provides training and technical assistance to districts and loans equipment to local teams for assessment and trial use. The district team also receives support from the ATEN Region I Lab located at FDLRS/Miccosukee. The Lab provides a variety of training related to assistive technology and has a display of current assistive technology devices, equipment, and resources. The ATEN equipment is for preview only. The ECATT works throughout the year to provide necessary assistive technology tools to assist exceptional students to make progress through the curriculum.

The Escambia County School District also has individuals serving as Local Assistive Technology Specialists (LATS). LATS are individuals with expertise in assistive technology and augmentative communication. These individuals have had training in the use of both high and low technology devices. They assist in prescribing assistive technology devices, assessment, services, and funding

The Assistive Technology Services and Procedures, which are in place to address the assistive technology requirements of the Escambia County School District special needs population, are described below. Plans to refine and expand these services are reflected in the recent addition of two technical support positions in the ESE Department and funding of a position in the Instructional Technology Department, by ESE, that is assigned to support of ESE teachers and students. An additional technical support position in ESE will be in place for the 2001/2002 academic year.

Training:
Any type of assistive technology training is requested by completion of an Assistive Technology Request for Training/Technical Assistance Form. An ECATT team member then contacts the potential trainee to arrange the training or assist in arranging training through another agency, such as FDLRS, ATEN, or FAAST. Training may be for the school staff, small teams working with a particular student, or individuals working with a student. Whenever possible the training will be held at the school for the convenience of the school staff. However, some training may be held at another location. In some cases, the LATS may combine one or two schools needing the same training.

Technical Assistance:
The ECATT team answers requests for assistance with devices and assistive technology problems. Assistance is obtained by completion of the Request for Training/Technical Assistance Form .

Equipment Loan:
The ECATT Team has some switches, voice output devices, software programs, and alternative computer hardware for student use. School staff members, therapists, and parents may request the loan of specific assistive technology devices/equipment. The LATS recognize that many have a strong knowledge of assistive technology and can conduct trial use without the direct involvement of the LATS. Therefore, staff and therapists may request the loan of specific devices. Equipment is requested by completion the Assistive Technology Request for Training/Technical Assistance Form.

Team Assessments:
An Assistive Technology Assessment is:

- ongoing
- conducted by a multidisciplinary team with two or more members
- includes the parent or caregiver
- involves input from persons familiar with the individual
- includes trial use of technology
- is conducted in environments the child encounters

Request for Assistive Technology Assessment of a Student:
If the student's IEP team has met and determined that an ESE student can benefit from some type of assistive technology which is not available at the school or for which the IEP team wants some assistance in determining the appropriate services, completion of the ECATT Referral Form is required. A copy of the student's current IEP is sent to the ECATT secretary, ESE Department, Hall Center. Upon receipt of the request, an ECATT team member will begin the assessment process.

An interview will be conducted with teachers, therapists, parents and agency personnel as appropriate to fully describe the student in all environments. The interview will be published for all participants and will be amended as members feel appropriate. An action plan is developed which will discuss the student's strengths, needs, what is in place, what will be tried, how and who will be responsible for the action and by when the action will be taken. This is a team effort with all persons being equal members to suggest solutions and possible actions. The ECATT member may arrange to borrow equipment, loan equipment, provide training or other assistance as needed. The LEA who is attending the meeting commits school resources.

A review action plan date is set at this first meeting. The review action plan is to determine the results of all the proposed actions and if the solution(s) is/are working. Results may require redesigning solutions, or they may result in recommendations for the IEP. More than one review action plan may be necessary before IEP recommendations are finalized. The ECATT member may attend the IEP review following the review action plan meeting(s).

Recommendation for assistive technology services:
The district recommends and must provide assistive technology services when the answer to any of the below questions is yes.
Are assistive technology devices & services**:**
1) necessary for Least Restrictive Environment (LRE)?
2) a necessary related service?
3) a necessary part of the special education program?
4) a necessary part of supplementary aids and services?
5) necessary for the student to achieve in the classroom?

Assistive Technology Related to the IEP:
Consultation with either a Program/Staffing Specialist or an (ECATT) member is required prior to any conference concerning the need for assistive technology services.
The LEA Administrator / Designee must be present during the IEP conference. If the student is using assistive technology devices or if he / she is being referred for an assistive technology assessment, the assessment and/or provision of an assistive devise falls under "services". Assistive technology services may be listed as a "related service" or "supplemental service" depending on the setting in which the service is provided on Part 5 of the IEP. Related services are defined as those services that are required for the student to benefit from special education. Supplemental aids and services are those services which are provided in regular education classes to enable the student to be educated with non-disabled peers to the maximum extent appropriate, based upon their IEP goals. Specific devices/equipment are normally not listed on the IEP. Use of phrasing that is descriptive of the type of device/equipment needed for the child provides the greatest flexibility (see attached list). According to IDEA, assistive technology can be a part of the student's special education program, the related services a student receives, or part of the supplementary aids and services provided to the student.

Assistive Technology/Equipment for Writing District IEPs:

Device	**Description**
Pencil/pen with adaptive grip	Pencil/pen with adaptive grip
Raised line, highlighted, heavy lined colored paper	Adapted paper
Slantboard (e.g. any adaptation to the angle of the of the writing surface)	Slantboard (e.g. any adaptation to the angle writing surface)
Typewriter	Typewriter
Alpha Smart Pro	Portable Word Processor
Alpha Smart 2000	Portable Word Processor
Laser PC 4 or 5	Portable Word Processor
LINK	Portable word processor
Computer (for written assignments)	Computer (for written assignments)
Alternate Computer Access	
Acrylic template, Braille letter overlays	Key guard or adaptation to keyboard
Ergo rest, splints	Arm support
Track Ball/ Track Pad, Joystick	Track Ball, Track Pad, Joystick

Intellikeys	Alternate keyboard
Discover Board	Alternate keyboard
Key Largo Board	Alternate keyboard
Discover Switch	Switch with scanning
Ke:nx	Switch with scanning
DadaEntry Board for IBM	Switch with scanning
Naturally Speaking	Voice recognition software
Via Voice	Voice recognition software
Dragon Dictate	Voice recognition software
Co:writer	Word prediction software to reduce keystrokes

Composing Written Material

Word cards, word book/word wall	Word cards, work book/word wall
Pocket dictionary/thesaurus	Pocket dictionary / thesaurus
Franklin Bookman	Talking electronic dictionary
Franklin Language Master	Talking electronic dictionary
American Heritage Dictionary	Software - Computer dictionary
ClarisWorks	Word Processor w/ spell checker
Write This Way	Grammar checker, thesaurus / spell checker
Write Out Loud	Grammar checker, thesaurus / spell checker
Co:writer	Word processor w/ word predictions -to facilitate spelling and sentence constructions
Write Out Loud	Talking word processor for multisensory typing
Intelli Talk	Talking word processor for multisensory typing
CAST eReader	Talking word processor for multisensory typing
Ultra Writer	Talking word processor for multisensory typing
Naturally Speaking	Voice recognition software
Via Voice	Voice recognition software
Dragon Dictate	Software for expression of ideas
Multimedia	Software for expression of ideas
Hyper Studio	Software for expression of ideas
Digital Chisel	Software for expression of ideas

Communication

PECS	Picture Exchange Communication System
Communication Board with pictures/ pictures/objects/ objects/letters/ words	Communication Board / book with letters/ words

Eye Gaze Board	Eye Gaze Communication
BigMack	Single message voice output device
Message Mate	Simple voice output device with switch access
One Step (AbleNet)	Single message voice output device
Cheap Talk	Simple voice output device
Voice in a Box	Simple voice output device
Talking Picture Frame	Simple voice output device
Hawk	Simple voice output device
TalkBack 24	Simple voice output device
Pocket Talker	Simple voice output device
6 Level Voice in a Box	Voice output device with levels
Macaw	Voice output device with levels
Digivox Box Talk	Voice output device with levels
Hip Talk	Voice output device with levels
Dynavox	Voice output device with levels
Speaking Dynamically	Voice output software with levels
DynaMyte	Voice output device with a dynamic display
AlphaTalker	Voice output device with icon sequencing
Delta Talker	Voice output device with icon sequencing
Liberator	Voice output device with icon sequencing
Cannon Communicator	Device w/ speech synthesis for typing
Link	Device w/ speech synthesis for typing
Write: Out Loud with laptop computer	Device w/ speech synthesis for typing

Reading, Studying and Math

Reading

Changes in text size, spacing, color	Changes in text size, spacing, color
Picture It	Use of pictures with text
Writing with Symbols	Use of pictures with text
Page Fluffers, 3-ring binder	Book adapted for page turning
Franklin Bookman	Talking electronic device to pronounce challenging words
Franklin Language Master	Talking electronic device to pronounce Challenging words
Reading Edge	Scanner with talking word processor
Kurzweil Voice	Scanner with talking word processor
Books on tape	Electronic books
Gutenburg Online Books	Electronic books
Broderbund Talking Book Series	Electronic books

Learning / Studying

Print or picture schedule	Print or picture schedule
Index tabs, color coded folders	Low-tech aids to organize materials
Markers, highlight tape, ruler, etc.	Highlight text
Pocket Talker, Hip Talk	Voice output reminders for assignments,

	steps of task
Talking Picture Frames	Voice output reminders for assignments, steps of task
Tape recorder	Tape recorder
Blocks in Motion	Software for manipulation of objects/concept development (may use alternate input device, e.g. switch)
Touch Window	Touch screen
Inspiration	Software for organization of ideas & studying
Toy Store	Software for manipulation of objects/concept development (may use alternate input device, e.g. switch)
Claris Works Outline	Software for organization of ideas & studying
Power Point	Software for organization of ideas & studying
Books on tape	Recorded material
Taped lectures with number-coded index	Recorded material

Math

Abacus/Math Line	Abacus/math line
Calculator/calculator with print out	Calculator/calculator with print out
Talking Calculator	Talking calculator
Calculator with large keys/large LCD print out	Calculator with large keys/large LCD print out
Big Calc	Enlarged on screen calculator software
Access to Math	Software with templates for math computation (may use adapted input methods / switches)
Math Pad	Software with templates for math computation (may use adapted input methods / switches)
Talking clock	Tactile/voice output measuring devices
Tactile Ruler	Tactile/voice output measuring devices

Recreation and Leisure, Active Participation (inclusion)

Toy with adaptive switch	Adapted toys and games with switches
Use of battery interrupter and switch to operate a toy	Switch adapted toys
Lighted/bell ball, velcro mitt	Adaptive sporting equipment
Universal Cuff or adaptations to support use of crayons, markers, paintbrush, art tools,. utensils, rollers, stampers, scissors	Writing tool adaptations
Ergo Rest to support arm for drawing/painting	Armrest
KidPix, Blocks in Motion	Software for drawing and blocks
Games on the computer	Computer games with alternate access

Activities for Daily Living (ADLS)	
Foam handle on utensil	Adaptive eating devices
Cup with cut out rim	Adaptive drinking devices
Button hook, reachers	Adaptive dressing equipment
Mobility	
Walker	Walker
Grab rails	Grab rails
Manual wheelchair	Manual wheelchair
Cooper CarGoBot	Powered mobility toy
Powered wheelchair w/ joystick, head switch or sip/puff control	Powered wheelchair with switch adaptation
Environmental Control	
Light switch extension	Light switch extension
PowerLink	Switch activation/control device to turn on electrical appliances
Cordless Big Mack	Remote controlled appliances
Powerhouse	Remote controlled appliances
Ablenet Battery Powered Receiver	Remote controlled appliances
Radio/Ultra sound	Remote controlled appliances
Vision	
Eye glasses	Eyeglasses
Magnifier	Magnifier
Large print books	Large print books
Screen magnifier	Screen magnifier
Close View	Screen color contrast/magnification software
Zoom text	Screen magnification software
CCTV	Closed-circuit television for enlarging text
OutSpoken	Screen reader
JAWS	Screen reader
CAST eReader	Screen reader
Braille N' Speak	Braille keyboard and note taker
Duxbury Braille Translator	Braille translation software
Versapoint	Braille translation software
Braille Printer	Braille Printer
Large computer monitor	Large computer monitor
Hearing	
Hearing Aid	Hearing aid
FM System	Classroom amplification system
Closed captioning	Closed captioning
Vibrating pager	Signaling device
TDD/TTY	Phone access for hearing impaired
Screen flash for alert signals on computer	Screen flash for alert signals on computer

Assistive Technology and the Matrix:
The Matrix of Services addresses assistive technology in three domains listed below.
Domain A: Curriculum and Learning Environment
Domain C: Independent Functioning
Domain E: Communication
The Matrix of Services Handbook lists examples and prerequisites for checking each service. Examples are listed below for each service. The asterisked items are required and must be in evidence, if the service is checked. Evidence may include logs, student and/or staff schedules, lesson plans, instructional materials, behavior plans, case notes, interviews, etc.

Domain A: Curriculum and Learning Environment

Level 2: Electronic tools (e.g. tape recorders, word processors)*
Examples:

- Use of a tape recorder as an input or output device
- Use of word processors for students with illegible handwriting
- Use of calculators as modification to general education curriculum
- Extensive use of technology for advanced research and product development (e.g., modems, distance learning) on an ongoing basis

*requires documentation of an assistive technology screening (e.g., checklist)
*requires evidence of electronic tools and their use

Level 4: Use of assistive technology with supervision for majority of learning activities*
Examples:

- Use of speech output device for student with visual impairments
- Use of switch (e.g. breath controlled) for student with physical
- impairments
- Computer-assisted, performance – based instruction (e.g. skills bank) for the majority of learning activities: in this instance the curriculum and the instructional delivery method are specialized.

*requires written assistive technology evaluations and assessment report
*requires evidence of assistive technology device
*requires evidence of assistance provided with assistive technology for more than 50% of the school day

Domain C: Independent Functioning

Level 4: Special equipment / assistive technology for personal care with frequent assistance.*
Examples:

- Motorized wheelchair provided by the school and requiring frequent assistance
- Provision and use of a supine stander with frequent assistance

*requires written assistive technology evaluations and assessment report
*requires evidence of assistive technology device and assistance in its use

Domain E: Communication

Level 3: Weekly assistance with personal amplification or communication system*
Examples:

- cleaning hearing aids at least once per week
- monitoring the functioning of FM equipment, with follow up (requests for repairs or replacement)
- assistance with programming communication equipment such as
- Wolf, Super Wolf, or Hawk

*requires evidence of weekly assistance

Level 3: Weekly supervision of augmentative or alternative communication systems*
Examples:

- development of picture boards to facilitate communication
- -adding vocabulary to communication boards, DynaVox, etc

*requires evidence of weekly supervision or development of communication systems

Level 4: Daily assistance and/ or instruction with communication equipment*
(e.g., augmentative or alternative communication systems)
Examples:

- daily assistance with personal amplification equipment; communication boards; electronic tools (i.e.Wolf, Super Wolf, Hawk)
- FM sound field amplification system in the classroom

Non Example: Daily use of a communication board by the student (this is not a service provided by staff)
*for hearing aids or amplification equipment Daily assistance must include speech test, battery check, cord check (if applicable), and ear mold check (if applicable). Documentation of all applicable components must exist; do not check this item if monitoring procedures are conducted by the student or for communication equipment other than hearing aids and personal amplification systems
*requires documentation of AT evaluation & evidence of daily assistance/instruction

Level 5: Continuous assistance and/or instruction with communication equipment*
(e.g., augmentative or alternative communication systems)
Examples:

- programming (more than once a day) of equipment (e.g. Dynavox, Liberator) to enable student to participate in learning activities and communicate with others.
- use of classroom aide/ assistant to facilitate communication for most of the day (e.g., with use of Liberator)

*requires documentation of assistive technology evaluation / assessment
*requires evidence of continuous assistance and / or instruction

Adult and Community Education

Most Escambia County Adult Education classes have an open and on going registration policy, although some classes have size limits. Enrichment classes (Community School classes that are

open to adults) often have specific start and ending times. Technology and computer science classes have "space and resource limits. Early registration is recommended for those classes. Classes are held at sites located throughout Escambia County. Area Adult and Community Education (ACE) Program Coordinators can be reached at each area's central office located at one of the schools located within the area.

Area 1: Eastside Adult and Community Education
Area office located at Pensacola High School
Area 2: Central Adult and Community Education
Area office located at Woodham High School
Area 3: Northend Adult and Community Education
Area office located at Tate High School
Area 4: Westside Adult and Community Education
Area office located at Escambia High School
George Stone Center, District Adult, Vocational, and Technical Education Center

Adult Education classes for those without a high school diploma are free. Enrichment class fees vary at each school. Job Preparation and Supplementary Classes fees are at a minimum set by Florida Law. Eligible students may apply for financial aid for Job prep programs offered by George Stone. All Fees are due at the first class meeting.

<u>Business and Technology Education Courses</u>
Introduction to/Beginning Computer
Introduction to Computers/Keyboarding
Clarisworks (MAC)
Internet
Keyboarding
Microsoft Office
Windows OS
Windows and Office Applications

<u>Business and Office Technology</u>
Accounting Operations
Administrative Assistant
Business Supervision
Customer Assistance
Digital Publishing
Medical Secretary
PC Supportive Services

<u>Vocational and Applied Technology Job Preparation Courses</u>
Architectural Drafting
Automotive Service Technology
Autotronics
Consumer Electronic Product Service
Electronic Technology
Gasoline Engine Technology
Marine Service Technology

Provision of appropriate access to external instructional service and programming providers

Provision of appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, and other services will be addressed through development of the District Web portal. This portal will provide access to Web based software, links to resources provided by FDOE, Florida ITRCs and Universities; federally funded education sites, and other public domain resources. See the comprehensive description of the Technology Integration/Web Portal Initiative provided earlier in this section.

Teacher and administrators access to critical staff development information

The district Web portal will also provide teachers and administrators access to critical staff development information through the district's Teacher Technology Standards Initiative and the associated Teacher Technology Survey that will be placed on the portal. This Web based self-evaluation instrument cross references and PEGS (Professional Educators' Growth System) accomplished practices indicators with ISTE (International Society for Technology in Education) technology standards. Technology Coordinators and school administrators will be able to enroll teachers in group, peer to peer, or on-line versions of the appropriate staff development components as determined by completion of this survey. The staff development components will address individual training needs and preparation for grade level and content area technical integration as well as efficient completion of district professional growth and evaluation requirements.

Access to information for teachers and administrators to make curricular decisions

Access to information for teachers and administrators to make curricular decisions is being provided through the district's Curriculum Alignment Initiative and the associated electronic curriculum alignment tool, TTS Navigator (Teacher Technology Systems). District wide implementation of Navigator will addresses the spectrum of School Improvement and Accountability issues through a comprehensive set of teacher desktop Curriculum Alignment tools. These include: 1) a planning tool that contains an electronic copy of the Sunshine State Standards for linking lessons to benchmarks they address; 2) a database that can be used at the teacher desktop for storage and retrieval of linked lessons; 3) an electronic gradebook that can track student mastery of the Sunshine State Standards and produce a series of diagnostic reports; 4) a tool that creates performance based assessment instruments linking each item to a benchmark; 5) a body of practice tests that prepare district students for the FCAT testing environment; 6) the capacity to scan tests with results included in the gradebook's reports; 7) the capacity to store gradebook data in a format that would allow input of report card data from the teacher desktop to the district student records database. The district's purchase of the TTS utility, Lighthouse (99/00 academic year), facilitates export of all the data stored in the Navigator gradebook (not just report card data) in Microsoft Access and SQL (Standard Query Language) formats. These formats are easily imported by the district's student records database application, TERMS, and will allow every student record to contain benchmark mastery data for all levels

and content areas. The file formats also interface easily with ASP (Active Server Page) queries making password protected, Web access, of report cards and other student achievement information possible for district personnel, parents, and students. TTS Navigator implementation guidelines are formalized in a board approved document that is also sanctioned by the local professional bargaining unit (see Appendix 9).

The district's purchase of the Decision Analyzer software for long term migration toward administrator data mining capabilities will provide district and school based administrators with the ability to view selected data sets from the enterprise server database applications. The enterprise server student database application, TERMS, is being vendor developed to facilitate a browser based query of all TERMS student data. District personnel are being trained in use of SQL and ASP to facilitate district wide access of student demographic and achievement data for appropriate personnel.

Access to information on student confidentiality rights, intellectual property rights, licensing agreements, and legal/ethical standards for sharing of resources

The district sent a representative to the 99/00 National School Board Technology Conference to gather information on student confidentiality rights, intellectual property rights, licensing agreements, and legal/ethical standards for sharing of resources. A board approved Guidelines for Acceptable Use of District Information Systems document (including Internet/World Wide Web) has been developed by the District Technology Advisory Committee and a writing sub-committee appointed by it with input provided from that conference. This document is posted on the district Web site and current resources for update of the document will be continuously sought in order to maintain Guidelines for Acceptable Use of District Information Systems that reflect current case law and legal precedent. This document will be reviewed annually and/or as the legal climate surrounding student confidentiality rights, intellectual property rights, licensing agreements, and legal/ethical standards for sharing of resources changes.

User Support Plan

Network management and improved support for end-users in classrooms and district offices

Network management and improved support for end-users in classrooms and district offices are accomplished by a series of hardware and software titles used by Instructional Technology (IT) personnel and Technology Systems/Management Information Systems (MIS) personnel (and to a lesser extent by school based personnel). Titles used by each group and the functionality of each title are listed below.

Instructional Technology personnel (and to a lesser extent by school based personnel) titles for Network management and improved support for end-users:
Mac Titles
ANAT- remote workstation configuration, file transfer, and network management
MacManager - desktop security and application management
At Ease- desktop security and application management
FolderBolt- desktop security and application management
FoolProof- desktop security and application management
Telnet- remote file transfer and network equipment configuration
Assimilator- remote hard drive replication, desktop security, and application management
Timbuktu- remote control/access of workstations and servers
Web browsers- access to district provided support files and information
PC Titles
Netware Application Launcher- desktop security and application management
Ghost- remote hard drive replication
PC Anywhere- remote control/access of workstations and servers
ZenWorks- remote file/application transfer and desktop management
Netware Administrator- remote network, workstation, printer, server, and user management
Telnet- remote file transfer and network equipment configuration
Fortress- desktop security and application management
DeepFreeze- remote hard drive replication, desktop security, and application management
Web browsers- access to district provided support files and information
R-Console- remote server configuration
Fluke- network equipment testing

Technology Systems/Management Information Systems personnel titles for Network management and improved support for end-users:
Mac Title
At Ease- desktop security and application management
FolderBolt- desktop security and application management
FoolProof- desktop security and application management
Telnet- remote file transfer and network equipment configuration
Web browsers- access to district provided support files and information
PC Titles
Netware Application Launcher- desktop security and application

PC Anywhere- remote control/access of workstations and servers
ZenWorks- remote file/application transfer and desktop management
Netware Administrator- remote network, workstation, printer, server, and user management
Telnet- remote file transfer and network equipment configuration
R-Console- remote server configuration
Fluke- network equipment testing
Managewise-network management utility

Plans for maintenance and replacement of district computer and computer peripheral technology

Plans for maintenance and replacement of district computer and computer peripheral technology are cited in the Technology Acquisition portion of this plan under Purchase of Computer Hardware.

District technical support and infrastructure maintenance options are governed by a technical support procedures document that is forwarded to school and district office administrators annually. The procedures contained in this document are evaluated each year by the Instructional Technology and Technology Systems/Management Information Systems offices and modified to reflect current staffing levels, changes in the district technical infrastructure, and the level of technical use/dependence of various district offices and schools.

As the number of computers in the field increases, those district offices, which control and distribute budgets that account for a significant percentage of computer purchases by district school and offices, are asked to contribute to a budget which helps pay for the positions necessary to support the computers purchased with their funding sources.

Several district level departments pooled their resources, in the 00/01 school year, to hire three additional district level Technology Support Technicians. The district student population and the number of computers in district offices and schools has been relatively stable for the last five years (44,000 students, 5,500 employees, and 12,000 computers). As long as this situation remains, the number of district level support personnel will likely remain the same (the addition of a district web master being the exception). In order to maximize the support of all Support Technicians, schools are asked to follow the suggested procedures listed below.

Technology Support Procedures

Each school is asked to designate a staff member as their Technology Contact. This person will attend district Technology Contact meetings (3 to 4 per year). This person will also collect, prioritize, and forward faculty support requests to the Instructional Technology Technician assigned to their school. Individual faculty members are asked to relay their requests to the school's Tech Contact and not to contact the Instructional Technology Technician directly. Direct support requests to the Instructional Technology Technician by individual faculty members confuse the support request queue and make efficient service difficult.

If your school has a Technology Coordinator or Network Administrator, that person would be the logical choice for the Technology Contact. If your school has no Technology Coordinator or Network Administrator, the suggested procedures contained in the Technical Support Procedures document should be considered when making your choice.

Itemized Procedures

1) Each school establishes a Technology Contact (TC) that serves as the liaison between the faculty and the Office of Instructional Technology (IT) and the school's assigned Instructional Technology Technician (TS field tech)
2) TC collects the prioritized support requests from the faculty and maintains the support request queue in a designated location on the school site that is easily accessible by the TS field tech (hard copy or electronic)
3) TC communicates any significant additions to the support request queue to TS field tech by email or Web interface (items which need to be brought to the attention of the TS field tech prior to the next scheduled visit)
4) TC schedules an appropriate faculty member to shadow the TS field tech during site visits so that technical information and skills can be conveyed to a school based person (when possible)
5) TC attends district Technology Contact Meetings to receive information from IT concerning district initiatives, staff development opportunities, operational guidelines, and to provide input to IT for improvement of support services
6) TS field tech communicates the requests of the areas targeted for supplemented support (ESE and Applied Technology) that can not be addressed by the school's regularly scheduled support to the attention of the two TS field techsspecifically assigned to those supplemented areas, a support request queue specific to those areas is maintained
7) TC communicates plans for major technical projects being contemplated at the school site to their assigned TS field tech so that the IT staff can advise/assist in planning and implementation (District Standard Operating Procedures Document is used for submission of large project proposals to District Technology Advisory Committee)
8) School site visits are scheduled at two week intervals. Some site visits may be an assessment or informational visit depending on the support request queue.
9) Formal staff development for school based personnel may be the purpose of some visits.
10) A written explanation of each item addressed on the support request queue during a site visit is provided for the TC and for the records of the TS field tech.
11) TS field tech examines support request queue for requests from areas targeted for supplemented support (ESE and Applied Technology) and determines if the TS field tech assigned to that supplemented area needs to be involved so that additional resources can be scheduled
12) Areas targeted for supplemented support (ESE, Title I, and Applied Technology)
    12.1) Three specifically assigned TS field techsare responsible for collection of support requests from the areas targeted for supplemented support (ESE, Title I, and Applied Technology) and maintenance of a support request queue specific to those supplemented areas

12.2) Supplemented area support requests are forwarded by a schools regularly assigned TS field techsto the two specifically assigned TS field techswhen the support requests require additional resources to complete

12.3) The three specifically assigned TS field techsare responsible for orchestration and scheduling of available TS field tech resources to provide the supplemented support

13) End User Software will be employed for school where incidents and support solutions are maintained in a database that becomes more useful as the number of incidents and solutions entered into the system increases

14) Web browser interface for TS field techsto consult while supporting schools

15) A Web/browser based interface for entry of a variety of IT data elements will be implemented (Technology Plans, Staff Development Registration, Technical Support Requests, etc).

Long Range Plans for School Based Technical Support

The plan, for providing school based technical support, outlined below is contingent upon adequate district level funding to finance teacher salaries at a competitive state level and to concurrently finance school based technical support positions. Increased district level support will have to be considered if this funding level is not available. A scenario that will facilitate an increase in the number of district level technical support personnel is also shown below

User Support Plan

The level of technical support now available to individual district schools is largely determined by a faculty's potential to partially or completely reassign an existing instructional position to a technical support role. Current Technology Resources Surveys completed by district schools indicate a strong correlation between the number of students enrolled at a school (700+) and the tendency to have a staff position with full or part time technical support responsibilities. In an initiative to provide schools with recommendations for obtaining school based technical support, the District Technology Policy Advisory Committee found that schools with enrollments of fewer than 700 students express consistent reservations when offered school based technical support by reassignment of an instructional or support position. Increased class size, loss of planning time, additional supervisory responsibilities, and loss of instructional expertise are among the concerns expressed when faculties are faced with the prospect of that concession. The impact on individual students and staff members is more manageable among larger faculties, and the efficiency provided by the technical support tends to compensate for the reassignment of duties. The District Technology Policy Advisory Committee, on the advice of a sub-committee formed exclusively to study and recommend solutions to this problem, suggests that the following measures be taken to assist schools in reaching the state average support personnel to computer ratio of 350:1. Please reference the "Positions Proposed for School Based Technical Support" matrix when reading the recommendations (bottom of section).

1-Use of the Computer and Software Expenditures by a District Office, as a Percentage of Primary Office Expenditures, to determine that office's contribution to the funding of 3 additional district level technical support personnel for schools (These district level support positions would complement the school support positions as described below.)

General objective for district level technical support personnel: District level technical support personnel will assist schools in the application of technology in all phases of the teaching and learning process; thereby, enabling students to become active learners engaged in the acquisition, analysis, presentation, and practical application of knowledge.

Specific Objectives for district level technical support personnel will include providing schools with:
1) a technically knowledgeable representative when dealing with software/hardware vendors.
2) a resource for solving complex technical issues (LAN/WAN connectivity, networked resources, and sever/client components).
3) a resource for specifying solutions to technically challenging instructional problems.
4) a resource which can appropriate district level help for configuration and assembly of large scale and/or technically complex projects.
5) a long range planning resource to ensure smooth migration to the next generation of hardware and software.
6) development of effective strategies for the use of technical resources such as the World Wide Web in the creation of a discovery oriented learning environment.
7) development of technical strategies to teach the skills and content required by Sunshine State Standards implementation.
8) development of instructional units which require students to gather, analyze, and present information from a variety of online/technical resources.
9) development of the ability to discriminate between instructional software/hardware that merely creates an electronic version of a traditional learning activity and that instructional software/hardware which enriches the learning process with innovative technical methods.
10) development of an appreciation for intellectual property rights and a sensitivity to plagiarism issues.
11) development of suggestions for lessons in which students use global telecommunication to gather information concerning questions they have about their community and their world.

13) development of a staff development approach that addresses the full spectrum of technical integration issues.

Computer and Software Expenditures by District Office, as a Percentage of Primary Office Expenditures *

Applied Technology and Adult Education	$866,423.00	spent on hardware/software	14% of district expenditures 8/1/98 – 12/31/99
Title One	$578,438.00	spent on hardware/software	9% of district expenditures 8/1/98 – 12/31/99
Exceptional Student Education	$433,263.00	spent on hardware/software	7% of district expenditures 8/1/98 – 12/31/99
Inst. Tech. (already funding 3 positions)**	$102,724.00	spent on hardware/software	2% of district expenditures 8/1/98 – 12/31/99
Alternative Education	$125,521.00	spent on hardware/software	2% of district expenditures 8/1/98 – 12/31/99
Schools	$2,649,663.00	spent on hardware/software	43% of district expenditures 8/1/98 – 12/31/99
Capital Outlay	$1,346,557.00	spent on hardware	22% of district expenditures 8/1/98 – 12/31/99
Primary Office Total	$6,102,589.00	spent on hardware/software	100% of district expenditures 8/1/98 – 12/31/99

*Data was compiled by expenditures from projects, functions, and objects (642,643,691,692) under each department/area.
**At present these positions are funded with PSTF dollars and are dependent on legislative appropriation.

2-Use of the supplemented teacher and teacher assistant technical support positions for school based technical support in schools with an enrollment of fewer than 700 students (This will increase the effectiveness of the district level support by providing basic technical relief to schools. These basic tasks include computer setup, printer, scanner, and network connections, software installation, e-mail configuration, submission of equipment for warranty and out of warranty repair, password and username maintenance, and basic troubleshooting. District level support personnel can then complement this basic school support with more technically involved assistance and planning as described above.)

- Use of the district budget to fund the supplemented teacher positions in schools with fewer than 700 students

- Use of school budgets to fund the teacher assistant technical support positions in schools

- Use of district budget to fund 4 teacher assistant technical support positions to be shared among schools with fewer than 300 students (This will extend the effect of school funding of shared and single school teacher assistant technical support positions. As school funded teacher assistant technical support positions increase and are combined with district funded supplemented teacher positions, the support ratio will gradually approach 350:1 according to the Full Time Support Equivalence Formula described below.)

- Use of a reassigned teaching unit for school based technical support of schools with an enrollment of more than 700 students (This assumes that the reassignment of a teaching unit is more manageable among larger faculties and the gained efficiency provided by the school based support tends to compensate for the reassignment of duties.)

- Use of full time equivalence ratios for calculation of the number of technical support personnel needed to reach the 350:1 support to computer ratio at schools with an enrollment of fewer than 700 students

Full Time Support Equivalence Formula
Each supplemented teacher counts as 1/8 of a full time support position (The time added to the normal contractual day for technical support would be about 1 hour. This is 1/8 or .125 of the 8 hours per day needed to provide full time technical support.)
Each teacher assistant technical support position would count as 2/3 or .66 of a full time support position (Roughly 1/3 of the support job is staff development, which would not be adequately addressed by this position.)

Calculations for number of positions
40 (supplemented teachers at schools with fewer than 700 students) X .125 (fulltime equivalence ratio) = 5 (equivalence of full time support positions provided by the supplemented teacher position at schools with less than 700 students)

6500 (computers at schools with fewer than 700 students*) ÷ 350 (recommended computers to support person ratio) = 19 (number of full time support personnel needed to reach recommended support ratio at schools with fewer than 700 students)

19 (number of personnel needed to reach the support ratio at schools with fewer than 700 students) - 5 (equivalence of full time support positions provided by the supplemented teacher position) = 14 (number of remaining full time equivalence positions needed to reach the support ratio at schools with fewer than 700 students)

14 (number of remaining full time equivalence positions needed to reach the support ratio at schools with fewer than 700 students) ÷ .66 (teacher assistant technical support position full time equivalence ratio) = 21 (number of teacher assistant technical support positions needed to reach support ratio at schools with fewer than 700 students)

21 (number of teacher assistant technical support positions needed to reach support ratio at schools with fewer than 700 students) – 4 (proposed number of district funded teacher assistant technical support positions for schools with fewer than 300 students) = 17 (remaining number of teacher assistant technical support positions needed to reach support ratio at schools with fewer than 700 students if district funds 4 teacher assistant technical support positions at schools with fewer than 300 students)

* This number is increasing, but should stabilize at a 5:1 student to <u>current</u> computer ratio.

- Use of a district staff development program, specified as compulsory in the teacher assistant technical support job description and in the provisions of the technology supplement, to provide school based technical support personnel with the knowledge and skills necessary to fulfill the responsibilities associated with school based technical support*

User Support Plan

The staff development components in this program will include:

Teacher Productivity, ClarisWorks/Microsoft Office, Component # 52212200
Network Technologies and Administration MAC/PC, Component #s 52214300, 52224200
Multimedia Mechanics on the MAC/PC, Component #52218200
Professional Presentation on the MAC/PC, Component #s 52219200, 5220200
Designing HTML (Hyper Text Markup Language) Documents, Component # 52221200

* All of the staff development components will be available as online "Internet delivered" courses.

- Use of the Volunteer & Business Partnerships office to assist in establishing an applicant pool for the teacher assistant technical support positions (The sub-committee suggested PJC and UWF as places to recruit applicants. A first or second year PJC student might be able to serve three to four years versus a UWF third or fourth year student. Sharing among schools and part time hours are also possibilities with these positions.)

- Consideration of a proposal for additional network support personnel, based in the Technology Systems and Management Information Department, that would provide needed support of the District WAN (Wide Area Network) and communication infrastructure (This proposal will be constructed and presented by the Technology Systems and Management Information Department at a later meeting.)

User Support Plan

Positions Proposed for School Based Technical Support Matrix

Position	Annual Cost	Funding Source	Impact	Expectations
Teacher	$36,000.00 or $43,000.00 (with Masters) per year	FTE Allocation,SAI	Increase in student/teacher ratio, loss of classroom teacher, best absorbed at schools with 700+ students, working at Mid. & Hi. Schs.	Full time tech support and staff development, Long term employee, could be shared among 2 schools, good skill set
Teacher Assistant Technical Support ESP	$18,908.00 at pay grade11 for 12 months	Support Allocation, District fund 4 positions for schools fewer than 300 students, $75, 632.00 from District, approximately 12 schools **(**not currently funded)	Loss of clerical position or teacher aide position	Full time technical support, could be shared, minimal staff development
Technology Supplement Supplemented Teacher	$2,500.00 per year, about 1 additional hour beyond the contractual day devoted to technical support	District Inst. Tech. Supplement, $100,000 from District for schools fewer than 700 students, approximately 40 schools	Impact spread over all district budgets, available to schools fewer 700 students, collective bargaining implications	Part time technical support, primarily reactive rather than proactive support, troubleshooting only, some staff development
Extra Pay Teacher	1hour per day, 180 days, Average $2,651.00 per year for 0 – 13+ years	PSTF budget, Title I, School Improvement, Leader funds,SAI	Loss of a portion of funds for hardware, software, training, subs	Part time technical support, reactive rather than proactive support, troubleshooting only, some staff development
Extra Pay Teacher Assistant ESP	1hour per day, 180 days $2,800.00 per year, based $16.00 per hour, depends on ESP's pay grade	PSTF budget, Title I, School Improvement, Team Leader funds	Loss of a portion of funds for hardware, software, training, subs	Part time technical support, reactive rather than proactive support, troubleshooting
Parent Educator or PJC/UWF student volunteer	17 hours per week, $6.50 per hour, $4,039.00 per year	PSTF budget, Title I, School Improvement, Team Leader funds	Loss of a portion of funds for hardware, software, training, subs	Part time technical support, reactive rather than proactive support, trouble shooting only, short term

Staff Training Plan

Long term provisions for increasing the use of technology in district classrooms and media centers will be addressed by the district's Teacher Technology Standards Initiative. Delivery of Instructional Technology staff development will become more prescriptive and responsive to teacher needs as a result of teacher participation in this initiative. District teachers will have access to an on-line self-evaluation instrument (Teacher Technology Survey) to determine their instructional technology training needs. The instrument makes use of ASP(Active Server Page) functionality to query a relational database of staff development component descriptions, ISTE teacher technology standards, and PEGS performance indicators. Teachers will be able to enter a specific Sunshine State Standards benchmark as a query for which ISTE Standards or PEGS performance indicators would be used to teach that benchmark. The appropriate staff development component to provide training in those standards and performance indicators would also be provided with the results of the query. The ASP interface to the relational database will perform any query combination on the component, benchmark, and indicator information. Based on that functionality, a teacher could also enter a staff development component title to determine which ISTE standards or PEGS performance indicators are covered in that component's training and which benchmarks could be addressed with that training. A similar self-assessment instrument for administrative and clerical personnel is planned. This instrument (Teacher Technology Survey or the Administrative/Clerical survey) will be used by school based staff development contacts, school based technology contacts, and administrators to enroll teachers (or administrative office workers) in group, peer to peer, or on-line versions of the components that are appropriate to individual teachers' training needs. A complete list of resources and preparation details for school based or office delivery of each of the staff development components will be posted on the district Web site.

Delivery modalities for district based staff development are being expanded. The primary local cable provider has been approached regarding provision of an educational channel as part of the next FCC required Franchise Agreement. This new agreement is scheduled for negotiation in the 02/03 fiscal year. In the meantime, district use of the existing Education and Government Public Access Channel will be expanded to deliver a limited amount of staff development and informational content to district employees. The local cable provider is also a major telecommunications (data circuits) provider for the district and the possibility of increased speeds on the district WAN to facilitate video streaming of staff development is being discussed (combination of wireless and terrestrial circuits). The local PBS station has agreed to begin broadcast, via a digital satellite up-link, of examples of innovative curricular approaches being used in the district for viewing by the general public and the district student and teachers. Internet delivery of staff development is being used by Instructional Technology and Technology Systems/Management Information Systems primarily for delivery of productivity software training and technical integration strategies.

A regular schedule of technology staff development offerings (taught primarily by the offices of Instructional Technology and Technology Systems/Management Information Systems) is forwarded to all district offices and is posted on the district Web site. These staff development components cover a range of pertinent topics including, but not limited to teacher and office productivity, technical integration, multimedia applications, desktop and network operating

systems, e-mail, Internet applications and collaboration, and database management. The instructional offerings address the ISTE/PEGS standards and the administrative offerings address the software titles and skills required for the efficient operation of district offices; however, instructional and administrative personnel are able to obtain training from either set of staff development offerings. The district Staff Development Office is providing funding and research for delivery of much of the technology staff development courses and there are plans for an increasing role of this office in online registration, placement, and tracking of individual staff development needs and records.

The staff members of Instructional Technology and Technology Systems/Management Information Systems are instrumental in ensuring development and acquisition of new programs and software that promote the integration of technology into everyday curricular and administrative needs. Instructional Technology school support personnel have well defined responsibilities in this area. These responsibilities are cited in the User Support portion of this plan under Long Range Plans for School Based Technical Support, Specific Objectives for district level technical support personnel. Technology Coordinator meetings, conducted by Instructional Technology, offer an expedited input path for school based personnel to communicate their software and staff development needs to the district. Technology Systems/Management Information Systems, Systems Support personnel are responsible for providing code for customized application interfaces, custom application development, data retrieval, and software research for district administrative and school offices. End user meetings of district educational support and clerical employees, provide a forum for school based personnel to communicate their application support, software, and training needs to the district. Annual review of the Long Term goals (and their corresponding assessment areas, established in this plan), will also provide information to the district administration and board regarding development and acquisition of new programs and software that promote the integration of technology into everyday curricular and administrative needs.

The staff members of the Instructional Technology and Technology Systems/Management Information Systems assist the subject area specialists in incorporating technology into all curriculum training. Lab facilities are available to the subject area specialists for conducting training, and IT/MIS staff members are available for troubleshooting problems associated with Internet connectivity, software installation, etc.

Data collected from the Teacher Technology Survey will be used to plan technology staff development for the district. Staff development needs are met through a variety of methods including school based workshops (usually after school or on half days for school improvement), peer to peer mentoring, district based workshops (during the school day and after school), summer workshops (both school based and district) and web based resources.

District Training

Basic Computer Operations
Computer Operating Systems

Basic Computer Networking
Basic Groupwise
Communicating Effectively with Groupwise
Browsing the Internet
Searching the Internet
Organizing Your Internet Browser
Internet Readiness for Educators (instead of Browsing, Searching, and Organizing)
Classroom Applications for the Internet
Basic Word Processing
Formatting Word Processing Documents
Inserting Objects into Word Processing Documents
Word Processing (instead of Basic, Formatting, and Inserting)
Basic Spreadsheets
Formating Spreadsheets
Using Spreadsheets to Present Data
Spreadsheets (instead of Basic, Formatting, and Using)
Basic Databases
Creating Databases
Organizing Information with a Database
Databases (instead of Basic, Creating, and Organizing)
Graphics and Sounds
Presentations
Designing HTML Documents
Technical Integration
Curriculum Alignment: Navigator

Program Evaluation

An index of key technology indicators/items, taken from the annual Florida DOE Technology Resource Survey, will be examined annually to compute a composite technology score for all district schools (see items below). This technology composite indicator, which will reflect relative progress toward National and State technology goals, will be compared to a range of academic indicators at each district school (including FCAT scores, school grades, and progress toward academic goals contained in School Improvement Plans). Items lifted from the DOE Technology Resource Survey, for computing composite technology scores, will provide information indicating whether a school exhibits: evidence of an accumulation and/or regular upgrade of a significant instructional technology infrastructure (hardware, software, and support); the presence of a targeted and regularly scheduled technology staff development plan and measurable professional growth; and the availability and regular use of Internet based resources in the instructional process. The results of the comparisons will be reported to the District Technology Advisory Committee and the Citizens' Advisory Committee for Curriculum and Technology to assist them in assessing the effectiveness of various levels of technology integration on student achievement.

Technology Resource Surveys items, chosen for inclusion in the index of technology indicators, will be as consistent as is possible (from year to year) given the dynamic nature of that survey. Using the statewide Technology Resource Survey's items/indicators will allow the district to conduct the same evaluation process on any other districts' schools and compare the relative impact of technology on student achievement between districts. The information necessary to make those district to district comparisons is posted annually on the Bureau of Educational Technology's Web site. The district will have the option of standardizing on a static set of survey items (changing items as the technical and instructional environments evolve) by lifting the needed items from the DOE Technology Resource Survey(or any other instrument to which the district has rights) and employing Active Server Page technology to conduct a separate survey; however, the ability to compare on a state-wide basis would be lost in that scenario.

DOE Technology Resource Survey items selected for use in computing district schools' composite technology scores:

1.What is the number of current computers now in use for instructional purposes at least once per week.
2.Indicate the number of take-home computers available.
3.Estimate the number of take-home computers that are primarily used by students, teachers , and administrators.
4. Is there a standard classroom configuration for technology?
21. What percentage of students are able to create products to present/communicate in simple ways, such as using presentation software?
22. What percentage of students are able to create complex communications (e.g., Web pages, utilizing graphics, animation, and interactivity)?
23. What percentage of students can independently conduct electronic information searches?
24. What percentage of students are able to communicate electronically with

others?
30. Rate the amount of technology-related training for teachers and administrators available during the school year from all sources for Beginner Training (Introduction, Operations, Awareness, etc.)
31. Rate the amount of technology-related training for teachers and administrators available during the school year from all sources for Application Specific Training (How to use PowerPoint, Accelerated Reader, Word Processing, Database, Spreadsheet, Internet, etc.)
32. Rate the amount of technology-related training for teachers and administrators available during the school year from all sources for Integration of Technology into the curriculum (Writing technology-rich lesson plans, Designing Project-based Learning activities, etc.)
33. Indicate the percentage of teachers at your school at Entry level, educators are able to operate the computer at a basic level. Instruction is mostly teacher-centered and tasks are structured as exercises. Early attempts to integrate technology are often frustrating, due to a lack of requisite skills needed to implement and sustain significant changes in practice. Educators' communications are mostly paper-based and infrequent.
34. Indicate the percentage of teachers at your school at Adaptation level, technology is integrated into the classroom in support of existing practice. Educators are comfortable with a variety of applications and consider them to be an important tool for personal and professional tasks. Technology is integrated to make instruction more engaging and for project-based learning, but seldom results in products for outside audiences. Educators at this level are successful users of e-mail and participate in some collaborative communication.
35. Indicate the percentage of teachers at your school at Transformation level, are adept at transferring skills from current technology tools to new ones and often learn independently. Instructional strategies are often altered significantly and include those which are interactive and allow students to exercise problem-solving skills and create products that are valued by audiences outside the classroom. At this stage the educator often acts as a resource to others.
36.Does your school have a school-wide instructional network?
38. Does your school have network coordinator/technology support person?
41. What is the total number of Classrooms in this school with one to four and with five or more Internet connection(s)?
42. What is the total number of Internet connections in the Media Centers?
43. What is the total number of Computer Labs in this school with one to four and with five or more Internet connection(s)?
44. What is the total number of Vocational/Technical Areas in this school with one to four and with five or more Internet connection(s)?
45. What is the total number of other instructional areas in this school with one to four and with five or more Internet connection(s)?
46. What is the total number of Administrative Areas in this school with one to four and with five or more Internet connection(s)?
47.How many computers are connected to the Internet?
49.Does your school have its own Web site?

Program Evaluation

The District Technology Advisory Committee, with the regular input and review of the School Board Appointed Citizens' Committees, reviews the needs assessment information communicated by technology stakeholders who are in a position to provide quantified data concerning use of technology (Parents, District Employees, and Students). This index of indicators is one of several instruments for gathering that input. A more comprehensive list of those instruments appears in the Needs Assessment section of this document.

CIPA Compliance (Children's Internet Protection ACT)

All measures required for district compliance with the provisions of CIPA are contained and/or referenced in Escambia County School Board rule 4.09.1 - 6. Those measures are further specified by a referenced and board approved *Acceptable Use of District Information Systems* document (see rule excerpt below).

4.09 Guidelines for Acceptable Use of District Information Systems

(1) Elements of the appropriate use of the district's Information Systems

Policies and procedural language included in this rule shall be supplemented and further specified by a board approved *Acceptable Use of District Information Systems* document. This publication is hereby incorporated into the board's rules and procedures by reference. Copies of this *Acceptable Use of District Information Systems* document are on file and may be obtained from the Instructional Technology Director or by accessing the district's Web site. The *Acceptable Use of District Information Systems* document shall be maintained and periodically modified by a writing committee appointed by the district administration and board.

The board approved *Acceptable Use of District Information Systems* document (Appendix 7) referenced in board rule 4.09.1, establishes the mandatory compliance of all district employees and students with the specific filtering, security, privacy, access, and monitoring procedures cited within that document. Employee signatures, indicating an awareness of the document's procedures and compulsory compliance with the entire document, are obtained at the beginning of each school year. The components of the *Acceptable Use of District Information Systems* document (AUDIS) that address the specific requirements of CIPA are cited below.

CIPA requires all E-rate fund applicants to adopt and implement of an "Internet Safety Policy" that blocks or filters Internet access to visual depictions that are:

- Obscene (AUDIS, Part 1, Sections 3, 5d, Part 2, Sections 1, 2d, and Part 3, Section 1)
- Pornographic (AUDIS, Part 1, Sections 3, 5d, Part 2, Sections 1, 2d, and Part 3, Section 1)
- Harmful to minors* (AUDIS, Part 1, Sections 3, 5a, 5d, Part 2, Sections 1, 2a, 2d, and Part 3, Section 1)
- Inclusive of other material deemed locally to be "inappropriate for minors" (AUDIS, Part 1, Sections 3, 5d and Part 2, Sections 1, 2a, 2d)

*Minor = an individual who has not attained the age of 17

The "Internet Safety Policy" also must include other safety and security measures for minors regarding:

- E-mail (AUDIS Part 1, Sections 4, 5c, 5d and Part 2, Section 2b)
- Chat rooms (AUDIS, Part 2, Sections 2a, 2c, 2d)
- Other direct electronic communications (AUDIS, Part 2, Section 1, 2a, 2c, 2d)

- "Hacking" and other unlawful online activities (AUDIS, Part 1, Section 5b)
- Unauthorized disclosure of personal ID info on minors (AUDIS Part 3, Section 1)

The specific portions of the district's AUDIS document that most directly address the requirements of a CIPA compliant Internet Safety Policy are cited above. The entire Escambia County School Board rule 4.09.1-6, the entire AUDIS document, and other specific portions of Board rule 4.09.1 - 6 and the AUDIS document, that were not cited above, also contribute to the creation and implementation of a CIPA compliant Internet Safety Policy.

CIPA also requires E-rate fund applicants to conduct a public meeting regarding the implementation of an Internet Safety Policy. The Superintendent's District Technology Advisory Committee and the board's Citizens' Advisory Committee for Curriculum and Technology annually review, at publicly noticed meetings, the *Acceptable Use of District Information Systems* document, Board rule 4.09.1 - 6, and the CIPA issues contained therein to determine if these documents continue to reflect a "locally conceived" appropriate use of the district's technology infrastructure.

Appendix 1 Software Evaluation Form

Evaluator:

Software Title:

Type:

Minimum Hardware Platform(s):

Network Operating System:

Publisher:

Subject Area:

Documentation and Supplementary Materials:

Necessary technical documentation is included

Objectives are clearly stated

Alignment to Sunshine State Standards are provided

Learning activities that facilitate integration into curriculum are suggested

Materials for enrichment and remedial activities are provided

Program Content:

Instruction matches stated objectives

Instructional strategies are based on current research

Instruction addresses various learning styles and intelligences

Information is current and accurate

Program is free of stereotypes

Appendix 1

Presentation:

Information is presented in a developmentally appropriate and logical way

The means of response (i.e., touch screen, joystick, keystroke, etc.) are appropriate for age and/or ability of the target learners

Graphics, video and/or animation are appropriate for the grade level of the target audience

Examples and illustrations are relevant

There is appropriate variety in screen displays

Lines of text have adequate space between them
Point size is adequate space between them
Letters do not bleed
Text is formatted for easy reading
The software is free of unnecessarily long passages of text
The screens refresh evenly

Text is clear and printed in type suitable for target audience

Spelling, punctuation, and grammar are correct

The software allows user-control of screen advance

Screens of information advance are user not program controlled

The software uses graphics, color, video and sound appropriately

Sound, when present, can be controlled and/or shut off
Graphics/color add to rather than distract from instruction
Special effects are motivation for learners

Effectiveness

Students are able to recall and use information presented following program use

Students develop further interest in topic from using program

This is an appropriate use of instructional software

Instructional Design

Program matches interest level of indicated audience

Expected input is appropriate for indicated audience

Reading level is appropriate for indicated audience

Examples and illustrations are suitable for indicated audience

Required time is compatible with student attention

Program branches to remediation or enrichment when appropriate

Cognitive strategies are embedded in the program

Scaffolding of learner support is evident in the program

Software utilizes the advantages of the microcomputer medium

- The instruction is appropriate for the medium and could not be taught better using other media
- The software randomly generates practices, test items, examples, etc.
- When appropriate, the sequence of instruction can be varied by the teacher/student
- The courseware allows the teacher to alter the content
- The software allows the student to easily "exit" the program
- The software package has "back page" or "return to menu" capability
- The software provides options for mode of input

Appropriate computer managed-instruction is employed (ILS Systems)

- The software provides suitable diagnostic testing
- The software prescribes a starting level based upon pretest or appropriate remedial exercises
- The software appropriately branches the student to easier or harder material depending upon performance
- The software provides appropriate summative post-test and performance reports

Software-user interaction is made simple

- The method of human-machine communication is consistently and logically applied
- The software employs mnemonics, icons, or other common associations to aid in remembering special commands
- The user response required is as simple and economical as possible for the particular instructional objectives

Effective and appropriate feedback is present

- Positive, dignified and immediate feedback is provided for correct responses
- Corrective feedback is positive, immediate and free of derogatory remarks
- The result of a correct response is more rewarding than the result of an incorrect response
- The software explains why the response was incorrect
- The software gives the correct answer after a few tries
- Assessment is aligned with objectives
- Open-ended responses and/or portfolio opportunities are promoted
- Collaborative learning experiences are provided for

Classroom Ease of Use

Software is designed for ease of use

- User can navigate through program without difficulty
- Screen directions are consistent and easy to follow
- Help options are comprehensive and readily available
- Title sequence is brief and can be bypassed
- User can exit from any screen
- Only one input is registered when key (or other input device) is held down

Software loads quickly
Software meets District compatibility standards

Packaging is designed for ease of use

Component parts of the software have a protected place for storage
Sufficient copies of the teacher's manual are included
All diskettes or CD's are clearly labeled

License and Warranty are acceptable

Site licensing is available at substantial savings
Backup policy is acceptable
The warranty is acceptable with free replacement

Software is reliable

The software is free of programming and operational errors
The software consistently loads on the first try

Appendix 2 District PSTF Allocations 00/01

00/01 PSTF	1146061		Total FTE	43572		Funded FTE	43543			
						(rounded down)				
Cost 2.4 IT Suprt	103297	Cost 1MIS suprt	57635	Staff Devel	80000	Reserve/IT	100000	Holm TLC	50000	Rounded Amt
Elem Schools	Sch FTE	%Dist FTE	Gross Fund	2.4 IT suprt	1 MIS suprt	Staff Devel	Reserve/IT	Holm TLCF	Net Fund	
Jim Allen	747	0.017155456	19661.199	1772.10709	988.754679	1372.43644	1715.54555	857.772776	$12,954.00	12954
Barrineau Park	225	0.005167306	5922.0477	533.767196	297.817674	413.384471	516.730588	258.365294	$3,901.00	3901
Bellview E	724	0.016627242	19055.834	1717.54422	958.311095	1330.17936	1662.7242	831.362102	$12,555.00	12555
Beulah	590	0.013549824	15528.925	1399.6562	780.944124	1083.98594	1354.98243	677.491216	$10,231.00	10231
Bibbs	330	0.007578715	8685.67	782.858554	436.799256	606.297223	757.871529	378.935765	$5,722.00	5722
Bratt	376	0.008635142	9896.3998	891.984291	497.686425	690.811382	863.514227	431.757114	$6,520.00	6520
Brentwood E	447	0.010265714	11765.135	1060.4175	591.664447	821.257148	1026.57144	513.285718	$7,751.00	7751
Byrneville	192	0.004409434	5053.4807	455.48134	254.137749	352.754748	440.943435	220.471718	$3,329.00	3329
Caro	750	0.017224353	19740.159	1779.22399	992.725582	1377.94824	1722.43529	861.217647	$13,006.00	13006
Century	266	0.006108904	7001.1764	631.03144	352.086673	488.712307	610.890384	305.445192	$4,613.00	4613
Cook	626	0.014376593	16476.453	1485.05895	828.594952	1150.12746	1437.65933	718.829663	$10,856.00	10856
Cordova	567	0.013021611	14923.56	1345.09333	750.50054	1041.72887	1302.16108	651.080541	$9,832.00	9832
Dixon	334	0.007670579	8790.9509	792.347748	442.093792	613.646281	767.057851	383.528925	$5,792.00	5792
Edgewater	576	0.013228303	15160.442	1366.44402	762.413247	1058.26424	1322.83031	661.415153	$9,989.00	9989
Ensley	577	0.013251269	15186.762	1368.81632	763.736881	1060.10151	1325.12689	662.563443	$10,006.00	10006
Ferry Pass E	607	0.013940243	15976.369	1439.98528	803.445904	1115.21944	1394.0243	697.012149	$10,526.00	10526
Hallmark	330	0.007578715	8685.67	782.858554	436.799256	606.297223	757.871529	378.935765	$5,722.00	5722
Holm	639	0.014675149	16818.616	1515.89884	845.802196	1174.0119	1467.51487	733.757435	$11,081.00	11081
Lincoln Park	382	0.008772937	10054.321	906.218083	505.62823	701.834968	877.29371	438.646855	$6,624.00	6624
Lipscomb	783	0.017982224	20608.726	1857.50984	1036.40551	1438.57796	1798.22245	899.111223	$13,578.00	13578
Longleaf	775	0.017798498	20398.164	1838.53145	1025.81643	1423.87984	1779.8498	889.924902	$13,440.00	13440
McArthur	608	0.013963209	16002.689	1442.35758	804.769538	1117.0567	1396.32088	698.160439	$10,544.00	10544
Molino	235	0.005396964	6185.2499	557.490182	311.054016	431.757114	539.696392	269.848196	$4,075.00	4075
Montclair	638	0.014652183	16792.295	1513.52654	844.478561	1172.17463	1465.21829	732.609145	$11,064.00	11064
Myrtle Grove	667	0.015318191	17555.582	1582.3232	882.863951	1225.4553	1531.81912	765.909561	$11,567.00	11567
Navy Point	642	0.014744046	16897.576	1523.01573	849.773098	1179.52369	1474.40461	737.202306	$11,133.00	11133
Oakcrest	560	0.01286085	14739.319	1328.48724	741.235101	1028.86802	1286.08502	643.04251	$9,711.00	9711
Pensacola Bch	125	0.002870725	3290.0265	296.537331	165.454264	229.658039	287.072549	143.536274	$2,167.00	2167
Pine Meadow	813	0.018671199	21398.333	1928.6788	1076.11453	1493.69589	1867.11986	933.559929	$14,099.00	14099
Pleasant Grove	496	0.011391039	13054.825	1176.66013	656.522518	911.283099	1139.10387	569.551937	$8,601.00	8601
Scenic Heights	867	0.019911352	22819.624	2056.78293	1147.59077	1592.90816	1991.1352	995.5676	$15,035.00	15035
Semmes	637	0.014629217	16765.975	1511.15424	843.154927	1170.33737	1462.92171	731.460855	$11,046.00	11046
Sherwood	665	0.01527226	17502.941	1577.5786	880.216682	1221.78077	1527.22596	763.61298	$11,532.00	11532
Suter	270	0.006200767	7106.4573	640.520635	357.381209	496.061365	620.076706	310.038353	$4,682.00	4682

Warrington E	565	0.012975679	14870.92	1340.34874	747.853271	1038.05434	1297.56792	648.783961	$9,798.00	9798
Weis	680	0.015616747	17897.744	1613.16308	900.071194	1249.33973	1561.67467	780.837333	$11,792.00	11792
W Pensacola	579	0.0132972	15239.403	1373.56092	766.384149	1063.77604	1329.72005	664.860023	$10,041.00	10041
Yneistra	366	0.008405484	9633.1977	868.261305	484.450084	672.438739	840.548423	420.274212	$6,347.00	6347
Blue Angels	650	0.014927773	17108.138	1541.99412	860.362171	1194.2218	1492.77725	746.388627	$11,272.00	11272
		20906	**FTE Elem.**							
Middle Schools										
Bailey	1393	0.031991365	36664.056	3304.61202	1843.82231	2559.30919	3199.13649	1599.56824	$24,157.00	24157
Bellview M	1018	0.023379188	26793.976	2415.00002	1347.45952	1870.33507	2337.91884	1168.95942	$17,654.00	17654
Brentwood M	679	0.015593781	17871.424	1610.79078	898.74756	1247.50247	1559.37809	779.689043	$11,775.00	11775
Brown Barge	513	0.011781457	13502.269	1216.98921	679.024298	942.516593	1178.14574	589.07287	$8,896.00	8896
Brownsville	943	0.021656753	24819.96	2237.07762	1248.18696	1732.54025	2165.67531	1082.83765	$16,353.00	16353
Carver	163	0.003743426	4290.1946	386.68468	215.75236	299.474083	374.342604	187.171302	$2,826.00	2826
Ferry Pass M	1004	0.023057667	26425.493	2381.78784	1328.92865	1844.61337	2305.76671	1152.88336	$17,411.00	17411
Ransom	1456	0.033438211	38322.229	3454.06683	1927.21126	2675.05684	3343.82105	1671.91053	$25,250.00	25250
Ernest Ward	219	0.005029511	5764.1265	519.533404	289.87587	402.360885	502.951106	251.475553	$3,797.00	3797
Warrington M	784	0.01800519	20635.046	1859.88214	1037.72914	1440.41522	1800.51903	900.259514	$13,596.00	13596
Workman	817	0.018763062	21503.613	1938.16799	1081.40907	1501.04494	1876.30618	938.15309	$14,168.00	14168
Wedgewood	730	0.016765037	19213.755	1731.77801	966.252899	1341.20295	1676.50369	838.251843	$12,659.00	12659
		9719	**FTE Middle**							
High Schools										
Escambia	1969	0.045219668	51824.498	4671.05604	2606.23556	3617.57343	4521.96679	2260.9834	$34,146.00	34146
Northview	469	0.010770962	12344.18	1112.60807	620.784397	861.676963	1077.0962	538.548102	$8,133.00	8133
Pensacola	1733	0.039799738	45612.928	4111.19356	2293.85791	3183.97906	3979.97382	1989.98691	$30,053.00	30053
Washington	1829	0.042004455	48139.668	4338.93423	2420.92679	3360.35643	4200.44554	2100.22277	$31,718.00	31718
Woodham	1543	0.035436235	40612.087	3660.45681	2042.36743	2834.89884	3543.62354	1771.81177	$26,758.00	26758
Tate	2204	0.050616632	58009.748	5228.54622	2917.28958	4049.33055	5061.66318	2530.83159	$38,222.00	38222
Pine Forest	1642	0.03770985	43217.788	3895.31438	2173.40721	3016.788	3770.985	1885.4925	$28,475.00	28475
		11389	**FTE High**							
Special Centers										
Beulah Charter	105	0.002411409	2763.6223	249.091358	138.981581	192.912753	241.140941	120.570471	$1,820.00	1820
Hosp/Homebound	22	0.000505248	579.04467	52.1905702	29.1199504	40.4198149	50.5247686	25.2623843	$381.00	381
Esc Westgate	188	0.004317571	4948.1999	445.992146	248.843212	345.405691	431.757114	215.878557	$3,260.00	3260
ESeal	126	0.002893691	3316.3467	298.90963	166.777898	231.495303	289.369129	144.684565	$2,185.00	2185
George Stone	82	0.001883196	2158.2574	194.528489	108.537997	150.655674	188.319592	94.1597961	$1,422.00	1422
Beggs	264	0.006062972	6948.536	626.286843	349.439405	485.037779	606.297223	303.148612	$4,578.00	4578
Juvenile Detention	19	0.00043635	500.08403	45.0736743	25.1490481	34.908022	43.6350274	21.8175137	$329.00	329
Lakeview Special Ed	125	0.002870725	3290.0265	296.537331	165.454264	229.658039	287.072549	143.536274	$2,167.00	2167
Pns Boy's Base	12	0.00027559	315.84255	28.4675838	15.8836093	22.0471718	27.5589647	13.7794824	$208.00	208
Redirections	151	0.003467836	3974.352	358.217096	199.86875	277.426911	346.783639	173.39182	$2,618.00	2618
Lakeview DAART	18	0.000413384	473.76382	42.7013757	23.825414	33.0707576	41.3384471	20.6692235	$312.00	312
Escambia Charter	132	0.003031486	3474.268	313.143421	174.719702	242.518889	303.148612	151.574306	$2,289.00	2289
Acad. for Success	71	0.001630572	1868.7351	168.433204	93.9780217	130.445766	163.057208	81.5286039	$1,231.00	1231

PATS	214	0.004914682	5632.5254	507.671911	283.257699	393.174563	491.468204	245.734102	$3,711.00	3711
		1529	**FTE Special**							
Total funded FTE	43543						**total dollars dispersed to schools**			$755,092.00
								All dollars dispersed		$1,146,061.00
Alternative Education Center	FTE	PSTF Allocation								
Escambia Bay Marine	53	900								
Escambia River Outward Bound	34	550								
Ruby Gainer	117	2000								
Pre K Centers	FTE	PSTF Allocation								
Petree	139	2200								
Judy Andrews	213	3700								
Sid Nelson	96	1750								
McMillan	165	2800								
		13900								

Appendix 3 Departmental/Office Projects Whose Expenditures Comprise the Greatest Percentage of district Technology Expenditures

Departments/Offices that account for most of the district's annual technology expenditures in Hardware and Software (50%) are detailed below*. Budget appropriations, from the three funding categories cited earlier, finance the Departmental and Office projects from which these expenditures are made. Examples of the detailed information available on all Technology expenditures and the Departments that approve those expenditures (FY99/00) are contained in Appendix 4

Departments/Offices making Tech Expenditures	Funding Procurement Procedures	Expenditure Restrictions	Dispensing/Expenditure Approving Office for Technology Expenditures	Recurring? yes, but	Annual/Three year funding projection for Hrd/Sftwr
Instructional Technology	Legislative Appropriate-	All Technology and related ex-	Curriculum & Instruction, Instructional Technology	fed/state	$973,059.00
3 projects	tion based on District	penses are eligible, all functions		legislature	
8% of total district expenditures	FTE, Legislative agen-	and objects, all student popula-		appropriates	$2,919,177.00
	da is compiled by the	tions are eligible, some distinc-		annually,local	
	district for lobbyists to	tions between district and		funding relies	
	advocate for appro-	school based eligible expendi-		on local ref-	
	priate Technology fund-	tures are applicable		erendum	
	ing levels, IT also acts				
	as advoacte through pro-				
	fessional organizations				
Title I	Federal/State Block	Must be spent on Title I teachers,	Curriculum & Instruction, Title I/ Elementary Education	yes, but	$589,753.00
8 projects	Grants based on num-	students, equipment, and facili-		fed/state	
5% of total district expenditures	ber of students meet-	ties, technology expenditures		legislature	$1,769,259.00
	ing federal guidelines,	must supplement not supplant		appropriates	
	Title I Office inter-	existing technology funding		annually,local	
	prets guidelines for	sources at Title I eligible		funding relies	
	appropriate expendi-	schools only, all technology		on local ref-	
	ture, Title I acts as district	functions and objects are		erendum	
	advocate/liaison along	eligible			
	with district lobbyists				
	for appropriate funding				
Elem and Sec Education	Fed/State Block Grants	Must be used to effect and/or	Curriculum & Instruction,Secondary/Elementary Ed and	yes, but	$174,177.00
11 projects	and various appropria-	supplement instructional pro-	School Prinicpal and Staff	fed/state	
1% of total district	tions based on Dist. FTE	cess, all student populations,		legislature	$522,531.00

expenditures					
	and DOE/Fed guidelines,	all technology function and ob-		appropriates	
	C&I inteprets guidelines for	ject expenditures are eligible		annually,local	
	for appropriate expendi-			funding relies	
	tures, C&I and Sec/Elem			on local ref-	
	Education advocate			erendum	
	with district lobbyist				
	for appropriate funding				
Exceptional Student Education	Federal/State Block	Must be spent on ESE teachers,	Curriculum & Instruction, Exceptional Student Education	yes, but	$363,168.00
5 projects	Grant based on num-	students, equipment, and facili-		fed/state	
3% of total district expenditures	ber of students meet-	ties, all technology function and		legislature	$1,089,504.00
	ing federal guidelines,	object expenditures are eligible		appropriates	
	legislative appropriations			annually,local	
	based on District FTE			funding relies	
	and ESE matrix, ESE			on local ref-	
	Office interprets guide-			erendum	
	lines for appropriate ex-				
	penditure, ESE acts as				
	district advocate/liaison				
	with district lobbyists				
	for appropriate funding				
Applied Technology	State/Federal Appropria-	Must be spent on Applied Tech-	Curriculum & Instruction, Applied Technology	yes, but	$629,056.00
11 projects	tions based on District	nology teachers, students,		fed/state	
5% of total district expenditures	FTE, state/federal	equipment, and facilities, prim-		legislature	$1,887,168.00
	block grants, Applied	arily a Secondary Ed funding		appropriates	
	Technology interprets	source, all technology function		annually,local	
	guidelines for appro-	and object expenditures are eli-		funding relies	
	priate expenditures,	gible		on local ref-	
	Applied Tech acts as			erendum	
	district advocate/liaison				
	with district lobbyists				
	for appropriate funding				
Grants	Grants Office or-	Expenditures restricted by	Curriculum & Instruction, Grants Management,	yes, but	$102,288.00
1 project	chestrates less com-	proviso language and objectives	germane directors and specialists	fed/state	
1% of total district expenditure	rehensive applica-	specific to the grant		legislature	$306,864.00
	tions with school			appropriates	

	based personnel,			annually,local	
	directors and spe-			funding relies	
	cialists apply for			on local ref-	
	larger more compre-			erendum	
	hensive funding,				
	occassionally Grants				
	Office applies for a				
	large grant addres-				
	sing a specidifc dis-				
	trict objective				
Principals and their School	Fed/State Block Grants	Must be used to effect and/or	Curriculum & Instruction, School Prinicpal and Staff	yes, but	$968,988.00
Operational Budgets	and various appropria-	supplement instructional pro-		fed/state	
23 projects	tions based on District	cess, all student populations,		legislature	$2,906,964.00
8% of total district expenditure	and schools' FTE and	all technology function and ob-		appropriates	
	DOE/Fed guidelines, Prin-	ject expenditures are eligible		annually,local	
	cipals intepret guidelines			funding relies	
	for appropriate expendi-			on local ref-	
	tures, C&I and Sec/Elem			erendum	
	Education advocate				
	with district lobbyist				
	for appropriate funding				
Facilities Management	State/Federal Appropria-	All expenditures must be in com-	Facilities Management, Instructional Technology, and	yes, but	$679,927.00
10 projects	tions based on District	pliance with all proviso language	Technology Systems/Management Information Systems	fed/state	
6% of total district expenditure	FTE, state/federal	associated with each state, feder-		legislature	$2,039,781.00
	block grants, and local	al or local funding source, tech-		appropriates	
	tax efforts, Facilities	nology expenditures are restrict-		annually,local	
	Management interprets	ed to functions and objects asso-		funding relies	
	guidelines for appro-	ciated with maintenance, renno-		on local ref-	
	priate expenditures,	vation, or construction of physi-		erendum	
	Legislative agenda	cal plants (funrniture, fixtures,			
	is compiled by the dis-	and equipment).			
	trict for lobbyists to				
	advocate for appropriate				
	funding levels				
Tech Systems & Management	Legislative Appropria-	All Technology and related ex-	Curriculum & Instruction, Tech Systems & Management	yes, but	$679,597.00

Information	tion based on District	penses involved in District Ad-	Information	fed/state	
4 projects	FTE, Legislative agen-	ministration are eligible		legislature	$2,038,791.00
6% of total district expenditures	da is compiled by the			appropriates	
	district for lobbyists to			annually,local	
	advocate for appro-			funding relies	
	priate Technology fund-			on local ref-	
	ing levels, MIS also acts			erendum	
	as advoacte through pro-				
	fessional organizations				
Stone Vocational Center	Fed/State Block Grants	Must be used to effect and/or	Curriculum & Instruction, Applied Technology, Stone	yes, but	$356,111.00
Operational Budget	and various appropria-	supplement vocational instruction,	Vocational Center Director	fed/state	
8 projects	tions based on District	student populations addressed are		legislature	$1,068,333.00
3% of total district expenditures	and schools' FTE and	subject to the proviso language of		appropriates	
	DOE/Fed guidelines, Di-	appropriations and state/federal		annually,local	
	rector of center and Di-	block grants providing funding		funding relies	
	rector ofApplied Tech-			on local ref-	
	nology intepret guidelines			erendum	
	for appropriate expendi-				
	tures, C&I, Sec/Elem,				
	and Applied Technology				
	advocate with district lob-				
	byist for appropriate				
	funding				
Departmental Operational Budgets 2 projects			Department/Office Administrator	yes, but	$324,734.00
3% of total district expenditures				fed/state	$974,202.00
				legislature	
				appropriates	
				annually,local	
50% of all district expenditures				funding relies	
on Hardware and Software				on local refer-	
* all figures based on FY99/00 expenditures					

Appendix 4 Technology Expenditures Comprised by Each District Department/Office

Project Num	District Departments/Offices and Project expenditures which they approve	1999-2000 Total Expenditures	Expended for Computer	% of Total Expenditures	Expended for Computer Hard/Softwr by Dist Dept/Office	Percent of District Hard/Software Expenditures	Percent of total Dist Technology Expenditures
	districtwide						
0100	Regular Operations--Departments	4,313,830.53	324,680.50	7.5%			
0100	Regular Operations--Departments	12,286.33	54.00	0.4%	324,734.50	0.05	0.03
	principals						
5831	Parental Awareness of Sunshine State Standards	44,552.60	9,997.27	22.4%			
5832	Parental Awareness of Sunshine State Standards	9,450.45	2,373.03	25.1%			
5811	Florida Learn & Serve	30,978.59	900.00	2.9%			
0716	Supplemental Acad Instr--Reg 180 Day Term	5,263,422.75	423,679.64	8.0%			
0108	Regular Operations--Schools	1,945,000.22	111,209.76	5.7%			
0904	Vocational Production Shop Flow-Thru	17,505.21	1,650.00	9.4%			
1002	Adults with Disabilities	282,615.83	21,028.55	7.4%			
1111	Vending Machine Flow-Through Allocation	49,762.48	-	0.0%			

1121	Alternative Education Pgm Special Allocations	140,675.89	5,178.00	3.7%				
1301	Subsidy-High School Min Sports & Bands	190,684.99	-	0.0%				
6065	Instructional Materials-Library	217,268.45	41,192.38	19.0%				
6067	Textbook Flexibility Funds	1,015,127.26	86,371.49	8.5%				
7250	Adlt Fees-Cap Imprv,Tech Enhnc Equip Bldg	7,947.44	7,272.74	91.5%				
7770	Child Care (After School) (Dist Oper)	537,202.79	10,600.79	2.0%				
1102	Advanced Placement Add-On Allocation	151,475.96	34,334.52	22.7%				
7771	Child Care (After School) (Contracted)	42,416.56	6,609.00	15.6%				
6196	Library Automation (SUNLINK) Equipment	17,153.98	16,026.88	93.4%				
6772	Florida School Recognition Program	117,751.67	25,021.70	21.2%				
6773	School Improvement Reading Initiative	304,119.14	136,614.66	44.9%				
6779	Coordinated School Health Program	13,794.54	239.20	1.7%				
6780	Improved Student Achievement Program	74,790.66	22,905.91	30.6%				
6786	HOSTS	36,788.05	-	0.0%				
6789	Wish Wellness	18,778.27	5,782.57	30.8%		968,988.09	0.16	0.08
	Dir, Budgeting							
0222	Year 2000 Compliance			4.5%				

	22,180.00	1,000.00		1,000.00	0.00	0.00
	Supv, Food Services Accounting					
0203	Computer Assisted Food Service System	54,068.95	30,563.09	56.5%	30,563.09	0.01	0.00
	Dir, Tech Systems & Management Info					
1503	Computer Equipment	177,305.74	177,305.74	100.0%			
1503	Computer Equipment	101,814.48	101,814.48	100.0%			
1503	Computer Equipment	400,477.04	400,477.04	100.0%	679,597.26	0.11	0.06
	Dir, Human Resourses Mgmt						
0603	Teacher Certification	10,949.62	5,241.00	47.9%	5,241.00	0.00	0.00
	Dir, Risk Mangement						
0610	Min Self-Insured Losses-Property	265,435.23	60,987.43	23.0%	60,987.43	0.01	0.01
	Coord, Cost Accounting						
0218	Utilities & Communications	6,553,843.07	11,432.01	0.2%	11,432.01	0.00	0.00
	Principal/Teacher in Charge						
0714	Special Center - School Improvement Allocation	6,783.37	387.76	5.7%	387.76	0.00	0.00

	Dir, Stone Vocational Center							
0902	Consumable Supply Fee-Regular	24,737.98	1,426.85	5.8%				
0903	Consumable Supply Fee-Law Enforce Trng	20,252.18	-	0.0%				
4522	Federal Administrative Cost Allowance	1,498.41	-	0.0%				
7521	JTPA Title IIA Youth Placements	20,099.88	610.93	3.0%				
6720	Performance Based Incentive Funding Prog	275,375.02	189,749.20	68.9%				
6771	Capitalization Incentive Grant	166,868.64	67,887.90	40.7%				
6777	Centers of Excellence	78,187.00	76,062.00	97.3%				
6778	Centers of Excellence - Automotive Excellence	20,375.00	20,375.00	100.0%		356,111.88	0.06	0.03
	Director Adult Community Ed							
1000	Adult Basic Education	856,879.67	4,672.00	0.5%		4,672.00	0.00	0.00
	Dir, Instructional Technology							
1104	Computer Assisted Instruction	344,656.49	150,000.00	43.5%				
5860	Technology Literacy Challenge Fund	82,942.00	80,384.66	96.9%				
6195	Educational Technology	1,141,356.36	742,674.72	65.1%		973,059.38	0.16	0.08
	Directors, Elementary/Secondary Ed							

1107	Alternative Education Program	433,160.61	121,174.36	28.0%				
1109	Old Hometown	91,948.78	8,922.74	9.7%				
5770	Title II-Mathematics	122,496.29	996.00	0.8%				
5771	Title II-Social Studies	9,286.84	-	0.0%				
5773	Title II-Fine Arts	25,850.72	875.00	3.4%				
5774	Title II-Other	4,963.91	-	0.0%				
5775	Title II-Science	24,860.63	499.00	2.0%				
5776	Title II-Language Arts, Fine Arts, & Soc Studies	11,772.03	2,540.75	21.6%				
6197	Parent Involvement in Education	4,836.55	-	0.0%				
7374	Old Hometown International Paper Company	2,055.69	2,055.69	100.0%				
7534	Special Science Grants	9.91	0.30	3.0%				
6755	Parents to Kids	44,005.34	37,113.71	84.3%		174,177.55	0.03	0.02
	Coord, Community School							
1300	Community School	54,822.78	-	0.0%		-		
	Asst Supt, Finance & Business							
1505	Equipment	41,441.29	910.39	2.2%		910.39	0.00	0.00

	Unassigned							
1510	Equipment	27,726.40	27,726.40	100.0%		27,726.40	0.00	0.00
	Dir, Facilities Planning							
2016	Classrooms	5,894.10	994.00	16.9%		994.00	0.00	0.00
2044	Media Center	53,777.28	8,552.00	15.9%				
2057	Construct New School	2,727,538.35	497,121.54	18.2%				
3002	Blue Angels Elementary School	8,091,925.91	-	0.0%				
3005	E.S.E.A.L. Classroom Additions	1,123,568.73	34,986.13	3.1%				
3007	Escambia High School Classroom Additions	279,495.11	47,770.00	17.1%				
3008	Pensacola High School Classroom Additions	1,729,328.83	42,465.78	2.5%				
3009	Pleasant Grove Elem Schl Classroom Additions	839,847.58	12,180.00	1.5%				
2016	Classrooms	75,109.93	11,699.84	15.6%				
3006	Hallmark Elementary School Media Center	626,350.21	25,152.25	4.0%		679,927.54	0.11	0.06
	Dir, Applied Tech & Adult Ed							
5017	Single Parents	11,325.03	1,117.00	9.9%				
5021	Section 232-Carl Perkins	200,115.26	40,914.34	20.4%				
5022	Section 231-Carl Perkins	571,002.52	259,818.22	45.5%				

5023	Local Pgms in Rural Areas & High Voc Students	138,297.73	101,805.34	73.6%				
5033	School-to-Work Development Grant	142,392.36	12,270.71	8.6%				
6001	Repl & Maint of Voc Ed Equip	316,682.39	196,880.79	62.2%				
6767	Jobs for Florida Graduates	91,403.41	2,940.00	3.2%				
7528	JTPA Title IIA Youth Empl Enhan 1993	17,975.70	1,314.42	7.3%				
7538	JTPA Career Management Services	103,527.05	493.07	0.5%				
5201	Title I, Section 123	60,054.73	9,594.74	16.0%				
0900	Vocational Education	50,282.91	1,907.75	3.8%		629,056.38	0.10	0.05
	Dir, Excep Student Ed							
5101	Medicaid - Direct Services	42,024.58	6,521.31	15.5%				
5236	Individuals with Disabilities Act	3,366,697.47	187,125.48	5.6%				
5237	Pre-School Handicapped	249,930.37	23,616.97	9.4%				
5238	Idea Part B Discretionary Supplement	96,993.58	2,913.95	3.0%				
0712	Providing Except Resources for Children (PERC)	417,100.84	142,991.21	34.3%		363,168.92	0.06	0.03
	Dir, Title 1							
5300	Title 1-Basic	103,725.89	17,117.21	16.5%				
5303	Title 1-Schoolwide			5.2%				

		8,108,734.04	423,617.84					
5308	Title 1, Technology	380,404.22	73,501.75	19.3%				
5310	Comprehensive School Reform Demonstration	74,794.12	10,084.89	13.5%				
5800	Even Start	225,154.08	1,611.08	0.7%				
5801	Even Start Family Literacy Project	94,673.80	208.66	0.2%				
6171	Pre-Kindergarten Early Intervention	2,606,340.98	59,341.20	2.3%				
6174	Pre-School Program-First Start	127,307.33	4,271.00	3.4%		589,753.63	0.10	0.05
	Coord, Adult Community Ed							
5341	Adult Basic Education	76,596.95	-	0.0%				
	Coord, FDLRS &Inservice Training							
6061	FL Diagnostic & Learning Resrc Center	67,826.07	1,374.64	2.0%				
6206	Teacher Training	488,710.49	1,035.96	0.2%				
5231	FDLRS - Assist Tech Educ Network	18,433.13	7,933.13	43.0%				
5232	FL Diagnostic Learning Resrc Center	670,257.47	18,796.96	2.8%				
5233	FL Diagnostic & Lrng Resrc Center - Pre-K	104,022.81	2,901.78	2.8%		32,042.47	0.01	0.00
	Dir, Grants Management							
5463	Title 6			21.8%				

		468,764.05	102,288.86		102,288.86	0.02	0.01
	Deputy Superintendant						
5820	Educ of Homeless Children & Youth Program	51,707.42	-	0.0%			
6750	Community Juvenile Justice Prtnrshp Grant Pgm	24,855.43	1,670.48	6.7%	1,670.48	0.00	0.00
	Dir, Alternative Ed						
5856	Beulah Public Charter Schools Program	50,000.00	7,534.90	15.1%			
5857	Public Charter Schools Federal Grant Program	50,000.00	359.72	0.7%	7,894.62	0.00	0.00
	Dir, Staff Development						
6000	Inservice Training	266,137.41	2,901.49	1.1%	2,901.49	0.00	0.00
	School Staff and Parents						
6096	Discretionary Lottery Funds-Sch Impr Activity	454,546.26	65,203.38	14.3%	65,203.38	0.01	0.01
	Asst Supt, Curriculum and Instruction						
6162	Safe Schools	330,901.86	6,802.17	2.1%	6,802.17	0.00	0.00
	Totals	$ 62,653,240.31	6,101,292.68				

	Other Technology Related							
	Expenditures, District Wide							
	Technology Training		$ 500,000.00					0.04
	Maintenance		$ 400,000.00					0.03
	MIS Technology personnel, office based		$1,901,000.00					0.16
	MIS Technology personnel, field support		$ 514,000.00					0.04
	IT Technology personnel, all are field support		$ 485,000.00					0.04
	Networks		$ 850,000.00					0.07
	Telcommunications		$ 787,000.00					0.07

Total Hardware/Software Expenditures District Wide $6,101,229.68

Total Technology Expenditures District Wide $11,538,292.68

Top nine district depts. total % district expenditures Hardware/Software 80%

Top nine district depts. total $ district expenditures Hardware/Software $5,565,391.00

Appendix 5 District Budget and appropriation amounts

In the electronic version of this plan, use the hyperlink below to view the PDF budget document. If viewing a printed version of this plan, please see the attached District Summary Budget.
budget.pdf

Appendix 6 District Standard Operating Procedures

(work in progress and relation to District Technology Plan is evolving)

4.0 Subject: District Project Management

Description:
District wide projects are subject to the management components contained in the Project Proposal Procedure. This is the standardized procedure through which a school/office moves to complete a project if the system addition/modification request associated with that project is designated as district wide by TAC. Review and approval by MIS/IT, TAC, the Superintendent's Staff, and possibly the School Board and the Citizen's Technology Advisory Council are included in the procedure.

General information:
A request by a MIS/IT or a school/office to modify a hardware or software component or to add a hardware or software component to their existing infrastructure is termed a system addition/modification request. This request will most frequently be designated a school/office project and the system addition/modification proceeds with minimal oversight by TAC; however, use of district provided Task Analysis and Intraoffice Communication Tables or Microsoft Project software to implement the project and to advise the Technology Advisory Committee of progress is recommended. When the request is determined to be of sufficient scale or impact it will be designated a district wide project and will require full oversight by TAC. The request is then subject to the entire Project Proposal Procedure. Details of this procedure follow.

Procedures/Standards:
The Project Proposal Procedure steps and operational definitions are below.

4.1 Steps

4.1.1 Direct discussions involving School/Office administrators and the Directors of MIS/IT incept the system addition/modification request and completion of the system addition/modification request form.

4.1.1.1Discussions involving School/Office administrators and MIS/IT field support staff incept a system addition/modification request and completion of the system addition/modification request form. Request is forwarded through established org chart path to Directors of MIS/IT.

4.1.1.2 Directors of MIS/IT and their respective staffs incept a system addition/modification request and completion of the system addition/modification request form.

4.1.2 Project Proposal Procedures are triggered. Directors of MIS/IT notify TAC that a system addition/modification request has been received and that the request should be designated a District Wide Project.

4.1.2.1 Project Proposal Procedures are not triggered. Directors of MIS/IT determine that TAC involvement is not necessary. Request is designated a school/office project and considered best completed using those resources. The use of district provided Task Analysis and Intraoffice Communication Tables or Microsoft

Project software to implement the project and to advise the Technology Advisory committee of progress is recommended.

4.1.3 TAC finds the system addition/modification request warrants a District Wide Project designation and asks that a Feasibility Study be completed by principal parties involved (vendors, project advocate for school/office, with appropriate involvement and or assistance of MIS/IT, Facilities Planning, Maintenance, and any other pertinent office).

4.1.4 TAC reviews the Feasibility Study and finds the system addition/modification request a feasible District Wide Project and asks for a Project Analysis to be completed by principal parties involved (vendors, project advocate for school/office, appropriate involvement and or assistance of MIS/IT, Facilities Planning, Maintenance, and any other pertinent office).

4.1.4.1 TAC finds the District Wide Project not to be feasible. The system addition/modification request is denied. School/office returns to top of Project Proposal Procedure and resubmits in light of TAC disposition if so inclined.

4.1.5 TAC reviews the Project Analysis, finds the project warranted, assigns a place in the Project Queue, appoints a Project Manager, and directs principal parties involved (vendors, Project Manager for school/office, with appropriate involvement and or assistance of MIS/IT, Facilities Planning, Maintenance, and any other pertinent office) to begin project using budget, resources, personnel, and schedule established in analysis. Budget may trigger School Board approval requirement.

4.1.5.1 TAC finds Project Analysis indicates district resources inadequate and or project inappropriate. System addition/modification request is denied. School/office returns to top of Project Proposal Procedure and resubmits in light of TAC disposition if so inclined.

4.1.6 Principal Parties include the project in subsequent Semester Plans and Mid Semester Reports presented to TAC.

4.1.6.1 School Board does not approve project. Project can not proceed as currently proposed in Project Analysis. School/office returns to top of Project Proposal Procedure and resubmits in light of Board disposition if so inclined.

4.1.7 The completed system addition/modification is periodically evaluated at intervals determined by the Project Analysis for continued viability and need for further system addition/modification.

4.2 Definitions

4.2.1 District Wide Projects - District Wide Projects are those projects that would impact electronically delivered services on a district scale by bandwidth requirements, district support requirements, by diversion of resources previously assigned to other projects/systems, or by

demand for acquisition of significant new resources. District Wide Projects are also those projects that would positively impact efficiency in any of the above areas. Budgetary requirements of District Wide Projects will often trigger the need for School Board approval.

4.2.2 Feasibility Report - Designation of a system addition/modification request as a District Wide Project by TAC will trigger completion of a Feasibility Report. This report, in conjunction with the Project Analysis, will provide a uniform and comprehensive approach to ensuring that district resources will only be used in completion of those projects most beneficial and or least intrusive to the district at large.

4.2.3 Mid Semester Report - Project Manager and pertinent MIS/IT and or school/office personnel will submit a status report on their projects in the TAC project queue which compares progress to date to the schedule established in the Project Analysis. The same parties will be provide a contingency plan for individual projects where progress is not in line with the Project Analysis Report (GANTT chart). A report on the TAC project queue which summarizes progress or a lack there of will be prepared by TAC and forwarded to the Superintendent's Staff.

4.2.4 Project Analysis - The Project Analysis report uses the Feasibility Study Report information to create an installation plan to be implemented by the project manager. It will provide a consistent framework to ensure that district resources are used efficiently in completion of District Wide Projects. It will also provide a schedule for review of project progress and review of the continued viability of the finished project. A calendar and flow chart for task completion and timely arrival of project components will be included through use of project management software capable of PERT/CPM and GANTT project display. These updated charts will be posted to the district web server.

4.2.5 Project Advocate - Person designated by the pertinent school/office to represent the interests of a system addition/modification request or district wide project prior to the execution of the project including an instrumental role in preparation of the system addition/modification request, Feasibility Study, and the Project Analysis. After the project is placed in the Project Queue, a Project Manager is approved or appointed by TAC (possibly the project advocate) to manage the execution of the Project Analysis and to prepare this project's portion of the semester plan and the mid semester report.

4.2.6 Project Manager - This person is approved or appointed by TAC to manage the execution of a project as described in the Project Analysis and to exercise direct control of the resources allocated to a project in the Project Analysis in a manner that will result in the scheduled completion of that project. This person will also have primary responsibility for preparation of that specific project's portion of the semester plan and the mid semester report. Continuous apprising of the schools/offices involved in a project is also the responsibility of the Project Manager.

4.2.7 project proposal procedure - The standardized procedure through which a school/office proceeds to complete a project if the system addition/modification request associated with that project is designated as district wide by TAC. The most common designation of a system addition/modification request is that of a school/office project which requires minimal involvement of TAC; however, use of district provided Task Analysis and Intraoffice

Communication Tables or Microsoft Project software to implement the project and to advise the Technology Advisory Committee of progress is recommended.

4.2.8 project queue - This project priority list is established by TAC and approved by the Superintendent's Staff. A project in this queue will receive all the district resources allotted in the Project Analysis according to the schedule established in the Project Analysis. Adherence to the project queue will ensure that the project completion priorities established by TAC and approved by the Superintendent's Staff will be observed without encroachment from other projects which did not follow the Project Proposal Procedure. TAC will maintain a master project file (using Microsoft Project or a similar title) and post this file to the district web server.

4.2.9 School/Office Administrators - School/Office Administrators are administrative personnel, including the site technology coordinator, that have responsibilities for the implementation of the technology plan of specific schools/offices. These personnel will consult with their MIS/IT support technician and or MIS/IT directors to discuss system additions/modifications that the school/office feels it needs. If a system addition/modification request proposed by a school/office is designated a district wide project by TAC, School/Office Administrators are responsible for appointing a project advocate, and jointly compiling the feasibility report and project analysis with MIS/IT directors and vendors. If the project analysis indicates, School/Office Administrators and their Project Manager are responsible execution of the project using school/office budgetary, personnel, and technical resources.

4.2.10 Semester Plan - Project Manager and pertinent MIS/IT and or school/office personnel will submit a flow chart and resource allocation information which reflect the findings in the Project Analysis Report and which will provide information to TAC on the strategy for completion of each project in the TAC project queue. Project management software (i.e. Microsoft Project, GANTT chart) will be used to present this information to TAC and to post the same information on the district web site.

4.2.11 system addition/modification request (and form) - The result of School/Office Administrators' (including the site technology coordinator) consultation with their MIS/IT support technician and or MIS/IT directors regarding changes to the school/office technical system. If a system addition/modification request is designated a school/office project then there is minimal involvement from TAC; however, use of district provided Task Analysis and Intraoffice Communication Tables or Microsoft Project software to implement the project and to advise the Technology Advisory Committee of progress is recommended. If a system addition/modification request is designated a district wide project then adherence to the project proposal procedure and TAC involvement is required.

4.2.12 Technology Advisory Committee - TAC is an advisory committee comprised of personnel from a broad range of district schools and offices who are appointed by the Superintendent's Staff and MIS/IT directors. TAC acts as an arbitrating body for system addition/modification requests made by schools/offices through evaluation of Feasibility Reports and Project Analyses. TAC also acts as a sanctioning body for decisions and actions of MIS/IT and schools/offices when those decisions and actions are based on the standard operating procedures adopted by TAC. Review of any district technology related issue for

purposes of advising the Superintendent's Staff is also under the purview of TAC. Any decision reached by TAC is subject to the review of the Superintendent's Staff and the school board when appropriate.

7.1 Software Piracy
Description/Statement
It shall be the policy of the School District of Escambia County that each department shall work diligently to prevent and combat computer software piracy in order to give effect to copyrights associated with computer software by observing the relevant provisions of international agreements in effect in the United States, including applicable provisions of the World Trade Organization Agreement on Trade-Related Aspects of Intellectual Property Rights, the Berne Convention for the Protection of Literary and Artistic Works, and relevant provisions of Federal law, including the Copyright Act.

7.1.1 Procedures
7.1.1.1 Each department shall adopt procedures to ensure that the department does not acquire, reproduce, distribute, or transmit computer software in violation of applicable copyright laws.
7.1.1.2 Each department shall establish procedures to ensure that the department has present on its computers and uses only computer software not in violation of applicable copyright laws. These procedures may include:
- 7.1.1.2.1 preparing department inventories of the software present on its computers;
- 7.1.1.2.2 determining what computer software the department has the authorization to use.
- 7.1.1.2.3 developing and maintaining adequate record keeping systems.

7.1.1.3 Departments shall cooperate fully in implementing this order and shall share information as appropriate that may be useful in combating the use of computer software in violation of applicable copyright laws.

7.1.2 Responsibilities of Department Heads
In connection with the acquisition and use of computer software, the head of each department shall:
- 7.1.2.1 ensure department compliance with copyright laws protecting computer software and with the provisions of this order to ensure that only authorized computer software is acquired for and used on the department's computers;
- 7.1.2.2 utilize performance measures as recommended by MIS to assess the department's compliance with this order;
- 7.1.2.3 educate appropriate department personnel regarding copyrights protecting computer software and the policies and procedures adopted by the department to honor them.
- 7.1.2.4 ensure that the policies, procedures, and practices of the department related to copyrights protecting computer software are adequate and fully implement the policies set forth.

7.2 Software Acquisition
Description
Software may be developed in-house or be acquired from an outside source. In-house software development will only be pursued if no commercially available software can be found for less

than the in-house cost. The availability of in-house programming end-user personnel is also a consideration. The MIS coordinator will make arrangements for any in-house developed software. The actual programming effort may be done in-house by end-user personnel or the district IS programming unit, or contracted out by the MIS coordinator. The cost of this effort will require the end-user head's approval so that it may then be charged to that department's budget.

Software may be purchased for multiple users or a single user. Most software is purchased from vendors, while some is only available for an annual fee. Also, upgrades are generally available for a single user or multiple users.

The district has standardized programs within selected categories, i.e. word processing, email, and network operating systems. Users who purchase nonstandard software programs within those categories will not receive the full benefit of MIS/IT support services.

The principal or department head has authority to approve or disapprove a software purchase. However, that person should consult with the site technology coordinator for recommended or supported software before making such a purchase. The site technology coordinator will maintain a published list of recommended microcomputer software, which will be continually updated with new equipment. It is the duty of the site technology coordinator to continually seek and respond to the needs for newer and better software.

Major software purchases and in-house projects that involve significant time and resources from support staff shall be considered as a major project and fall under the project guidelines specified in the Project Proposal Procedures.

7.2.1 Procedures

7.2.1.1 Specially developed software

When a user requires software that is not available by purchase, the coordinator works with the user to define the needs and assigns the project to an end-user programmer. If one is not available, the coordinator will submit a memo to the person responsible for district microcomputer programming systems and provide enough information that a project proposal can be developed and the cost estimated.

Project proposal information is reviewed with user requesting the program. If time and money are available, a formal request in writing is issued by the end-user management.

Program development is handled using the same standard procedures as for information systems program development. As long as no security problem exists, the new software will be made available to other microcomputer users.

7.2.1.2 Purchased software

The user makes a request to the principal or department head requesting software. If appropriate, the principal or department head requests a review by the site technology coordinator or appropriate MIS/IT support personnel. If the request is in order the principal or department head authorizes the purchase requisition to be sent to the purchasing office.

7.2.1.3 Software registration

When software is delivered, it must first be delivered to the site technology coordinator so he/she can complete registration and inventory requirements. The site technology coordinator is responsible for completing the registration card and returning it to the

software publisher. Software must be registered in the name of The School District of Escambia County and job title or department in which it will be used. Due to personnel turnover, software will never be registered in the name of the individual user. The site technology coordinator maintains a register of all the district's software and will keep a library of software licenses. The register must contain: a) the title and publisher of the software; b) the date and source of software acquisition; c) the location of each installation as well as the hardware on which each copy of the software is installed; d) the name of the authorized user; e) the existence and location of back-up copies; f) the software product's serial number.

7.2.1.4 Software installation

Whenever possible, software installation will be completed by the end user or site technology coordinator. Manuals, tutorials, and other user materials will be provided to the user. A copy of the applicable license agreement will be provided to the user. Once installed on the hard drive, the original diskettes will be kept in a safe storage area maintained by the site technology coordinator. If called for by the project, MIS/IT support staff will provide instruction and/or assistance with installation. The site technology coordinator will assign any necessary passwords.

Due to security concerns, passwords must be changed from the system default. Unique passwords must be applied to software installations.

7.2.1.5 Software library

Copies of all in-house developed microcomputer programs and the original licensed software, as well as backup copies of other purchased software, are maintained in the end-user software library, which will be under the control of the site technology coordinator. Users with one-of-a-kind software are encouraged to have backup copies housed there as well. All library software will be the most current version in use. The library also contains proper documentation and user instructions. The site technology coordinator may be called on to demonstrate software or demo programs to potential users.

Appendix 7 Guidelines for Acceptable Use of District Information Systems

Part one of this summary is intended for all employees. **Part two** of this summary is intended for employees who use Technology Resources with students, and is **in addition** to the information contained in part one. **Part three** of this summary is intended for employees who make documents for and/or post documents to the district web server.

Part One—Staff Access

1. Equipment

- Access is provided to students and staff.
- Access to certain information and files may be restricted for security reasons.
- Users may not connect or install any computer hardware or software without prior approval.
- Virus protection software (Windows – McAfee; Mac – Virex) must be installed on every school district computer.

2. No Expectation of Privacy

- E-mail communications received or transmitted are not private despite any such designation by either the sender or the recipient.
- Users waive any right to privacy with respect to their files and communications, and consent to access and disclosure of them by authorized District personnel**.**

3. The Internet

- Access is restricted to certain web sites and certain types of Internet activities by either the District firewall or the filtering service to which the District subscribes. Educational objectives requiring exceptions to this policy can be requested through the Telecommunications Specialist and appropriate Director.
- Information may be published on the Internet only when authorized by principal or District office administrator (see part 3).

4. Electronic Mail System (Groupwise)

- E-mail accounts are created and managed by a designated e-mail administrator.
- E-mail accounts are provided to staff upon the request of the principal or office administrator.
- E-mail accounts are provided for the purpose of conducting District business, achieving educational goals, and for the pursuit of professional growth and limited high-quality personal learning activities. E-mail is subject to the same access and retention requirements as other public records covered by the Florida Public Records Law (see Addendum).
- Accounts will be deleted when the e-mail administrator receives confirmation from the principal or office administrator that the e-mail account is no longer needed and that the account is in compliance with the Florida Public Records Law (see Addendum).

5. Unacceptable Uses

a. Personal Safety

- Users shall not post personally identifiable information about themselves or others.
- Users shall not violate the conditions of the Education Code dealing with a student's right to privacy.
- Users shall receive or transmit communications using only District approved and District managed communication systems.

b. Illegal and Prohibited Activities

- Users shall not engage in illegal activities (defined as a violation of local, state, and/or federal laws).
- Users shall not plagiarize.
- Users shall not violate the rights of copyright owners.
- Users shall not install or download software that is not on the school approved list.
- Users shall not attempt to gain unauthorized access to District resources.
- Users shall not make deliberate attempts to disrupt or destroy resources by spreading computer viruses or by any other means.
- Users shall not use technology resources to engage in any activities which interfere with or compromise the safety and security of the district's technology resources.
- Users shall not attempt to gain unauthorized access (i.e. hacking) into commercial or governmental sites. Unauthorized access to these sites may involve criminal prosecution.

c. Security

- Users shall not share log-on or e-mail passwords.
- Users shall not provide e-mail access to an unauthorized user or access another user's e-mail without authorization.

d. Inappropriate Communications and Access

- Users shall maintain professional tone to communications.
- Users shall not use, view, download, copy, send, post or access obscene, profane, lewd, vulgar, threatening, communications, language, images or video, or material that advocates illegal acts, violence, or discrimination towards others.
- Users shall not post information that could cause damage or pose a danger of disruption to the operations of the District.
- Users shall not harass another person.
- Users shall not post messages that are false or defame or libel any person or organization.

e. Respecting Resource Limits

- Users shall not post chain letters or engage in "spamming".
- Users shall check their e-mail frequently and archive or delete unneeded messages promptly, in accordance with the Public Records law (see addendum).

- Users shall subscribe only to high quality discussion groups or mail lists that are relevant to their education or career development.

f. Inappropriate Use of Resources

- Users shall not use Technology Resources for commercial purposes or financial gain.
- Users shall not use District resources for political lobbying purposes.
- Users shall not engage in activities that violate the district's mission, goals, policies, or procedures.

6. Responsibility of the District

- The district assumes no liability for the content of any advice or information acquired over the Internet, or any cost or charges incurred from this advice or information.
- Any costs, liability or damages caused by the way the user accesses the Internet is the user's responsibility.
- The district assumes no liability for any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the district.

Part Two—Student/Community Access

1. To the Internet – available upon the receipt of a Internet Access Agreement form signed by the student and parent/guardian.

- Parents may request alternative activities for their children that do not require Internet Access. If parents exercise this right, the student will have no Internet access of any kind through the District.
- Parents will be encouraged to specify to their children what material is and is not acceptable for their children to access through the Internet.
- Staff is responsible for providing guidelines for Internet use by students.
- Staff is responsible for monitoring student access to the Internet.

2. Unacceptable Uses

a. Personal Safety

- Student users shall not agree to meet or meet with someone they have met online without parental approval.
- Student users shall promptly disclose to their teacher or another school employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

b. E-mail

- Student users shall not access individual e-mail accounts at school.
- All e-mail collaboration shall be done through a moderated teacher account.

c. Chat

- Student users shall not access chat sites at school.

- Teacher moderated exchange with an online educational resource is permitted.

d. Inappropriate Communications and Access

- Parents or guardians should instruct the student user if there is additional material that they think would be inappropriate for their child to access. The District fully expects that student users will follow these instructions.

- Student users shall inform a teacher if they mistakenly access inappropriate information.

Part Three—District Web Site Guidelines

1. Content

- The subject matter of every page of a school web site must be related to curriculum, school activities or information, or extracurricular activities. All work published on the district web server must be free of any spelling or grammatical errors.

- No personal information may be linked from the school web site.

- Published documents may not include a child's phone number, street address or box number, or names of other family members. Information which indicates the physical location of a student at a given time or attendance at a particular school activity may not be included.

- All content must be stored on the district's web server unless it is stored by a third party and cannot be duplicated on the district's web server. All use of third party sites or enhancements must adhere to the district web site guidelines and are subject to the review and sanction of the district webmaster.

- Advertisements appearing on school home pages shall comply with the same guidelines used by the district's content filter, N2H2, which adheres to the self-regulatory guidelines of the Children's Advertising Review Unit and the Children's Online Privacy Act of 1998 (see Addendum).

2. Components of a well-conceived school web site

a. Basic components

- School information including name, address, telephone number, fax number, and e-mail link for the principal and/or webmaster (required)

- School community information including history, the campus, the community, and student body

- Calendar of events including district calendar dates as a minimum

- Testing information including test dates and preparation tips

- Navigation tools including links to the main pages of the school site and a link to e-mail the principal and webmaster

b. Intermediate components

- Staff directory including contact information and responsibilities for administration, faculty, and other instructional personnel, excluding home phone numbers and addresses

- Programs and/or Department information (particularly those that are unique to the school)
- Club information
- Sports information
- Committee information
- Parent/Teacher organization information

c. Advanced components

- Teacher or Team or Course pages with basic information/syllabus, curriculum, resources, assignments/homework, and student work
- Faculty Committee pages
- Extracurricular activities including clubs and sports

3. Maintenance of current and appropriate content on school web sites

- In order to upload files to the district web server, the school's web manager must register for a web page account. Only one account will be given per school.
- The principal is responsible for the content of each school's web site. The principal may designate a webmaster to oversee the day to day operations of the web site; however, in the event that the principal does delegate the webmaster responsibilities, the principal and webmaster will meet at least once every semester to review the web site.
- All material not current as of September 1st of each year will be removed.
- The web manager will use the district tag on links to indicate when a user is leaving the district's web server.

4. **Security**

- The principal (or the designated web manager) will be the only person at the school with password access to the school's web site on the district web server.
- Under no circumstances will students be allowed to upload files to the district web server. Students who are working on web page projects must submit the work to a teacher for uploading.
- Other teachers may also contribute to the school web site as long as they are following the district guidelines. When other teachers are contributing,
  i. The school web manager must have an established practice to familiarize the teacher with district policies.
  ii. The teacher's name, e-mail link, and date must appear on every page.
  iii. There must be an established method for the teacher to submit updates. The best way on a networked campus is for the teacher who is submitting to have rights to the appropriate directory in a copy of the school's web site housed at the school.

5. Guidelines for Copyright Compliance in Construction of Student/ Teacher WebPages

- Use original work (text, graphics, animation, music, etc) Note: Get permission from the author even if it is you (see attached Technology and Media Release Form)

- Use lawfully acquired copyright and royalty free sources
- Use copyrighted works with permission of the copyright holder
- Cite all sources used in proper form
- When in doubt, consult your teacher, media specialist or designated district level resource person for assistance.

Appendix 7

Technology and Media Release Form

The technology and media resources available at school provide many educational opportunities for students. With this opportunity, however, comes responsibility. Although the Escambia County School District does take precautions to prevent students from accessing inappropriate materials, no system is foolproof. Access to the technology and media resources will be granted as a privilege to students who agree to act responsibly.

The following behaviors will not be permitted while accessing school technology and media resources, and shall constitute misconduct.

- Accessing inappropriate materials including any section labeled adult or restricted to eighteen or older
- Using the Internet for illegal, obscene, or non-educational purposes
- Sending, displaying, downloading, or using obscene language or pictures
- Violating copyright laws
- Damaging computers, systems, or networks
- Intentionally wasting network or computing resources
- Employing the network for commercial purposes
- Downloading any programs without teacher permission
- Harassing, insulting, or attacking others
- Using another person's password or accessing another person's documents
- Using the Internet for unmoderated chat or e-mail

Multimedia Release

This release allows for your student to be photographed, videotaped, or interviewed by print or broadcast media and identified by name, regarding school-sponsored program and activities.

I do not give my permission _____

Internet Usage

This release allows your student access to the Internet for educational activities. Internet access will be supervised by a staff member at all times. Students are responsible for their actions while using the system and any misconduct may result in loss of network privileges and/or disciplinary action including suspension from school.

I do not give my permission _____

Web Publishing

This release allows for your student to publish school authorized work and graphics at any Escambia County School District web site.

I do not give my permission _____

Please sign this release below. If you wish to exclude your child from any of the above activities, please circle and initial, "I do not give my permission." **This release form will be effective from the date it is filed with the school until a new form is filed or a change of guardianship occurs.**

I, _____ the parent or guardian of _____ do give my permission for my child to participate in the above activities, and be subject to the aforementioned rules, procedures, and penalties, unless otherwise indicated.

_____ _____

(Parent or Guardian's Signature) (Date)

I hereby agree to follow all policies and procedures as set by the Escambia County School Board regarding technology and media resources.

_____ _____

(Student's Signature) (Date)

Addendum

DATE: September 28, 1999

TO: All E-mail Users

FROM: Barbara Frye, Coordinator, Information Services

SUBJECT: E-Mail Retention

Electronic mail is subject to the same access and retention requirements as other public records covered by the Florida Public Records Law.

Who Must Retain Electronic Records

In general, the **sender is responsible for retaining internally produced** messages. Messages received from a sender within the school district are considered duplicates and can be deleted as desired. If the message is sent out in both electronic and paper copy, only one has to be retained.

If an e-mail message **originates outside the school district**, the recipient's copy is considered to be an original and thus it is the **recipient's responsibility to keep the record.**

How Should Messages be Saved

You can keep records you send and receive in one of three ways:

1) Print a paper copy and file by subject and date.
2) Retain messages in an electronic subject folder in text format. These can be opened for viewing by most word processing programs. A unique file name must be assigned to saved e-mail items. Attachments must be saved separately and may be saved in their original file format. They can be opened and viewed by launching the program in which the file was originally created. Attachments can be saved using the original file name of the attachment.
3) You can retain messages regularly by archiving them with GroupWise, but this requires GroupWise software to access the stored documents and attachments.

***** It is best to print a hard copy because the records can then be stored with similar records having the same retention requirements thus simplifying their disposal, and a build-up of saved electronic e-mail can inhibit the performance of your computer.

How Long Must E-mail be Saved

The *General Records Schedule GS1 State and Local Government Records, March, 1996* and *General Records Schedule GS7 for Public Schools Pre-K-12, Adult &Vocational/Technical, June, 1998*, published by the Florida Department of State, Division of Library and Information Services, Bureau of Archives and Records Management (BARM) sets guidelines for the retention of specific types of records. **The content of the messages determines the disclosure and retention procedures.** All schools have copies of these schedules on file. Purchasing has a full listing of the records schedules and disposal authorization dates. However, electronic mail generally falls into the following categories:

Record	**Minimum Retention**
Directory Information	OSA* (Obsolete, Superseded, or the Administrative value is lost
Job Announcements	180 days after expiration
Meeting Agenda	OSA

Appendix 7

Record	Minimum Retention
Routine Correspondence	3 fiscal years

*The custodian determines when an OSA record is no longer needed.

In summary, much of your e-mail may be deleted after its usefulness. Your main area of responsibility is to save what you send and save what you receive from external sources. Then use the above chart to determine how long to save it

Addendum

N2H2
SPONSORSHIP GUIDELINES

N2H2, Inc. will not accept sponsorships or advertisements which fall into any of the following categories:

Direct Response/Call To Buy:
Advertising which directly solicits opportunities to purchase goods or services. This does not preclude all click-through messages, only those which are overly-aggressive in their exhortations to buy now.
Excessive Distractions:
Advertising such as contests, sweepstakes, coupons, promotions, free offers, or promises of instant downloads, which excessively detract or distract from the educational environment.
E-Commerce:
Advertising that promotes online transactions of products that do not have in place an 18 years old and over requirement as part of their purchase process.
Pornography:
Products, or the advertising of any products that contain material intended to be sexually arousing or erotic.
Sex:
Products, or the advertising of any products that contain images or descriptions of sexual activity.
Nudity:
Products, or the advertising of any products that contain bare or visible genitalia, pubic hair, buttocks, female breasts, etc. (this includes models in swimwear, especially fashion swimwear photos.)
Violence:
Products, or the advertising of any products containing graphic images or written descriptions of wanton violence or grave injury (mutilation, maiming, dismemberment, etc.). Includes graphically violent games.
Illegal Activity:
Products, or the advertising of any products advocating, promoting, or giving advice on carrying out acts widely considered illegal. This includes lock-picking, bomb-making, fraud, breaching, computer security ("hacking"), phone service theft ("phreaking"), pirating software, or evading law enforcement.
Gambling:
Products, or the advertising of any products relating to gambling services, or information relevant primarily to gambling.
Profanity/Language:
Products, or the advertising of any products that contain crude, vulgar, or obscene language or gestures.
Tasteless/Gross:
Products, or the advertising of any products that contain reference to bodily functions as well as tasteless humor, graphic medical photos, and some extreme forms of body modification (cutting, branding, genital piercing).
Lingerie:
Products, or the advertising of any products that contain models in lingerie (except those that qualify for Nudity).
Murder/Suicide:
Products, or the advertising of any products containing information on committing murder or suicide.
Hate/Discrimination:
Products, or the advertising of any products advocating discrimination against others based on race, religion, gender, nationality, or sexual orientation.
Drugs:
Products, or the advertising of any products advocating or promoting recreational use of any controlled substance.
School Cheating:
Products, or the advertising of any products that promotes plagiarism or similar cheating among students (such as by offering term papers, exam keys, etc.).
Alcohol:
Products, or the advertising of any products advocating or promoting recreational use of alcohol.
Tobacco:
Products, or the advertising of any products advocating or promoting recreational use of tobacco.
Personals:
Products, or the advertising of any products containing personal advertisements, including “mail-order” brides.

Appendix 7

Weapons:
Products, or the advertising of any products containing information on use of weapons, weapon collecting, or weapon making.

Appendix 8 Instructional Technology Job Descriptions

Title: Director of Instructional Technology

Job Goal: To provide the administrative leadership necessary to effect the selection, efficient deployment, and maintenance of technologies that support the district's instructional goals.

Qualifications:

- Graduation from an accredited college or university with a Masters Degree.
- At least three years of successful experience dealing with district level administration of instructional computing.
- Knowledge of hardware and software resources, organizations, developers, and vendors in the technology industry as it relates to the public school environment.
- Knowledge of cognitive theory as it is applied to current and future computer instruction, including virtual and simulated learning environments.
- Qualifications may vary from the above to such degree as the Superintendent and the Board determine are necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

Reports to: Assistant Superintendent for Curriculum and Instruction

Supervises: Instructional Technology Staff including Media Services, Audio-Visual Services, and Print Shop.

Performances Responsibilities:

Factor #1: Technical/Professional Knowledge:

- Exercise knowledge of local and wide area networks, desktop and network operating systems, instructional applications, and curricular and learning theory to implement effective Instructional Technology management strategies.

Factor #2: Supervisory Controls:

- Provide appropriate supervision and deployment of the Instructional Technology Staff in order to implement effective and current technology in district schools.

Factor #3: Guidelines:

- Observe federal, state, board, and district guidelines in the selection, procurement, and deployment of the district's Instructional Technology Infrastructure.

- Provide guidelines for the use of technology, telecommunications, and media in the alignment of district curricula with the Florida Sunshine State Standards.
- Provide guidelines for the instructional use of technology, telecommunications, and media in district schools.
- Provide oversight and guidelines for the procurement of instructional hardware, software, and courseware.

Factor #4: Complexity:

- Provide technical and professional leadership for the development, implementation, monitoring, and evaluation of the Instructional Technology portion of the district Technology Plan.
- Develop, implement, and periodically evaluate a District Instructional Technology Staff Development strategy that addresses the range of instructional and technical integration issues confronting school administrators and teachers.
- Keep abreast of the technological advances and findings in cognitive science in order to maintain Instructional Technology Standards that reflect current research.
- Assure life cycle management for all Instructional Technology.
- Conduct long range planning on the choice, design, and installation of school networks, wide area connectivity, servers, and workstations.

Factor #5: Scope and Effect:

- Investigate and initiate grant applications that address the district's Instructional Technology Plan and instructional goals.
- Develop and implement interagency agreements and contracts within the community and district that support the Instructional Technology Plan, including non-traditional delivery.
- Maintain a familiarity with the area legislative delegation and their position on Instructional Technology issues.

Factor #6: Personal Contacts:

- Coordinate with building administrators, technology contacts, and teachers to assist with the development of school technology goals as a component of the school improvement process.
- Maintain effective relationships with personnel in the Bureau of Educational Technology at the Florida Department of Education and other organizations as appropriate.
- Coordinate with other members of the Curriculum and Instruction Staff to insure that Instructional Technology resources are being effectively and efficiently utilized to support district curricula.
- Collaborate with MIS and other appropriate district offices in the negotiation of district wide licensure for operating systems, software, and courseware based on instructional needs.

Factor #7: Purpose of Contacts:

- Maintain district policies, purchasing patterns, use guidelines, and long range plans that reflect industry and instructional direction and cost efficiencies.

Factor #8: Physical Demands:

- Lift with hands and arms, stoop, kneel, or crouch in order to complete routine business office tasks as well as service computer equipment and peripherals.

Factor #9: Work Environment:

- Exercise reasonable precautions to avoid the hazards commonly associated with office, computer, and electrical equipment such as shock and lifting injuries.

Terms of Employment:

Administrative Salary Schedule, Pay Grade 16, 12 Month Position

Evaluation: Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of administrative personnel.

Appendix 8

Title: **Instructional Technology Specialist**

Job Goal: To provide support to teachers and administrators throughout the district to help them incorporate instructional technology in classroom instruction.

Qualifications:

- Master's Degree.
- Three (3) years successful experience incorporating instructional technology into the teaching/learning process.
- Two (2) years successful experience in the use of multiple computer operating systems.
- One (1) year successful experience in the use of network operating systems.

Reports To: Director of Instructional Technology

Supervises: N/A

Performance Responsibilities:

Factor # 1: Technical/Professional Knowledge

- Knowledge of the issues involved in curriculum alignment, Sunshine State Standards implementation, and accountability legislation to plan and implement training in those areas.
- Knowledge of multiple operating systems, courseware, and trouble shooting of networked hardware and software.
- Knowledge of network design and Novell® and AppleShare® network operating systems to implement and maintain network services at schools and centers.
- Knowledge of Wide Area and Local Area Network design to implement and support school wide instructional computing networks including network maintenance.
- Ability to provide general and specific support to teachers in the development and use of multimedia based teaching materials including World Wide Web use and publishing.
- Ability to provide general and specific support to teachers in the use of instructional technology applications.
- Ability to incorporate the use of technology in curriculum design and implementation.
- Ability to work with teachers to help them overcome the challenges associated with the profession and become better educators.

Factor # 2: Supervisory Controls

- Receive objectives for the department and priorities for specific projects from the Director of Instructional Technology.
- Work in a proactive and self-directed manner to plan and carry out technical and curricular objectives and priorities of the department and district.

Factor # 3: Guidelines

- Follow the policies of the Instructional Technology and Management Information Systems Departments in the management of the local area and wide area networks, and adapt those policies to the ever-changing demands of technology.

- Follow the accountability legislation, including the Sunshine State Standards.
- Refer to professional journals and other current research to determine appropriate uses of technology applications, networking, and staff development in education.

Factor # 4: Complexity
- Assist teachers in assessing their instructional technology needs and provide individual and group staff development to meet those needs.
- Coordinate the implementation of the district's curriculum alignment software and the associated staff development.
- Coordinate the planning, evaluation, and acquisition of instructional technology resources at assigned school sites.
- Implement and support school wide instructional computing networks including network maintenance.
- Coordinate and maintain computer lab facilities and the associated staff development schedules.
- Assume limited or occasional administrative supervision of Instructional Technology staff as per instructions of the Director of Instructional Technology.

Factor # 5: Scope and Effect
- Advocate the use of technology in the delivery of instruction throughout the district.
- Implement the use of the district's curriculum alignment software.
- Develop and modify the district's curriculum alignment approach to accommodate the changing demands of DOE and the district.
- Develop and encourage teacher's skills in the use of Internet based technologies for accessing instructional material and building collaboration across environments.
- Identify appropriate staff development topics to be offered by Instructional Technology and procure the necessary resources.

Factor # 6: Personal Contacts
- School-based administrators
- School-based teachers
- Instructional Technology personnel
- Management Information Systems personnel
- Directors and specialists in Curriculum and Instruction
- Vendor representatives
- Community entities

Factor # 7: Purpose of Contacts
- Motivate teachers to use of technology effectively in instruction.
- Motivate district personnel to use the curriculum alignment software.
- Exchange information to resolve conflicts.
- Maintain effective use of technical infrastructure of the district.

Factor # 8: Physical Demands
- Office-type work including sitting and use of keyboard.

- Computer and network set up including lifting, moving, walking, and reaching equipment.
- Frequent shifts between technical and curricular tasks.

Factor # 9: Work Environment

- Office
- Various schools and centers

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of administrative personnel.

Appendix 8

Job Title**:** **Instructional Technology Communications Specialist**

Job Goal: To plan, deploy and maintain school based networks to support the instructional goals of the district and direct the efficiency of all instructional data communications.

Qualifications:

1. Bachelors Degree in Computer Science, Computer Technology or Instructional Technology.
2. Three years combined experience in data communications, computer operations, network operations and administration.
3. Demonstrated knowledge of Novell, AppleShare and Windows NT.
4. Comprehensive knowledge of data communications systems including open transport, TCP/IP, AppleTalk and IPX

Reports to: Director of Instructional Technology

Supervises: N/A

Performance Responsibilities:

Factor # 1: Technical/Professional Knowledge

- Comprehensive knowledge of data communications systems including open transport, TCP/IP, AppleTalk and IPX
- Extensive knowledge of wide area and local area network design and industry standards in order to optimally configure school-wide instructional computing networks in the most cost-effective manner.
- Extensive knowledge of Microsoft®, Novell® and AppleShare® network operating systems to implement and maintain network services at schools and centers.
- Knowledge to analyze and evaluate the network's system performance and functionality and provide enhancements or corrections.
- Knowledge and ability to trouble-shoot multiple operating systems, courseware, and software.
- Knowledge of project management practices and tools to facilitate implementation of school-wide instructional computing networks.
- Ability to provide general and specific support to teachers and technology coordinators in the use and coordination of school-wide instructional computing networks.
- Ability to provide general and specific support to teachers in the use of instructional technology applications.

Factor # 2: Supervisory Controls

- Receive objectives for the department and priorities for specific projects from the Director of Instructional Technology.

- Work in a proactive and self-directed manner to plan and carry out technical and curricular objectives and priorities of the department and district.

Factor # 3: Guidelines
- Follow the policies of the Instructional Technology and Management Information Systems Departments in the management of the local area and wide area networks, and adapt those policies to the ever-changing demands of technology.
- Refer to professional standards and practices to design and maintain efficient local area and wide area networks.
- Refer to professional journals and other current research to determine appropriate uses of technology applications, networking, and staff development in education.
- Follow the accountability legislation, including the Sunshine State Standards.

Factor # 4: Complexity
- Design, implement and support school-wide instructional computing networks throughout the district.
- Assist principals, technology coordinators, and teachers in assessing their instructional technology needs and provide direction or resources to meet those needs.
- Coordinate the planning, evaluation, and acquisition of instructional technology computing and network resources at school sites.
- Develop security control procedures for school networks and effectively communicate these procedures to the user.
- Work with appropriate district personnel to insure the effective integration of administrative and instructional systems.

Factor # 5: Scope and Effect
- Provide district-wide leadership for development, implementation, monitoring, and improvement of instructional networks.
- Advocate the use of technology for delivery of instruction throughout the district.
- Develop and encourage teacher's skills in the use of network-based technologies for accessing instructional material and building collaboration across environments.

Factor # 6: Personal Contacts
- School-based administrators
- School-based teachers
- School-based technology support personnel
- Instructional Technology personnel
- Management Information Systems personnel
- Facilities Planning personnel
- Vendor representatives
- Community entities

Factor # 7: Purpose of Contacts
- Project management for planning, implementing, improving, and maintaining school-wide instructional computing networks.

- Communicate with vendor technical support to resolve hardware and software problems.
- Motivate teachers to use technology effectively in instruction.
- Exchange information to resolve conflicts.
- Maintain effective use of technical infrastructure of the district.
- Provide training in the administration and use of instructional networks.
- Represent the Instructional Technology Department in local, state, or national meetings and conferences.

Factor # 8: Physical Demands
- Office-type work including sitting and use of keyboard.
- Computer and network set up including lifting, moving, walking, and reaching equipment.
- Frequent shifts between technical and inter-personal tasks.

Factor # 9: Work Environment
- Various schools and centers
- Office

Terms of employment: Professional Salary Schedule, Pay Grade 12, 12-Month Position

Evaluation: Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of professional personnel.

Title: Instructional Technology Support Technician

Job Goal:

To accurately analyze and resolve technology issues which impact instruction in order to maintain an optimal learning environment; thereby, enabling students to become active learners engaged in the acquisition, analysis, presentation and practical application of knowledge.

Qualifications:

1. Graduation from an accredited college or university with a Bachelor's degree in Computer Science, Management Information Systems, Computer Information Systems, Instructional Technology or equivalent experience.
2. Knowledge of major hardware platforms and desktop operating systems including but not limited to Macintosh OS, Windows, and DOS.
3. Knowledge of major network operating systems including, Novell Netware, AppleShare, and Windows NT.
4. Ability to identify hardware and software issues relating to desktop machines and networking equipment in school environments in order to effect resolution.
5. Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

Reports to: Director of Instructional Technology
Supervises: N/A

Performance Responsibilities:

1. Provide support for instructional personnel in troubleshooting problems relating to computer applications, desktop operating systems and network operating systems.
2. Provide support for instructional personnel in integration of computer applications, desktop operating systems, network operating systems, and appropriate peripherals into the instructional process.
3. Plans a program of technical support driven by the number of schools to be supported, the complexity of the instructional technology environment, and the technical expertise of the staff in those schools.
4. Infer the instructional implications of emerging technology and software applications and develop guidelines and recommendations governing their purchase and use in schools.
5. Efficiently conduct research, collaborate with colleagues, and analyze technically and instructionally complex problems in order to affect solutions.
6. Assist school personnel in the maintenance of an efficiently operating instructional environment.
7. Explain the instructional impact of technically complex issues to administrative, instructional, and professional individuals in non-technical terms.
8. Lift with hands and arms, stoop, kneel or crouch in order to move or service computer equipment and peripherals.

9. Exercise reasonable precautions to avoid the hazards commonly associated with computer and electrical equipment such as shock, and lifting injuries.

Terms of Employment:

12-Month Position
Professional Salary Schedule
Pay Grade 7

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Professional Personnel

Appendix 8

Job Title: **School Technology Coordinator**

Qualifications:

1. Current teaching certificate.
2. Knowledge of major hardware platforms and desktop operating systems, including Macintosh OS, Windows and DOS.
3. Knowledge of major network operating systems, including Novell NetWare, AppleShare and Windows NT.
4. Ability to identify desktop and network problems in school environments and effect resolution.
5. Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

Reports to: School Principal

Job Goal: To analyze and resolve school instructional technology issues in an accurate and timely fashion to maintain an optimal learning environment.

Performance Responsibilities:

1. Provide assistance to teachers in the effective use of LAN and Internet based resources.
2. Provide support for instructional personnel in troubleshooting problems with computer applications, desktop operating systems and network operating systems.
3. Coordinate the planning, evaluation, and acquisition of instructional technology resources.
4. Assist teachers in assessing their instructional technology needs and provide individual and group staff development.
5. Implement and support school wide instructional computing networks.
6. Develop teacher's skills in the use of Internet based technologies for accessing instructional material and building collaboration across environments.
7. Assist in the implementation of curriculum alignment software.

8. Coordinate and maintain computer facilities and the associated staff development schedules.

9. Identify appropriate staff development topics to be offered and procure the necessary resources.

Position Profile – School Technology Coordinator

Leadership Qualities

- Sensitivity to the challenges facing teachers
- Belief in the ability of all students to learn and excel
- Ability to distinguish constructive criticism from personal bias or attack
- Proactive and self-directed work ethic commensurate with the technical and curricular demands
- Awareness of the possibilities and limitation of technology to address strategic aims and efforts in curricular reform
- Ability to accept and act on the ideas of colleagues
- Belief in basing decisions on valid data rather than personal options
- Appreciation of the range and varying validity of the instructional approaches found in schools
- Unbiased attitude toward the entire spectrum of hardware and software manufacturers

Job Characteristics

- Frequent shifts between technical and curricular tasks
- Interaction with administrative, professional, and instructional personnel at all levels
- Liaison responsibilities with key vendors and district offices
- Frequent demand for inference of staff development topics based on knowledge of contemporary instructional issues
- Frequent demand for inference of appropriate hardware/software purchases based on knowledge of contemporary instructional and technical issues
- Flexible and demanding work hours

CLASS TITLE: TEACHER ASSISTANT TECHNICAL SUPPORT (Pay Grade 11)

CLASS CODE:

APPOINTING AUTHORITY:
DEPARTMENT: FLSA STATUS: NE
DIVISION: DATE: January 12, 2000

JOB SUMMARY:

Maintains a school site instructional computer environment including responsibility for the proper operation of a Local Area Network (LAN). Provides support in other functional program areas as requested or assigned. Work is performed under the general supervision of the school principal or classroom teacher and is reviewed through observation, conferences, and reports.

ESSENTIAL JOB FUNCTIONS:

Assists individuals and groups in the use of instructional software and hardware.

Maintains LAN hardware, software, and text materials and ensures its security.

Sets-up, operates, and maintains all computers, related peripheral equipment, and other instructional support equipment.

Checks daily the operational capabilities of computer hardware, software, and other instructional equipment within the school; performs minor maintenance on software and hardware as needed.

Identifies and resolves the causes of minor system failures or malfunctions, coordinates efforts to restore the system, and/or obtains the services of district technical support staff to service equipment.

Reports problems with hardware and software to the appropriate vendor or district computer repair personnel and coordinates system repair service.

Installs software updates or coordinates installation of updates provided by vendors.

Attends the district staff development program designed for the Teacher Assistant Technical Support position as well as other appropriate workshops and seminars that address the technical skills and knowledge necessary to fulfill the responsibilities of this position.

May perform a wide variety of clerical or other duties in support of a school's various technical areas.

Performs other duties as required.

MATERIAL AND EQUIPMENT USED:

Computer Network Equipment
Classroom Computer and Peripheral Equipment

MINIMUM QUALIFICATIONS REQUIRED:

Education and Experience:

High school diploma or equivalent.

One year of experience on the use of computers and peripheral equipment.

Any combination of education, training, and experience which provides the required knowledge, skills, and abilities to perform the essential functions of the job.

Special Requirement:

May require a Florida Abuse Registry check, a criminal background check, and/or fingerprinting.

Licenses and Certifications:

None.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

Computer principles, techniques, procedures, software applications, and technical vocabulary related to school functions.

Operating characteristics of LANs, associated computer hardware, and applications utilized in a school's instructional computer environment.

Analyzing, documenting, and explaining program failures to technical/support staff to ensure that system problems may be rectified in a timely manner.

The use of standard office machines, computers, and classroom equipment/materials.

The use of specified computer applications related to the work.

Recordkeeping practices and principles.

Skill in:

Explaining system failures to technical support staff and coordinating efforts to restore the system.

Establishing and maintaining effective working relationships with those contacted through the work.

General office practices and clerical skills.

Using routine word processing software and familiarity with computer operations.

Mental & Physical Abilities:

Make independent decisions or act with limited or general supervision.

Write routine reports and correspondence.

Operate a variety of computers, peripheral equipment, and system applications.

Apply common sense understanding to carry out instructions and assignments.

While performing the essential functions of this job the employee is required to work in an instructional computer learning setting, use a computer, standard office equipment, stand and walk, use hands to finger, handle, or feel, lift with hands and arms, stoop, kneel, or crouch, change positions often from standing to sitting on floor or ground, lift and/or move up to 50 pounds, read printed materials and a computer screen, and communicate in person or over the telephone.

Working Conditions:

The incumbent's working conditions are typically moderately quiet.

This class specification should not be interpreted as all inclusive. It is intended to identify the essential functions and requirements of this job. Incumbents may be requested to perform job-related responsibilities and tasks other than those stated in this specification. Any essential function or requirement of this class will be evaluated as necessary should an incumbent/applicant be unable to perform the function or requirement due to a disability as defined by the Americans with Disabilities Act (ADA). Reasonable accommodation for the specific disability will be made for the incumbent/applicant when possible. The "FLSA Status" is provided as a guideline only. Determination of the FLSA Status requires evaluation of the individual position by the employer in accordance with definitions under the Fair Labor Standards Act.

Appendix 9 Navigator Implementation Plan

Suggested Thresholds for TTS Navigator Implementation
The standing teacher committee advising the district administration on Navigator implementation suggests the following requisite thresholds for computers in the classroom, training, and technical support:

- **Classroom Computers**

•minimum of LC 575 or Win 95 computer in classroom
volunteers may use computers:
•available in a lab or work area
•available for checkout
•personally owned
•already present in some classrooms

- **Training**

•6 hrs. of district training in Logbook or equivalent, such as:
•series of 1/2 day training sessions at school
•planning time training sessions
•mentor or faculty study group
•Navigator Help Lab
•PEGS project
•individual help from school based, shared, or part time, tech support
•use of online or printed Logbook task cards

- **Technical Support**

•full time, sch. based, tech support person or:
•tech support person shared among schools
•mentor or faculty support group
•PEGS project
•individual help from school based, part time, tech support
•district or vendor delivered technical training

Suggested Goals for TTS Navigator Implementation
The standing teacher committee advising the district administration on Navigator implementation suggests the following goals for Navigator implementation:

1) District wide, electronic, classroom management using the Navigator Logbook

2) Clerical relief for teachers through use of the Logbook import/export process to automate creation of teacher Logbooks and report cards, eliminating manual entry of students in grade books and bubble sheets

3) Availability of year round initial Navigator training as well as training differentiated according to level of technical skill and Navigator topic to supplement internal training conducted by schools

4) Revision of the online Navigator resources to be more interactive and user friendly, including a place to post questions and suggestions

5) Increased parental and student involvement in the instructional process through use of the reports available in the Logbook which detail strengths and weaknesses of each student

6) Analysis and focus of instruction through use of the reports available in the Logbook which detail strengths and weaknesses of each student and inclusions and omissions in instruction

7) Creation of a consistent academic curricular core in all district schools, through use of Benchmark linking in the Logbook, allowing easier transition for students between schools and implementation of unique, thematic, and interdisciplinary instructional

8) Documentation of student opportunities for mastery of Sunshine State Standards Benchmarks which anticipates the possibility of "Instructional Validity Studies" that are being discussed with districts from Student Assessment at DOE

9) District wide electronic creation of lesson plans and tests (at the discretion of individual schools and as school and district support commensurate with that level of implementation becomes available)

Suggested Timeline for TERMS/TTS Navigator Import/Export

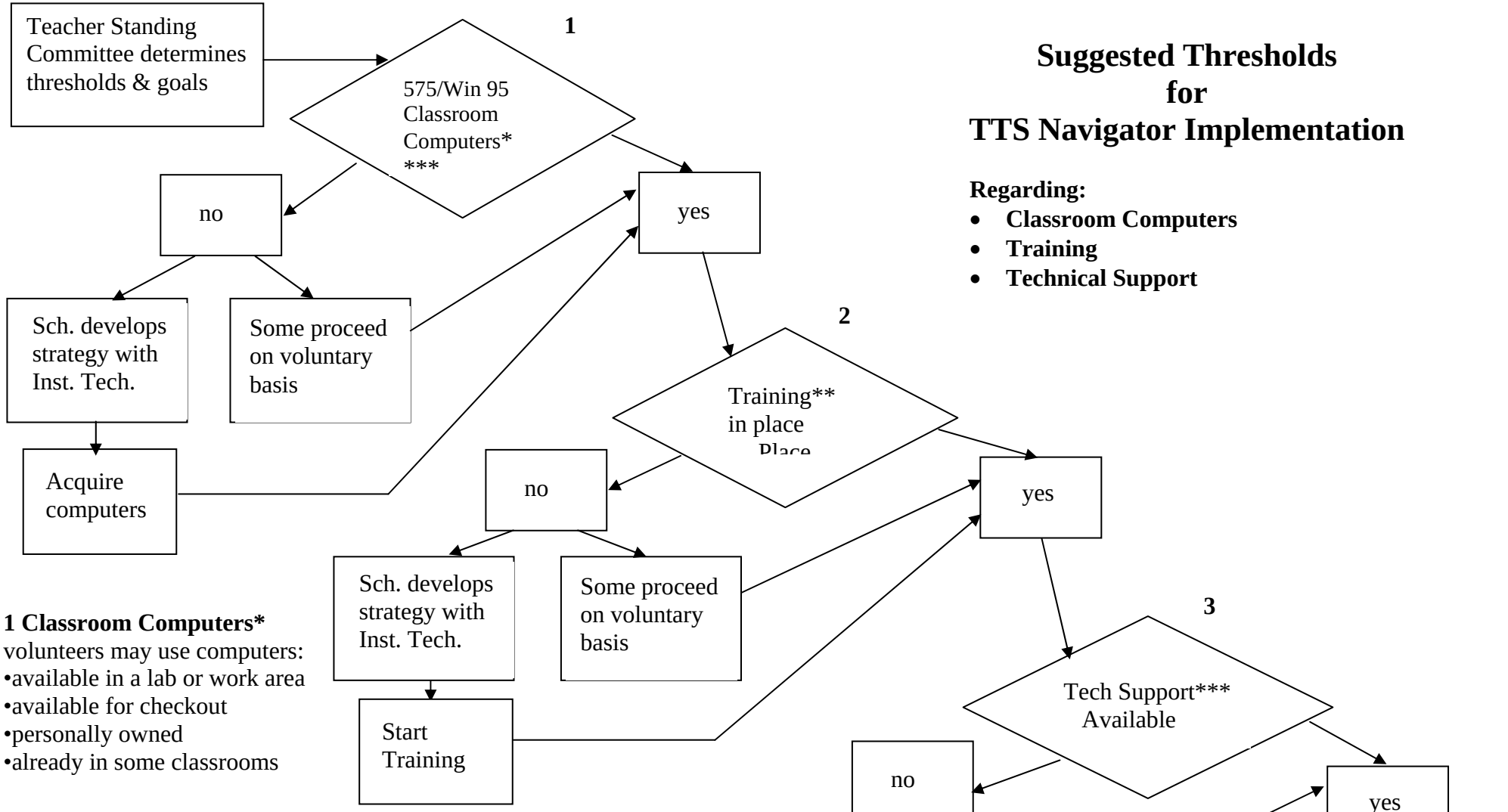
99-00 school year, 2nd semester	Test import/export while continuing to bubble at 3 schools (Brentwood MS, Pensacola HS, Suter ES) with a limited number of teachers
00-01 school year, 1st semester	Data Clerks at test schools (Brentwood MS, Pensacola HS, Suter ES) import student data into LogBook from TERMS; Teachers who are implementing LogBook at test schools export grades from LogBook to TERMS
00-01 school year, 2nd semester	Data Clerks at remaining phase 1 schools import student data into LogBook from TERMS; Teachers who are implementing LogBook at remaining phase 1 schools export grades from LogBook to TERMS
01-02 school year, 1st semester	Data Clerks at half the phase 2 schools import student data into LogBook from TERMS; Teachers who are implementing LogBook at half phase 2 schools export grades from LogBook to TERMS
01-02 school year, 2nd semester	Data Clerks at half the phase 2 schools import student data into LogBook from TERMS; Teachers who are

	implementing LogBook at half phase 2 schools export grades from LogBook to TERMS
02-03 school year	Schools continue to implement import/export process after completing a three year implementation schedule for the LogBook

Suggested Thresholds for TTS Navigator Implementation

Regarding:

- **Classroom Computers**
- **Training**
- **Technical Support**



1 Classroom Computers*
volunteers may use computers:
•available in a lab or work area
•available for checkout
•personally owned
•already in some classrooms

2 Training**
6 hrs. of district training in Logbook or equivalent, such as:
•series of 1/2 days at school
•planning time
•mentor or faculty study group
•Navigator Help L
b
•PEGS project
•individual help from school based, shared, or part time, tech support

3 T
ch Suppor
***
•full time, s
h. based, te
h support person or:
•tech support person shared among schools
•mentor or faculty support group
•PEGS project
•individual help from school
based, part time, tech support

Appendix 10 Compliance with NCLB:EETT Expenditure Guidelines

Any NCLB:EETT project funds received by the District (formula or competitive funding) will be used in accordance with the implementation language and focus areas cited below. The language and focus areas were specified in the District's 2002/2003 EETT PART I Application and were expanded in the District's 2002/2003 PART II Application.

Escambia's District Technology Advisory Committee completed the 01/02 Needs Assessment Review of the District Technology Plan Long Term Goals and made the following recommendations to the Superintendent and Board regarding areas of technology improvement and emphasis. The Strands and focus areas used in the District's EETT PART I & II Applications were inferred from this Needs Assessment Review and the resulting recommendations. The specific EETT focus areas addressed in the PART I Application are cited after each Needs Assessment Recommendation as well the combination of funding sources that will be used to address them.

Needs Assessment Recommendations

1) Focus additional district resources and funding on staff development that promotes technically enriched instruction and routine use of the Internet as instructional tools to support student mastery of the Sunshine State Standards.
EETT Stands and Focus Areas:
Professional Competency 1-6, Accountability 1-3, Learning Environments 1-2, Learners 1-2, Community Connections 3, Technology Capacity 1-3 & 6-7
Funding Sources:
EETT Part I, Title I, & District Funds

2) Focus additional district resources and funding on identification and delivery of a set of browser based applications that will allow intuitive aggregation and disaggregation of data found in our mission critical applications (TERMS Student, Finance, and Oasis) for use in prescriptive instructional and operational action)
EETT Stands and Focus Areas:
Learning Environments 3, Technology Capacity 1-3
Funding Sources:
District funds

3) Fund additional and adequate bandwidth for delivery of appropriate and challenging online instructional resources that support the Sunshine State Standards
EETT Stands and Focus Areas:
Professional Competency 2-3, Learning Environments 1 & 3-4, Learners 1 & 5, Technical Capacity 1-3, 6 –7
Funding Sources: EETT Part I & District Funds

4) Continue to develop and provide means of evaluation for student, teacher, and administrator technology standards that aid in student mastery of the Sunshine State Standards

Funding Sources:
EETT Part I, Title I, & District Funds
EETT Stands and Focus Areas:
Professional Competency 1-6, Accountability 1-3, Learning Environments 1-3, Learners 1 & 4, System Capacity 1

Factors Considered in Identifying Strategies to Address District Technology Plan Needs Assessment Recommendations and NCLB:EETT Focus Areas
In order to optimize the combined impact of EETT and existing technology funding sources on the goals and purposes of NCLB:EETT legislation and on the goals contained in the District's Technology Plan, Escambia County considered the following factors in construction of formula and competitive grant proposals that are mutually supportive and that supplement existing district technology initiatives.

1) The results of the annual District Technology Plan, Needs Assessment Process, and the Long Term Technology Plan Goals identified through that process, as requiring additional focus and resources (presently inadequately addressed)
2) The adequacy of existing District technology initiatives and funding sources to address the Long Term Goals identified in the Needs Assessment Process
3) The capacity of currently adopted technology accountability instruments and tracking procedures to measure the impact of the District's technology initiatives and funding on the Long Term Goals identified in the Needs Assessment Process
4) The Milken Dimensions and EETT purposes that correspond to and/or encompass these identified Long Term Goals.
5) The needs of the District's low performing schools as defined in their School Improvement Plans, Technology Plans, and the *Project Challenge Survey* (6 D schools and 1 F school)
6) The areas of academic and technology assistance stipulated in *Project Challenge*, the District academic intervention initiative for D and F schools, and the prescribed and strictly scheduled instruction required in Project Challenge schools.
7) The demographic and disaggregated academic performance data of the students in Project Challenge Schools and use of the Data Mining Application currently being specified in the District Technology Strategic Planning Process that will bring desktop access of this data to the teachers and proposed mentors at the Project Challenge Schools
8)The current technology usage among teachers and administrators in the Project Challenge schools, the professional development approach to which they are equipped to respond, and the rate at which they can be expected to progress
9) The results of a thorough review of educational research, conducted by a select group of district teachers and administrators, regarding effective approaches to sustained and high quality Professional Development and appropriate instructional techniques for low achieving minority students
10) The potential of teachers and administrators from District High Performing Schools, 10 A schools and 7 B schools, to assist in the development and dissemination of technology accountability instruments and sustained, high quality, professional development programs (for use in low performing schools and eventually in district schools at large).

Consideration of these factors indicates a clear need for sustained, high quality, and scientifically verifiable Technology Professional Development in Escambia County, if the goals of EETT and the District Technology Plan are to be fully addressed. The Needs Assessment areas of training and support were part of every deficient Long Term Goal identified in the Needs Assessment Process. The *Milken Dimensions*, which correspond to these goals, consistently include Professional Competency, Accountability, Learning Environment, and Learner. These dimensions point to a need for systemic change in the instructional approach in low performing schools that can only be realized through sustained and scientifically based professional development. In light of the consistency of these findings, implementation of a mentor driven Professional Development initiative for the District's low performing schools is planned. This initiative will supplement *Project Challenge* and other District services delivered to those schools. The *Project Challenge* mandates (standardized: text and supplementary materials; schedule and duration of content instruction; direct instruction methodologies; remedial software; etc.) will be incorporated into the mentoring approach in a manner that will facilitate both pedagogical compliance and gradual migration to transformation technology usage.

It is anticipated that implementation of the technology mentoring initiative in the District's Project Challenge Schools will result in a shift in the District's general approach to staff development that is compliant with NCLB mandates regarding highly qualified teachers, student technology literacy, researched-based and technically-enriched instruction to increase student achievement, and with Florida's new Staff Development Protocols. This shift in staff development delivery will include:

• Teacher use of a District Data Mining Tool to compile student academic achievement information to facilitate targeted assistance in workshops regarding appropriate technical methodologies for participating teachers' students.
• Instructor use of the results of the District's Student Technology Standards Rubric from individual teacher's classes to facilitate targeted assistance in workshops regarding appropriate expectations for participating teachers' student technology usage.
• Instructor use of District's Teacher Technology Survey to adjust level of technical expectations and teacher tasks in workshops.
• Teacher use of a standard form for compilation of a list of technology resources present in his/her classroom to facilitate targeted strategies for deployment of the information, hardware, and software covered in workshops.
• Teachers from the District's high performing schools used as workshop instructors and distance demonstrators of adaptation and transformation technology usage
• Workshop Instructors and mentors use of regularly scheduled time to conduct research to ensure promotion of scientifically based pedagogy in technology workshops.
• Mentors use of follow-up assistance including mentor/teacher team teaching and planning in the use of the information, software, and hardware covered in workshops to provide sustained and high quality professional development.
• Office of Instructional Technology use of a District Data Mining Tool to extract disaggregated and longitudinal student academic performance data to determine the academic effectiveness of technical methodologies being taught in workshops.

Appendix 10

The timeline for implementation of these Staff Development components on a targeted and/or a District wide basis will be dependent on the level of NCLB:EETT funding received by the District and on the results of continuous evaluation of the effectiveness of the individual components. District strategies for obtaining grant funding and Technology Needs Assessment are included in the District Technology Plan.

Appendix 11

E-Rate Technology Plan Addendum

Telecommunications Services, Internet Access, and Internal Connections discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

All District Telecommunications Services, Internet Access, and Internal Connections discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005 (including services identified in conjunction with the state master contract) are detailed below.

Telecommunications Services

District Cellular Telephony Services (also see District Cellular Telephony and Radio Guidelines at the end of the Telecommunications Services section)

District Cellular Telephony Service discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

Nextel	Cell Phones	76,825.44	72%

District Data Circuit discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

Bell South	Frame/Relay	207,375.84	76%

District POTS/Dial Tone Services discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

Bell South	Voice	432,454.32	72%
Frontier	Voice	29,607.48	72%

Internet Access

District Internet Access discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

No discounts were requested.

Internal Connections

District Internal Connections discounts requested on Forms 470 and 471 for E-Rate Funding Year 2004-2005

No discounts were requested.

District Cellular Telephony and Radio Guidelines
The increasing dependence of District administrative, instructional, operational, and emergency management processes on technology and real time communication requires departments with responsibilities for those processes to issue cellular telephony and radio devices to selected employees.

District employees' eligibility for issuance of a cellular radio/phone device (with either or both capabilities depending on the responsibilities of the individual employee) is determined by examination of their duties in relation to the District Cellular Communication Criteria listed below.

District Cellular Communication Criteria
A District employee's communication requirements warrant issuance of a cellular radio/phone device with the appropriate capabilities if:

1) The employee (Educational Support Personnel) routinely requires in the field, real-time, voice communication with supervisors and peer employees to exchange/obtain information essential to efficient execution of duties and responsibilities (Example: a Maintenance Electrician with real-time radio communication requirements with supervisors and peer employees to exchange/obtain technical, mechanical, and operational information while on, or communicating with, a remote work site).

2) The employee (Director, Supervisory, and Professional Technical Personnel) routinely requires in the field, real-time, voice communication with supervisors, peer employees, and persons outside the District to exchange/obtain information essential to efficient execution of duties and responsibilities (Example: an Operations Director with real-time radio and telephony communication requirements with District employees and professional persons outside the district to exchange/obtain technical, mechanical, operational, and administrative information while on, or communicating with, a remote work site).

3) The employee (Superintendent and Senior Staff) routinely requires in the field, real-time, voice conferencing, call forwarding, voice mail, caller id, and other cellular capabilities with any combination of District employees and persons outside the District to exchange/obtain critical and time sensitive information essential to efficient execution of duties and responsibilities (Example: Senior Staff member with real-time radio and telephony communication requirements with District employees and persons outside the

District to exchange/obtain critical and time sensitive information while on, or communicating with, a remote work site).

District Cellular Devices Issuance Process
Department directors will identify employees under their supervision whose communication requirements meet the District Cellular Communication Criteria. Department directors will then forward those names, the cellular services appropriate to each employee's duties, and the proposed funding source for the cellular services to their supervising Assistant Superintendent for consideration by Senior Staff. Upon approval of Senior Staff, the department directors will forward their cellular services requests to the Information Technology Department for processing with the Purchasing Office and with the current cellular vendor and for issuance of the cellular device. The receiving employee will be directed to the District Cellular Telephony and Radio Guidelines and the Guidelines for Acceptable Use of District Information Systems documents to review the acceptable procedures regarding use of District issued cellular devices. It is the responsibility of the supervising Directors to monitor employees that have been issued cellular devices for compliance with guidelines contained in the documents cited above. Failure of an employee to follow those guidelines will be reported by the supervising director to the Superintendent for consideration of possible disciplinary action (including but not limited to monetary compensation to the District and nullification of the issuance of the employee's cellular device).

Efficient and Ethical use of District Cellular Devices
All persons employed by the Escambia County School District, regardless of their particular job or role, have ethical responsibilities and obligations. Efficient and ethical use of District issued cellular devices are included in those responsibilities and are referenced in the Application of Code of Ethics; Improper Conduct; Unauthorized Use of District Facilities, Equipment, Supplies, and Materials section of The Escambia County School District Employee Code of Ethics (see excerpt below).

Unauthorized Use of District Facilities, Equipment, Supplies, and Materials
A School District employee shall not use nor allow others to use for non-District purposes, District equipment, supplies or material, nor engage in or allow conduct resulting in the unauthorized use of any District resource. Except for occasional and limited personal use that does not interfere with the performance of official duties or create an appearance of impropriety, a School District employee shall not use nor allow others to use District facilities, equipment, supplies or materials for personal purposes.

Employee responsibilities regarding efficient and ethical use of District issued cellular devices are also implicitly referenced in the Guidelines for Acceptable Use of District Information Systems document posted at http://www.escambia.k12.fl.us/districtinfo.htm .

E-Rate Goals & Strategies

Technology Plan goals and strategies for using the requested telecommunications and information technology to improve education or library services are detailed on pages 1-

2, 5-12 of the Technology Plan.

Technology Plan procedures and instruments to assess the effectiveness of the telecommunications services, hardware, software, and other tools and services provided by District and E-Rate funding to improve education or library services are detailed on pages 5-12.

Professional Development

Professional development strategies to ensure that District employees and students know how to effectively use the technologies enabled by E-Rate discounts on Telecommunications Services, Internet Access, and Internal Connections (as well as District provided technology resources) are detailed on pages 49 – 51, Professional Development section of the Technology Plan. Those pages are supplemented and to a large degree supplanted by this section of the E-Rate Appendix. The language in this section details current compliance with State Professional Development Protocol in Technology Professional Development and in Technology Professional Development for schools subject to Title I/AYP School Improvement sanctions and state mandated academic intervention. Compliance with these federal and state mandates has been addressed through funding provided in the Tile II, Part D (EETT, Enhancing Education Through Technology) provisions of No Child Left Behind legislation. This professional development approach employs targeted and sustained assistance to teachers (and other personnel directly impacting student instruction) that is based on the academic performance history of their students. Efficient examination of aggregated and disaggregated students' academic performance data is enabled through use of a recently implemented data-mining tool available at the teacher desktop. Selected EETT strategies are being used to modify and enhance Technology Professional Development in all District schools (not just those subject to Title I/AYP School Improvement sanctions and state mandated academic intervention), particularly the use of disaggregated academic performance data to deliver targeted and sustained technology assistance. Basic provisions of the current Technology Professional Development approach are detailed in the executive summary of the District's 03/04 EETT Grant Application. That language is below.

Escambia School District will increase the effectiveness of its Formula EETT implementation and its DOE mandated Academic Intervention Initiative for the District's low performing schools (Project Challenge) through use of 03/04 EETT funds to extend and augment those projects' compliance with the new State Staff Development Protocols. Particular emphasis will and has been placed on the protocols' requirements for targeted and sustained professional development for teachers.

The technology component of the Project Challenge Academic Intervention Initiative has been and will continue to be implemented through an EETT funded technology mentoring initiative (hereafter EETT/PCAI). This initiative is based on a thorough review of professional development literature and provides targeted teachers in the District's lowest performing schools (as well these schools' general faculties via technology

integration Learning Communities) with minimally intrusive technology integration assistance that promotes the technology skills cited in Florida Accomplished Practice #12, the Educator Competency and Professional Development Portion of the Florida STaR Chart, and ISTE NETS for teachers. The assistance employs sustained mentor/teacher teaming and lesson preparation, targeted professional development modalities (including face to face and distance demonstrations of Florida Accomplished Practices, online technical literacy courses, and online technology integration courses). This initiative is designed to gradually move *Project Challenge* teachers toward more sophisticated technology usage and methodologies (from entry level usage toward advanced and target usage and from teacher delivered direct instruction toward an appropriate mixture of teacher centered direct instruction and student centered project based instruction). This usage migration will be at a pace that parallels their students' progress in mastery of the Sunshine State Standards and ability to respond to discovery/project oriented methodologies. EETT/PCAI students' mastery of the Sunshine State Standards will be monitored through use of online FCAT simulation software. This software delivers and immediately scores FCAT simulation tests covering the entirety of each Sunshine State Standard content area or it can be used to obtain immediate feedback through use teacher constructed tests that target specific benchmarks.

This extended and augmented compliance with State Staff Development Protocols will be accomplished by strengthening the abilities of the EETT/PCAI targeted teaches and faculty Learning Community participants to act on the technology integration ideas generated in the Technology Mentoring and Learning Community processes. Specifically, 03/04 EETT funding will provide additional teacher/classroom equipment, instructional and productivity software resources, and technology integration personnel that the 02/03 EETT grant implementation has shown to be appropriate to the mentoring and Learning Community processes.

This additional equipment includes a teacher/classroom wireless laptop and video projector for all targeted classrooms and the same equipment configuration for each learning community. The 02/03 EETT Parts I & II funding provided 2 wireless mobile carts and 2 projectors for rotation among the learning communities and targeted mentoring groups established in the District's D and F schools. This configuration has proven to be extremely effective for moving and motivating teachers in the Project Challenges Schools toward increasingly sophisticated technology usage (gradual movement from entry level group instruction using the video projector and laptop with existing lessons and software toward thematically driven assignments tasking students with research and presentation). This professional growth path has been accepted by Project Challenge teachers and the infusion of additional equipment to facilitate that process will allow technology integration to proceed at an accelerated pace that would not be possible otherwise.

Technical support and implementation of those EETT/PCAI Schools' wireless learning environments will enhanced by installation of network equipment specifically designed for wireless administration (Enterasys C series switches). Enterasys wireless network adaptors connected to these specifically designed switches can be remotely configured to

automatically sense the presence of other wireless adaptors and to adjust their power (signal strength) so that more channels are available on each wireless network adaptor. A much higher density of wireless adaptors without signal interference is then possible, which means faster connections for the wirelessly delivered applications and instructional resources (wireless delivery of multimedia and other high bandwidth content becomes feasible).

The formal incorporation, of the technology integration personnel and faculty of the District's K-5 Technology Magnet School, into the grant process will be an important step toward provision of optimal mentoring and integration resources in the EETT/PCAI schools. The K-5 Technology Magnet school (Brentwood Elementary Magnet School of Communication and Technology) has been very successful in using effectively integrated technology to address and correct the academic performance issues associated with inner city/low performing schools. The faculty and school were honored as an F to A school in the 00/01 school year and the school continues to score at the A or B level. An EETT/PCAI liaison mentor will be based at the K-5 Technology Magnet school. The liaison mentor will allot half of their time to assisting the Brentwood faculty in expanding the successful technology integration efforts already in place at that school. This integration currently includes: routine use of SmartBoard delivered instruction; digital video, photography, and editing for use in student produced presentations; regularly scheduled use of computer aided academic instruction to supplement project oriented lesson plans; and a regularly convening technology integration committee which researches new technology for possible incorporation into Brentwood's instructional approach. Excerpts from the principal's message, posted on the school Web site, describe the school's instructional philosophy.

> … We are excited about the many opportunities we can offer students through our communications and technology theme … communication skills are developed through our strong core curriculum of reading, writing, math, speaking, video production, and telecommunications … two computer labs, computers in the classroom, classes in PowerPoint, HyperStudio, iMovie, and instruction from a media/communication specialist … our students have the opportunity to become computer savvy … to become inquirers, thinkers, communicators and life long learners.

Roughly half of the liaison mentor's time will be devoted to assisting with the regularly scheduled technology integration assistance delivered by the District based EETT/PCAI mentors to the specifically targeted teachers and to the Learning Communities at each EETT/PCAI school. Some portion of the liaison mentor's weekly work hours will be devoted to planning with the District based mentors and to administration of the mentoring efforts. Successful technically enriched lessons and methods, developed and used by the teachers at the Technology Magnet School, will be shared and/or team taught by the liaison mentor in the targeted teachers' classrooms and demonstrated in the learning communities forum. Digital video documentation and streaming of exemplary lessons taught at the Technology Magnet School will also be available to the mentor liaison as a professional development modality through use of the PVC (Permanent

Virtual Circuits), which are provided to the EETT/PCAI schools. Some EETT/PC schools are on high-speed fiber WAN connections, which will also accommodate streamed delivery of digitally recorded or live exemplary lessons.

Escambia's EETT/PCAI District and liaison mentors will begin to incorporate the professional development resources available from the Beacon Learning Center into their targeted mentoring and learning communities activities. The Beacon Learning Center (Bay School District based online educational resource and professional development center funded by a Technology Innovation Challenge Grant from the U. S. DOE) has technology integration personnel and resources stationed in Santa Rosa School District, which borders Escambia School District. Beacon's Face to Face and Online technology integration courses, Web hosting resources, trainer resources, support materials, and sample lesson plans are well suited supplements to the EETT/PCAI mentor lead activities, particularly in the learning communities portion of the initiative where the numbers of teachers to be addressed are larger. The Beacon assisted learning communities will serve as a way for all teachers in targeted schools to become involved in the technology integration ideas being promoted in the targeted classrooms: however, the learning communities also serve as a preparatory phase for those teachers not targeted in the first phase of mentoring. Ideally, these teachers will become acclimated to the goals and techniques of the mentoring process during their learning communities participation, allowing them to receive maximum benefit when they are part of the targeted group. The learning communities activities also provide teachers that have completed the targeted mentoring portion of the initiative with sustained support for permanent incorporation of the technology integration methods they were exposed to during their participation in the targeted mentoring process.

The District's Free/Reduced Lunch and AYP percentages (70% and 60% respectively) are areas of great concern to Technology Planning and Strategic Planning personnel. The District's Technology Strategic Planning Committee has selected a District academic data mining application to assist teachers and administrators in addressing these issues. This Web based data mining tool will be used to facilitate compliance with state and federal data reporting requirements, to prescribe instruction within AIPs and IEPs (and for students not achieving AYP), to differentiate instruction in regular education classrooms, and to assist in the construction of teacher's IPDPs (based on disaggregated academic achievement data). These are instructional and professional productivity tasks that are critical components of professional development delivered to faculties in low performing schools. The District and liaison mentors will incorporate this District provided tool in the mentoring and learning communities services delivered to the EETT/PCAI teachers and schools. District level training, provided as part of the District wide Data Mining Initiative, will supplement the training provided by the mentors.

The District Technology Strategic Planning Committee feels that use of the academic data mining tool will institutionalize the effective use of one category of electronically stored data (student academic data) and prepare District personnel for the eventual availability of data mining and manipulation capabilities in other data categories (finance, human resources, and inventory).

Appendix 11

The EETT/PCAI mentoring initiative continues to be justified by the District Level Focus Areas identified through the 01/02 Needs Assessment Review (this annual review is built into the District's Technology Plan). The District and school level data supplied by the 02/03 Florida STaR Chart also support the same focus areas and the need to continue with the implementation of a Technology Mentoring Initiative that is in compliance with the State Staff Development Protocols. Those District Level Focus Areas, the funding sources addressing them, and the EETT:NCLB goals they encompass include:

1) Provision of additional district resources and funding for staff development that promotes technically enriched instruction and routine use of the Internet as instructional tools to support student mastery of the Sunshine State Standards (EETT Part I, Title I, & District Funds, PC 1-6, A 1-3, LE 1-2, L 1-2, CC 3, TC 1-3 & 6-7).
2) Provision of additional district resources and funding for identification and delivery of a set of browser based applications that will allow intuitive aggregation and disaggregation of data found in our mission critical applications (TERMS Student, Finance, and Oasis) for use in prescriptive instructional and operational action (District funds, LE 3, TC 1-3).
3) Provision of adequate bandwidth for delivery of appropriate and challenging online instructional resources that support the Sunshine State Standards (EETT Part I & District Funds, PC 2-3, LE 1 & 3-4, L 1 & 5, TC 1-3, 6 -7).
4) Develop and provide a means of evaluation for student, teacher, and administrator technology standards that aid in student mastery of the Sunshine State Standards (EETT Part I, Title I, & District Funds, PC 1-6, A 1-3, LE 1-3, L 1 & 4,

A District developed Technology Index has been used in the past to provide the data needed to conduct the Needs Assessment Review and to define the District Level Focus Areas. This index used data from selected items in the Technology Resources Survey and data gathered from server log files to assign overall Technology Index indicators and specific technology area indicators regarding schools' use of technology in the instructional process. The data provided in the Florida STaR Chart (driven by the STaR Survey's evaluation of District/School compliance with the Milken 7 Dimensions for Gauging Progress and the ISTE NETS) will now be used to conduct the Needs Assessment Review to determine how effectively the District is addressing the Technology Plan Long Term Goals and to identify District Level Focus Areas. The Florida STaR will also work in conjunction with the summative evaluation methods identified in the 02/03 EETT formula application to assess the impact of the EETT/PCAI mentoring initiative.

In order to optimize the continued and combined impact of EETT and existing technology funding sources on the goals and purposes of NCLB:EETT legislation and on the goals contained in the District's Technology Plan, Escambia County considered the following factors in construction of formula and competitive grant proposals that continue to be mutually supportive and supplemental to existing district technology initiatives.

1) The results of the annual District Technology Plan, Needs Assessment Process, and the Long Term Technology Plan Goals identified through that process, as requiring additional focus and resources (Florida STaR now replaced District developed Technology Index in that evaluation process)
2) The adequacy of existing District technology initiatives and funding sources to address the Long Term Goals identified in the Needs Assessment Process
3) The capacity of currently adopted technology accountability instruments and tracking procedures to measure the impact of the District's technology initiatives and funding on the Long Term Goals identified in the Needs Assessment Process
4) The Milken Dimensions and EETT purposes that correspond to and/or encompass these identified Long Term Goals
5) The needs of the District's low performing schools as defined in their School Improvement Plans, Technology Plans, and the *Project Challenge Survey*
6) The areas of academic and technology assistance stipulated in *Project Challenge*, the District academic intervention initiative for low performing schools, and the prescribed and strictly scheduled instruction required in Project Challenge schools
7) The demographic and disaggregated academic performance data of the students in Project Challenge Schools and use of the Data Mining Application specified in the District Technology Strategic Planning Process that will bring desktop access of this data to the teachers and mentors at the Project Challenge Schools
8)The current technology usage among teachers and administrators in the Project Challenge schools, the professional development approach to which they are equipped to respond, and the rate at which they can be expected to progress
9) The results of a thorough review of educational research, conducted by a select group of district teachers and administrators, regarding effective approaches to sustained and high quality Professional Development and appropriate instructional techniques for low achieving minority students
10) The potential of teachers and administrators from District High Performing Schools, to assist in the development and dissemination of technology accountability instruments and sustained, high quality, professional development programs (for use in low performing schools and eventually in district schools at large).

Budget

A District budget sufficient to acquire and support the non-discounted elements of the Technology Plan is detailed below. This budget includes funding for the personnel, hardware, software, professional development, technical support, telecommunications, and other services that are needed to implement the Technology Plan and E-Rate strategies. The District budgets the entire amount of funding necessary to purchase the services requested for discounts on Forms 470 and 471. Please note that 02/03 fiscal year totals shown in the table below are for annual technology expenditures available at the time of this appendix's construction (03/04 fiscal year has not ended and 04/05 budget process is under way); however longitudinal data shows that the District's annual technology funding effort is consistent within an approximate 10 percent variance.

Appendix 11

District Technology Expenditures 02/03 Fiscal Year

Project Name	Dept.	Hardware Cap	Hardware NonCap	Network Cap	Network NonCap	Software Cap	Software NonCap
All	All	$3,410,761.05	$639,149.42	$425,093.82	$390.44	$903,132.85	$426,759.96
	Total expenditures hardware, software, networking	$5,805,287.54					
	Total expenditures technology salaries	$3,117,426.37					
	Total expenditures Technology Professional Development	$262,748.33					
	Total Technology expenditures Repairs & Maintenance	$1,100,000.00					
	Total expenditures Telecom data and voice circuits	$757,073.00					
	Total expenditures WAN expansion	$250,000.00					
	Total Technology expenditures 02/03	**$11,292,535.24**					

Monitoring & Evaluation

Technology Plan procedures for monitoring progress toward identified goals and to make mid-year corrections in response to new developments and opportunities are accomplished through several methods.

Formal and informal feedback from the meetings of various District and community stakeholders is detailed on pages 4 -5 of the Technology Plan. The continuously solicited flow of information and suggestions from these groups is referred to and considered by the District Technology Advisory Committee and the Citizens' Advisory Committee for Curriculum and Technology. The district Web site is also used to gather at large community input concerning expectations for the use of technology. Lay stakeholder input is supplemented by more technical information provided in forums intended for review of input from District technology users.

The Information Technology department (IT) has instituted a Web-browser tool, referred to as the Q, for requesting and tracking technical support. The Q is available to all District technology users. This includes teachers, school and district level administrators, educational support personnel, and professional technical personnel. The supervisors of each IT workgroup (Network Services, Programming, Mainframe Operation, Field Technical Support, Data Support, and Instructional Technology) regularly review the Q contents of their workgroups. Those supervisors meet with the IT Department Directors to brief them on their Q reviews (regarding the number of unresolved items, trends in instructional and technical problems, mean time for problem resolution, total number of support requests, and other narrative and statistical information). This information is analyzed by the IT Department Directors and the District Technology Advisory Committee for implications regarding changes in IT department procedures, alteration of District Technology Plan and IT department initiatives or goals, and the need to allocate additional resources on complex and/or recurring support issues. See the attached excerpt from the IT Standard Operating Procedures document containing an extended description of Q usage (pages 138 – 150 of this appendix) as well as other instructionally related operating procedures. The IT Standard Operating Procedures document is itself a dynamic document that is edited as circumstances dictate.

The evaluation of Q information is supplemented by feedback gained from IT chaired meetings of the school-based Technology Contacts and administrative application user groups. These are agenda driven meetings designed to disseminate critical technical information and to gather reaction to planned and ongoing initiatives. This information is also used to formulate corrective action.

These continuous feedback mechanisms supplement more formal and annual assessment and evaluation processes. Annual Needs Assessment and evaluation of progress on Technology Plan Goals and Strategies are conducted according to the language and processes in the Technology Plan on pages 1-2 and 5-12. Data provided by the Florida STaR Survey and the Florida STaR Profile (state provided evaluation system of progress on key technology indicators) is also used in the Annual Needs Assessment and Goals Evaluation Processes.

Escambia County School District

Information Technology Department

Policies and Procedures Manual

Information Technology Operations

Information Technology Department

Policies and Procedures Manual

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Information Technology Department
Policies and Procedures Manual

Introduction

District Mission Statement

The mission of the Escambia County School District is to make a positive difference in students' lives and prepare them for lifelong learning.

Information Technology Department Purpose:

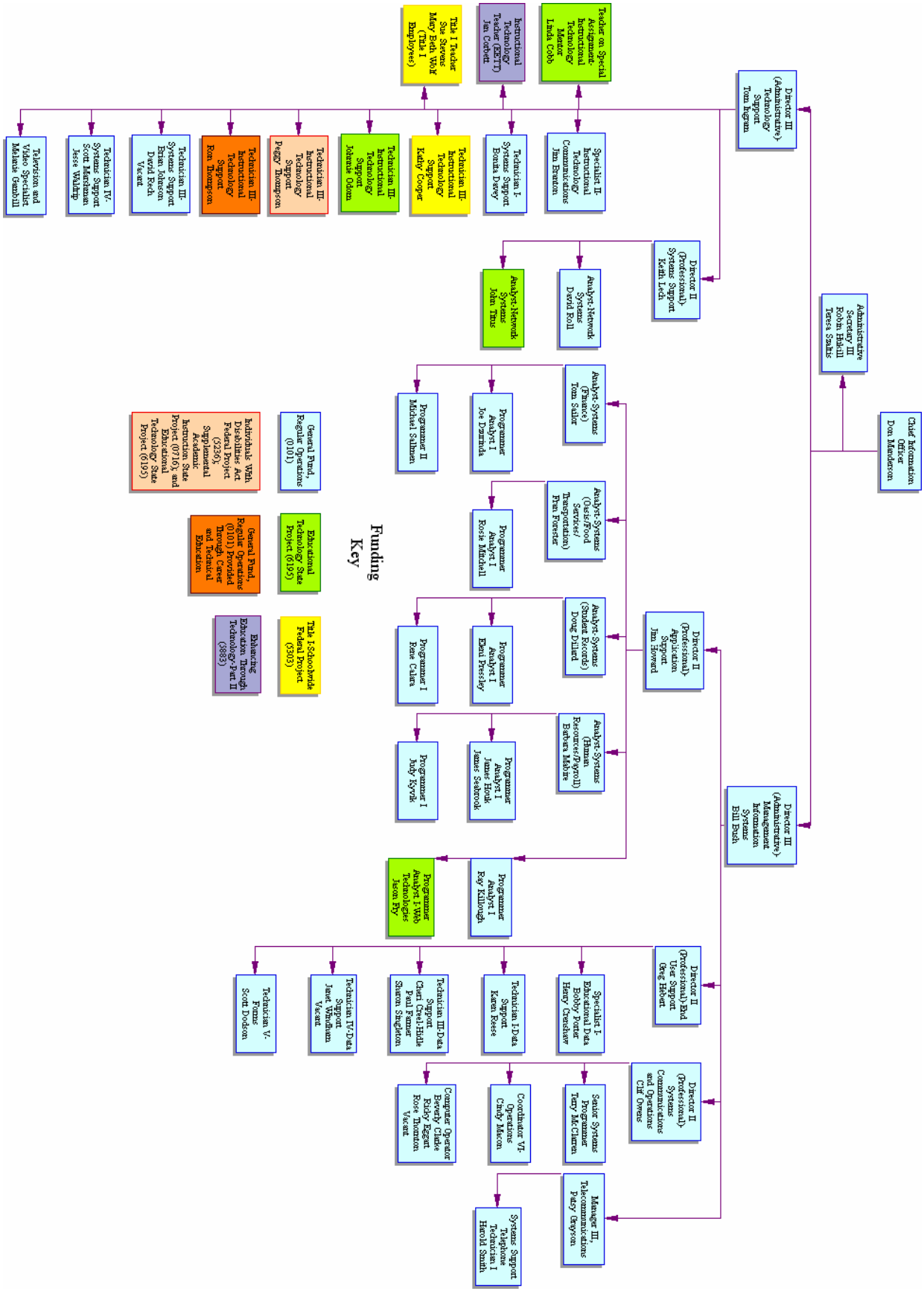
To facilitate the effective use of technology in all phases of the teaching, learning, and administrative processes thus enabling all District stakeholders to efficiently access, analyze, and apply information

Information Technology Department Overview

The Information Technology Department for the School District of Escambia County is located at 30 East Texar Drive, Pensacola, Florida. There are approximately 40 employees of the Department consisting of an office staff, 2 divisions, and 7 workgroups. These divisions and workgroups include:

Management Information Systems Division
System Operations and Communication workgroup
Application Support workgroup
End User Support workgroup
Office Systems workgroup
Technology Support Division
Network Services workgroup
Technology Support workgroup
Print Shop workgroup

The Director of Information Technology works under the direction of the Assistant Superintendent – Operations. The office is open at 7:00 AM every workday and is closed at 5:00 PM. Emergency service can be obtained after hours by calling the Director's district cell phone at 850-554-4524 or home phone at 850-433-1428.


Director III (Administrative) Technology Support Tom Ingram
Teacher on Special Assignment Instructional Technology Mentor Linda Cobb
Instructional Technology Trainer (GEAR UP) Jan Corbett
Title I Teacher Sue Stevens Mary Beth Wolf (Title I Employees)
Specialist II- Instructional Technology Communications Jim Bratton
Technician I- Systems Support Eunita Davey
Technician III- Instructional Technology Support Kathy Cooper
Technician III- Instructional Technology Support Johnnie Odom
Technician III- Instructional Technology Support Peggy Thompson
Technician III- Instructional Technology Support Ron Thompson
Technician III- Systems Support Brian Johnson David Roch Vacant
Technician IV- Systems Support Scott Marshman Jesse Waldrip
Television and Video Specialist Melanie Gambill
Director II (Professional)- Systems Support Keith Lech
Analyst-Network Systems John Thus
Analyst-Network Systems David Foil
Administrative Secretary III Robin Hakill Peres Stubbs
Chief Information Officer Don Manderson
Analyst-Systems (Finance) Tom Sailor
Programmer II Michael Salmon
Programmer Analyst I Joe Damruda
Analyst-Systems (Oasis/Food Services/ Transportation) Fran Forester
Programmer Analyst I Rosie Mitchell
Analyst-Systems (Student Records) Doug Dillard
Programmer I Rene Calara
Programmer Analyst I Eleni Pressley
Director II (Professional)- Application Support Jim Howard
Director III (Administrative)- Management Information Systems Bill Eyuh
Analyst-Systems (Human Resources/Payroll) Barbara Mabire
Programmer I Judy Kyvik
Programmer Analyst I James Hook James Seabrook
Programmer Analyst I Roy Killough
Programmer Analyst I-Web Technologies Jason Fry
Director II (Professional)-End User Support Greg Bhoott
Specialist I- Educational Data Bobby Porter Henry Crenshaw
Technician I-Data Support Karen Reese
Technician III-Data Support Cheri Creel-Hilde Paul Farmer Sharon Singleton
Technician IV-Data Support Janet Windham Vacant
Technician V- Forms Scott Dodson
Director II (Professional)- Systems Communications and Operations Cliff Owens
Senior Systems Programmer Tony McClaren
Coordinator VI- Operations Cindy Mason
Computer Operator Beverly Clarke Eddy Eggert Rose Thornton Vacant
Manager III, Telecommunications Patsy Grayson
Systems Support Telephone Technician I Harold Smith
Funding Key
General Fund, Regular Operations (0101)
Individuals With Disabilities Act Federal Project (3236); Supplemental Academic Instruction State Project (0716); and Educational Technology State Project (6195)
Educational Technology State Project (6195)
General Fund, Regular Operations (0101) Provided Through Career and Technical Education
Title I-Schoolwide Federal Project (3303)
Enhancing Education Through Technology-Part II (3883)

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a1** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Introduction**

Introduction

The Information Technology Department provides Technical Support to schools and offices within the Escambia County School District in an as effective, timely, and efficient manner as possible. To this end, the Department has developed specific channels through which the schools and offices communicate in order to obtain maximum support. These channels/methods include but are not limited to: the designation of a school/office Technology Contact, assignment of an TS field tech to a particular set of schools/offices, attendance of District Technology Advisory Committee Meetings, attendance of End User Meetings, and the use of the online Technology Support Queue ("Q").

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a2** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Technology Contacts**

Each school and office will designate a staff member as their Technology Contact. This person will serve as a point of contact for communication with the Office of Information Technology and will attend district Technology Contact meetings (4 per year) to receive and then disseminate technical support information. If a school or office has a Technology Coordinator or Network Administrator, that person is the logical choice for the Technology Contact. If a school or office has no Technology Coordinator or Network Administrator, the Information Technology Department's Standard Operating Procedure should be considered when choosing a Technology Contact. Each school's or office's Technology Contact information is to be forwarded to the Office of Information Technology by e-mail or fax (469 5664). This information includes:

- School/Office
- Name of person designated as Tech Contact
- GroupWise username
- School/Office phone number at which Tech Contact is be most easily reached

The Technology Contacts will also be responsible for forwarding technology support requests to their school's assigned Information Technology Support Technician (TS field Tech). This will be done through implementation of the online Technology Support Queue ("Q").

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a3** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Technology Support Queue ("Q")**

The "Q" is a browser based application that provides school/office Staff members and Technology Contacts and IT personnel with appropriate capabilities for forwarding, prioritizing, and responding to schools' /offices' technology support requests. The "Q" provides school/office staff members with an online form for forwarding technical support requests to the school/office Technology Contact and for reviewing responses to those requests. The Technology Contact will resolve the "Q" school/office support requests within their expertise and prioritize the remaining requests for online review by their assigned Technology Support Technicians (TS filed tech). After reviewing the prioritized support requests from each of their assigned schools/offices, TS filed techs will use the "Q" to forward suggestions for resolution of support requests and to determine support strategies and resources necessary to resolve support requests upon their arrival at a school/office site.

The information contained in the "Support Q" will be available to users according to assigned rights. School/office Staff members are limited to viewing information associated with their individual support requests. School/office Tech Contacts are able to view, prioritize, comment, and modify support requests made from their schools/offices. TS field techs have full rights to all information in the "Q". School/office Staff members are asked to relay all support requests to their school's Technology Contact through the "Q". Staff members should not contact TS field techs directly (either by e-mail or phone). Direct support requests confuse the "Q" implementation strategy and make efficient support difficult. Emergency support requests (spontaneous situations having a major impact on the school/office wide instructional or administrative processes) are best handled by a phone call from the Tech Contact to the Data Support office (or in the case of critical administrative data reporting and collection problems, from the Data Clerk to the Data Support office).

The information contained in the "Q" is available for use by School/Office administrators, School Technology Committee members, School Advisory Council members, School/Office Technology Contacts, TS field techs and other personnel responsible for technology planning. This data provides a record of frequently requested categories of technical support and resolved technical problems that can be used in planning technology professional development, technology budgets, and technical support strategies. This information should also be considered by District personnel when constructing and modifying components of the District Technology Plan and by individual schools' personnel when constructing their aligned Technology and School Improvement Plan.

MIS Workgroup Directors and personnel examine and respond to "Q" entries using the same procedures described above for TS filed Techs (MIS site visits are rare). MIS Workgroup Directors can reassign support requests among their personnel through use of a "Q" reassignment function.

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a4** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Request for Support: Order of Procedures**

Each school/office establishes a Technology Contact (TC) that serves as the liaison between the staff and the Office of Information Technology (IT) and the school's/office's assigned Information Technology Support Technician (TS field tech)*

- Each school/office designates a staff member as their TC and forwards that name, e-mail username, and closest phone number to the Information Technology Office.

- Staff members enter their support requests in the school/office "Q" (emergency support requests are made by phone to the Information Technology Data Support office).

- TC reviews the school "Q", resolves as many staff support requests as possible, prioritizes the remaining faculty requests, and enters school level support requests.

- TC enters plans for major technical projects at the school/office site into the "Q".

- TS field tech reviews the "Q", forwards suggestions for resolving support requests, plans support for next school/office visit based on contents of "Q".

- TS field tech reviews the "Q" for requests from areas targeted for supplemented support (ESE and Applied Technology) that can not be addressed by regularly scheduled support and calls those requests to the attention of the two TS field techs specifically assigned to those supplemented areas.

- TS field tech notes "Q" entries referencing major technical projects planned by school/office and confers with IT staff for advise/assistance in planning and implementation of school's/office's project (project proposals with district wide implications are presented to the District Technology Advisory Committee by IT Department Directors for construction of a recommendation to the superintendent's staff).

- TS field tech provides a "Q" entry containing an explanation of each support request addressed during a site visit.

- TC and Staff members review their support requests explanations provided by their TS field tech.

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Request for Support: Order of Procedures**

- TC attends district Technology Contact Meetings to receive information from IT concerning district initiatives, staff development opportunities, operational guidelines, and to provide input to IT for improvement of support services.

• School/office personnel responsible for technology planning and the school's/office's assigned Information Technology Support Technician (TS field tech) use "Q" data to examine frequently requested categories of technical support and resolved technical problems for use in planning technology professional development, technology budgets, and technical support strategies. This information should also be considered by District personnel when constructing and modifying components of the District Technology Plan and by individual schools' personnel when constructing their aligned Technology and School Improvement Plans.

* MIS Workgroup Directors and personnel (Application Support, Systems Communications and Operations, and Data Support) also respond to "Q" entries by school/office staff members, by school/office TCs, and to entries relayed by Data Support personnel. This is done using the TS filed tech procedures described above (although MIS programming support rarely requires a site visit). MIS Workgroup Directors have the option to reassign programming support requests among their personnel through use of a "Q" reassignment function.

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a5** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Regularly Scheduled Support Visits**

School/Office site visits by the assigned TS field tech are scheduled at two-week intervals.

- Some site visits may be an assessment or informational visit depending on the requests in the "Q"

- Formal technology staff development for staff may be the purpose of some visits

- When TC is not available to accompany TS field tech during scheduled site visit, TC schedules an appropriate staff member to shadow the TS field tech so that technical information and skills can be consistently conveyed to a school/office-based personnel.

Standard Operating Procedure: **Technical Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-a6** Rev. Date:

I. Procedure Name: **Technical Support**
II. Basic Procedure: **Supplemented Support (ESE and Applied Technology)**

This segment outlines additional procedures for supporting school-based technology provided through the ESE and Applied Technology Departments.

- Two specifically assigned TS field techs attend District meetings germane to their supplemented areas. ECATT meetings (Escambia County Assistive Technology Team) are attended by the TS field tech assigned to ESE. Appropriate Applied Technology meetings are attended by the TS field tech assigned to Applied Technology.

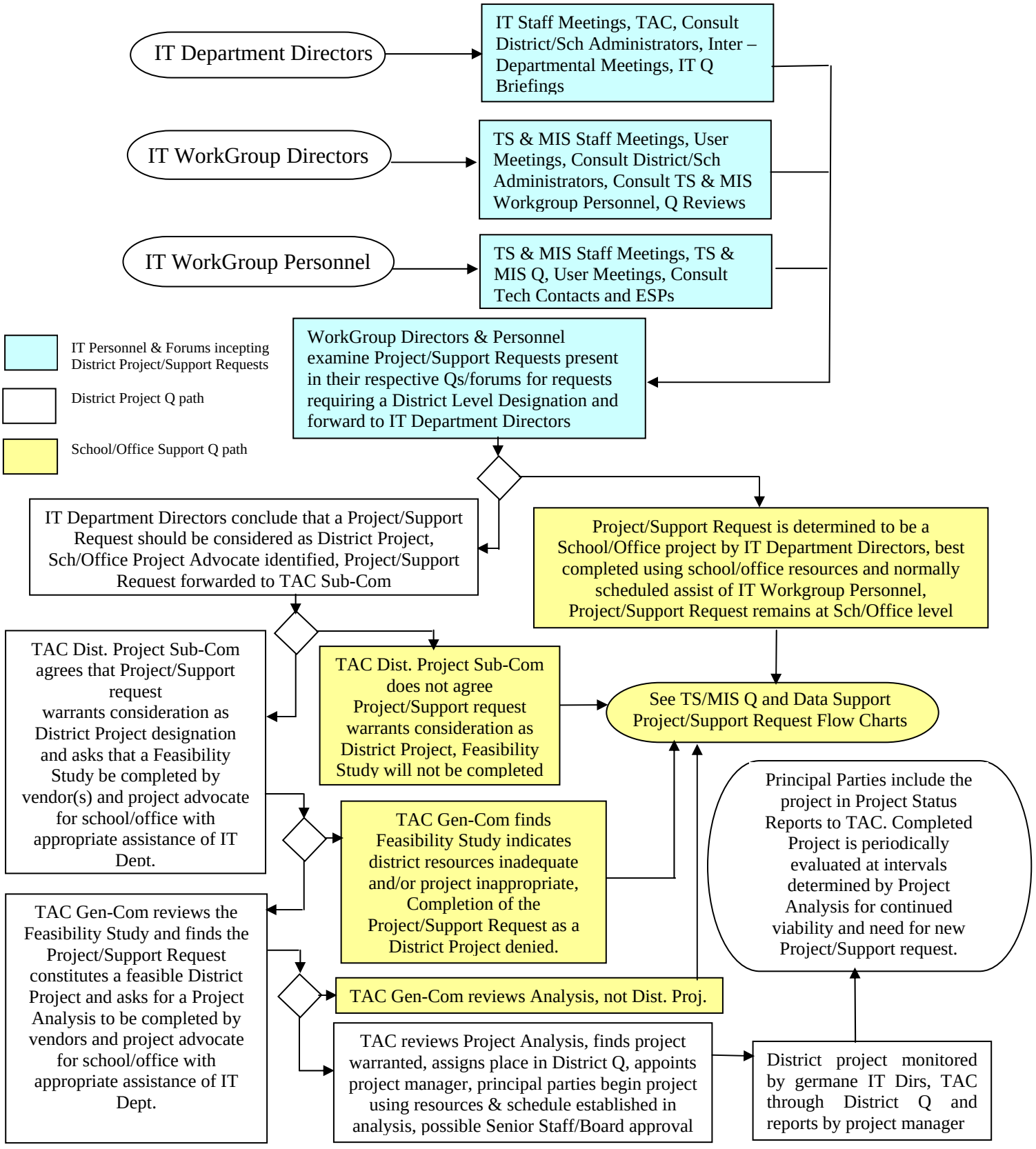
- School-based technology provided by these areas is considered to be part of the school's overall technology inventory. Consequently, such technologies are initially supported by the standard procedure described above. The regularly assigned TS field techs provide the first line of support to the supplemented areas.

- The two specifically assigned TS field techs are responsible for monitoring the "Q" for support requests from the areas targeted for supplemented support and for ensuring that those support requests are addressed in a timely manner.

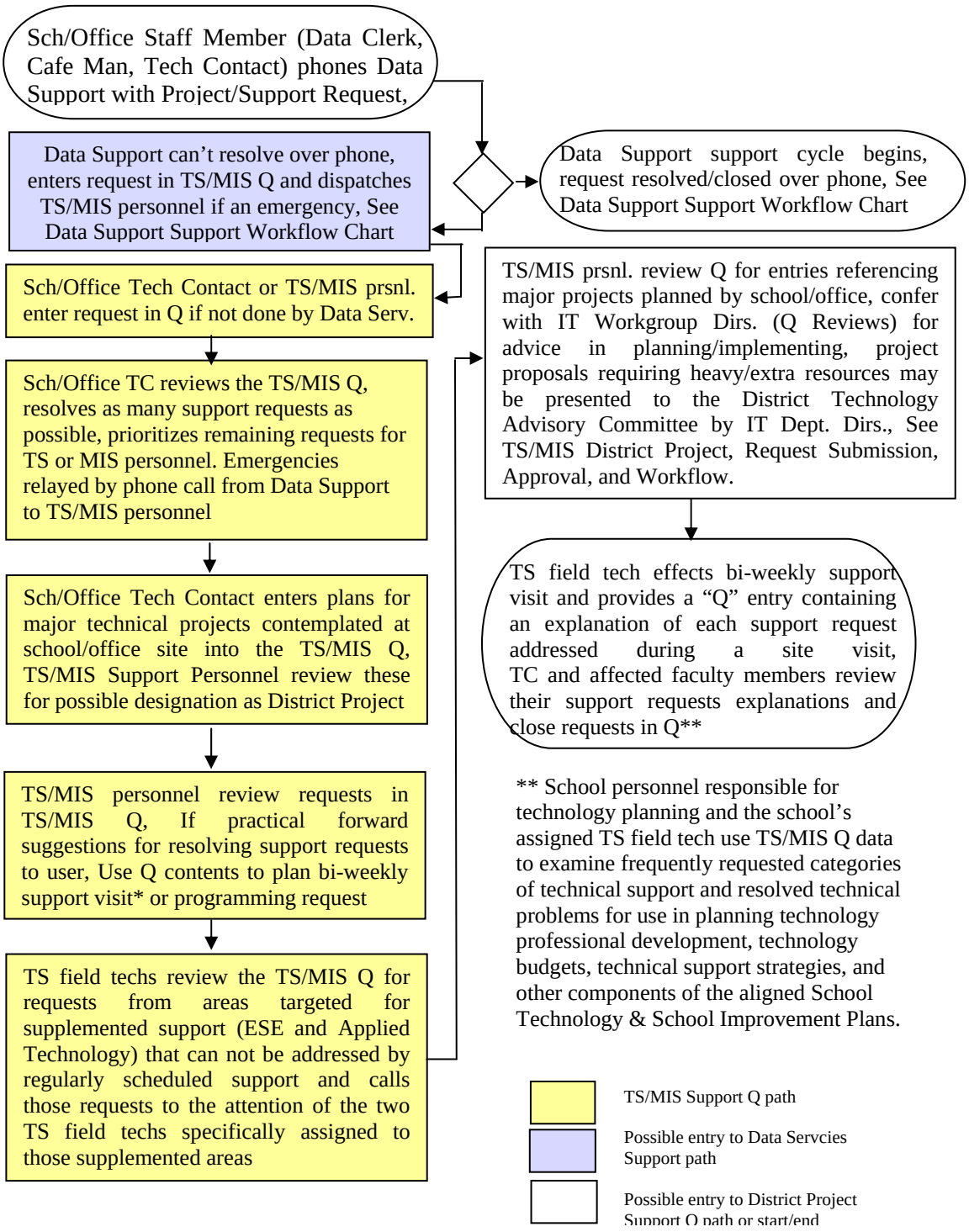
- Supplemented area support requests that cannot be addressed through regularly scheduled support by assigned TS field techs are called to the attention of the two TS field techs specifically assigned to those supplemented areas.

- The two specifically assigned TS field techs are responsible for orchestration and scheduling of available IT staff and resources to provide the supplemented support.

IT District Project, Request Submission, Approval, and Workflow, SOP#:01-01-a7

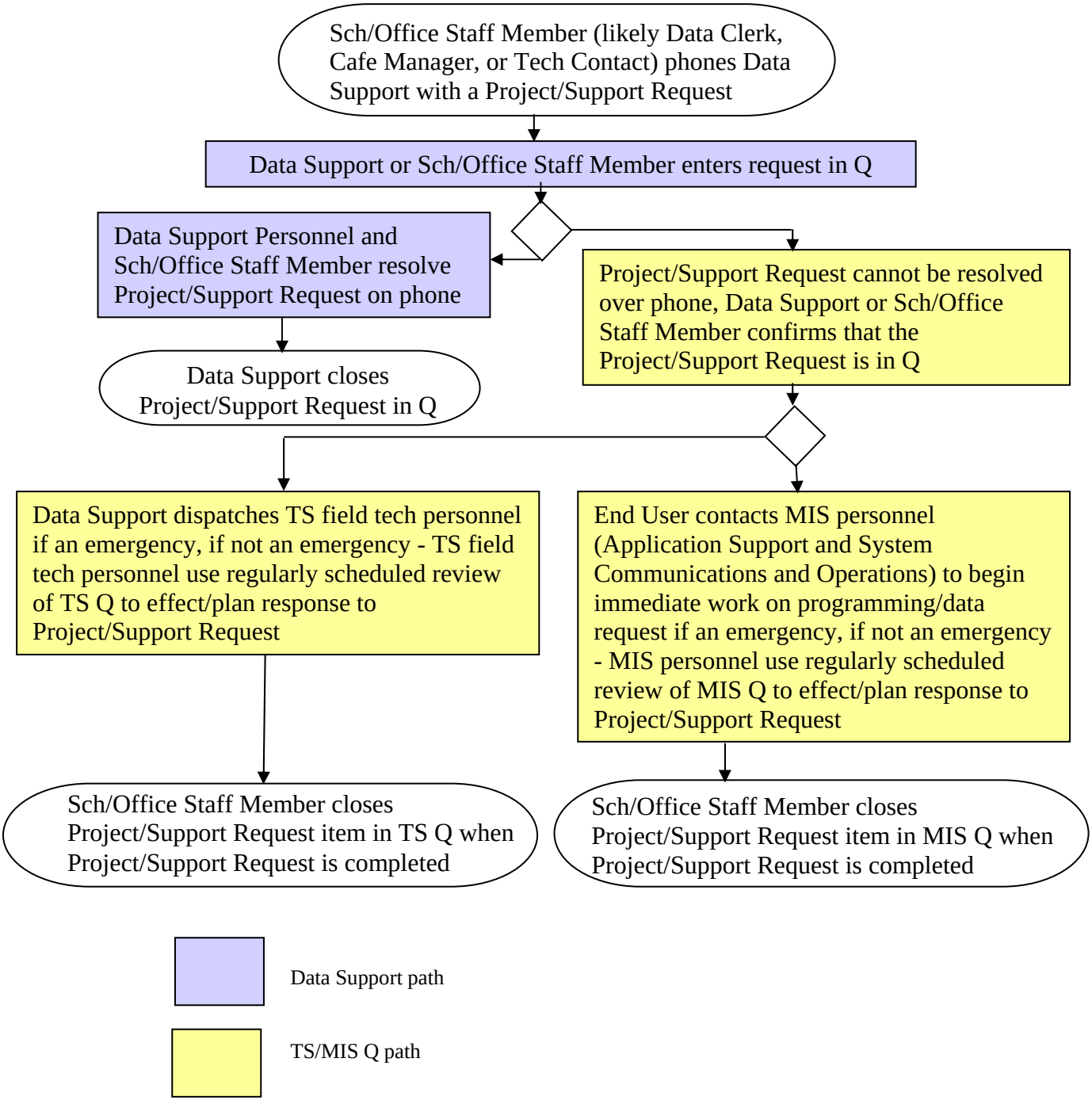


TS/MIS Q, Project/Support Request Flow, SOP#:01-01-a7



*Bi-weekly support visits may involve an assessment or training for school-based personnel depending on the contents of the Q. If TC is not available to accompany TS field tech during scheduled site visit, TC schedules an appropriate faculty member to shadow the TS field tech so technical information and skills can be consistently conveyed to a school based person. School with knowledgeable TCs (Network Administrators, see TC Professional Growth Path document) may decline a scheduled visit, in which case the support time may be devoted to a support request in another school's Q or to research required to deliver support.

Data Support Project/Support Request Submission, Approval, and Workflow, SOP#:01-01-a7



Standard Operating Procedure: **Network Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-b1** Rev. Date:

I. Procedure Name: **Network Support**
II. Basic Procedure: **Introduction**

Introduction

The Information Technology Department, Technology Support, Network Services Workgroup is charged with maintaining the entirety of the District Wide Area Network (WAN) and each school/office-based Local Area Network (LAN). Issues dealing with the WAN are generally monitored and resolved by District-level network administrators (except when such issues are first identified in the schools/offices and can be resolved by site based personnel under the direction of District-level network administrators). Problems on school-based LANs follow the same procedures listed in the above Technical Support section.

Standard Operating Procedure: **Network Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-b2** Rev. Date:

I. Procedure Name: **Network Support**
II. Basic Procedure: **Obtaining Emergency Network Support**

In cases where a major network interruption has occurred, causing a major disruption of school or office instructional/administrative activity, the School/Office Technology Contact is to call the IT Department, Data Support office to report the problem. The Data Support office will then route the problem to the appropriate personnel for immediate attention.

Standard Operating Procedure: **Network Support**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-b3** Rev. Date:

I. Procedure Name: **Network Support**
II. Basic Procedure: **Standard Network Support: Order of Procedures**

In cases that do not qualify as emergencies, particularly where the disruption is affecting only part of the school/office, or has occurred at a time when it will not significantly affect instructional or administrative activity, the TC will follow the variation of the standard technical support procedures listed below.

1) TC determines that a network problem exists and also determines that they are not capable of resolving it.

2) TC enters the problem into the Support "Q."

3) TS field tech reviews the "Q", and forwards suggestions for resolving support requests, or schedules a special visit to resolve the issue.

4) TS field tech identifies network support requests that they cannot address and calls those requests to the attention of a District-level network administrator.

5) TS field tech or District-level network administrator resolves network support issue.

6) TS field tech or District-level network administrator provides a "Q" entry containing an explanation of each network support request addressed.

7) TC reviews their support requests explanations provided by their TS field tech.

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c1** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Introduction**

Any employee who interacts with students and has an impact on student achievement is eligible to participate in IT professional development. PK-12 teachers are the main targets of the department's efforts. Other employees are eligible to participate on a space available basis. Teachers who wish to be considered must take the District's online Teacher Technology Survey and submit an application to the Information Technology Department. An initial group of participants will be selected from the applications submitted within the fist month of each academic year. Applications received after that time will be processed on a monthly basis and new participants will be added on a space available basis.
Teacher applicants will be selected based on a review of their professional development needs determined through consultation with their principal. The results of the Teacher Technology Survey (which identifies the appropriate technology professional development components for individual teachers), the disaggregated academic performance data of the students of individual teachers, and the results of individual teacher's previous year's PEGS evaluation will assist the teacher and principal in that needs assessment process. Professional Development enrollment requests based on teachers' Individual Professional Development Plan's (IPDP) Student Performance section will receive the highest priority. Enrollment requests based on teachers' IPDPs' Accomplished Practices section will receive the next highest priority. Enrollment requests based on teachers' IPDPs' School Improvement section will receive the third highest priority. All other employees' needs not addressed on an IPDP will be ranked and met on a space available basis.

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c2** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Employee Eligibility for Professional Development**

Any employee who interacts with students and has an impact on student achievement is eligible to participate in IT professional development. PK-12 teachers are the main targets of the department's efforts. Other employees are eligible to participate on a space available basis. Teachers who wish to be considered must take the District's online Teacher Technology Survey and submit an application to the Information Technology Department. An initial group of participants will be selected from the applications submitted within the fist month of each academic year. Applications received after that time will be processed on a monthly basis, and new participants will be added on a space available basis.

Participants Must:

- Have access to at least one computer with Internet access and printer access to use with students to enhance instruction.

- Attend after school staff development opportunities as needed (teachers will be eligible for stipends).

- Participate in online staff development opportunities as needed (teachers will be eligible for stipends for guided sessions).

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c3** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Selection Criteria for Employees Receiving Professional Development**

Teacher applicants will be selected based on a review of their professional development needs as determined through consultation with their principal. The results of the Teacher Technology Survey (which identify the appropriate technology professional development components for individual teachers), the disaggregated academic performance data of the students of individual teachers, the individual teacher's Individual Professional Development Plan (IPDP), and the results of individual teacher's previous year's PEGS evaluation will assist the teacher and principal in the needs assessment process.

Priority of Selection:

1) Enrollment requests based on teachers' Individual Professional Development Plan's (IPDP) Student Performance section will receive the highest priority.

2) Enrollment requests based on teachers' IPDP's Accomplished Practices section will receive the next highest priority.

3) Enrollment requests based on teachers' IPDP's School Improvement section will receive the third highest priority.

4) All other employees' needs not addressed on an IPDP will be ranked and met on a space available basis.

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c4** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Traditional In-service Workshops**

Location

There are two District labs that are used for district-level training and numerous school-based labs that are used when a school venue expedites the professional development process. The District lab facilities' training/usage schedule is posted and modified by the Information Technology Staff Development Administrator and viewed by workshop instructors through use of the District-wide calendar application.

Instructors

Instructors are primarily school-based personnel: School Network Administrators and exemplary teachers.

Notification and Registration

District teachers and school-based administrators are notified of the Technology Workshop schedule and offerings through e-mail notification and can register through an online registration application posted on the Information Technology Web site.

Workshop Development and Standards

The Information Technology Staff Development administrator meets regularly with the school-based workshop instructors to write and refine technology workshops. This writing and refinement effort is based on the regular review of data from the Teacher Technology Survey, District level disaggregated student academic performance data, and experience in the delivery of technology workshops. These planning meetings are used in conjunction with input from various district level technology committees (District Technology Advisory Committee, District Technology Strategic Planning Committee, and the Citizens' Advisory Committee for Curriculum and Technology) to plan the expansion and refinement of the District's technology professional development approach to include sustained mentoring and other differentiating elements that comply with:

- NCLB mandates regarding highly qualified teachers, student technology literacy, researched-based instruction, data driven differentiation of instruction, and researched

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Traditional In-service Workshops - continued**

- New DOE Staff Development Protocols regarding targeted and sustained staff development and empirical verification of the effectiveness of the staff development workshops to positively impact student achievement.

- Statutorily mandated teachers' obligations to base Individual Professional Development Plans on their students' disaggregated academic performance data.

- Professional Educators Growth System (PEGS), the District's Teacher evaluation process, requirements for addressing Teacher Performance Competencies, particularly competencies 7.1 and 7.2, which corresponds to DOE Accomplished Practice #12 (uses appropriate technology in teaching and learning processes)

Data-Based Feedback

Participants will evaluate the effectiveness of the professional development by examining disaggregated student academic performance data (FCAT when available or district or teacher-constructed tests when not available), action research, and checklists of performance. This individual evaluation data will also be used to evaluate the effectiveness of Information Technology's professional development. Changes will be made the following year based on this evaluation.

For more information on feedback and follow-up, please review the following section: **Mentoring and Workshop Follow-up**

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c5** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Mentoring and Workshop Follow-up**

District level technology professional development has previously been delivered in a group, face-to-face, lab setting. Implementation of a Technology Mentor position/role (funded by grants, Public School Technology Funds, Title I, or general fund dollars) will facilitate a shift in the department's delivery of Technology Professional Development. The addition of this position will allow Information Technology to follow teachers back to their classrooms, after completion of group technology workshops, with sustained staff development services that will assist teachers in the effective use of those technical/instructional skills covered in the workshops. This assistance will include:

- **Verifying** the functionality of software and hardware in teacher classrooms before beginning the targeted assistance with the technical/instructional skills covered in the workshops.
- **Familiarizing** the teacher with the use of hardware and software available in the school/classroom that will assist in incorporation of the technical/instructional skills covered in the workshops.
- **Locating** targeted units of instruction in available software and hardware that address the class' disaggregated student academic performance data.
- **Assisting** in devising technically enriched lesson plans incorporating available hardware, software, and the technical/instructional skills covered in the group workshop.
- **Team Teaching** the technically enriched lessons with the targeted teacher.
- **Returning** periodically to assist teachers with the routine incorporation of the covered technical/instructional skills into their instructional approach.

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c6** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Current Professional Development Components**

Professional development components cover a range of pertinent topics including, but not limited to:

- Technology Operations and Concepts (for PK-12 instructional employees).
- Technology-Enriched Learning Environments and Experiences (for PK-12 Teachers, Technology Contacts, and Administrators).
- Assessment and Evaluation Using Technology (for PK-12 Teachers, Technology Contacts, and Administrators).
- Productivity and Professional Practice Using Technology (for PK-12 Teachers, Technology Contacts, and Administrators).
- Procedures, Policies, Planning, and Budgeting for Technology-Enriched Learning Environments (for PK-12 Technology Contacts and Administrators).
- Leadership and Vision for Technology-Enriched Environments (for PK-12 Administrators).

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c7** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Near-Term Changes to Professional Development Offerings**

New professional development delivery modalities are anticipated over the next two years with the completion of several delivery system initiatives including:

- Use of the local Education and Government Public Access Cable Channel to deliver a limited amount of staff development and informational content to district employees.

- Use of the local PBS station to broadcast, via a digital over-air signal, examples of exemplary and innovative instructional practices being used in the district for viewing by the district teachers, students, and the general public.

- Use of the high speed WAN being deployed by Information Technology and Technology Systems/Management Information Systems for Intranet and Internet (video streaming) delivery of productivity software training, technical integration strategies, and viewing of exemplary classroom technology practices.

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c8** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Information Technology Assistance in Non-IT Training**

The staff members of the Information Technology and Technology Systems/Management Information Systems assist the subject area specialists in incorporating technology into all curriculum training. Lab facilities are available to the subject area specialists for conducting training, and IT/MIS staff members are available for troubleshooting problems associated with Internet connectivity, software installation, etc.

Technology training purchases are orchestrated by the various district offices whose budgets are responsible for placing significant amounts of hardware in the field. The offices of Information Technology, Technology Systems/Management Information Systems, Title I, Applied Technology, and Exceptional Student Education evaluate training needs within their departments with the assistance of their user group organizations, plan their training schedules, and purchase their required training (with the sanction of the appropriate district and board oversight committees).

Standard Operating Procedure: **Professional Development**

Author: DEM
Department: **Information Technology** Issue Date: 6/13/03
SOP #: **01-01-c9** Rev. Date:

I. Procedure Name: **Professional Development**
II. Basic Procedure: **Schedule**

Information Technology's Professional Development schedule follows a cycle that conforms to the school year. Most training is scheduled to coincide with times when teachers will not be in the classroom such as at the end of the school day, during half days, or on days (such as the beginning of summer) when students are not present. The department's yearly professional development schedule follows the following general pattern:

- **July**: Begin accepting applications to participate in Information Technology Staff Development for the school year. Applications will be accepted on a space available basis throughout the year. Applications received after August will be processed on a monthly basis.
- **Early September**: Notify participants of their acceptance into the program and schedule an orientation session with each one.
- **Late September – Early October**: Conduct orientation sessions with applicants. Orientations will be held mid month each month beginning in October.
- **Late October:** First series of after-school workshops.
- **January – February**: Second series of after-school workshops.
- **March – April**: Third series of after-school workshops.
- **Late May – July**: Summer workshops.

Standard Operating Procedure: **Content Filtering and Virus Control**

Author: DEM

Department: **Information Technology** Issue Date: 9/08/03

SOP #: **01-01-e1** Rev. Date:

I. Procedure Name: **Content Filtering and Virus Control**
II. Basic Procedure: **Introduction**

The amount of spam and other inappropriate messages attempting to enter the District E-mail system necessitates use of an E-mail content filter to maintain efficiency and professionalism. The current District filter applies a consistent set of criteria to all incoming E-mail to determine the acceptability of each message's content. The filtering process: checks for key words and word combinations in the E-mail body, subject, and attachments; compares the originating address to a list of addresses of known dispensers of spam and other inappropriate communications; and employs a set of sophisticated algorithms to detect encrypted instructions and inappropriate content (including viruses and other malicious code).

Employees should be aware that this filtering process occasionally blocks legitimate E-mail intended for delivery to them. This situation can be rectified by allowing exceptions to the filter for specific originating E-mail addresses and/or by making adjustments to the filter criteria. The increasing dependence of external agencies (i.e., Florida and Federal Departments of Education) on E-mail to disseminate important and time sensitive information to District employees necessitates a procedure for correcting unintended blocks by the District E-mail Content Filter.

Employees should also be aware that the E-mail Content Filter sometimes fails to block spam and other inappropriate messages attempting to enter the District E-mail system. This situation can be rectified by adding the offending E-mail address to the list of blocked addresses used by the Filter and/or by making adjustments to the filter criteria.

Constant refinement of the District E-mail Content Filter is required in order to balance the need to receive legitimate messages while at the same time imposing strict enough criteria to prevent inappropriate messages from entering the District. Use of the procedures outlined below will assist the Information Technology Department in providing the best possible E-mail environment.

Standard Operating Procedure: **Rectifying E-mail Filtering Errors**

Author: DEM
Department: **Information Technology** Issue Date: 9/08/03
SOP #: **01-01-e2** Rev. Date:

I. Procedure Name: **Rectifying E-mail Filtering Errors**
II. Basic Procedure: **User Error Reporting Directions**

Please observe the following procedures for detecting, reporting, and correcting unintended blocking of E-mail. *

1) To the extent possible, maintain an awareness of pending E-mail communications originating from external agencies and/or individuals destined for delivery to your address
2) Report the failed arrival of those externally originated E-mail communications to the District E-mail Administrator by forwarding an E-mail to the GroupWise user established for this purpose (username is “Email Filter”).
3) The E-mail to “Email Filter” should include the name, phone number, and/or E-mail address of the originating agency and/or individual, the date or a range of dates when the E-mail should have been delivered to your address, the subject or topic of the specific communication, and any other information that would assist the E-mail Administrator in establishing reliable E-mail communication with the originating party.
4) Respond promptly to any request for further information coming from the “Email Filter” user.
5) Notify the E-mail Administrator when the blocked E-mail situation has been corrected by forwarding notice to the GroupWise user “Email Filter”.

* In instances where E-mail originated by a District employee from an outside E-mail system (COX, AOL, etc.) does not reach the intended District GroupWise user follow the same procedures. Cite yourself and your outside E-mail system/address as the originating party. Also include the GroupWise user for whom the E-mail was intended.

Please observe the following procedures to request blocking of unwanted E-mail originating from an external address.

1) Report the repeated reception of unwanted externally originated E-mail to the District E-mail Administrator by forwarding an E-mail to the GroupWise user established for this purpose (username is “Email Filter”).
2) The E-mail to “Email Filter” should include the E-mail address of the originating party and a brief explanation of the nature of the offending content (or include the text of the unwanted E-mail Body).
3) Respond promptly to any request for further information coming from the “Email Filter” user.
4) Notify the E-mail Administrator when the unwanted E-mail situation has been corrected by forwarding notice to the GroupWise user “Email Filter”.

Standard Operating Procedure: **Virus Attack Response**

Author: DEM
Department: **Information Technology** Issue Date: 9/08/03
SOP #: **01-01-e3** Rev. Date:

I. Procedure Name: **Virus Attack Response**
II. Basic Procedure: **Role of Specific Information Technology Personnel**

The Information Technology, Technology Support field assignments will be used to delegate personnel responsibilities for onsite responses to a virus attack (schools and District offices). The current assignments are listed on the Information Technology Web site (http://it.escambia.k12.fl.us/assignments.htm). Assigned Network Services and Web Technologies personnel will monitor the virus threat bulletins posted by the District's virus software vendor and will make the determination that a credible virus threat is posed to the District. Once consensus is reached among these two workgroups, the Director of Network Services will notify the Director of Technology Support of: the existence of a credible virus attack threat; the location of any patch, virus definition, scanning engine, or other code necessary to clean and protect District computers and servers; the logistical and procedural issues associated with responding to the specific virus; and the language for an e-mail memo to be sent to appropriate District Personnel explaining the planned response to the attack. The Technical Support field personnel will then be provided with all of the germane response information, as determined by the Director of Technology Support, and dispatched to the schools and offices by radio or cell phone. The schools' and offices' Technology Contacts will be notified and work in conjunction with their assigned Information Technology, Technology Support technicians.

Standard Operating Procedure: **Virus Attack Response**

Author: DEM
Department: **Information Technology** Issue Date: 9/08/03
SOP #: **01-01-e4** Rev. Date:

I. Procedure Name: **Virus Attack Response**
II. Basic Procedure: **Procedure Sequence**

1) Assigned Network Services and Web Technologies personnel monitor the virus threat bulletins posted by the District's virus software vendor

2) Assigned Network Services and Web Technologies personnel make the determination that a credible virus threat is posed to the District.

3) The Director of Network Services notifies the Director of Technology Support of: the existence of a credible virus attack threat.

4) The Director of Network Services posts any patch, virus definition, scanning engine, or other code necessary to clean and protect District computers and servers communicates the posting location to the Director Technology Support.

5) The Director of Network Services advises the Director of Technology Support of the logistical and procedural issues associated with responding to the specific virus threat.

6) The Director of Network Services provides the Director of Technology Support with the proposed language for an e-mail memo to be sent to appropriate District Personnel explaining the planned response to the attack.

7) The Director of Network Services and the Director of Technology Support reach consensus on the language for an e-mail memo to be sent to appropriate District Personnel explaining the planned response to the attack and forward the e-mail.

8) Director of Technology Support provides any further necessary briefing to the Technology Support personnel by face-to-face meeting, radio or cell phone and dispatches those personnel to their assigned schools and offices for execution of the planned response to the attack.

9) Technology Support personnel notify schools' and offices' Technology Contacts and request cooperation in executing the planned response.

10) The Directors of Technology Support and the Network Services workgroup conduct a debriefing on the response and possible modifications to the virus attack procedures.

Standard Operating Procedure: **Employee Computer Examination**

Author: DEM
Department: **Information Technology** Issue Date: 9/08/03
SOP #: **01-01-f1** Rev. Date:

I. Procedure Name: **Examination Procedure**
II. Basic Procedure: **Computer Investigation Sequence**

When a District employee is accused of behavior that warrants Board disciplinary action, that employee's computer will be secured and examined for evidence of the accused behavior. The procedures used to secure and examine that employee's computer are listed below.

1) To avoid impropriety, it is recommended that at least 2 persons retrieve the employee's computer and secure it within a locked space in the Data Processing building. This is done under the authorization of the Human Resources Office.
2) Disable Novell account.
3) Disable GroupWise account.
4) Change GroupWise password for account and provide to investigators.
5) Disable any proxies to GroupWise account.
6) Disable any Mainframe accounts. Disable account in RACF, which may be re-enabled after formal investigation is complete.
7) If user has passwords for other accounts or PC, these all need to be changed.
8) Record date and times unit is investigated.
9) Recommended that at least 2 persons perform investigation, so that there is no hint of impropriety.
10) Due to nature of Windows operating system, the new hardware wizard may start automatically for a different monitor if used.
11) Keep unit disconnected from network, except when investigating email and email archive. This helps minimize any files that may attempt to communicate to a central server.
12) Record Unit Manufacturer, Make, Serial Number and District Property number.
13) Record room number of where unit belongs and room number used to perform investigation. Unit should be locked in room or lock box when unit is left alone.
14) Disable all screensavers immediately, before any timeouts or passwords take effect. Export registry to a save file. Registry will have information stored that is pertinent only to PC under investigation. Due to size, it may not fit on a diskette.
15) Check registry for suspect entries. (Typed URL's, etc)
16) Check Favorites folder or Bookmark files for browsers. Save to diskette if necessary.
17) Do file find on GIF, JPG, JPE and BMP files.
18) Do keyword search on all files for suspect words.
19) Check Temporary Cache Files for all browsers. Perform directory list to diskette if necessary.
20) Check Cookies for all browsers. Perform directory list to diskette if necessary.
21) Check Recycle Bin.
22) Check Novell User directory on host fileserver.
23) Depending on parameters of the investigation, check for related software

Standard Operating Procedure: **Exposure to Inappropriate Online Material**
Author: DEM
Department: **Information Technology** Issue Date: 9/08/03
SOP #: **01-01-g1** Rev. Date:

I. Procedure Name: **Student Exposure**
II. Basic Procedure: **Parental Notification Procedures**

On occasion the District Internet content filter fails to block a Web site that contains inappropriate text, graphics, and/or multimedia content. Students are sometimes exposed to these sites (inadvertently and sometimes intentionally on the part of the student) and the inappropriate content they present. Intentional use of these inappropriate Web sites is a violation of the District Acceptable Use Policy and can result in disciplinary action for employees and students. Any instance of student exposure to inappropriate Web content, no matter the circumstance, requires immediate notification of the parents of the involved students. The procedures of that notification process are below.

1. Supervising District employee discovers the student exposure and immediately closes the browser window and removes the student(s) from the proximity of the computer displaying the inappropriate content.
2. The District employee then notes the url of the inappropriate site, calls End User Support to report a failure of the Internet content filter, and provides the site url to End User Support for forwarding to Network Services
3. Network Services effects a manual add of the inappropriate url to the list of blocked sites in the District filter and reports the url to the District's content filter vendor for inclusion in their national list of blocked sites (national list is downloaded to District filter nightly).
4. School administration confirms that the student had parental permission to use the Internet and then calls the parent or guardian to report the exposure of their student to the inappropriate content (notification includes context/assignment in which the exposure occurred, type of inappropriate content, duration of the exposure, others that may have been involved, measures that district is taking to prevent further exposure to this and all inappropriate sites.
5. If the school administration discovers that the student did not have parental permission to use the Internet, an immediate determination is made as to how the student was able to use the Internet and/or was exposed to the inappropriate content. The incident is reported immediately to the Director of Information Technology for parental notification by that office (after consultation with the Office of the General Counsel).
6. School administration reports the results of any parental notification in which the parent or guardian is not satisfied with the efforts of the District or its employees to protect and/or supervise their student regarding use of the Internet and/or exposure to inappropriate content.